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Academic Motivation, Test Anxiety and Study Habits as Related to Students Academic Achievement in Burayu and GeresuDuki Preparatory Schools, Oromia Region, Ethiopia

Mohammed WadoRuku* and Bonsa Tola Alemu**

ABSTRACT

The study explored the relationship between academic motivation, test anxiety, study habit and academic achievement of Preparatory school students' in Burayu Preparatory School and GeresuDuki Preparatory School Oromia Region, Ethiopia. The study involved 351 sampled students through proportional stratified and random sampling techniques. Questionnaires and document analysis were used to collect data. Three types of questionnaire were applied to gather data about academic motivation, study habit, and test anxiety variables. Correlation and regression analysis were applied, and the result of the study revealed that academic motivation, test anxiety and study habits variables are related with preparatory school students' academic achievement. It was concluded that motivation, test anxiety and study habit variables are related with preparatory school students' academic achievement. Therefore, teachers, principals, and counselors recommended that proper orientation has to be given to the students about the purpose of the exam/test, what expected from students before, during and after test/exam and the importance of optimum level of test anxiety.

Keywords: Academic Achievement, Academic motivation, Study Habit, Test Anxiety.

INTRODUCTION

The objective of education in general and at preparatory level in particular is to enable students become agents of national development. The National Education Policy has been adopted as the Government's way of achieving its national objectives. As demonstrated in the education and training policy of Ethiopia (1994), one of the specific objectives is satisfying the country's need for skilled manpower by providing training in various skills at different levels. To achieve this and other aims and objectives of the policy, it is better to strengthen the struggle started from primary schools in general and Preparatory Schools education in particular. Since this level of education is the base for college and higher education which is expected to play a great role by engaging in a continuous process of maximizing the quality of graduates so as to enhance their readiness for the job market and further education. In the process of achieving such objectives the Schools encounter many difficulties which may be associated primarily with a student and those factors which may not be related to the individual cognitive factors but to some other non cognitive factors. Since the issue of academic achievement is complex, it's not simple to determine factors related to it (Mehrens& Lehman, 1984).

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These factors affecting students' success should be researched and handled effectively. If not, it will certainly affect the core educational vision of the country which is to build the human capital.

Therefore, the prediction and explanation of factors related to students' academic success in general and Preparatory School in particular is an important area of research in education. This is because of students' poor academic achievement, failure or drop out of students from the School often incur considerable attention by the educational experts, Psychologists, Psychometrician and other concerned body in general and higher institutions in particular to assist the students to improve their achievement progress. Although academic achievement is often associated with factors such as Teachers, Parents and School environments, aspects of intellectual and non-intellectual conditions of the students may also affect academic achievement (Okafor, 2007). Among these, motivation and test anxiety and study skills may facilitate or delay learner's academic achievement. Different scholar suggests that, motivation force peoples to successfully complete an assignment achieve better academic performance or degree of qualification in their professional area(Mohamadi, 2006). For this reason motivations explain the reason behind people's behavior and determine why they behave in a particular way. Motivated behaviors are active, leaning, and permanent (Kourosh, Shahrzad, &Hadi 2011). Investigating the relationship between non-cognitive factor that is study habit, test anxiety and academic achievement is beneficial to provide better chance for Preparatory School students. Research has reported a positive relationship between study habit and academic achievement of the students. According to McDonald (2001), most students at high school level emerge to experience uncomfortable of test anxiety. According to different studies high school exams and any other assessment instruments used by the teachers in the classroom and at the end of the classroom are the most anxiety provoking situation in their programs of study and negatively related to students academic success. As mentioned by different scholars in different time and context, anxiety over test performance has also been related to low self-esteem, dependency, and passivity, all of which have a negative influence on students' academic achievement (Parks, Collwitzer, & Oettingen, 2010; Yildirim, & Ergene, 2003; Yildirim, Genctanirim, Yalcin, &Baydan, 2008).

There is a general acknowledgement that within School education differences exist among learners with respect to academic achievement. But when the difference became wide and resulted in high students' academic failure, it receives attention to identify factors accounted for the increment of students' academic failure and dropout rate. Similarly, in our country, Ethiopia, the aforementioned problems is manifested and resulted in poor quality education (MoE, 1994, 2000 E.C). In line with this, formal discussions among the school principal, teachers, students, stakeholders, and other concerned bodies were directed toward identifying factors contributed to students academic variation, failure and dropouts of learners in the schools. Thus, better understanding of those factors that influence student success in the school in general and preparatory school in particular is more vital. A number of factors could be attributed to students' academic achievement failure and dropout rate. These problems may be tied with different variables that could be classified as inside and outside school. These factors further may be related to motivation (Mohamadi, 2006, Coetzee, 2011, Covington & Omelich, 1979); test anxiety (Cassady, & Johnson, 2002; Parks, Collwitzer, & Oettingen, 2010);and/ or study skills (McDonald, 2001). Many previous studies conducted in our country have focused on parenting style inequalities and economic disadvantage as predictors of academic achievement (Birhanu, 1996; Abesha, 1997). However, previous studies fail to address adequately academic motivation, test anxiety, and study skill effects on educational achievement of Preparatory School in Ethiopia in general, and South West Showa Zone and West Showa Zone in particular. So in this study the relationship between components of academic motivation, test anxiety and study habits variables in relation to adolescent academic achievement were assessed with the following specific objectives.

- To identify the relationship between components of academic motivation and preparatory students' academic achievement,

- To explain the extent to which test anxiety and study habit could relate to the preparatory school students academic achievement, and
- To investigate a statistically significant predictor variable(s) of preparatory school students' academic achievement among components of academic motivation, test anxiety and study habits.

METHODS AND MATERIALS

Quantitative research approach was applied in the study because the nature of the research objectives demands numerical and statistical data analysis techniques. To this end, the study was mainly Co relational in nature.

Questionnaires were used to gather data about the influence of components of academic motivation, test anxiety, and study habit variables on students' academic achievement.

POPULATION, SAMPLE AND SAMPLING TECHNIQUE

Three hundred fifty one (351) participants, including both genders from two government preparatory schools (i.e., Burayu and Geresu Duki) were taken. The sample size of the study was determined in line with Krejcie and Morgan (1970) sampling technique which indicated in the table, as they suggest that different number of population could be represented by different number of participants. Therefore, the method of sample selection that was suggested by Krejcie and Morgan was applied to draw the sample participant of the study. The population was found to have strata based on sex in relation to each school total number of students. Thus, before selecting samples to be included in the study, the population was stratified in sex. After such stratification, proportional numbers of representatives are selected by using random selection techniques. Generally, stratified and random sampling techniques were applied in order to select appropriate representatives from the population of the study.

INSTRUMENTS

In this study, questionnaires and document analysis were used to collect data. Three different questionnaires were used. The first part of the questionnaire taps data on academic motivation, the second part of the questionnaire taps data on study habit, and finally the third part of the questionnaire taps data on student test anxiety. After the items of academic motivation, study habits and test anxiety inventories were adapted; questionnaires were judged for relevance, face, and content validity by expert. In addition, students' record was taken from the school Registrar office and document analysis was conducted on students' total average achievement score during the first semester of 2016/17 the academic year.

PILOT TESTING

After instruments were translated from English language in to Afan Oromo-working language in the study area; and since some word modifications were made, it was preferred to pilot study. The translated instruments were piloted on 80 randomly selected students of Holota Preparatory School. The purpose of piloting was to examine the reliability and the appropriateness of the instruments. Therefore, the clarity of the items to the respondents, the adequacy of time to respond the items, and the reliability of the instruments were evaluated.

SCORING PROCEDURE

For academic motivation scale, the score was obtained by summing the scores for individual items, and score on each items ranging from lowest to highest. Highest score on the academic

motivation scale show high orientation towards learning tasks whether intrinsic or extrinsic; and orientation towards learning tasks lacks intention.

Score on each subscale ranges from lowest to highest. High score show high study habit in specific scale of study habit measures. For test anxiety inventory, the score were obtained by summing the scores for individual items. Score on each scale ranging from lowest to highest. High score shows high test anxiety in specific scale of test anxiety measures. The respondents' total score in each sub scale of academic motivation scale, study habits scale and test anxiety scale were used in the analysis. Concerning students' academic achievement, the first semester cumulative average result was used in the analysis.

METHOD OF DATA ANALYSIS

Pearson product moment correlation was applied to identify the relationship among study variables; and regression analysis to identify the significant predictor variables of academic achievement in the analysis of the study. Stepwise multiple regressions were applied to evaluate the relative contributions of each of the independent variable. Mean and standard deviation were used to describe the data by sample distribution.

ETHICAL CONSIDERATION

To make the participants confidential the researchers' aware them the purposes of the study that their response was used only for the research purpose and kept confidential. And finally the researchers' aware the participants as any of the data obtained was not personalized in any part of the research. Finally, the researchers had legal letters from Ambo University to all the concerned bodies including the district educational office, Burayu and GeresuDuki Preparatory Schools.

RESULTS AND DISCUSSION

The Relationship between components Academic Motivation and Preparatory School Students Academic Achievement

Pearson Product Moment correlation coefficient was employed to determine the correlation coefficients between the components of academic motivation and preparatory school students' Academic Achievement (AA). The results were stated below in tables 1.

Table-1: Correlation Matrix Showing Correlation Coefficients between the components of Academic Motivation and AA

Variables	1	2	3	4
1. AA	1.00			
2. Intrinsic Motivation.	.50*	1.00		
3. Extrinsic Motivation.	.60*	-.18*	1.00	
4. Amotivation.	.41*	.21	-.207	1.00
Mean	66.3	3.38	4.17	2.61
SD	8.38	8.50	1.10	.91

Note: All reported correlations are significant* $p < 0.01$ (2-tailed), $N=351$, AA= academic achievement

In the correlation matrices presented above, there was a statistically significant relationship between intrinsic motivation and academic achievements ($r=0.50$, $p < 0.01$), extrinsic motivation and

AA ($r = 0.60$, $p < 0.01$) and also there was a statistically significant relationship between A motivation and AA ($r = -0.41$, $p < 0.01$). It means there was strong high to moderate positive correlation coefficient between components of academic motivation and preparatory school students AA.

This finding is consistent with earlier studies of (Bakar, Tarmizi, Mahyuddin, Luan, & Ayub, 2010; Mahyuddin, Elias & Noordin, 2009) which have reported that intrinsic motivation, extrinsic motivation and a motivation has positive relationship with academic achievement respectively.

So according to this result, one can infer that when the students extrinsic and intrinsic motivation is high, the probability of the students to engage in complex learning process, completing complex task is high and indirectly the probability of scoring high mark in the specific subject is also high. In contrast to this, from this result one can infer that when the students' orientation towards learning lacks intention or goal the students' probability of developing the feeling of I can't succeed in the activity, I can't compete with each other and other feeling that led to failure is high. So in this situation students' probability to score low academic achievement in specific subject and dropout from the school is high.

The Relationship among Study Habit, Test Anxiety and AA of preparatory school students

Table-2: Correlation Matrices of Study habit, Test Anxiety and Academic Achievement

Variables	1	2	3
1. AA	1.00		
2. Test Anxiety	.72*	1.00	
3. Study Habit	-.59*	.10	1.00
Mean	66.89	2.95	-.208
SD	8.38	1.08	.47

Note: All Correlation is significant at, $P \leq 0.01$ level(2-tailed), **= shows only significant variables. SD= standard deviation, N=351, AA= academic achievement

As indicated in table 2 above, the relationship of the entire predictor variables with preparatory school students' AA was found to be statistically significant. Students test anxiety and study habit had strong and negative significant relationship with students AA ($r = -.72$, $p < 0.01$ & $r = -.59$, $p < 0.01$) respectively. It means there was strong high negative correlation coefficient between test anxiety, study habit and preparatory school students AA.

This finding supports the finding of Kulandai (2007) and contradicts with the finding of Doss (2012). So as this result, one can infer that when the students study habit is low the probability of the students to manage their time effectively, effective note taking skill, reading comprehension, test preparation and taking skills are become poor, which in turn, decreases students AA.

One of the most important findings of this study is that there is a strong negative relationship between students test anxiety and students AA scores. The finding of this study is consistent with the previous study by (Salend, 2011; Nadeem, Akhtar, Saira, & Syeda, 2012). Moreover, this study agreed with the previous findings of (Afolayan, Donald, Onasoga, Babafemi & Juan, 2013) which stated that there is a strong negative relationship between students test anxiety score and science academic achievement.

It can be said that test anxiety have lion's share in determining Preparatory School students' AA when we compare with other components of academic motivation and study habits. This means,

when test anxiety increase on the side of the students during the exam, students developed fear of the test/exam before coming to the test/exam room, during the exam and cramming themselves the day before the test/exam are increase, these resulted in low concentration of students during reading and memorizing what they red before, which in turn, resulted in low students AA.

The Relative Contribution of Components Academic Motivation, Study Habit and Test Anxiety variables to Preparatory School Students' AA

Finally, the stepwise regression analysis was made in order to identify the relative contribution of each significant independent variable to the dependent variable.

The stepwise multiple regression model (R) shows a significant relationship between students' academic achievement and a combination of the test anxiety, study habit, and academic motivation components [$F_{(4,346)} = 114.43$, $R^2 = 57$, $p < .05$]. Nearly 57% of the variance in students' academic achievements was explained for by the linear combination of the variances in test anxiety, extrinsic motivation, intrinsic motivation and study habit score. The table 3 below show as model is significantly predicted students AA.

Table-3: ANOVA Summary model of Stepwise Multiple Regression of Academic Motivation component and Study habits as Predictor of Academic Achievement.

Source	SS	df	MS	F		
Regression	14023.95	4	3505.98			
Residual	10601.45	346	30.64	114.43		
Total					24625.41	350

* $p < .05$ The predictor variables are test anxiety, extrinsic motivation, intrinsic motivation and study habits.

The model below shows the majority of the variance in AA is due test anxiety, extrinsic motivation, intrinsic motivation followed by study habits. Table 4 below shows the results of the stepwise multiple regression analysis on the basis of the order of importance of test anxiety, academic motivation components, and study habits in explaining variance in AA of preparatory school students.

Table-4: Summary of Stepwise Regression of the test anxiety, study habit and academic motivation Scale as a Predictor of Students' Academic Achievement

Variable	B	SEB	β	t	sig
Test Anxiety	-3.95	.38	-.51	-10.3	.000
Extrinsic Motivation	2.14	.93	.22	4.	.000
Intrinsic Motivation	.86	.33	.12	2.31	.010
Study habits	.33	-.09	-2.6	.013	

* $P < .05$,

In terms of the unique contribution of the predictor within the model, test anxiety, extrinsic motivation, intrinsic motivation and study habit was significantly predicted Preparatory School students AA [$(\beta = -.51, t = -10.3, p < .05)$, $(\beta = .22, t = 4.6, p < .05)$, $(\beta = .12, t = 2.31, p < .05)$ and $(\beta = -.09, t = -2.6, p < .05)$] respectively. The remaining variable students' motivation fails to enter in the regression model.

This does not mean that motivation did not contribute to the prediction of academic achievement rather statistically such contribution adds virtually no relevant and unique information to the prediction.

In general, the result of stepwise regression analysis revealed that from academic motivation components, extrinsic motivation and intrinsic motivation was a significant predictor of students AA, while motivation was not a significant predictor of preparatory school students AA. The result of stepwise regression analysis revealed that students test anxiety and students study habit was a significant predictor of preparatory school students' AA. The result of this study was supported by previous studies of Kulandai(2007) which had reported study habit was significant predictors of students' academic achievement. Regarding the students test anxiety the result of the study was also supported by the finding of Nadeem,Akhtar, Saira, &Syeda, (2012); and Afolayan, Donald, Onasoga, Babafemi& Juan (2013)which had reported that students test anxiety was the significant predictor of students' academic success.

CONCLUSION

The following conclusions are made based on the present finding of the study. Academic motivation is found to be one of the non-cognitive variables related with AA of Preparatory School students. It appears that students' high score in intrinsic and extrinsic motivation scale were related with better AA, and students high score in motivation scales were related with low students AA. Generally, it can be concluded that academic motivation had its own contribution in students learning and determines Preparatory School students' academic success. The students study habit and students test anxiety were significantly related to the AA of Preparatory School students indicating the existence of academic achievement difference among students due to the contribution of students test anxiety followed by students study habit. Those who were experienced both high and low anxiety during exam/test, were tend to achieve lower in their AA than those who were experience medium anxiety. Students test anxiety, study habit and components of academic motivation variables taken together, do significantly predict academic achievement of Preparatory School students. That is, they are jointly responsible for the variation among preparatory school students in terms of AA. Regarding the relative contribution of these variables to the prediction of academic achievement, students test anxiety is the strongest significant predictor of Preparatory School students AA, while extrinsic motivation, intrinsic motivation, and students study habit are the next positive significant predictor of the dependent variable respectively.

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The Level of Support Service for Children with Disability in Primary Schools of West Shewa Zone, Oromiya, Ethiopia: A Need for Change

Bonsa Tola* and Mengistu Debele**

ABSTRACT

The present study aims at investigating the Level of support for Children with Disability in Primary Schools of West Shewa Zone, Oromiya, Ethiopia: A Need for change. **Aim:** To identify whether the teachers' have the training to address the educational needs of children with disability, to explore the level of support services for the children with disability in primary schools and to explore the primary schools' affirmative action's for the education of children with disability. **Sample:** Support System for Students with Disabilities was assessed in five randomly selected primary schools of West Shewa Zone, Oromiya, Ethiopia. Concurrent mixed research method was employed to address the research objective and data were collected from 100 academic staff and 43 students with disabilities using 35 close-ended items, 2 open-ended items and observation. Descriptive statistics were used to analyze data. **Results:** It was found that within school support service for children with disabilities has been less practiced. Therefore, the regular primary schools should improvewithin school support service to address the educational needs of children with disabilities.

Keywords: Support, Primary Schools, Academic staff, Students with Disability

INTRODUCTION

Children with disabilities have the right to be educated in general inclusive schools with support as it is needed² (UNESCO, 2009). Educating children with disabilities is a good investment; it reduces welfare costs and dependence. It also frees other household members from caring responsibilities, allowing them to increase employment or other productive activities (UNICEF, 2011). Accordingly, School should provide support service to children with disabilities to become successful in their educational attainment (UNESCO, 2009). Support is taking as all activities, which increase the capacity of a school to respond to student diversity (Booth & Ainscow, 2002). The support provided to school should have variety and effectiveness so that all learners with diverse needs can learn. The supports made for children with disability in general school could be in various form including children supporting children, teachers supporting teachers, parents as partners in the education of their children and communities as supporters of schools. There is also support from special needs education teachers, support form resource centers and other professionals (UNESCO, 2001).

Support system in inclusive school requires a wide range of resources. Support in learning and participation help to minimize barriers to learning and participation which involves mobilizing resources within the school and its community (USAID, 2011). The experience of supporting may lead

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to an increase in active, cooperative, and independent learning. It also contributes to improvement in teaching for a wider group of students. It is important to link support for individuals and groups with staff and curriculum development activities (Booth & Ainscow, 2002). All forms of support should contribute effectively to an inclusive approach (UNESCO, 2001).

Students with disabilities should receive the support they need within the general system. There is evidence of a growth in the development of inclusive education practices at the local level in many countries (UNESCO, 2009). General schools started the inclusion of children with disabilities in Ethiopia and few successes observed in some schools of Addis Ababa (Tirussew, 2005).

However, the support service provision for children with disability in general schools has been less understood. The research on disability and inclusion has been neglected in developing countries and evidences related to inclusive educations are scattered, scarce, and inconclusive (Franck, 2015). Hence, there are no reliable data on the inclusion or exclusion of disadvantaged groups in Ethiopia (World Report on Disability, 2011). The research conducted on the inclusion of children with disabilities in Ethiopia has been limited, tended to be small scale, and has focused on teacher attitudes due to relatively infancy stage of inclusive education as an educational principle (Tirussew, 2005; Catherine H., Susie M., & Juliette M., 2014).

The education of children with disabilities is very challenging in Ethiopia; a majority of them are still out of school (Franck, 2015). The national report revealed that only 4% of children with disabilities have the access to primary education and also the quality of education they are receiving is remained to be very low (Education Sector Development Program, 2015/16). Particularly, the Oromia region with large number of students in the country has poor achievement in bringing children with disabilities to primary schools. The number of children with disabilities attending primary schools in the region was found to be 1.78% (Oromia Education Bureau, 2015). Although, the problem was observed throughout the region, it was deep-rooted in the primary schools of West Shew Zone. More than 800 primary schools are running in this administrative Zone. From this number of schools, less than 10 primary schools are started to enroll children with disabilities. The practices of support provision for children with disabilities in these primary schools were not clearly understood. Therefore, conducting research has an important role in seeking to understand the nature of support services for children with disabilities within selected primary schools.

OBJECTIVES OF THE RESEARCH

The main objective of this research is to assess the status of inclusion for children with disabilities in the selected primary schools. The specific objectives of the research are to:

- identify whether the teachers' have the training to address the educational needs of children with disability
- distinguish the level of support services to educate children with disability in primary schools
- explore the affirmative actions designed by primary schools' to support the education of children with disability

METHOD

Design of the study

To understand the nature of support service for children with disability in primary schools, convergent mixed design was employed to collect, merge, and use the results of both quantitative and qualitative data simultaneously. A basic rationale for this design was that one data collection

form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data (Creswell, 2012).

Sampling Technique and Sample size

School support provision service for children with disabilities was assessed in primary schools of West Shewa Zone, Oromia region. Out of ten primary schools started educating children with disability together with other children in regular schools, five primary schools were selected randomly. Accordingly, out of 185 academic staff working in five primary schools (Teachers, Principals, and supervisors), 100 sample containing 35 males and 65 females were participated in the study randomly. Regarding their educational status, around 57% of participants were Diploma holders while 33% and 10% were Degree & Certificate holders respectively (See Table 1). About the 11% of the school staff participants are graduates of Special Needs Education (SNE) field while 89% were regular teachers trained in various field of primary education. Their teaching experiences ranged from one year to 38 years with the mean of 14.39 experience years. It is possible to say the majority of the respondents are experienced in teaching & Diploma holders (See Table 1).

Table-1: School Staff Background Data

No	Name of the Schools	School Staff			Sample				Educational Status				SNE Graduate			Experience in year/s	
		M	F	Total	M	F	Total	Certificate	Diploma	Degree	Total	M	F	Total			
1	Ambo	28	36	64	M	15	35	3	18	14	35	1	1	2	Minim. Expe. Year	1	
					F	20											
2	Bako	5	8	13	M	3	7	1	5	2	8	2	-	2			
					F	4											
3	Shanan	14	20	34	M	7	18	-	10	8	18	1	1	2	Maxim. Expe. Years	38	
					F	11											
4	Sankalle	6	14	20	M	3	11	-	8	2	10	-	1	1			
					F	8											
5	Awaro	14	40	54	M	8	29	6	16	7	29	1	3	4	Mean	14	
					F	21											
Total		67	118	185			100	10	57	33	100	5	6	11			

In addition to academic staff, from the total number of 96 students with different types of disabilities, 43 of them were randomly participated in the study. The type and number these students includes 55.8% children with visual impairments, 32% children with hearing impairments, 9.3% children

with physical disability, and 2.3% child with communication disorder. Regarding their educational placements; about (81.4%) of them are learning in regular classroom and around (14%) of them are attending their education in special classes and very few (4.7%) are learning both in regular and special classrooms. The students' age ranges from 12 to 20 years old with an average of 14.28 years old. It is possible to confirm from the result, the majority of participants are students with sensory impairments and they are learning in regular classroom. The result also depicts the age of some students with disability were found to be above the maximum school age (14/15 year) at primary school in Ethiopia (See Table 2).

Table-2: Background Data of Students with disabilities in Selected Schools

No	Types of students' Disability			Students Placements			Students' age	
		F	%		f	%		
1.	Hearing Impairment	14	32	General classroom	35	81.4	Max. age	20
2.	Visual Impairments	24	55.8	Special class	6	14	Min. age	12
3.	Physical Disorder	4	9.3	Both in General & Special class	2	4.7	Mean	14.28
4.	Communication Disorder	1	2.3		43	100		
	Total	43	100					

Instruments of Data Collection

Questionnaires and observation were employed to collect data. In addition to 5 items designed to collect participants' background data, 35 items close-ended questionnaires were employed to collect data on school support provision for children with disabilities in primary schools. The questionnaires were prepared in English and translated into Afaan Oromoo; medium of instruction in the study area. The questionnaire with five point Likert rating scale: 1-strongly disagree, 2-disagree, 3-not sure, 4-agree, 5-strongly agree alternatives were used for school academic staff and Yes/No item types were used for students with disability. In addition, data were collected through open-ended question on the challenges of support provision for children with disability. Further, data were collected through observation containing 15 items to assess the availability of resources to provide support service for children with disability in primary schools.

Data gathering tools were developed by the researchers and a pilot study was conducted in Ginchi and Gedo Dire Gudina Primary schools to check the reliability of the research instruments and to understand whether the procedure was feasible and appropriate. The findings showed that the questionnaires have adequate reliability and the Cronbach's Alpha value of measurement scale found to be 0.9, which shows an acceptable level of internal reliability.

Method of Data Analysis

The findings of this study were categorized in to three themes: 'Teachers' Training to educate children with disability', 'Educational support provision, and 'School affirmative action' for children with disability' that indicate the status of supporting children with disability in selected primary schools. Data were analyzed descriptively, mean score and frequency distributions were performed with

percentage to indicate the proportions of respondents taking the views of disagreement or agreement for academic staff and Yes/No for student on each item. Mean scores values were also calculated for all themes and compared with the expected mean 3 which is scored out of a 5 scales. If the score is below 3, it means that most respondents disagree with the statement. If the score is 3, it means that most of the respondents are not sure with the statement. If the score is above 3, it means that a majority of respondents agree with the support service in school. In addition, Data from observation and open-ended item have been analyzed qualitatively to make validation with the data obtained through questionnaire.

RESULTS AND DISCUSSION

In this section, the obtained results are presented with discussion because when the discussion is relatively brief and straightforward, it is possible to combine it with the Results section, creating a section called Results and Discussion (APA, 2012, p.35). In presenting the results, mostly respondents' views of disagreement (i.e. "strongly disagree" and "disagree") are compiled to reveal the low level or poor performance of the schools in support provision for children with disabilities. On the other hand, respondents' views of agreement (i.e. "strongly agree" and "agree") are compiled to indicate the high level or good performance of the schools in support provision for children with disabilities.

The study results and its discussion were categorized under three themes: 'Teachers' Training to educate children with disability', 'Educational support provision for children with disability', and 'School affirmative action for children with disability'. Data from questionnaires were presented first and followed by the data from observations and open-ended item.

Teachers' Training to Educate Children with Disability

Learning outcomes for children with disabilities are often at risk when teachers' lack appropriate training and access to any form of support in the classroom (UNICEF, 2011). In terms of training, it was stated that "the government has to train professionals and staffs who work at all levels of education and employ qualified teachers in Sign language and/or Braille to support persons with disabilities"(UNCRPD, 2006, p.17). It was stated also the success of inclusion is dependent upon preparing general education teachers for inclusive classroom settings and the general class teachers and itinerant/resource teachers have to perform in accordance with their respective duties and responsibilities to meet the needs of all children through implementing inclusive education (Ministry of Education, 2012). In relation to this, participants were asked about their training to educate children with disabilities in the regular schools. However, the majority of the academic staff showed disagreement about their 'awareness on disability issues and on the educational rights of students with disability (71%)'. They also reported as they has lack of training on 'adapting curriculum(73%)', 'adapting assessment (71%)', 'adapting teaching methods (74%)', 'Braille skill (77%)', 'Sign language skill (82%)', and 'managing inclusive classroom (73%)' respectively.

Further, they showed disagreement on their 'skills to identify children with disabilities (64%), on 'Professional knowledge to educate students with disability (80%)' and on 'planning skill to address the educational needs of students with disabilities (70%)'. Similarly, the observed mean score for 'Teachers' training to educate children with disability' was found to be (1.93), which indicates the majority of the academic staff disagree on lack of teachers' training to educate children with disability in selected primary schools (See Table 3).

Table-3: Frequency & Mean Value of Teachers' Training to Educate Children with Disability

No	Items	Value	Disagree	Undecided	Agree	$\sum V_i f_i$	$\bar{x} = \frac{\sum V_i f_i}{N}$
		Freq.	f in %	f in %	f in %		
	Awareness on disability issues		71	1	28	204	2.04
	Skill to identify students with disability early		64	17	19	206	2.06
	Professional knowledge to educate SWD		80	8	12	184	1.84
	Training on how to adapt curriculum		73	9	18	202	2.02
	Training on how to adapt assessment		71	11	18	188	1.88
	Training on adapting teaching method		74	6	20	197	1.97
	Awareness on educational rights of SWD		71	9	20	198	1.98
	Training on how to use Braille		77	6	17	179	1.79
	Training on sign language		82	-	18	166	1.66
	Planning skills to address special educational needs		70	12	18	204	2.04
	Training on managing inclusive classroom		73	9	18	199	1.99
	Grand Mean						1.93

Note. $N=100$ (indicates the total number of participants i.e. hundred); Expected mean=3;
 $\sum V_i f_i$ indicates the total score for each item i.e. \sum of scale value (V_i) 1 to 5*frequency (f_i);
 $\bar{x} = \frac{\sum V_i f_i}{N}$ = Mean score (dividing total score by the number of participants N).

The above findings seem to indicate the academic staffs have less training to educate students with disability in the primary schools. In relation to this, World Report on Disability (2011) indicated that, in resource poor setting classrooms, there is a severe shortage of well trained teachers capable of routinely handling the individual needs of children with disabilities. On the contrary, it has been reported that the general education teachers must be competent at adapting and modifying curriculum and instruction to meet the needs of all their students including students with disabilities (Stanovich & Jordan, 2002). Supporting this idea UNESCO (2009) confirmed that the inclusion of children with special needs requires modifying the teacher training, human resources, & teaching materials. Further, educators have indicated the need for additional training to enable regular teachers' to meet the needs of students with special needs included in the general education classrooms (Bradley & West, 1994).

Educational Support Provision for children with disability

Within general education system, children with disabilities have to receive the support required (UNCRPD, 2006). Likewise, the Ethiopian Inclusive Education Strategy stated, trained Special Needs

Education teachers should be assigned to work as itinerant teacher in general schools (Ministry of Education, 2012). Conversely, around (52%) of the academic staff disagree with the idea that their schools 'employ Special Needs Education teachers'(See Table 4) and also (81.4%) of students with disabilities believed that their schools did not 'assign trained teachers to teach students with disabilities'. In relation to this, data through open ended question revealed that around twelve teachers of Special Needs Education have been working in selected schools. But, these teachers were not assigned to support children with disabilities rather they were assigned to teach other subjects like Civics and Ethical Education, Language, Physical Educations and/or other subject.

Participants were requested whether the schools establish resource center to facilitate the inclusion of children with special needs, but the majority (70%) of the staff respondents (See Table 4) and about (88.4%) of students with disabilities showed disagreement on their schools 'establishment of resource center'. On the other hand, Ministry of Education affirmed that a resource center is a pedagogical center which is equipped with specific materials and assistive devices as well as staffed with professionals to give support for learners with special needs, teachers and neighboring schools (Ministry of Education, 2012).

Schools are mandated to allocate budget to purchase educational materials such as Braille paper, slate, styluses, white cane, sign language dictionary, and other materials to facilitate the education of children with disabilities (Ministry of Education, 2012). Whereas, about (68%) of the staff respondents' revealed disagreements on their schools' 'availing educational materials for students with disabilities'(See Table 4). Similarly, World Report on Disability (2011) showed that there are shortages of adequate facilities and lack of learning materials in the schools of developing countries. On the other hand, the majority (72%) of students with disabilities believed that their schools have been 'providing them educational materials'. The variation between staff and students in responding to the above item may come to exist because of difference in understanding 'educational materials' for students with disability and other students in schools.

Regarding resource allocation for the education of children with disabilities, school managements are responsible to plan and budget for effective implementation of inclusive education in the schools (Ministry of Education, 2012). Conversely, about (71%) of staff disagree with the idea that their schools 'allocate budget to educate students with disabilities'. In addition, Ministry of Education (2012) stated that Education offices are responsible to organize and offer short term capacity building trainings on inclusive educations for implementers at School level. Whereas, around (57%) of the staff disagree with their schools' awareness creation on disability issues in primary schools'(See Table 4).

Without Sign language and Brail related services, it is impossible to address the educational needs of students with hearing & visual impairments in the school. Regarding this idea, the data from school staff showed disagreement on their schools 'Sign language service(67%)'and 'Brail service'(84%)(See Table 4) and similarly, about (79%) of students with disability believed that their schools did not provide them 'Sign language & Brail services'. This finding is contradicting with the idea of Ministry of Education (2012) that states, Braille Trainers and Sign Language Interpreters shall be assigned in primary schools to train students, teachers & parents in these skills to facilitate the inclusion of students with disability. In relation to this, observation result indicated Braille service has been provided only in Bako School for the Blind and sign language service has been given only in special classes of Ambo and Shenan primary schools. On the other hand, Braille related service providers were not assigned in Awaro, Sankalle, Ambo and Shenan primary schools. Further, Sign Language Interpreters were not assigned in Bako, Awaro, and Sankalle primary schools.

Schools are responsible to ensure the implementations of curriculum adaptation/modification to meet the educational needs of all children. Conversely, about (68%) of the respondents disagree on their schools' curriculum adaptations'(See Table 4) and also about (69.8%) of students with disability

believed that their schools did not provide them the education that could address their special needs'. This result is similar with the finding of World Report on Disability(2011), which indicates that the curricula are rigid; information is not delivered in the most appropriate mode such as Sign language and Braille in the schools of developing countries.

The learning assessment of students with special needs should take into account their particular disabilities "e.g., a blind learner may need to be tested orally or in Braille or a tape recorded test, and a test to be given to a deaf learner may need to be supported via sign language, and a learner with a learning disability may require more time in an exam, they may also take one exam in one day" (Ministry of Education, 2012, p. 51-52). However, about (57%) of the staff showed disagreement on their schools' assessment adaptation to learner with disabilities (See Table 4). This is mainly the assessment and evaluation systems of children with special needs are often focused on academic performance rather than on individual progress and also teachers may not believe in the capacity of children with disability to learn (World Report on Disability, 2011).

General teachers are mandated to support children with disabilities in their classroom through working on the problems of these children in their Continuous Professional Development program at the school level (Ministry of Education, 2012). Conversely, about (63%) of the staff believed as their schools did not include issues of disability/inclusion in teachers' Continuous Professional Development' (See Table 4). Further, for effective implementation of inclusive education in schools, the Ministry of Education (2012) affirmed for appropriate planning in the schools. However, about (57%) of the staff showed disagreement on their schools' planning to teach students with disabilities'. Moreover, it is stated as the "provision of appropriate support and encouragement reduce the dropout and repetition rate of learners with special needs" (Ministry of Education, 2012, p.47). Conversely, around (69%) of staff revealed disagreements on their schools' working to reduce the dropout rate of students with disability (See Table 4).

Schools are accountable to establish disability clubs to create strong emotional and social bond between children with disabilities and the peers without disabilities (Ministry of Education, 2012). Whereas, around (61%) of the staff (See Table 4) and about (93%) of students with disabilities showed disagreements on the establishment of disability club in the regular schools to facilitate the social interactions of students with disability. Although, about (75%) of the school staff participants confirmed disagreements on opportunities of students with disabilities to learn with other students while the majority (100%) of students with disabilities believed as their schools have been providing them the opportunity to learn with students without disabilities, and facilitate a good relationship between students with & without disability (95.3%).

In support to the classroom instructions, co-curricular activities are designed for students in the schools. Concerning this idea, respondents were requested about the participations of students with disabilities in schools' co-curricular activities. However, about (63%) of school staff and about (69.8%) of students with disabilities did not agree with the participations of students with disabilities in co-curricular activities of their schools. Similarly, about (62%) of the staff disagree on their schools' taking action to reduce the discrimination of students with disabilities in schools (See Table 4).

Schools should implement an incentive system to motivate and retain teachers working with students with disabilities (Ministry of Education, 2012). On the contrary, just about (85%) of the school staff disagree with idea of their schools' provision of incentives for special needs education teachers' (See Table 4). Likewise, schools are responsible to encourage teachers to conduct action research to identify and remove barriers to learning (Ministry of Education, 2012). However, about (73%) of the staff did not agree with the idea that their schools conducting research to facilitate the education of students with disabilities (See Table 4).

Table-4: Frequency & Mean Value of Supporting Students with Disability

No	Supporting Students with Disabilities	Value	Disagree	Undecided	Agree	$\sum V_i f_i$	$\bar{x} = \frac{\sum V_i f_i}{N}$	Students' Response	
								Yes	No
	The school...	Freq.	<i>f in %</i>	<i>f in %</i>	<i>f in %</i>	<i>f in %</i>		<i>f in %</i>	<i>f in %</i>
	Allocate budget to educate students with disability		71	11	18	194	1.94	-	-
	Create awareness on disability		57	17	26	226	2.26	-	-
	Assign SNE expert/ teachers		52	8	40	249	2.49	8 (18.6)	35(81.4)
	Provide sign language service		67	9	24	207	2.07	9(21)	34(79)
	Provide Braille service		84	16	-	168	1.68	9(21)	34(79)
	Establish resource center		70	5	25	193	1.93	5(11.6)	38(88.4)
	Adapt curriculum		68	6	26	210	2.1		
	Avail Teaching-Learning Materials		68	7	25	211	2.11	31(72)	12(27.9)
	Adapted assessment		57	9	34	236	2.36		
	Incorporate disability issues in CPD		63	10	27	220	2.2		
	Facilitate the planning to teach students with disability		57	11	32	236	2.36		
	Work to reduce the dropout rate of students with disability		69	8	23	212	2.12		
	Create opportunities for students with disability to learn with other students		75	6	19	179	1.79	43(100)	-
	Create opportunity for students with disability to participate in co-curricular activities in school		63	5	32	221	2.21	13(32.2)	30(69.8)
	Establish 'disability club' in order to create awareness		61	19	20	208	2.08	3(7)	40(93)
	Provide incentives for SNE teachers		85	3	12	163	1.63	-	-
	Take action to counter the discrimination of students with disability		62	5	33	215	2.15	-	-
	Conduct research on the education of students with disability		73	11	16	195	1.95	-	-
	Grand Mean						2.07		

Note. $N=100$ (indicates the total number of participants i.e. hundred); Expected mean=3;
 $\sum V_i f_i$ indicates the total score for each item i.e. \sum of scale value (V_i) 1 to 5*frequency (f_i);
 $\bar{x} = \frac{\sum V_i f_i}{N}$ = Mean score (dividing total score by the number of participants N).

Moreover, as for Educational Support provision for children with disability, the computed mean score (2.07) is less than the expected mean (3), which indicates the level of Educational Support provision for students with disabilities in selected primary schools was found to be very low. This finding is inconsistent with the Convention on Right of Persons with disabilities, which recognize the right of all children with disabilities to receive the individual support they require (UNCRPD, 2006).

In relation to the above findings, observations were made in three primary schools to identify the availability of resources in the schools to support the education of students with disability. The data showed only Bako primary school has assistive materials used to teach children with visual impairments including large print materials, Braille books, Abacus, Tactile graphs, Brail paper, and other Braille materials. In the other primary schools the resources were not available to facilitate the education of students with disability.

School Affirmative Action to Children with Disabilities

Regarding the affirmative action made for children with disabilities in the regular schools, the school staff disagree on the items related to their schools' economic support (86%), guidance and counseling service (48%), provision of stationery materials (51%), covering the cost of school uniform (71%), covering the cost of transportation service (85%), and rewarding students with disabilities for their academic achievement (70%). Similarly, students with disabilities were asked about the affirmative action made to them in the regular schools. The majority of them responded that their schools did not provide them pocket money (98%), guidance and counseling service & stationery materials (67%), cover the cost of school uniform (93%), transportation service (95%), and reward them for their academic achievements (84%). In relation to this theme, the observed mean score for 'affirmative action made to children with disabilities' was found to be 1.99, which indicates that the level of giving affirmative action for children with disabilities has been less practiced in the sampled primary schools (See Table 5). The above findings of the study is contrary to the policy document of Ministry of Education (2012, p.45), which states that "designing and implementing different mechanisms of support such as tutorial, economic support/pocket money, guidance and counseling services, as well as material provision such as modes, stationeries and the provisions of incentives or rewards for learners with special needs who register better academic achievement" are important to enhance the participations of learners with disabilities in the schools (Ministry of Education, 2012, p.47).

Table 5: Frequency & Mean Value of Affirmative Action to Students with Disability

No	Items	School Staff Response					Students Response		
		Value	Disagree	Undecided	Agree	$\sum V_i F_i$	$\bar{x} = \frac{\sum V_i f_i}{N}$	Yes	No
								Freq.	<i>f in %</i>
	Provide economic support (pocket money) to students with disability		86	3	11	165	1.65	1(2)	42(98)
	Give guidance and counseling service to students with disability		48	10	42	255	2.55	14(33)	29(67)

No	Items	School Staff Response					Students Response		
		Value	Disagree	Undecided	Agree	$\sum V_i f_i$	$\bar{x} = \frac{\sum V_i f_i}{N}$	Yes	No
								Freq.	f in %
	Provide stationery materials to students with disability		51	21	28	232	2.32	14(33)	29(67)
	Cover the cost of school uniform to students with disability		71	9	20	193	1.93	3(7)	40(93)
	Give transportation service to students with disability		85	3	12	167	1.67	2(5)	41(95)
	Reward students with disability who score better academic achievement		70	9	21	187	1.87	7(16)	36(84)
	Grand Mean						1.99		

Note. $N=100$ (indicates the total number of participants i.e. hundred); Expected mean=3;
 $\sum V_i f_i$ indicates the total score for each item i.e. \sum of scale value (V_i) 1 to 5*frequency (f_i);
 $\bar{x} = \frac{\sum V_i f_i}{N}$ = Mean score (dividing total score by the number of participants N).

CONCLUSIONS AND IMPLICATIONS

Conclusions

This study attempted to assess the level of support service provision for children with disability in the selected primary schools of West Shewa Zone, Oromia region. Data were collected from school academic staff (Principals, Supervisors, and Teachers) and students with disabilities through questionnaires and observations. In conclusion the education is difficult when it is for children with disabilities and they were identified as children who have been and continue to be excluded from education (UNESCO, 2009). In developing country children with disabilities were pushed out of the school system, because, schools are not sensitive to their learning styles and backgrounds (UNESCO, 1994). In the same way, the data for this study indicates the level of service delivery for children with disability was found to be very poor. Although the selected regular primary schools were started to teach children with disability, the school academic staffs have less training/capacity to make appropriate support for children with disability; the status of supporting the learning of students with disability was very poor; and the level of giving affirmative action to facilitate the education children with disabilities has been less practiced in selected schools.

Implications

The extent of improving teaching and learning for children with disabilities depends on the overall education context in terms of school resources, teacher training, curriculum development (UNICEF, 2011). Placing children with disabilities into regular classrooms without appropriate

support service does not guarantee for their education. Effective support service for children with disabilities requires school commitment in building staff capacity, allocating resources, and working with different stakeholders to transform the practice of support service in the school. Particularly, it requires change of attitudes, behaviors, teaching methods, curricula, and environments to meet the needs of all learners (UNESCO, 2005). To improve the support service for children with disabilities in selected primary schools of West Shewa Zone, the following recommendations were made to different stakeholders:

Teachers' preparation is the most important keys to teach children with a wide range of abilities (UNESCO, 2009). In order to improve the presence, participation and achievement of children with disabilities, teachers need to learn about and practise of inclusive education during pre-service and in-service training, and they need to be given opportunities for continuing professional development (which extends beyond simply attending training courses) throughout their careers (International Disability and Development, 2013). Similarly Ethiopian Ministry of Education (2012) stated that Education offices are responsible to organize and offer short term capacity building trainings on inclusive educations for implementers at School level. Accordingly, academic staff in primary schools should get short and long term training to increase their awareness on disability issues and child rights, on identifications and inclusions of children with disabilities, on professional knowledge (Planning and managements of inclusive classroom, and adapting curriculum, assessment, and teaching methods), and on Braille and Sign language skills to provide educational support for children with disabilities in the regular schools.

In supporting the learning of children with disabilities in primary schools, the schools should allocate budget, create awareness, employ and assign special needs education teachers/expert; provide Sign language and Braille services; establish resource center; facilitate the adaptations of curriculum, assessment, and teaching methods; incorporate issues of inclusion in teachers' Continuous Professional Development; work to reduce the dropout & repetition rate of learners with disabilities; create opportunities to participate in co-curricular activities; establish 'disability club' to create awareness and supportive relationships among school community; incentivize teachers' who are teaching children with disabilities; take action to counter the discrimination of children with disabilities; and conduct research to realize the inclusions of children with disabilities.

Children with disabilities are among the disadvantaged group of human being, because of various reasons. Therefore, they need affirmative-actions (backup services) in education systems. The schools should support children with disabilities using different mechanisms including economic support (pocket money), guidance and counseling service, stationery materials, school uniform, transportation services and award for their better academic achievements.

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Vocational Aspirations in Relation to Achievement in Humanities of Higher Secondary School Students

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ABSTRACT

The aim of the present study is to know the relation of vocational aspirations with Achievement in Humanities of Higher Secondary School students. Standardized tools of satisfactory reliability and validity were employed to measure the dependent and independent variables. The study was conducted on a sample of 702 pupils of Higher Secondary School from Kannur, Kasargod & Kozhikode district. Stratified random sampling technique was used to make the sample as true representation of the population. The result of the study will help the investigator and teachers in understanding the extent of relationship of vocational aspirations and Achievement in Humanities. The analysis and interpretation were made by the use of statistical techniques and formula. Hence the investigator hopes that the result yielded by this study could be generalized to the population.

INTRODUCTION

Education can be considered as a system of instruction established to impart knowledge, develop skills and inculcate values in individuals especially in young people through varied practices. The basic aim and objectives of education include acquisition of knowledge, behaviour modification, preservation, transmission and transformation of culture, vocational training for livelihood and self realization.

Education is a process which makes a person civilized. In the words of John Dewey “the function of education is to help the growing of a helpless young animal in to a happy, moral and efficient human being”. So it can be said that education is the parameter that separates a man from the beasts. Standard can be raised, co-operation can be encouraged and harmony can be maintained in the society by education. Education inculcates such knowledge in each individual that helps to mould him into a responsible citizen. In today’s global economy, education plays a vital role in determining a country’s economic growth and its people’s standards of living. Education includes teaching students about interpersonal and intrapersonal relationships and it is not confined to how to read, write or think critically. By education I mean the all round drawing out of the best in child and man-body, mind and soul (Gandhiji)

Education is the tool which helps in the process of socialization of individuals. Hence education is an inevitable aspect of a person in the modern world. Education for all is taken as one of the cherished goals of the nation. It has become a fundamental rights of citizens. Thus it is the responsibility of the society to provide opportunities to all for formal education.

A vocation is a special grace given to an individual person upon which the mystery and purpose of their entire life finds its perfect meaning and solution. All the gifts we have of nature have been given to us to help us accept and fulfill, in some way, the duties of our vocation.

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Vocational aspiration refers to decision made by a student on his / her future work, occupation or career on profession. Vocational aspiration is for young or older adults to either start a new career or enter a new vocational career that they have never done.

The most important aspect of man's life is vocation. Therefore one has to choose vocation for himself. What should be tomorrow is fundamental questions haunting the youth. Today vocational preference or career selection is not a very easy task though some of us consider it as just routine.

In this competitive world every aspirant students feel the pressure of their secure future rather than they should feel in secure in terms of career, choice of profession to live a healthy life.

A few years ago, vocational courses were thought to be for people who did not have the aptitude to study in a college and thus, needed skills in a particular field, to gain employment. This scenario, however, has completely changed today. These days, people have realized the importance of vocational education and are opting for such courses, both online and offline, to gain skills related to a particular field so that their job prospects can improve.

A person's choice of career should revolve around his orientation in life that comprises of three factors namely ambitions, interest and beliefs. A well chosen vocation spells not only efficiency but also happiness. As far as the individual is concerned a wrong choice of career affects his own personality his body, mind and soul. Failure in ones occupation has a great demoralization effect; it may also cause failure in other activities of the individual. More over the wealth and human resources of the state is misused when a man is misplaced in this progress of demanding world of work. Vocational aspiration of students influences the academic achievement greatly.

NEED AND SIGNIFICANCE OF THE STUDY

It is universally accepted that education is a powerful tool for human resources development and nation building. The aim of higher secondary education is to prepare the aspirants of higher studies and job seekers to pursue their goal in the way they wish. At this juncture, it has been felt that a study of vocational aspirations among a sample of higher secondary school students would be worthwhile to ensure an education of higher quality to young generation.

The present study gives clear information about the vocational aspirations of higher secondary schools in Kannur district. Now a day's education department itself is conducting career guidance, appointing career coordinators at schools to ensure the aspirations of the students. There is a widespread believe that parents design the future of the student in the selection of colleges, courses and even years to be spent for their children. Parents are important instrument, having vital role to play moulding the future of students and through which they reach the destiny of nation.

The present study can help the parents to lead their children to the righteous paths with regard to their vocational option. Parents are more related to the ground realities of job market. They can help their children in selecting their career and find their path in nation building. Teachers can help the parents and students by giving valuable suggestions and guidance.

The present study is aimed at identifying the relation between vocational aspiration and achievement of higher secondary school students of Kannur district. The other purpose of this study is to find out the influence of vocational aspirations on academic achievement of higher secondary school students.

STATEMENT OF THE PROBLEM

The present study was entitled as Vocational Aspirations in Relation to Achievement in Humanities of Higher Secondary School students.

VARIABLES

The study has been designed with Vocational Aspirations as independent variable and Achievement in Humanities as dependent variable.

OBJECTIVES

1. To find out whether there exists any significant difference in the mean scores in Humanities for the subsamples based on gender and locale.
2. To find out whether there exists any relation between the Vocational Aspirations and Achievement in Humanities for the whole sample.
3. To find out whether there exists significant correlation between Vocational Aspirations and Achievement in Humanities for the relevant sub-samples based on gender and locale.

METHODOLOGY

Sample

The present study was conducted on a sample of 702 students of Higher Secondary Schools drawn from 12 schools of three districts of Kerala viz: Kannur, Kasargode and Kozhikode. The sample was selected using stratified random sampling technique giving due representation to the factors like gender and locale.

Tools

1. Achievement Test in Humanities for Higher Secondary School Students.
2. Vocational Aspiration Scale.

Statistical Techniques

1. Test of significance of difference in the mean scores of large independent samples.
2. Pearson's product moment coefficient of correlation.

Analysis and findings

The mean score of the variables Vocational Aspirations and Achievement in Humanities are composed for the relevant subsamples based on gender and locale. The test of significance in Vocational Aspirations between mean scores revealed following results.

Table-1: Data and Result of the Test of Significance in the Mean Scores of Vocational Aspiration between Subsamples compared.

Sub sample	N	M	Critical Ratio	Level of Significance
Boy	359	106.89	1.715	0.01
Girls	343	109.6		
Urban	382	116.01	11.047	
Rural	320	99.03		

- (i) Table 1 indicates that there is no significant difference between boys and girls in their vocational aspirations. The critical ratio obtained is not significant even at 0.05 level. ($t=1.715$). This means no gender difference exists in Vocational Aspirations of Higher Secondary School Students.
- (ii) Significance difference was noticed between urban and rural school pupils, in their vocational aspirations, since the critical ratio ($t=11.047$) exceeds the critical limit of 0.01 level of significance which means there exists locale difference in Vocational Aspirations of Higher Secondary School Students. Urban pupil have more vocational aspiration than rural pupil.

The test of significance of Achievement in Humanities between means scores reveals following results.

Table-2: Data and Results of the Test of Significance of Difference in the Mean Scores of Achievement in Humanities between Subsamples compared.

Subsample	N	M		Critical Ratio	Level of Significance
Girls	343	24.65	8.95	3.15	0.01
Boys	359	26.73	8.63		
Urban	382	30.23	7.78	17.38	
Rural	320	20.32	7.31		

- (i) Table 2 indicates that there exists significant difference between boys and girls in their Achievement in Humanities. The critical ratio obtained is significant at 0.01 level ($t=3.15$). This means girls are higher in achievement than boys.
- (ii) Urban and rural pupil differs significantly in their Achievement in Humanities. The critical ratio is exceed the significant at 0.01 level ($t=17.38$). This shows that urban pupil show more Achievement in Humanities than rural pupil.

Relationship between Vocational Aspiration and Achievement in Humanities for the total sample and relevant subsamples were calculated. The correlation analysis revealed the following results.

Table-3: Data Results of the Relationship between Vocational Aspiration and Achievement in Humanities.

Sub sample	N	M	Level of Significance
Total	702	0.889	0.01
Boy	343	0.515	
Girls	359	0.549	

- (i) Table 3 indicates that the correlation coefficient for the total sample is 0.889. This means there exists high positive correlation between Vocational Aspirations and Achievement in Humanities. The correlation obtained is significant at 0.01 level.
- (ii) There exists substantial positive correlation between Vocational Aspirations and Achievement in Humanities, in the case of boys and girls. The correlations obtained are substantial and significant also.

CONCLUSIONS BASED ON FINDINGS

The present study revealed that vocational aspirations has significant relationship with academic achievement.

While admitting the limitations of the study the investigator hopes that the findings will be great help in extending knowledge in the present area. After analyzing the association between Vocational Aspirations and Academic Achievement of Humanity students in Kannur district, the investigator proved that there is an association between these variables. The present study may help teachers and parents to give proper guidelines for children to select a proper future according to their ability and interest and also the study gives a clear cut idea about aspiring area of the students and it will also be highly useful for the parents, teachers and policy makers of the state.

EDUCATIONAL IMPLICATIONS

- The present study may help teachers and parents to give proper guidelines for children to select a proper future according to their ability and interest.
- Assist teachers to give a support to select proper vocation according to their academic interest.
- Provide proper vocational guidance or counseling to get an idea about the vocational aspiration of the students and the role of parents in it.
- To organize career days, appointing career coordinators at schools.
- Give a clear cut idea about the aspirations area of the students and will be highly useful for the parents, teachers and policy makers of the state, in the area of globalization and neo liberalization.

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School Education in India – An Overview

Dr. A. Shankar Kumar*

ABSTRACT

School education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing primary education enrolment, retention, regular attendance rate and expanding literacy to approximately two third of the population. India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India had also been a major concern. Free and compulsory education to all children up to the age fourteen is constitutional commitment in India. The parliament of India has recently passed Right to Education Act through which education has become fundamental right of all children of age group 6-14 years. The country is yet to achieve the elusive goal of universalization of Elementary Education (UEE), which means 100% enrolment and retention of children with schooling facilities in all habitations. It is the education that it would accelerate economic growth, that it would improve the levels of living of the people and that it would encourage modern attitudes. Education is also recognized as a basic input for empowerment to individual and overall development of the society. Almost all third world nations believe that it is the rapid expansion of educational opportunities that holds the basic key for national development. Despite its importance, education continues to be a neglected area at the policy level after many years of planning and promises total literacy in India remains to be a distant dream.

INTRODUCTION

Education is the most important element of growth and prosperity of a nation. India is in the process of transforming itself into a developed nation by 2020. Yet we have 350 million people who need literacy and many more that have to acquire employment skills to suit the emerging modern India and globe. Children who belong to weaker sections of our society are under nourished and only a small percent of them managed to complete eight years of satisfactory education. There is a need to think specially for them. Primary education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing primary education enrolment, retention, regular attendance rate and expanding literacy to approximately two third of the population. India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India had also been a major concern.

HISTORICAL OVERVIEW OF EDUCATION IN INDIA

Pre-Independence Era

During the British regime the alien Government was not interested in educating the Indian masses, save some upper classes for the limited purpose of providing junior officials for its own

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administration and to keep its hold on India. Rippon, was the first man, who paid much attention on Indian education. He placed primary education under the local bodies in 1883. Educational administration was highly centralized; the provinces were merely carrying out the policies of the Centre. The whole initiative, policy making, organization and administration, were dictated by the Centre as it suited its purse and purpose. In 1901 the post of Director General of Education was created and in 1910, the department of Education was established under the auspices of a Member of the Viceroy's Executive Council. In the same year a Secretary was appointed to look after the Department of Education, Health and Lands.

The Government of India Act 1919 introduced a new concept of responsibility - advisory and co-ordination. According to the provisions of this Act, education, with a few exceptions, became a provincial and transferred subject in charge of Minister. So, in 1921, because of the dual administration set-up in the country, State Legislative Assemblies and the Ministry of Education came into existence. In the same year, the Central Advisory Board of Education was set-up as an instrument for the discharge of the Centre's advisory functions. In 1929, the Hartog Committee recommended the reviving of the Central Advisory Board of Education and setting of an Education Advisory Council and this was done in 1935. In 1944, the Sargent Commission defined national development as the goat of education and also recommended that the administrative issues should be further liberalized. It was suggested that the activities of the University and higher technical education should be co-ordinate on an all India basis; cooperation between the Central and Provincial Governments was emphasized. The desirability of an Education Advisory Board for the whole province was stressed. In 1945 a separate Department of Education was created and the Educational Advisor to the Government of India was appointed as the Secretary of the new Department of Education.

With the advent of Independence in 1947, a full-fledged Ministry of Education and Scientific Research was established. The Centre's interest in education continued to grow. However, we find considerable overlapping in the efforts of the Centre and the States of the Union, especially in the matter of reorganization of education. The Centre issued directions without sharing responsibility. The States looked at this with suspicion. They wanted to retain the power that they had been enjoying for long. The result was that even after the constitution of India came into force the Centre adopted as isolationist policy and gave no help to the States in the matter of education.

With the launching of the Five Year Plans the policy changed. The Centre allotted funds to the States, especially for expansion and development of universal primary education and social education of the adults. With the control of these grants the Centre started supervising education in the States. The Centre's educational activities expanded and the Central Ministry of Education was reorganized from time to time. It discharged its responsibilities through the appointment of advisory councils for several purposes and continued to help the States with funds, technical advice, co-ordination and co-operation.

At present the Central Ministry of Education is a part and parcel of the Ministry of Human Resource Development. Which was created by the Congress (I) Government under the Prime Ministership of Rajiv Gandhi in 1965. The newly created Ministry of Human Resource Development is the outcome 'of the firm belief of the then Prime Minister that the greatest wealth of a nation is its people and therefore, the basic task of development is upgradation of human resources.

Post-Independence Era

Industrial development was a key element of Nehru's vision and contrasted markedly with Gandhi's concept of development rooted in villages and local and sustainable technology. Drawing from Soviet experience, a Planning Commission was established in 1950 to oversee the development

of Five-Year Development Plans (FYDPs) that embraced programmes and funding for economic and social objectives, including education. The FYDP combined submissions from the states with national priorities. Subsequently the states developed annual plans based on the FYDP. Expansion of a Western style education was central to Nehru's vision of industrial development within a socialist, planned economy and society.

The 1950 Constitution established the shape of the post-Independence Federal Republic of India. Article 45 promised free and compulsory education for all up to the age of fourteen within a period of ten years. Ten years was much shorter than the 40 years proposed by the British Government in 1944 in a plan drawn up by the Central Advisory Board of Education and known popularly as the Sergeant Plan, and shorter too than the sixteen years proposed subsequently by the Kher Committee.

Post-independence education policies were generated via commissions on the one hand and the FYDPs on the other. The first education commission was established in 1948 shortly after independence to examine the development of university education. It became known by the name of its chair, Professor Radakrishnan. A second commission was established in 1952 to consider the development of secondary education. It too became known by the name of its chair, Professor Mudaliyar. It would be a further twelve years before the Kothari commission was established to review education comprehensively including the consideration of the needs of mass and adult education.

Plans for mass education were incorporated into the FYDPs. The FYDPs set out economic priorities and growth targets alongside programmes and targets for other sectors, including education, regarded as a 'social service'. The states played a very important role in the development of these plans through the setting of five-year state targets and funding mechanisms and the creation of detailed annual plans. Between 1950 and 1976 education was a 'state subject' managed exclusively at the state level, though some funding was provided centrally.

The first FYDP focused almost solely on the creation of more schools as a means to assure universal provision, and this remained the key preoccupation of policy makers throughout the 1950s. By the mid-1960s, primary school provision was supplemented by alternative schooling arrangements for working children and those who had already dropped out of the formal system, and by adult education programmes. A series of national reviews in the early 1960s revealed that the opening of more schools and programmes had not ameliorated high drop-out and repetition rates. As a result, a number of other measures, including a 'no detention' policy and various incentive schemes, were put into place. Still, the implementation of these policies was inhibited by the general level of poverty across the country and varied greatly as a result of the diverse, and highly unequal, economic and social circumstances of individual states.

Notwithstanding the policy rhetoric, the education of the elite and the expansion of senior and higher education received as much priority as mass education through the 1950s and 1960s. Kumar (2005) claims that the failure to promote mass education was due to the familiar theme of disinterest on the part of the owners of property and capital in any action that undermined the supply of cheap child labour. But the rhetoric of free and compulsory education for all could not be abandoned.

Mention of this aim in the Constitution under the Directive Principles of State Policy had made it an article of public faith. The government did nothing visible to undermine this faith, but it subtly accepted a change in the role of education. The constitutional position was that national development required the potential of every child to be nurtured. This position did not contradict the view common among propertied Indians, especially the urban bourgeoisie that a select few institutions should deal only with 'talented' students.

With its emphasis on building a cadre of educated national leaders for national (industrial) development, through the nurturing of talent, Nehru government's *de facto* education policies ran counter to Mahatma Gandhi's ideas about the role of basic education and mass literacy in building

a literate polity for participation in a democratic system. From the 1960s: *Educational planning had taken the full plunge towards realizing Nehru's dream of a system of advanced institutes of scientific and technological research and training. Major investments, mostly subsidized by foreign aid, were made in this direction, and they exacerbated the misbalance that already existed between mass illiteracy and cheap access to higher education. The government did open new primary schools at a rapid pace, but failed to care for the material and pedagogical conditions prevailing in them. Once the 'basic education' experiment was over in all by name in most states by the mid-1960s there was no perspective left in primary education to stop it from drifting. Expansion continued, for it testified to the government's commitment to the Constitution, but there was no idea or method to make universal elementary education a coherent project.*

In any case universal elementary education sat uncomfortably within the overall national development plan oriented towards industrial development and modern technology. Mass education was not easily integrated into an industrial development model and was viewed as a social service or as consumption rather than as an investment. There was a tension between education's role in building human capital for industrial development and its role in social transformation through contributing to the declared values of democracy, national unity and equality. Although each successive FYDP speaks of the importance of achieving universal elementary education, the financial allocation patterns 'cast doubt on the political will to spend enough money on elementary education'. With respect to that part of total expenditure contributed by plan allocations Varghese and Tilak (1991) record that between the First and the Sixth Five Year Plans, plan allocations to elementary education as a percent of total plan outlay declined from 7.86% to 2.58%, rising to 3.55% in the seventh plan period.

In a lecture delivered in 1963, the well-known Indian educator J. P. Naik bemoaned the slow progress in elementary education: *At one time we all felt that the proposal of the Sargeant Plan to provide free and compulsory education for the age-group (6/13) by 1984 was 'anti-national' and 'fantastically slow'. Today, we have come to a stage where the implementation of even the Sargeant Plan will be regarded as a 'progressive, bold and ambitious target'.*

The tragedy lay not only in the failure to implement Article 45 of the Constitution but also in the absence of a target date for reaching the goal. Why is it, Naik went on to ask, 'that the progress of elementary education is so slow and why is it that we are unable to implement the only directive principle of the state policy in education?' His answer lay in the socioeconomic structure of Indian society at that time. Specifically, he identified nine factors – a high birth rate and explosion of the school age population; a shortage of finance; 'apathy' to education of the illiterate masses; traditional resistance to girls' education; the existence of 'backward' groups such as scheduled castes and tribes and nomads; household poverty and the need for child labour; small and scattered habitations; forests and inaccessible areas; and the absence of a machinery to enforce compulsory attendance.

Taken together these physical, social, cultural, economic and administrative handicaps make the problem of providing universal elementary education extremely difficult and costly, if not impossible.

Naik was deeply committed to the expansion of elementary education. As a former member of the national liberation movement, he had served a prison sentence before working in rural education, running primary schools and literacy, adult and basic education programmes inspired by Gandhian philosophy and ideals.

Overview of the School Education in India

The Indian education system has made significant progress in recent years. Recognizing the importance of education in national development, the Twelfth Plan (2012–2017) places an

unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society.

Public spending on education increased rapidly during the Eleventh Plan period. Education expenditure as a percentage of gross domestic products (GDP) rose from 3.3% in 2004–05 to over 4% in 2011–12. Per capita public expenditure on education increased from Rs. 888 in 2004–05 to Rs. 2,985 in 2011–12. The bulk of public spending on education is incurred by the State Governments and their spending grew at a robust rate of 19.6% per year during the Eleventh Plan. Central government spending during the same period increased at 25% per year.

According to the Right to Education Act, 2009 schooling is free and compulsory for all children from the ages of 6 to 14. Elementary education consists of primary (for 6-10-year olds) and upper primary levels (for 11-14-year olds) while secondary education consists of secondary (for 14-16-year olds) and higher/senior secondary levels (for 16-18-year olds).

The Eighth All India School Education Survey (AISES) with reference date 30 September 2009 corroborates the increased spending and expansion of the school education system in India. According to the provisional statistics of the survey, there are a total of 1,306,992 schools in India as compared to 1,030,996 as per the Seventh AISES with reference date 30 September 2002; an increase of 26.77%.

Enrolment of students has also seen a gradual increase over the years. While the Seventh All India School Education Survey put the enrolment figures as 201,457,062; the provisional statistics of the Eighth survey has the enrolment figures as 226,719,283; an increase of 12.53%.

The following table shows the number of schools as per ownership type according to the provisional statistics of Eighth All India School Educational Survey:

Table 1: Number of Indian Schools as per Ownership

	Public Sector Schools		Private Sector Schools	
	Government	Local Body	Private-aided	Private Unaided
Primary	524234	140765	26484	68203
Upper Primary	219451	59961	22742	63748
Secondary	42119	11585	27053	36252
Higher Secondary	24808	1847	17302	20441
Total	810612	214155	93581	188644
Sector Wise Total	1024767		282225	

Source: <http://aises.nic.in/surveyoutputs>

According to the above table, the secondary and higher secondary segments private schools account for 56% of the total schools, 67% of all private sector schools are unaided while 33% are aided. Out of the 1.3 million schools in India, 62% are managed by the central/state government and 16% are managed by the local bodies.

Though the public sector schools dominate the numbers as compared to the private sector, the enrolment picture is slightly different. The following table shows the number of students enrolled indifferent types of schools as per ownership type according to the figures available from the Seventh All India School Educational Survey:

Table 2: Enrolment in Indian Schools

	Public Sector Schools		Private Sector Schools	
	Government	Local Body	Private-aided	Private Unaided
Primary	43324000	24827821	4649347	8099485
Upper Primary	22951000	15230497	5823375	10230142
Secondary	8813691	3451521	10537642	7441667
Higher Secondary	10890079	1290192	16144037	7932526
Total	85978770	44800031	37154401	33703820
Sector Wise Total	130778801		70858221	

Source: <http://aises.nic.in/surveyoutputs>

According to the above table, it is clearly noted that through enrolment in government school still dominates in the primary level, the private schools have greater share of student enrolment compare to higher classes. The enrolment in private-aided institutions is more than the enrolment in unaided institutions. Through the number of private schools is just 22% of the total, enrolment in these schools account for 35% of the total. In secondary and higher secondary segments, the enrolment in private schools account for 63% of the total, about 52% of the total enrolments in private sector schools are in aided institutions while the remaining 48% are unaided institutions. Only 34% of the total enrolments in public sector schools are in local body institutions.

PRESENT STATES OF EDUCATION IN INDIA

The year 2009 marked a watershed in the educational journey of the Nation. It was when the Nation embarked on making the commitment of the fundamental Right to Education (RTE) to the people of India. With the collective struggles, international pressures and the domestic necessity, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 came into operation on 1 April 2010, making it imperative to the State to provide free and compulsory education to all children in the age group of 6 to 14 years. However, the journey of implementation of the RTE Act has not been smooth ever since it was promulgated and is fought with a number of impediments to make it a reality to achieve the national objective of universal literacy.

Though the RTE Act 2009 set a national framework, there have been multiple interpretations of the Act at the state levels which made the Act literally diluted and loose tenacity and rigour. States interpreted the implementation guidelines of the Act differently to suit their situations, requirements and possibilities. Variations across states pertain to provisions of physical access, teacher – pupil ratios, teacher deployments, implementation of 25% quota of seats for disadvantaged and economically weaker section children in private unaided schools, education of drop-out and never enrolled children, participation of civil society organizations in the educational provision, educational opportunities for disabled children, etc.

Added to these, various state governments initiated a process of closing down a large number of primary schools in the name of rationalization process whereby the state drew a policy of appropriating teacher deployment in terms of teacher-pupil ratios. The economic feasibility to utilize a teacher's service in the most optimal manner by putting them together rather than distributing them in single or double teacher schools or low enrolment schools has been the guiding principle for this rationalization

process. Moreover, it is also said that there is a necessity to modernize and equip schools by devising newer methods of governance and supervision under what several state governments called as 'model' schools and 'residential' schools in the name of attaining good quality of education. Thus, this meant that schools which recorded low enrolments are now to be subjected to closure and are then re-drafted in the name of 'merger' with another school nearby.

What this process of 'closure' and 'mergers' has done is that it has diluted the notion of 'neighbourhood' school, which the RTE has so eloquently emphasized. In fact, it rolled back the gains accrued under District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) which promised physical access to school for every habitation, namely the 'neighbourhood'. The number of elementary schools has tremendously increased in the entire country (in all states) ever since 1994-95, the year DPEP came into implementation

During the period 2000-01 to 2013-14, the number of schools with only primary section has increased from 638738 in 2000-01 to 858,916 in 2013-14 and the number of schools at the upper primary level increased from 206269 in 2000-01 to 589796 in 2013-14. As on 2013-14, MHRD Report (2014) suggests that about 98% of rural habitations have a primary school within a distance of 1KM. Similarly, the enrolment in primary education has increased from 113.8 million to 132.4 million, marking a whopping 18.9 million in almost 14-year period. The enrolment at upper primary education increased from 42.8 million to 66.5 million, marking an increase of 23.7 million.

The historically marginalized social groups such as scheduled castes, tribes, religious minorities and girls too have shown tremendous progress in terms of enrolments at all levels of education. In primary education, the enrolments of children from disadvantaged groups match the most privileged, but by the time they arrive at standard five, their numbers seem to dwindle. For example, the MHRD Report (2014) documents that between 2000-01 and 2013-14, the enrolment of SC children in primary education increased from 21.2 million to 26.3 million, marking an increase of 24.1% in just one decade. Similarly, the enrolment of ST children in primary education during the same decade has increased from 11 million to 14.7 million, registering 33.6% of increase. At the upper primary level too, both SCs and STs have registered significant progress (from 6.7 million to 12.9 million in the case SCs and from 3.1 million to 6.5 million in the case of STs) during 2000-01 to 2013-14.

In terms of gross enrolment ratios in the entire elementary education sector, there has been a steep increase from 86.8% in 2000-01 to 107.7% in 2013-14 in the case of SCs and from 88% in 2000-01 to 105.52% in 2013-14 in the case of STs. It may be noted that GERs crossing 100% is due to the enrolment of underaged or over-aged children in that particular standard segment. Interestingly, the MHRD Report (2014) does point out an increase in the GER of girls in comparison to boys among SCs, substantially higher for SC girls than that of the SC boys (48.6% for SC girls and 18.8% for SC boys). That means, the parents and communities from among the SCs and STs are enrolling their children, both boys and girls, in the elementary (both primary and upper primary) school and are exhibiting eagerness to make them literate and educated. However, in the case of STs, there has been a decline of 2.5% points for boys, whereas for girls, there has been an increase of 26.4% points during 2000-01 to 2013-14.

Overall gains achieved on the primary education enrolment front lead an overall shift in the policy thrust from mere provision of access to the provision of good quality education for all. It is argued that the children must not only go to school but also receive good quality education. This demands that the Governments effect reforms around rationalization of investment of resources (financial and human). However, the policy re-thinking began to churn governments at the Centre and the States as to how to re-deploy resources to maximize returns and also what they assume to be an appropriate and rational manner in which resource distribution and imbalances in educational facilities could be tackled in order to achieve the 'quality education for all'. This is also one of the key

dimensions of the Millennium Development Goals (MDGs) too. Thus, the top-down supply approach of DPEP and SSA is reframed in the post 2010, when RTE had actually come into implementation. Under this policy, small schools in terms of enrolment that are economically unviable to provide quality infrastructure are put together through a policy of consolidation or 'merger'. Govinda (2016) too reinforces this argument: *In fact, majority of the primary schools in the country have less than 100 children enrolled. This includes substantial proportion of schools that have less than 50 students or even less than 25 students. A progressive policy of consolidation has to be put in place as the situation is going to become even more challenging with the swift demographic shift taking place in many parts of the country; with the falling birth rate, the cohort entering primary schools has begun shrinking and the trend is likely to gain further momentum in the years to come. Govinda defends his argument further, calling for a new policy thrust: Such a policy of consolidation has to clearly move towards new framework for establishing new schools as well as combining the existing ones to create viable schools of good quality. This would also demand examining alternate means of facilitating participation of children through provision of transportation and residential facilities.*

Different states have formulated different parameters to effect closures of government schools, but the overall scenario presents a clear case of withdrawal of the government from the provision of elementary education. Interestingly, and paradoxically, the policy of school closures was rolled out after the country committed itself to guarantee the Right to Education to every child.

The first reports of school closures have begun to appear right after the first three years of implementation of the RTE, namely, after 2013-14. The process of consolidation of school provision led to, as mentioned earlier, the formulation of what several states began to call as policies of 'rationalization' of teacher-pupil ratios. This process had taken concrete shape by August 2014 in most states. It began with the closure of the unrecognized unaided private schools after the expiry of three-year grace period given to these schools for seeking recognition, and is followed by a massive closure of the government schools ever since 2014. Today, it is said that more than a 100000 schools are closed across the country and many more are in the line of closure. However, it is difficult to verify the authenticity of this number. Going by the volume of numbers of schools closed in different sections of media and the figures quoted by the RTE Forum (a network of civil society organizations); there is some truth in the volume and extent of school closures across the country.

Such policy reforms in the name of rationalization and consolidation may be contested. For instance, the excitement of gains in the enrolments fizzle-out when one observes dropout rates at the elementary stage. Nearly or above 50% of those who enter into elementary school leave before completing that stage. Some analysts claim that in spite of such high levels of drop-out; there indeed was a decline of drop-out rates over the years. However, this justification does not help in achieving the overall goal of universalization of elementary education and equal and fundamental right to education, thus it continues to be a major hurdle for the country to claim provision of basic education for all its children.

Most importantly, high drop-out rates and low retention rates accentuate as children move up the education ladder. For children coming from SC and ST homes, this means that they remain mostly non-literate or poorly literate and thus will continue to be marginal or disadvantaged. It is also a reality that the remote dalit and tribal hamlets are served only by the government schools; closure will only exacerbate educational deprivations further. It is in this context, the present study of the impact of policy of school closures and mergers must be seen.

SCHOOL CLOSURES/MERGERS ACROSS DIFFERENT STATES

According to RTE Forum's report, a large number of schools in Rajasthan (17,129), Gujarat (13,450), Maharashtra (13,905), Karnataka (12,000), Andhra Pradesh (5,503), Odisha (5,000),

Telangana (4,000), Madhya Pradesh (3,500), Tamil Nadu (3,000), Uttarakhand (1,200), Punjab (1,170) and Chhattisgarh (790) – a total of 80,647 schools – were either merged or closed down till 2014. Interestingly, excluding a few educationally advanced states such as Maharashtra, Kerala, Tamil Nadu, Karnataka, most of the states where closures are taking place are educationally backward states. This is what is surprising as most of these states, as per the 2011 Census, are below or just around the national average of literacy rate

ISSUES AND RECOMMENDATIONS FOR ADVOCACY

The policy of Closures/Mergers has thus serious implications for the educational futures of the disadvantaged populations. We therefore suggest a few measures for advocacy by the civil society organizations, rights activists, academia and other stakeholders.

- It is important to note that the serious issue of school closures and mergers has still not caught the imagination of several stake holders and is a cause of concern. Thus, it is imperative for bringing together all stakeholders and apprising them of the implications and consequences of the policy and its long term effects for educational futures of disadvantaged and marginalised populations. Save the Children may take lead in reaching out to the stakeholders including the state policy making establishments and negotiate to put an end to indiscriminate closures and mergers of schools or atleast for moderating the implementation norms of the policy. That means the first step in the advocacy for withdrawal of the policy or dilution of the policy is to convince the policy makers of the consequences of such a policy.
- The need for projecting the impact of this policy on the futures of remote and socially disadvantaged sections like SCs, STs, Minorities, etc must be highlighted through media campaigns and at appropriate policy formulation as well as implementation forums. The second step may seek to address the perception change through popular media campaigns which may have some impact on retracting or redrafting the policy.
- It can observe that the local communities are also least interested in countering the retrograde policy of closures. They either are disinterested or have accepted privatization as the alternative, which again will not help in strengthening the public education system. Therefore, the local communities through their SMCs and Panchayat members need to be made aware of the long term effects of closures on the futures of their children.
- The crucial casualty of the closures and mergers has been the child and his/her parents. The policy promises numerous provisions, but on ground, one finds, as the study revealed, none of those promises are fulfilled. Measures such as fixing the responsibility on somebody to track child population should be undertaken rather than blindly accepting the DISE data which is said to be manipulated at times by the teachers for the benefit of seeking transfer if the school is closed. So, demand for child tracking afresh, atleast in the villages/habitations where the schools are closed may help in placing the record straight on the effectiveness of the implementation. In case the children are there in the habitation which the closed school had catered to earlier, then the local partners of Save the Children may initiate steps to get it re-opened.
- There has to be a concerted effort to work in states like Rajasthan where the policy implementation has been bizarre and ambiguous. There is a danger of closure of all primary schools in the state if the trend of merging with the secondary and senior secondary schools continues. This has to be made a central campaign tool for negotiating with the state agencies as it is important for elementary education to be imparted to young children of 6-14 years in their own neighbourhood itself.

- Another issue for advocacy with the state functionaries is also to negotiate for not displacing children in the name of admitting them in Model Schools or Residential/Ashram schools or Tribal Hostels or Kasturba Gandhi Balika Vidyalayas. It is found in this study that these schools too have been a cause of dwindling numbers in neighbourhood schools across all states.
- Many states have not initiated offering Travel Allowance to children who live in difficult and distant places from the school. Odisha and Telangana seem to have some policy, but it is found that none of the children who were affected by the school closures in the sites visited by the Team have even ever heard of such provision. In Rajasthan, the State government is contemplating one such provision for Travel Voucher. This needs to be ensured through the partner organisations at the grassroots so that money under this Head reaches the deserving children and parents.
- It may not also be futile if Save the Children can bring about all political parties together at the state, district and block levels for advocacy on the issue of school closures and mergers. This will at least lead to some moderation or even withdrawal of the policy.

There can be many more, but we will desist from making this list too big as any measure of advocacy cannot be the sole prerogative of the study Team, but shall include all stakeholders so that an amicable action plan can be worked out at different levels of policy framing and implementation. However, we recommend a few steps for Save the Children to initiate to make the issue known among the stakeholders. Here are those few specific steps for advocacy, to begin with:

1. A documentary film on the issue of school closures and mergers could be made and circulated as far and wide as possible for greater and easier reach of advocacy.
2. There can be half day or one day sharing workshops of the study findings in the state Head Quarters of the states that are covered for the study. A wider group comprising the official functionaries, civil society organizations, political parties, people's representatives, academics and SMCs, Panchayat representatives, women, dalit and tribal activists.
3. A workshop to identify the issues for further research on impact of state policies on children from vulnerable groups such as SCs, STs, differently able, women, and religious minorities. Some of the studies may include or go beyond the states that have already been covered under this study.

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Migration of Agricultural Labour: A Study in Telangana

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ABSTRACT

Human migration is the movement of people from one place in the world to another for the purpose of taking up permanent or semi permanent residence, usually across a political boundary. An example of “semi permanent residence” would be the seasonal movements of migrant farm laborers. People can either choose to move (voluntary migration) or be forced to move (involuntary migration). Migrations have occurred throughout human history, beginning with the movements of the first human groups from their origins in East Africa to their current location in the world. Migration occurs at a variety of scales: intercontinental (between continents), intra-continental (between countries on a given continent), and interregional (within countries). One of the most significant migration patterns has been rural to urban migration, the movement of people from the countryside to cities in search of opportunities. The present study is a modest which is deals with the migration of agricultural labour in Telangana State.

INTRODUCTION

There are various types of migrations are viz., Internal Migration, External Migration, Emigration Immigration, Population Transfer, Impelled Migration (also called “reluctant” or “imposed” migration, Step Migration, Chain Migration, Return Migration and Seasonal Migration.

According to the migration the peoples are also classified into Emigrant, Immigrant, Refugee, Internally Displaced Person and Migration Stream.

People move for a variety of reasons. They consider the advantages and disadvantages of staying versus moving, as well as factors such as distance, travel costs, travel time, modes of transportation, terrain, and cultural barriers. The factors are Push Factors, Place Utility, Intervening Opportunities, Distance Decay Pull Factors, Several types of push and pull factors may influence people in their movements (sometimes at the same time), including Environmental, Political, Economic and Cultural.

Human migration affects population patterns and characteristics, social and cultural patterns and processes, economies, and physical environments. As people move, their cultural traits and ideas diffuse along with them, creating and modifying cultural landscapes.

The migration can be measure as In-migration, Out-migration, Gross migration, Net internal migration, Movers from abroad and net migration

Agricultural labourers who are mostly landless and form a significant section of rural society mainly depend on wage employment in agriculture. Majority of them belong to the category of SCs and STs and are among the worst exploited section of the society. Their income has always been meager, resulting in poor living and heavy indebtedness. Much worse are those who get casual agricultural work merely exist and do not live. Their morning holds no promise for the evening and they can never sleep without tensions for they have no stocks left for the morning. Struggling for their morning and evenings they pass their whole life.

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In order to understand the problems of agricultural labour and to formulate an appropriate policy in this regard, it is necessary to identify these labourers. In order to identify it is necessary to define them.

Unlike industrial labour, it is rather difficult to give an exact definition of agricultural labour because in the absence of a capitalistic type of agriculture in our country, a separate class of workers depending wholly on wages does not exist. Since the line between agricultural labourers and other agricultural groups is subject to a marginal shift, one class overlaps the other; -therefore, it cannot compartmentalize the agrarian society into distinct classes.

The basic definition of agricultural labour was provided by the department of Census, Government of India. According to the Census of India, 1961, all those workers were included in the category of agricultural labour that worked on the farms of others and received payment either in cash or kind (or both). The 1971 Census excluded those farm workers from the category of agricultural labourers for whom working on the farms of others as a secondary occupation.

Many empirical studies have been done, related to agricultural labourer's problems, in the context of mechanization of agriculture and migration from one place to another. But these studies did not focus on the withdrawal of agricultural labour have become redundant with the passage of time.

IMPORTANCE OF THE STUDY

Several studies are concentrated on labour migration with coverage of the states and also national level with special attention of skilled and unskilled labours including with agricultural labour. But no one study has made an attempt on migration of agricultural labour issue with special reference to Telangana before and after formation. However some studies are conducted on migration of agricultural labour in the Andhra Pradesh state with the coverage of districts of Rayalaseema, and few districts of Telangana such as Mahabubnagar, Ranga Reddy, Nizamabad and Adilabad and these are studied on labours how are not depending on agricultural sector.

In the light of the above discussion the present study is a modest which is deals with the migration of agricultural labour in Telangana State.

HYPOTHESIS

An observation about the farm practices will reveal, majority of farming activities are confined to a particular season. All crops do not need the agriculture labour uniformly in the different stages of their crop growth. Moreover, where there is adequate rainfall, irrigation work may not be required. If it is summer and crop free period, farmer may not need more labour. Hence, this uncertainty on labour needs makes the life of agricultural laborers to consider alternate options.

To reduce the migration tendency of agricultural labour from rural another place the central and state governments implementing various policies and programmes such as MGNREGA.

The migration of agricultural labour shows intensive impact on the human lives.

OBJECTIVES OF THE STUDY

In the light of the importance and hypothesis of the study the broad objectives are framed and they are given in the following:

1. To study the meaning, nature, concept of the migration.
2. To study the migration its impact on agricultural labour.
3. To examine the socio-economic status of the agricultural labour who are migrated.
4. To trace out the various problems of the migration on agricultural labour.
5. To suggest the appropriate solutions to reduce the migration with special reference to agricultural labour.

RESEARCH METHODOLOGY

In order to assess the various reasons for which labour migrate from agricultural works, the study was carried out among agricultural laborers in Telangana. The needed data for the present research work has collected through the primary and secondary sources.

Primary Source

A simple random sampling technique was followed to choose 210 families belonging to various districts of Telangana state namely Mahabubnagar, Medak, Nalgonda, Nizamabad, Rangareddy, Karimnagar, and Warangal District.

From these five districts, five tahsils has selected, one from each district, were selected using probability proportional to size (area) under wheat and paddy crops. From each selected tahsil, 30 migrant labourers were interviewed making a total sample of 210 families. The data from selected respondents were collected by personal interview method using a specially designed interview schedule. Migration during peak agricultural season being a common feature in the state, all persons who come to Punjab only during peak periods and return to their native places within the same year, were considered as short-term migrants. Persons working permanently with farmers on a yearly contract or year after-year contract and visit their native place occasionally for a few days, were considered as long-term migrants.

Secondary Source

The research work will not be completed with the collection of the secondary data. For this purpose the researcher has visited to various libraries, government departments for collection of books, journals, newspaper clippings, official and unofficial documents, report, research works and also visited to the various internet sources.

LIMITATION OF THE STUDY

The present study confined to the draught areas which are declared by the Telangana Government as on 24th November, 2015. The study focused on the migrants who are having the agricultural land but they are migrated to the other areas for livelihood.

In the light of the hypothesis, objectives, sample has been selected for the present study which is deals with the migration of agricultural labour in Telangana State.

Recently Telangana Government has declared of 231 Mandals as Drought Affected Areas. Telangana Government has been reviewing the seasonal conditions from time to time in the State during the South West Monsoon 2015. During the South West Monsoon Period (1.06.2015 to 30.09.2015), the State has received an average rainfall of 610.8 mm as against normal rainfall of 713.6 mm, with a deviation of (-) 14%. Several mandals spread over 7 districts have received deficit rainfall along with severe dry spells that have caused withering and drying up of crops that is likely to result in drastic yield reduction of several major rainfed crops. Government after careful examination hereby declares the 231 mandals in 7 districts i.e., Mahabubnagar (64), Medak (46), Nizamabad (36), Ranga Reddy (33), Nalgonda (22), Karimnagar (19) and Warangal (11) as drought affected mandals.

On the basis of the government declaration a simple random sampling technique was followed to choose 210 families belonging to various districts of Telangana state namely Mahabubnagar, Medak, Nalgonda, Nizamabad, Rangareddy, Karimnagar, and Warangal District.

From these five districts, five tahsils and from selected, one from each district, were selected using probability proportional to size (area) under wheat and paddy crops. From each selected tahsil,

30 migrant labourers were interviewed making a total sample of 210 families. The data from selected respondents were collected by personal interview method using a specially designed schedule. Migration during peak agricultural season being a common feature in the state, all persons who come to Punjab only during peak periods and return to their native places within the same year, were considered as short-term migrants. Persons working permanently with farmers on a yearly contract or year after-year contract and visit their native place occasionally for a few days, were considered as long-term migrants.

FINDINGS

- Out of the 210 family members 649 (50.39%) members belong to male category and 636 (49.60%) members are from female category.
- The data clearly indicates that the majority of the migrants is belonging to young and middle aged (85.64%).
- Majority of the migrants families are belongs to Hindu religion i.e., 65.23% and next place occupied by the Muslim (2.95%).
- Out of the total percentage, majority of the families are belong to BC (46.61%) and second place occupied by the STs (20.47%), SCs (17.61%) and 15.71% are OCs. The data clearly indicates that the BCs, STs and SCs are found majority migrants.
- The data shows that the majority of the migrants are illiterates (64.50%) and only 35.50% are educated among the educated members 29.01% are found educated up to school level and 6.47% are collegiate education.
- According to the above data it can be said that the majority of the migrants are either studied or dropped their education upto primary and SSC level (17.47% and 11.54%); while only 1.95% of migrant's educated up to degree level.
- Migrants are found as married (82.13%), 2.02% of as widows and 15.83% of are as unmarried.
- Majority of the migrants are having the nuclear family (88.57%).
- Out of the total percentage irrespective of the tahsil, majority of the migrant families are taking shelter in sheds and huts (arranged in open places) i.e., 34.28% and 21.42%; and remaining 21.90% are residing in semi-pacca houses.
- Out of the total percentage, majority of the migrant families are belong to agricultural labours (46.66%) and it is followed by the labour (29.04%), self-employed (10%) and farmers (9.04%).
- Majority of the migrants are depending on labour work (53.33%).
- Out of the total percentage, majority of migrated due to Poverty (88.57%) and it is followed by 77.14% of unemployment, 68.57% of lack of civic amenities, 68.09% of lack of irrigational facilities, 62.38% of for children's education, 61.90% of are due to landlessness, 56.19% of with equal percentage small holdings and indebtedness, 54.28% of due to low wages and 50% of due to crop failure.
- Out of the total percentage, majority of families are migrated below 6 months period and 6 to 1 year i.e., 31.42% and 20%. It means 51.42% are short term or seasonal migrants and remaining 48.58% are long-term migrants.
- On overall basis pre migration majority of the family are found in the income group below Rs. 150/- per day (75.71%) and after migration the percentage is decreased upto 42.86% and regarding to the income group between Rs. 151/- and Rs. 250/- pre migration found 24.28% and while after is 59.04% the difference increased up 34.76% and 8.09% are earning upto Rs. 251/- to Rs. 350/-.

- Majority of the migrant families are residing in two rooms (59.04%) and 32.85% are residing in one room.
- 96.66% of the families are not having safe kitchen facility.
- 96.66% of the houses are not having ventilation facility.
- 83.33% of the families are depending on public water taps for drinking water.
- 81.90% of the families are not having drainage facility.
- 62.28% are not having the bath rooms and latrine facility.
- Majority of the migrants are not affected by any deceases or other problems (39.52%), but 18.57% are suffered from malaria, and it is followed by serious fivers (14.76%), 11.90% are from chicken gunia, 8.57% are from dengue and 6.66% are hospitalized by hitting the insects due to lack of safety environment of the residence.
- 32.85% of families are not having the gas facility till today.
- Out of the total percentage, majority of the migrants (62.85%) said that they did not having any and remaining 37.14% had Bank Accounts.
- 7.14% of migrants are not having Aadhar card neither migrant place nor their own village.
- 36.19% of migrants are not having the voter card invent they are migrated long back.
- 36.19% of migrants are not having the PDCs because these are belongs to short-term migrants.
- The employment generated programmes are not providing sufficient working days and also the work is not distributing/measuring between the aspirants at their village so they are migrated.
- Regarding to spending pattern of earnings more than half percent are spending on daily consumption, investment in agriculture, repayment of debts, health care, daughter marriage, well digging, house construction and children education.
- Response majority of the migrants said that they not have any savings (86.66%) because they are struggling for clear the debts which laid for daughter's marriage, children's education and house construction.
- majority of the migrant had near 15 days per month who are purely depending on unskilled and it is followed by 25 days (74.28%) who are depending on unskilled and in driving field, 20 days (58.09%) who are working as domestic servants and self employed and remaining 55.71% of who are depending on watchmen and attendant work in private offices and in shopping complex and at contractions site.
- Majority of the migrants (54.76%) are not observed any changes in their lives because the earning amount is fulfilling the daily consumptions, indebtedness, children education and other unexpected expenditure, and remaining 45.23% observed some changes in their lives.
- 40.95% are not having the memberships in associations/SHGs/Trade unions because these are short-term/seasonal migrant agricultural labour.
- 40.95% are interested to go back to their negative village when the government will take the necessary initiatives such

SUGGESTIONS

- The living expenses are too much in the migrant place, they are hardly overcrossing the expenses.
- Some time they are not getting the work from two to three or more then in a week hence they are facing lot of financial and other associated problems. In this situation no one has giving any kind of help at the migrant place.

- They are unable to take care of their agriculture.
- The government is neither given a cent land to construction the house not a constructed house.
- They are residing in congested houses very hardly with their families.
- The government officers are not allotted PDCs.
- The bankers are not favour to open the bank account.
- The private money lenders are not giving loan to them in emergency they asked for guarantee.
- Allot the agricultural land to landless people.
- Facilitate the bank loans to all for self-employment and also for overtake the agricultural expenses
- Enhance the amount of Programmes like MGNREGA.
- The government must take the initiation to prevent/abolish the social stigmas in villages.
- The government must take steps towards the development of the irrigational and drinking facilities in the villages.
- The government must take steps toward the development of small scale industries and training at village level.
- Linkage loan should enhance to all SHP at village level.

RESEARCHERS OBSERVATIONS AND SUGGESTIONS

The study has revealed that most of the migrants were in the age of thirties and forties, belonged to general castes with faith in Hindu religion, were mostly illiterates and migrated in the first decade of 21st century. Nearly 62% of the migrants were earning a monthly income of Rs. 3000-5000. Low wages and rain-fed agriculture in the native place have been found the economic factors leading to migration, while poverty, poor civic amenities, leading a poor life, high aspirations and demonstration effect were social and psychological factors resulting to migration. Before migration, about 23% persons were unemployed and 60% were getting less than 250 days employment per year, but after migration, 41% got more than 300 days of employment and 31% got employment for 250-300 days.

As far as income is concerned, before migration 49% migrants were earning less than Rs. 10000 per annum, while after migration 34% could earn more than Rs. 50000 and 28% could get between Rs. 40000 and Rs. 50000 per annum. Nearly 58% long-term migrants sent 50-70% of their income as remittances back home.

A general perception of the farmers regarding migration of labour was that it has resulted in increased supply of labour, decreased wage rates and increased social tension, crime, drug menace and cultural invasion. Despite this, Telangana farmers preferred migrant labour due to their timely availability, quality of work and low wages. Some farmers preferred local labourers due to their trust worthiness and adjustment for advance payments.

Among various farm operations, migrant labourers were preferred for transplanting of paddy, while for harvesting, threshing, cattle tending, sowing, spraying, hoeing and tractor driving local labourers was preferred by most of the farmers. Also, with migration of labour there was a significant decline in the harvesting charges of wheat, transplantation charges of paddy and annual rates of contract of a permanent labourer.

Thus, in an overall scenario, migration of agricultural labour for has been found not beneficial, with the exception of increase in crime rate, drug menace and cultural invasion. There is a need of government intervention to get the antecedents of migrant labour verified from their respective native villages before employment by the labours. The Government of Telangana should also maintain a demographic balance by regulating the inflow of migrants.

Mahatma Gandhi National Rural Employment Guarantee Act (2005), a government sponsored hundred days' employment programme, is pertinent to seasonal labour movement in the village. Since the employment programme was yet to start during the surveyed year (2006), it was not possible to collect information on it. However, one can broadly say that it has improved consumption level, removed food insecurity, and enhanced expenditure on health and purchasing capacity. These results vary across the households, depending on the number of job card holders in a household, working days and wages. On the other hand, it has reduced the extent of migration, particularly during summer time. But it could not stop most of the households from migrating during non-MGNREGA period.

On the contrary, the programme has manifold problems such as poor implementation and administration, widespread corruption, bias in allocation of work, lack of supervision, manipulation of working days and wages, etc. There is ambiguity about the onset of employment, number of working days and wage rate every year. On the other hand, there is hardly any sustainable asset created under the scheme in the village. If this situation continues, the spirit of the scheme would be in jeopardy. It may neither benefit the rural poor nor be continued for long. Hence, there is a need to remove the obstacles in the implementation of the programme.

Migrant workers, those workers, who migrate from one area to another area within the state or country in order to get seasonal or temporary or part time work in different sectors. Migrant workers, who are not organized under any trade unions and their labour standards, are not protected by the government as well as trade unions, these migrant workers are illiterate, ignorant, and belong to backward community. They do not get minimum wages stipulated under the Minimum wages Act. Today, the real issue is how to extend human rights to all segments of the labour market. There are many groups of workers in the unorganized sector or informal economy, like migrant workers in agriculture, building and road construction, brick kilns, sugar factories and others, for whom decent work is a very distant goal. The Government of India should ratify all the relevant international covenants that respect the dignity of labour, especially important ILO Conventions No.87. The freedom of association and protection of the right to organize convention, and the ILO convention 98, the right to organize and collective bargaining convention. Workers, whether industrial workers or employed with the government should have an inalienable right resort to strike. Uniform labour standards in the context of unorganized sector workers, like migrant workers, should be implemented in rural and urban areas of India. It is necessary to protect migrant and other workers in the unorganized sector by International Labour Standards.

The main focus of the study was to examine the seasonal labour migrant's characteristics, nature of work, forms of migration and wage and working conditions at the work site. The study village witnessed an exodus, which is largely seasonal in nature. From the village, more than half of the households have migrated to other regions after the monsoon or slack season in search of work/employment for a short period. Seasonal migration from the village is basically towards urban and rural areas, in which the urban migration stream is the predominantly large flow from the village. Urban migrants work mostly in construction of buildings which involves hard work (loading and unloading), risk and long hours of work which obviously needs physical strength, and the urban stream is outnumbered by male migrants. Both rural and urban migrants migrate on a seasonal basis, the only difference being that urban migrants stay longer, that is, for up to one year, while rural migrants stay for less than six months. Half of the migrant households moved with all family members (whole family) and the rest with either one or more members of the households. The migrants have to live in slums without basic facilities, though rural migrants were better off in this regard. There are wage differences between rural and urban destinations. Urban migrants earn more than their rural counterparts, and it is mainly because urban work is different from rural agricultural work. Thus the villagers travel between village and destinations repeatedly and are unable to come

out of this vicious circle. This is taking place due to distress conditions in local agriculture and the labour market. It seems, until and unless there is an improvement in their economic status and resources, and agriculture becomes profitable and viable, they are not going to end migrating to other regions from the village.

CONCLUSIONS

This study explored the pattern of agricultural labour migration. It also examined the role of seasonal labour migration on migrant household's resources. It study revealed that more than half of the households in the village migrated. The migration was more of seasonal and short-term in nature. It led to both rural and urban areas especially the latter. Landless labourers as well as small and marginal landholding households were more prone to migrate to rural areas, whereas medium and large landowners chose to work in Hyderabad city. In terms of resource ownership, non-migrant households were at an advantage over their migrants' counterpart. Indeed, inadequacy of resources stimulated such households to undertake migration in order to supplement their household income. Further, in both land and lease transactions, non-migrants outnumbered migrant households.

After the return from migration there was hardly any acquisition of new or additional resources. A majority of the migrant households spent their income on daily food consumption, repayment of old debts and conducting their daughters' marriages. This did not allow them to accumulate additional resources. Thus, seasonal migrant households did not acquire resources due to inadequate earnings, consumption needs, seasonal stay and low wage rates. Obtaining additional resources in bulk is not possible for them by migrating once or twice alone. Hence they continue to migrate on a seasonal basis year after year.

There is a need for government intervention to develop rural India through encouraging the agricultural sector, and implementation of employment scheme and infrastructural development programmes. In doing so, government policies should focus on providing timely crop loans, seed supply, subsidized fertilizers, and minimum support price and extension services. This could redress most of the problems that farmers face today. Second, government employment programmes like MGNREGA should be implemented effectively. Steps should be taken to remove impediments that they face today. Hundred days of work should be ensured and wages paid without delay and deduction. Steps should be taken to create basic and sustainable infrastructure in the rural areas. Finally, there should be appropriate policies and regulations to tackle the problems faced by seasonal labour migrants at the destinations. Safe and secure working and living conditions at the destination must be the object of the labour laws. Enforcement of migrant labour laws and protecting the basic human rights of mobile population must be the foremost priority of the governments, both Central and State. Then only can the safe passage of migrants between the regions and States be ensured.

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Total Quality Management (TQM) in Higher Education-Need of the Hour

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Higher Education plays a crucial role in today's development. In the present globalized world we need to be competitive and relevant. This calls for a well trained work force, high levels of productivity, optimal application of existing technologies and innovation as means to increase competitiveness and growth. As higher education systems grow and diversify, society is increasingly concerned about the quality of programmes, public assessments and international rankings of higher education institutions. However these comparisons tend to overemphasise research, using research performance as a yardstick of institutional value. If these processes fail to address the quality of teaching, it is in part because measuring teaching quality is challenging (Hernard, 2008). It is only higher education that broadens an individuals thinking capacity and provides qualified and trained human resources to keep pace with the fast changing world.

However, many have to realise that higher Education encompasses many more expectations. Especially preparing students, not only for the job market but also for life.

TQM APPROACH IN HIGHER EDUCATION

Total Quality Management (TQM) is recognized as an effective management philosophy which is used as a strategy for business excellence. Although the concept of total quality management was advocated by Dr. W. Edwards Deming in the late 1950's in the USA, he stressed the need for all individuals involved to work in a cohesive team keeping in mind the fulfilment of the given objectives in time. ; however, Japan was the first nation to embrace this concept to recover their economy after the World War II. The success of TQM in Japan made this concept famous in many countries across the world. Originally, the concept was developed for manufacturing organizations; later on, it gained popularity to other service institutions, including bank, insurance, non-profit organizations, health care and so on. Lunenburg comments that TQM is also relevant to corporations, service organizations, universities, and elementary and secondary schools. Now, TQM is recognized as a generic management tool and applicable to any organization.

According to Koslowski, in this age of intense competition, quality higher education is a major concern. The pressure and demand for quality higher education are increasing. All concerned parties of the education are actively considering implementing TQM in higher education because it is believed that quality education is one of the fundamental building blocks of economic development. Regarding the applicability of TQM in education, there is a serious debate since this concept was initially developed for manufacturing organizations.

There are critical challenges in implementing TQM in higher education. It is also imperative to explore the nature of those challenges so that higher education institutions can take proper measures while pursuing TQM.

Now with the advances of technology and academia industry linkages, higher education is taking a new turn. Higher Education must equip the students with high level of skills so as to survive in this constantly changing world. It must prepare the students for advancement and development. Innovation and sustainability is the need of the hour.

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Higher Education now prepares students as to what they do not know and how to work out a solution. The ability of the students to reach out to information and careful analysis to problems.

With TQM Higher Education can reach beyond the four walls of teaching, research, innovation and economic development.

ACADEMIC APPROACHES

TQM in its very essence, focuses on the term 'quality' which is at the core of its philosophy. Crosby states that quality management is a methodical way of ensuring that organized activities happen the way they are planned. TQM in Higher Education defines culture in such a way that it supports constant quest for satisfaction of various stakeholders and customers. Many reviews opined that it involves continuous improvement of organizational process, resulting in high quality products and services. It also emphasizes on quality leadership, quality production and full utilization of organizational resources. TQM embodies ideas of collegial discussions with a view of reducing inefficiencies or waste. It evaluates the success of an activity with hope of improving the future, and the staff must be oriented to work together to ensure that all activities are designed to minimize failures from the very start. In Higher Education, it can be used in many ways—for example, designing student assessment, curriculum development; teaching and learning style, student welfare etc.

NON-ACADEMIC APPROACHES

TQM tends to put more emphasis on non-academic activities in Higher education like bill collection, check writing, admissions applications, and physical plant inventory. However, resistance from the faculty members is seen as it (TQM) impedes their authority and freedom, violates their confidentiality related to assessment, promotion, salary and so forth and practice of teamwork in education process as these are not consistent with the traditional teaching process; and defining customers and measuring outcomes are two major difficulties in implementing TQM in education since a wide range of customers (like students, parents, researchers, alumni, business firms and so on) are involved in higher education so it is very difficult who are the real customers in education, it is equally difficult to measure the outcomes of quality initiatives.

CHALLENGES IN IMPLEMENTING TQM IN HIGHER EDUCATION

A number of barriers are seen in implementing TQM in Higher Education.

1. Absence of effective communication channels, the language methods of business to address the needs of Higher Education
2. The problem in measuring higher education institutions results
3. The co-existence of multiple purposes and objectives for higher education institutions, academics have always enjoyed high level of autonomy in the classroom and may always welcome the team working, consultation and continual information gathering that are the key stones of TQM
4. The emphases in the individualism and significant degree of internal competition; the bureaucratic decision-making process
5. The lack of a strong leadership, highly committed to the ideas and principles it wants to apply and capable of involving all the institution's members. It is often hard for many universities which are very large and has multiple campuses to develop a clear mission and a broad institutional consensus about high quality education.
6. Ineffective leadership,

7. Obstruction to change, it may be hard to include students, employers, parents and other stakeholders in discussions,
8. Contradictory policies;
9. Inappropriate organizational structure;
10. Poor management of the change process are other shortcomings in implementing TQM
11. Lack of commitment by the management and some workforce,
12. School's organizational culture is focussed on internal development and has co-ordinated internal plans which include clear goals. External initiatives may not be taken for granted.
13. Poor documentation, inadequate training of staff, and ineffective communication.

IMPLICATIONS FOR EDUCATIONAL PRACTITIONERS

In higher learning, creating an effective learning culture means overcoming a considerable number of barriers like hierarchies, functional divisions etc. A lot of pressures are created often to staff members and time constraints. Many higher educational institutions also suffer from poor infrastructures which acts as a barrier for knowledge sharing.

Introducing base principles of TQM in a university depends on the existence of an adequate quality culture of the entire staff. The institutional culture from the universities affects the application procedures in the context of quality strategies, although it does not appear directly but through its consequences. The culture integrates values, beliefs and behaviour norms that have proved to be beneficial for the university in its past and confer personality, fame and at the same time shape to the student life. That shape is the pleasure to learn. For example the well-known Oxford, Cambridge and Harvard universities have become famous not only through its academic results but also through its institutional culture. This shape matters a lot when appreciating those who have studied and have graduated from those universities. The culture from a university represents its genetic environment, its unwritten but mandatory regulation. It is conservative through its nature and will oppose any innovation or major changes of management. And still, due to the major changes of our society even Harvard University is submitted to a continuous adaptation process which is done through a managerial system and through an adequate quality policy. Here where excellence in quality has represented and still represents the essence of university life. The re-establishment of a normal balance between the management of quality and institutional culture is done through: the implementation of new ways of thinking ; the implementation of strategic management; the implementation of quality management.

Developing a real culture of quality through effective learning is needed now. It is observed from many studies that different universities will respond differently to quality policies according to how their cultures have developed in the past.

DIFFERENT CULTURES ARE

1. Responsive culture- It is governed by external factors and a positive approach to opportunities and shares good practice. Responsive quality culture as an ideal-type, is primarily led by external demands, be they governmental imperatives, such as widening access, or agency expectations of compliance, such as delivering a self assessment document. The responsive mode is positive in taking the opportunities offered (or forced on) the institution and using them to review practices, create forward looking agendas, explore how to maximise benefit from engagement with policies or requirements and to engineer improvement.
2. Reactive culture- This culture rarely initiate action or discussion, preferring first to listen and then react. They avoid confrontation. It is driven by compliance and accountability.

The reactive mode may take advantage when action is linked to reward, such as research evaluations linked to funding, but is likely to be reluctant to embrace most forms of quality evaluation having reservations about the potential outcomes. The reactive mode, will have doubts about any improvement potential resulting from evaluation, will tend to be driven by compliance and, reluctantly, accountability; autonomy. The reactive mode will tend to deal with one thing at a time, with a rather disjointed or dislocated cultural ethos that may well reinvent wheels. The quality culture is likely to be construed as externally constructed, managed and imposed, with little or no sense of ownership.

3. **Regenerative quality culture-** This is focused on internal developments, albeit fully aware of the external context and expectations. The regenerative mode, although taking the opportunities afforded via review exercises and making the most of government initiatives, is one that has a co-ordinated plan for its own internal regeneration which has primacy and external opportunities are included where they add value, otherwise they are accommodated at the margins or even actively subverted. A regenerative quality culture tends to be widespread, with clear overall goals, in a state of flux as activities and events evolve. Its dynamism is manifest not just in an improvement agenda but in an ongoing reconceptualisation of what it knows, where it is going and even the language in which it frames its future direction. The improvement process will be a taken-for-granted norm and the regenerative mode will assume that its continual improvement programme is itself a form of accountability. The regenerative mode will likely encompass a learning organisation approach, seeking out learning opportunities, benchmarking possibilities and generating space for reflective review.
4. **Reproductive quality culture-** This is focused on reproducing the status quo, manipulating the situation to minimise the impact of external factors as far as possible. The reproductive mode is focused on what the institution or its sub units do best and for what it is rewarded and its plans go little beyond reproducing them. A widespread, internalised quality but with clear boundaries, it has established norms and is unlikely to reconceptualise core concepts or future goals. The quality culture, although indistinguishable from everyday work practice, is not transparent and is encoded in various taken-for-granted or esoteric practices. Nonetheless a sense of a job well done is maintained and perpetuated through the culture. Ideologically, the quality culture reflects the expertise and individual aspirations of members. Any attempt to develop a more open, self-critical approach is likely to result in an implacable resistance culture.

The four quality cultures outlines are, of course, ideal-types. However, central characteristics of all of them are most likely to be found in various higher education settings, and may serve as a starting point for investigating how structure and culture can be matched with respect to quality assurance.

It is often seen that TQM practices can be very well generated if external quality assurance activities are well generated.

CONCLUSION

The main goal of TQMs is to create within the organization a climate in which all the resources are used creatively and efficiently and which gives the staff confidence in management. The landscape of higher education is thus changing. Higher Education institutions like many other organizations are expected to cope with new situations and expectations. Deming, s concept of Total Quality Management is aimed at improvement in the quality of the product, reduction of the cost production,

gaining market share and ensuring the prosperity of business. Higher Education can fully take the concept of TQM and stress on the importance of leadership and the need to reduce variation in organizational processes.

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Historical Prospective of Intellectual Property Rights Law in India

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INTRODUCTION

The intellectual property protection and the special rights associated with them had now gained special attention. In last few decades with the advancement of globalization the cross border transactions had increased. The many single national countries companies have now become Multinational Companies (Multi National Companies). But the rights associated with them intellectually are being country specific. Intellectual property rights (Intellectual Property) are specific for the owners and provide the rights to owners such that no one other than person having consent from the owner can use it or defines conditions under which it can be used. IPR is characterized by risk in innovation, competition globally, high investment of both money and time and most important human resources needed for the introduction in market. Due to increase in global trade there has occurred shortening of barriers in the marketing of one product in other country. But the real benefit is to the consumers who are getting the multiple choices for the use of same products.

HISTORICAL BACKGROUND OF INTELLECTUAL PROPERTY RIGHTS IN INDIA

The Statute of Anne was passed in the year 1710 by the Parliament of British,. According to this act the copyright would be controlled by the government and court which were then regulated by the private parties. The Engravers Copyright Act was passed by the Britain congress in the year 1734-35. According to this act the engravings which were having the original design were covered under this act and it made the clear distinction between the artists and the draft. The Copyright Act of 1790 was the first central copyright act to be passed by the United States. It was mainly passed to encourage the learning and this was done by giving the authors the “sole right and liberty of printing, reprinting, publishing and vending” the copies of their “maps, charts, and books” for a term of 14 years, plus they can renew it for another 14 years if the owner of the work is still alive

The Berne convention is an international agreement related to the copyright, which was first accepted in Berne, Switzerland, in 1886. The Berne convention stated that apart from the cinematographic and photographic shall be covered under the copyright act for the period of 50 years at least. In case of photography the minimum period would be around the 25 years from the time the photograph was taken. The International Copyright Act of 1891 was the first US act passed by the government for the copyright protection. It is commonly called as the “Chace Act” after Sen. Jonathan Chace of Rhode Island. It offered the copyright protection to citizens which were from different countries but were residing in the United States.

The important landmark in the legislation of United States was the passing of Copyright Act of 1909. It became Public Law number 60-349 on March 4, 1909. The Act was repealed and superseded by the Copyright Act of 1976, but it remains effective for copyrighted works created before the Copyright Act of 1976 went into effect in January 1, 1978. It allowed for works to be copyrighted for a period of 28 years from the date of publication. Like the Copyright Act of 1790

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before it, the copyrighted work could be renewed once for a second term of equal value. In the year 1911, the copyright act came into existence. It was passed by the Parliament of the United Kingdom.

It was the amendment in the previous acts of copyright such as Berne Convention. There was provision such that a need for registration at the Stationers hall was abolished. The copyright act of 1909 was amended in the year 1976. This act signifies the rights of the copyright owners and a new term of "fair use". In case of new copyrights adopted a unitary term based on the date of the author's death rather than the prior scheme of fixed initial and renewal terms. It became Public Law number 94-553.

DIFFERENT KINDS OF INTELLECTUAL PROPERTY RIGHTS IN INDIA

The term copyright is defined as the IPR granted by the authority for any "literary and artistic works". It grants the creator of an original work exclusive rights to its use and distribution, but valid for a limited time, so that the creator could get some compensation for their work economically. Another main aim of the copyright protection is the protection of creativity. Because the creativity is not as such found in the nature, it is the result of deep research and time usage to develop a novel thing. The protection provided by copyright to the efforts of writers, artists, designers, dramatists, musicians, architects and producers of sound recordings, cinematograph films and computer software, creates an atmosphere tending to bring out more and more creativity from their brains.

CHARACTERISTICS OF INTELLECTUAL PROPERTY RIGHTS

The copyright is default applicable to the all countries member of Berne convention. These rights provide the sole rights to the owners such that no else could use them commercially without asking or having the consent of the owner. But these laws must be renewed after certain period of time except the copyright and Geographical indications which are not liable to get renew. These rights are just sold, traded and bought as same the general property business. But not like the property, they could be held or owned in different countries at a same time e.g. You can own a patent in other countries as you own in your home country to the other countries through Patent Cooperation Treaty (Patent Cooperation Treaty). But for owing a Intellectual Property, your work must be original and novel also. The contributory work which is obvious or already known to the public cannot be given Intellectual Property. However, the modifications of the existing products could be granted for the patent.

CONCLUSION

However now there is provision such that even after certain period of time after the death of owner. This provision was basically done so that the successor of author could also get some benefit. The countries which are part of the Berne convention the duration for the copyright is the life time of the owner and not less than the fifty years after the death of owner. The copyright act is basically demographic based. The person having the protection for its work in the one country will have to seek for the law of other country if he wants to have copyright protection in other country also. So there are some treaties are there, if the countries are the members of the treaties then there is so much ease in getting the copyright. There is a provision called fair use. In fair use the original work of a person may be reproduced in any form without the consent of the author, but that use must be for personal work only.

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Telugu Inscriptions of Nayakas of Madhura in Karnataka

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INTRODUCTION

The Madhura Nayakas were Telugu rulers from around 1529 A.D until 1736 A.D of a reign comprising most of modern day Tamil Nadu, with Madurai as their capital. The Nayaka's reign was noted for its achievements in arts, cultural and administrative reform, revitalization of temples previously ransacked by Delhi Sultanate, and inauguration of a unique architectural style. The dynasty consisted of 13 rulers, of which 9 were kings, 2 were queens, and 2 were joint kings. The most noticeable of these were Tirumala Nayaka and the queen Rani Mangammal. Foreign trade was conducted with the French, Dutch and the Portugese.

HISTORICAL CHRONOLOGY

Nagama nayaka, as per the chronological evidences documented, was a trusted lieutenant of the great krishnadevaraya of Vijaya nagara dynasty. He was the front end face of his southern province administration. (a general, treasurer, revenue manager and above all a viceroy). According to Tanjavuri Andhra Rajula Charitha, Nagama Nayaka, was an ardent devotee of Lord Kasi Viswanatha of Benaras and devoted ample time towards him in offering prayers. His pilgrimage to Benaras was well documented in the chronicle mentioned above. Kuniyur plates indicate that he was blessed with a boy child called Viswanatha for his whole hearted devotion to the god.

Viswanatha Nayaka, son of Nagama nayaka was conferred with the titles of 'Chief of the Pandya country' and 'Lord of the southern throne' during the final leg of Krishnadevaraya's rule (1529 – 1530 CE). Achyutharaya succeeded Krishnadevaraya's throne post his death. Sevappa Nayaka, husband of Tirumalamba and the co brother of Achyutharaya exercised his authority over the Chola country which was separated from the viceroyalty of Madhura. Due to the delineation of Chola country from Madhura viceroyalty, Tiruchunapally went to Madhura and Vallam to Tanjavur. The above reorganization of places by Viswanatha and the king of Tanjavuru were mentioned in the chronicles. The above arrangement was also understood as imperial and not as mutual exchange, since the kingdom was so powerful to allow autonomy to the provinces.

Viswanatha Nayaka ruled from 1529 – 1564 CE, as a result of successful wars against Tamils. During these wars he was supported by Ariyanadha Mudali, who has shifted his loyalty towards Viswanatha and assisted him against the Pancha Pandyas of Tirunelveli and made them to submit to his Telugu master.

Viswanatha Nayaka was succeeded by his son Krishnappa Nayaka I (1564-1572 CE), who has waged battles against the Muslim powers of Deccan under the leadership of Ariyanatha Mudali to aid his empire. He met with a failure during the battle of Tallikota. Virappa Nayaka (1572-1595 CE), succeeded his father. His succession was made by his eldest son Krishnappa Nayaka II (1595-1601 CE). Kasturi ranga, who has taken the throne away from his elder brother post his death, was murdered in the sandhya mandapa which was attributed to his unpopular actions.

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Muttu Krishnappa who has taken over the crown, revamped the administration of Ramanathapuram, appointing Sadaika Tevar as Sethupathi of the Marava country. Muttu Krishnappa had three sons, Muttu virappa, Tirumala and Kumara Muttu. Muttu Virappa (1609-1623), felt to wage a war against Thanjavur has shifted his capital from Madhurai to Tiruchinapalli. The above conflict was taken advantage by Raja of Mysore for expanding his territory into the Tamil kingdom.

Tirumala Nayaka (1623-1659 CE), succeeded his elder brother Muttu Virappa Nayaka to the throne. He was successful in extending his exercise of power from Kanyakumari to Kaveri which included other provinces like Salem, Baramahal and Coimbatore (Sathyamangalam), with Marava and Travancore kingdoms as the tributaries.

Tirumala who succeeded Muttu virappa (1659 CE), ruled only for 4 months and was succeeded by Chokkanatha Nayaka (1659-1682 CE). Sathyamangalam province was occupied by Chikkadeva Raya Wodayar of Mysore in 1676 CE who consolidated his strength by constructing new military posts. Rangakrishna Muttu Virappa (1682-1689 CE) was born to Chokkanatha by Mangammal and succeeded his father who ruled for seven years. His wife Muttammal was carrying his child at the time of his death and has committed sati after giving birth to a male child. His son Vijayaranga Chokkanatha was crowned as a king when he was only three months of age. His grandmother Mangammal became his regent and ruled from 1689-1706 CE.

Chikkadeva Raya extended his territory southwards in 1690 CE by conquering majority of Baramahal and Salem. The general of Mysore Kumara raja who reached Tiruchinapalli was defeated and forced to go back. Chikkadevaraya completed the takeover of Salem and Coimbatore during the regency of Mangammal which resulted in Madhura losing a major part of its territory.

In 1706 CE the power was assumed by Vijayaranga Chokkanatha Nayaka who ruled till 1732 CE. Minakshi, his wife has taken over the power post his death and adopted Vijayakumara, the son of Bangaru Tirumala who is from the royal family of Kumara Muttu. (Younger brother of Tirumala nayaka). The rule of Nayakas of Madhura almost came to extinction with the death of Minakshi. This development was not taken to his advantage by Bangaru Tirumala who in fact has led a vigorous campaign for the expulsion of the Mahammadans. Vijayakumara, the son of Bangaru Tirumala eloped to Sivaganga after his father's murder by Anwaruddin. His descendents lived in obscurity.

TELUGU INSCRIPTIONS OF NAYAKAS OF MADHURA

More than 260 inscriptions of Nayakas are found so far and published in different chronicles. These inscriptions are in Grantha, Tamil, Sanskrit, Kannada and Telugu languages. Of all, 26 inscriptions are in Telugu. Four inscriptions of Nayakas of Madhura have been found engraved in Telugu and found in Karnataka due to their connections with Karnataka. They are reviewed below. Nayakas of Madhura spoke Telugu and they patronized Telugu poets. These four inscriptions belong to the times of Tirumala Nayaka, Muddalagadri Nayaka, Rani Mangammal and Vijayaranga Chokkanatha Nayaka respectively.

Of the four inscriptions, the earliest is preserved in Vyasaraya math, Sosale in Karnataka. It is dated to Saka 1564 (1642 CE) engraved on a single copper plate. The above inscription refers to the rule of Tirumala Nayaka which registers the gift of the village Ayyur in Madhura – some for providing food offerings etc. to the diety of Vyasaraya Matha, Gopala Krishna. Tirumala Nayaka's geneology is clearly depicted in the above inscription. The gods Saundararajasvami, minakshi, sumdaresvara, son, moon, akasavani and earth were the witnesses of the grant. Ramanasali is mentioned to be the engraver of this copper plate charter.

The next inscription is dated Saka 1607 (1685 CE) which is engraved on a single copper plate. It records the grant of the village Arambanna on the bank of Tamraparni in the dakshinarashtra

(southern part of the country). The grant of the stone - matha situated to the west of the south gopura of the Chaitra street of rangakshetra (srirangam) to the treasury of the god Raghupathi worshipped by Yogindratirtha – sripada, son / disciple of Raghavendra tirtha sripada, by Muddalagadrinayaka, (i.e., Muttulinga Nayaka), son of Visvanatha Nayaka is also recorded in this grant for the merit of Ranganayaka and elders.

The third Telugu inscription engraved on a copper charter was found to be from the same matha mentioned above which is dated saka 1619 (1698 CE) and refers to the rule of Mangamma, ruling from Madhura. This charter served the purpose to record the gift of the village Ayirdharma along with its hamlets, situated in Srivalli Puttur – sima of Tiruchinapalli – rashtra, yielding an annual revenue of 400 madas to the Raghupathi – bhandara of Sumatindratirtha – sripada, son / disciple of Sumdaratirtha – sripada and son / disciple of Yogimdratirtha – sripada by mangamma, who was the chief queen of Chokkanatha Nayaka, son of Viswanatha nayaka. The above gift made on the banks of the river Chandrapushkarini in the presence of diety Sriranganayaka, also included a matha with a temple of God Venkatesvara built by sriranga setti, a mantapa and the temple of god Krishna Svami deva built by Lakshminarasappayya and also Puranaghatta. This grant was made for the merit of the elders. This inscription ends with the statement Mangamma vralu (signed by mangamma).

The last Telugu copper plate inscription belonging to the reign of Vijayaranga Chokkanatha Nayaka who was the chief of Madhura was dated Saka 1630 (1708 CE). It is well preserved in Vyasarayya matha in T. Narsipura Taluk which is in Mysore District. This copper plate charter registers the grant of income from the tax called magama which is used for the god Gopalakrishna to provide lamp offerings etc in the Vyasarayya Matha. This copper plate charter also engraves his geneology. The donee of the above mentioned grant was Raghunatha tirtha, disciple of Lakshminarayana tirtha. The income generated from this grant appears to be used for the expenses of the temple in Chokkanathapura. Due to the ardent devotion of the king towards god Krishna this grant is said to be made in the presence of god Gopalakrishna in Vyasarayya math. This copper plate charter was scripted by rayasam Balayya and signed by Vijayaranga Chokkanathayya.

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Ashram Schools a Model Initiative for the Promotion of Tribal Education

Anil M. P.*

ABSTRACT

Aboriginals are one of the downtrodden groups in our society Socio Economic and Political process which leads to their marginalization and backwardness. Naturally they are the inhabitants in and around of forest and geographically isolated area. These types of lifestyle and rituals accelerated their isolation from mainstream. Because of the traditional belief and external pressure they naturally withdrawn from social life and it paves way for their marginalization.

Education is a suitable tool to modernize human being. However our educational attempts are highly fruitful among the general people, but it is not so fruitful among tribes or aboriginals. Various socio-racial causes with leads to marginalization. In this situation Govt. of India and state Govt.s took concerted efforts to uplift the educational status of aboriginals. For this purpose they scientifically planned and successfully implemented the concept of Ashram Schools.

Ashram Schools meant for students and teachers are staying in schools with a homely atmosphere to achieve education in a smooth manner. Food accommodation knowledge and entertainment are under the one roof is the peculiarity of Ashram Schools.

Keywords: Ashram Schools, Promotion, Tribal education, Initiative.

INTRODUCTION

Schooling is not a modern concept but it is a modern concept for Tribes. They are enlisted or scheduled in preliterate groups. U.N. declaration for education for all accelerate the educating process of aboriginals. Ashram Schools are purely designed for the promotion of Tribal education. For the benefit of this marginalized group Central and State Govts. allocate a huge amount of revenue and human resources to them.

EDUCATION AND TRIBES

Traditionally Tribes are faraway from formal education culturally their mind setup is negative to acquire education from schools or institutions. Because of these ratio-psychological causes the speedy marginalization of tribes increased during and after the independent period. Sociologically their innate qualities and skills are varied from general population. Their psychological intimacy to nature and natural powers compelled them to live with the ecological rhythms.

Characteristics of Tribal Education

- Tribes are primitive groups.
- Social pressures causes withdrawn from formal education.
- Most of the tribal students are first generation groups.

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- Geographical isolation accelerate the marginalization.
- Socio economic factors which negatively affect the education.

Need and significance

Post independent period is the period of educational development and cultural advancement in all field. Govt. of India systematically arranged the school education programmes for all sections especially for deprived groups. As our society's multi cultural nature and multi-language orientation growth and educational development is slow among tribes. Various commissions and committees on education specifically recommended some systematic and scientific steps to improve the educational status of tribes in our country various strategies and programmes implemented for the promotion of tribal education from time to time.

Priority in admission and financial assistance like lumpsum grant, uniform, test books and Hostels are some of the measures adopted by the Central and State Governments. Because of these concerted efforts made by Governments, we can see some progress in Tribal education, but the net result is not positive or fruitful. In this situation Government planned and implemented the concept of Ashram Schools.

Ministry of Human Resource Development in it broad concept analyzed the pertinent issue in a scientific manner. Our father of Nation Gandhiji also gave due importance to the welfare of these aboriginals.

The progress of tribal education is not so better to compare with the general one. There exist some socio cultural and political reason but the beneficiary wing's progress or development is not fruitful. So the novel concept of Ashram Schools was implemented by the Government.

Ashram Schools and peculiarities

- Ashram Schools are in an ideal location
- Ashram Schools are specifically for Tribal development.
- Ashram Schools are under the direct supervision of State Government.
- Reasonable financial assistance allocated by the Central Government.
- Separate Hostels for girls and boys.
- To facilitate physical and psychological entertainment facilities.
- Hygiene food available in Hostals.
- Attached Library and internet facility is arranged.
- A team of well qualified teachers are working as tutors and inmates.

Objectives

- Review the concept formal education.
- Interrelate the formal education in a homely atmosphere.
- To evaluate the functioning of Ashram Schools.
- Create an awareness among tribes in the concept of Ashram Schools.

Formal Education and Tribes

Formal education is purely planned and implemented by the Government with the support of educationists and experts. We can see the merits and demerits of formal education in our country. As our society is caste ridden or based some traditional rules, the dominating groups are continuously because the authoritarian wing. Progress and development of any society is depend up on how

much they achieve the formal education. In our current situation education plays a pertinent role in the development of community. Aboriginal people are traditionally keep away from formal education and its resources.

Our formal system strictly follows some restrictions such as Curriculum, Syllabus, text books, teachers, examination etc, but our aboriginals are in some extend afraid of those type of formalities. Curriculum and transaction strategies are important tools in formal education system. The planned or designed curriculum is a shield to tribes for achieving education. Aboriginal peoples level of intelligence and aspirational level is entirely different from that of general really formal education discarded the innate qualities and skills of tribes in some extend.

But in any sense to promote the tribes from their primitive or pre-literate age it is our own responsibility that is to educate the tribes. The centuries long marginalization and exclusion paved the Social deprivation, it causes the educational backwardness of tribes and it leads to their marginalization in all sense. It is our social responsibility to educate the tribes for their well being and social well being.

Tribes and Paedocentric education

Modern education in whole sense aimed to test the memory level experiences of learners. Modern education purely on the basis of banking system of knowledge. It is purely transact one generation's knowledge to another generation and it continues from centuries. These type of modern education discard purely the innate qualities and skills of learners. Tribes have basically a tendency to withdrawn from formal education and its allied activities. More or less these type of rigidities and water tight compartment formalities are compelled the tribes from formal education activities. All these formalities are keep away the tribes from formal education.

Here is the necessity of Paedocentric education. In modern education the concept is teacher-centered because of that tribes or first generation groups are away from school education. So educationist argued for Pedocentric education is a tool to attract the deprived groups to formal education. All the activities and teaching, learning process are purely aimed to the Paedocentric objectives.

Schools and Paedocentrism

Our schools now-a-days are particularly primary schools is in a style of Paedocentric, but the tribal learners are unfamiliar with the formal school situation. The location, structure of building play ground and even the seating arrangements also in need to design and plan in a natural way or Paedocentric atmosphere. So the tribal learners are keen in attending school regularly.

Paedocentric Teachers

Teachers are the Pillars in formal system of education teacher is considered as friend Philosopher and guide no doubt their approach to students, parents, society is one of the determining factor in modern education. Teacherhood is a quality which attract and attempt learners to schooling behavior. Positive behavioral attitude of teachers plays a pivotal role in shaping the behavioral attitude of learners.

So far the promotion of tribal education Paedocentric attitude of teachers is a must. One of the pertinent tool of tribal education is no doubt pedocentric teachers.

Paedocentric Curriculum

Any system of education is functioning on the curriculum. The designing of curriculum aimed over all demand of society or need and importants of individuals is basically the nature of Curriculum.

In ancient or medieval period all the curricular activities are purely concentrated on teachers, but in due course, development of educational psychology tries to alternate the teacher centred Curriculum to Paedocentric curriculum. In an educational sense curriculum is the medium of change the behavioral pattern of learners in accordance with the need and aspiration of society.

We are in the urgency of redesign the curriculum into a Paedocentric one, Tribal students are more or less first generation wing so it is compulsory to redesign the primary school curriculum into a Paedocentric one.

Playway techniques in education

Due to the development of educational psychology, teaching, learning strategies are also need basic changes and attraction. Ancient and vedical period was oriented on teacher centred strategies in curriculum transaction. Playway technique is one of the suitable strategy to attract tribal students to school. Modern Psychology is strongly supported for playway technique in curriculum transation.

Ethnic language in Tribal education

Medium of instruction is very relevant in education. In the case of tribal education the question of medium of instruction is a sensitive one. Tribes are very keen in keep their language as their ancestral property. Language domination is a historic question, dominating language and its issues are one of the critical issue in current world. Most of Tribal learners are first generation in formal school situation so they are afraid of dominating languages. Ethnic language in all over the world is in a crisis to exist because of multidimensional pressures from various level.

The preservation of ethnic language and its peculiarity is the primary responsibility of society.

Cultural identity and Tribal education

Aboriginals are very rigid in preserve their cultural identity in modern time too. Anthropologists and other experts in the field stated that their strong traditional beliefs and rituals highly influencing their modern life also. Because of these psychological tendency to preserve their own identity they are compelled to withdrawn from modern education facilities. They are reluctant to the adaptation to education through modernization. In the absence of education not possible to modernize society or community. Aboriginals in all over the world are in a crisis to whether preserve their culture or acquire modern education.

Aboriginals believe that modern education is against cultural preservation and milieus. Formal schooling and modern education which causes acquiring of values and ethics related to humanization. To humanize the society means to educate the society. But the strong conflict that exist in the mind of aboriginals leads them from modern education process. Due to the changes take place away aboriginal's new generation's out look also changed in very slow manner. This is a positive signal and it means that they are in need of modern education.

Pluralism and Education

Ours is a society of multi culture and multi linguistic. Most of our aboriginal groups bounded with the caste rules and rites. Because of these casteridden nature and upper caste domination, some of the so called lower casts are some barriers to mingle with other groups and casts. Untouchability and their old rituals strongly withdrawn them from socialization and co-living. These social tendency which negatively affect their education process and progress.

Some of the Tribal group named 'Kurichyas' in Wayanad of Kerala is now- a-days also try to follow the strict caste rule, they do not ready to mingle with other aboriginal groups or other general one, they believe that they are 'Malabrahmins'. Because of these belief they try to excommunicate their members for the reason of mingling with others means co-fooding, co-living and inter-caste marriages also provocated them. So Ashram Schools are in some extent a solution to reduce this social problem.

Ashram Schools at a glance

Ashram Schools a modern concept to educate the aboriginal groups and modernize them for the prosperity of our great nation. In Ashram Schools there arrange all type of facilities to change their mental structure for modernization. The mode of operation of Ashram Schools is fully viewed to the multidimensional development of aboriginal individuals in a unique way. Physical and intellectual development through modern education is the ultimate aim of Ashram Schools. Well furnished buildings, lab, library and other allied facilities are arranged in Ashram Schools. One of the most important peculiarity of Ashram Schools are it's residential facility in attached to the Schools and also good canteen and healthy fooding facility is arranged in the same campus.

Management system of Ashram Schools

Ashram Schools are directly managed by Scheduled Caste and Scheduled Tribe Development Department of each State Government. Construction of building and other facilities are provided by this Department in an appreciable way. Without any delay they dedicately arrange all the infrastructural facilities.

Superintendent of each school is under the direct control of SC/ST Department. The official local management is that person, who is responsible for monitor and supervise all the functions related to SC/ST Department. At the same time academic head is under the control of education department. However for the smooth functioning of each Ashram Schools is fruitful under this division of labour. All most all the teachers are appointed through Public Service Commission and they are well qualified in their own area. Students are resided in the attached well furnished hostels and teachers also resided in hostels.

Physical Education and other facilities

Full furnished cleanly dining halls and cooking area are the notable peculiarities of Ashram Schools. In addition to this for physical entertainment and development physical education equipment and ground facilities are arranged in a systematic way. Aboriginal students are very skillfull in Physical talents, so these facilities are accelerate their talents and through it we can attract tribal students to modern education. More over this scientific and systematic physical education programmes will contribute sports stars or talented individuals in the field. If we provide more and more facilities to this group we can build a new horizen in physical education scenario.

Teacher's Residential nature in Schools

Ashram Schools are famous for it's style of functioning-co-residential nature with students and teachers in single hostel. Because of this homely atmosphere it is known as Ashram Schools. The concept Ashram came from our epics, which means Gurus and students live together for learn from 'Gurumukh'. Teachers and disciples are stay together with allied jobs like washing, cooking, farming with the main target to learn pure knowledge from this teacher.

Cultural Orientation in Ashram Schools

The functional vision of Ashram Schools are their cultural orientation of Aboriginal groups. Various tribes and groups are very rigid in preserving their cultural values. Because of this belief designers of Ashram Schools strictly ensure the preservation of cultural values through conduct their own cultural programmes in schools. Objective of this programme is that to attract tribal students for modern education and gradually try to change their attitude to modernization.

Ashram Schools and Social objectives

With a view of enlarge or develop the mental horizon of each aboriginal learner, designers vision is to socialize the tribal learner. Aboriginals are said to be socially disadvantaged group, but it is the responsibility of our society is to make them advantage group. For the beneficial and aboriginal students are the target group, but no doubt the progress and development of any disadvantaged group is the all over development of our society. Centuries long slavery and untouchability continuously discriminate and discard their social and individual rights. In this social circumstances the ultimate objective of Ashram School is to pave the way for modernization through systematic and scientific education. So the social objective of Ashram School is to uplift them from their downtrodden strata to upper strata.

To serve the reachouts

Because of the caste ridden nature of Indian society reach outs are reachouts, in one way or other way. It is the constitutional responsibility of our great nation to serve the reachouts.

Ancient time they were slaves, this slavery lead them to lead a life of exclusion in all field.

Ashram Schools for a Social Advancement:

Ashram Schools are mile stones in the field of Tribal education. Social stratification is the peculiar feature of our society. Because of this stratification our over all development is blocked from centuries. Some of the dominated classes or castes continuesly create direct or indirect upper class feeling on them and it gradually affected their academic achievement. Through Ashram Schools our society try to this caste domination. For the purpose of educating and enhancing the Tribes Ashram Schools are playing a vital role.

RECOMMENDATIONS

- To establish Ashram Schools in Tribal dominated areas.
- To appoint well qualified teachers in Ashram Schools
- To facilitate additional training for teachers in aboriginal culture and language.
- To facilitate additional skill acquisition programme in Ashram Schools.

CONCLUSION

Social development is through education but any of the group or class is away from education our National motto did not fulfilled, because of this gap. Our great Nation's Constitution strictly underlined that right to education is the primary right of any individual. Free and compulsory education up to the age of 14 is our National motto, from the Macalay's unimte itself started universalization of education attempts. Unfortunately various attempts and projects are continuously been implemented for this advantaged group their core issue is not solved. In this academic or administrative context Ashram Schools are relevant in this endeavour.

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The Effectiveness of Multimedia Based Animated Cartoons in the Subject Environment of STD-III

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INTRODUCTION

Human life and education are interconnected. The major aim of education is to achieve all-round development of the child. School teachers and parents or guardians are always busy to help the children to achieve the higher achievement. Different subjects are taught in schools by teachers as a part of achieving overall development, in which Environment subject has its unique place. "The environment is everything that affects an individual except his genes." The environment is all that where we live, what we see and what is around us. No one can be detached with the environment. The balance of environment is found in risk due to industrial revolution.

According to Morris,

"As much as we exploit the nature, that many our alternatives would have nothing for life except struggles."

Margaret Mead says,

"If we destroy environment, our society would be destroyed."

So knowledge of awareness towards environment should be provided to each and every person. If this understanding is cultivated among our students and children, who are future citizens of our nation, it will be more effective. The Central Government prepared a project to provide school education on subject of Environment in 1988-89. To implement this project, the Central Government provides 100% grant to states and organizations. At beginning, the implementation of this project had become more difficult.

Because of development of Science and Technology, attention was drawn to provide environmental education by the means of multimedia. The main objective of this project was to develop awareness and responsiveness towards environment among students.

Following points are included in curriculum of the subject of Environment for students of std. 3 by N. C. E. R. T.

- Food productive
- Living organisms
- Animal world

If the instruction of the subject of Environment is imparted by using animated cartoons based on multimedia, it will exhibit reality and the learning will become lifelong and effective.

The investigator has conducted a study on problem about effectiveness of teaching the subject of Environment by using animated cartoons based on multimedia and T. L. M.

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STATEMENT OF PROBLEM AND TITLE OF THE STUDY

The title of the study was worded as below.

The effectiveness of multimedia based animated cartoons in the subject of Environment of std. III

OBJECTIVES OF THE STUDY

Following objectives were determined for the present study.

- (1) To select the multimedia based animated cartoons and to construct T. L. M. for selected units of the subject of Environment of std. III
- (2) To teach the selected units of the subject of Environment of std. III by multimedia based animated cartoons and T. L. M.
- (3) To examine effect of teaching of selected units of the subject of Environment of std. III by multimedia based animated cartoons and T. L. M. on students.

HYPOTHESES OF THE STUDY

Following hypotheses were formulated for the present study.

- (1) There will be no significant difference between mean scores of students of experimental group - 1 studying by multimedia based animated cartoons and experimental group - 2 studying by T. L. M. of school – 1.
- (2) There will be no significant difference between mean scores of students of experimental group - 1 studying by multimedia based animated cartoons and experimental group - 2 studying by T. L. M. of school – 2.

VARIABLES UNDER THE STUDY

Variables under the present study are classified in the following table.

Table-1.0: Classification of variables

No.	Variable	Type of variable	Level	Description of levels	Measurement
1	Teaching method	Independent	2	1. Teaching based on animated cartoons 2. Teaching by T. L. M.	---
2	Educational achievement	Dependent	-	---	A self-constructed Posttest
3	Std., Subject, Unit		3	---	Std. 3 Environment Selected unit

IMPORTANCE OF THE STUDY

The environment related problems such as pollution, over population etc are found increasing day by day. The development of teaching method for Environment subject is the best way to reduce these problems. Environmental education emphasizes on children, as children are future citizens and cultivating positive attitudes towards natural environment among children during childhood age

is very important. Environment education has been imparted in schools since the year 1987. The teaching of Environment subject can be held by using different interesting aids of teaching such as television, radio and multimedia.

Utility of computer is seen more in the recent times. Computer is more useful mean to provide education about how to protect environment to people. In order to develop positive attitudes towards environment among students, Teaching should be held by multimedia based on animated cartoons. Environmental equality and understanding is developed among children by providing them teaching through multimedia based on animated cartoons and their concept becomes apparent and accurate. It is an interesting medium of instruction, which makes teaching-learning process easier and more interesting.

POPULATION

Students of std. 3 studying in Gujarati medium Primary schools in Mehsana city of Gujarat State had formed the population of the present study.

SAMPLE SELECTION

The detail of sample in the present study is mentioned in the following table.

Table-1.1: Schools and students included in the sample

No.	Experimental group	Name of school	Numbers of students		
			Experimental group - 1	Experimental group - 2	Total
1	School - 1	Shri Sarvajani Vidyalaya	51	49	99
2	School - 1	Shri Nalanda Vidyavihar	48	49	97

RESEARCH TOOLS

Two teaching techniques were used in the present study: (1) Teaching based on animated cartoons and (2) Teaching by T. L. M. Posttests were constructed and used to measure effectiveness of teaching by two different methods.

RESEARCH DESIGN

Research design for the present study is mentioned in the following table.

Table-1.2: Research design

Group		Independent variables, Teaching method	Posttest
School: 1	Exp. Group: 1 E ₁	Teaching by multimedia based on animated cartoons	T ₁ E ₁
	Exp. Group: 1 E ₁	Teaching by T. L. M.	T ₂ E ₂
School: 2	Exp. Group: 2 E ₂	Teaching by multimedia based on animated cartoons	T ₁ E ₁
	Exp. Group: 2 E ₂	Teaching by T. L. M.	T ₂ E ₂

In this way, 'Equal groups, only Posttest' design was used in the present study.

TECHNIQUES OF DATA ANALYSIS

Significance between scores of students taught by multimedia based on animated cartoons and T.L.M. on posttest was tested by using mean, standard deviation, standard error and t-value.

DATA ANALYSIS AND INTERPRETATION

Analysis of scores of students of experimental group – 1 and experimental group – 2 of school: 1 on the posttest:

Ho₁ There will be no significant difference between mean scores of students of experimental group - 1 studying by multimedia based animated cartoons and experimental group - 2 studying by T. L. M. of school – 1.

t-value was found out to test the above null hypothesis: 1. The detail is mentioned in table –

Analysis of scores of students of experimental group – 1 and experimental group – 2 of school: 1 on the posttest

Group		Nos.	M	SD	SD _E	t- value	Level of significance
School: 1	Experimental Group: 1	51	24.44	4.250	0.937	2.66	0.01
	Experimental Group: 2	49	21.94	5.068			

It is observed in above table that means of experimental group: 1 and experimental group: 2 of school: 1 is 24.44 and 21.94 respectively, whereas standard deviation of two group is 4.250 and 5.068. Standard error is 0.937 and t-value is found 2.66, which is significant at 0.01 levels. It indicates significant difference between mean scores of experimental group: 1 and experimental group: 2 of school: 1 on the posttest. This difference is found in favour of experimental group: 1.

Ho₂ There will be no significant difference between mean scores of students of experimental group - 1 studying by multimedia based animated cartoons and experimental group - 2 studying by T. L. M. of school – 2.

t-value was found out to test the above null hypothesis: 2. The detail is mentioned in table –

Analysis of scores of students of experimental group – 1 and experimental group – 2 of school: 2 on the posttest

Group		Nos.	M	SD	SD _E	t- value	Level of significance
School: 2	Experimental Group: 1	49	22.39	3.396	0.899	5.481	0.01
	Experimental Group: 2	48	17.46	5.247			

It is observed in above table that means of experimental group: 1 and experimental group: 2 of school: 2 is 22.39 and 17.46 respectively, whereas standard deviation of two group is 3.396 and 5.247. Standard error is 0.899 and t-value is found 5.481, which is significant at 0.01 levels. It indicates significant difference between mean scores of experimental group: 1 and experimental group: 2 of school: 2 on the posttest. This difference is found in favour of experimental group: 1.

FINDINGS OF THE STUDY

- (1) Educational achievement of students taught by multimedia-based animated cartoons was found higher than those taught by T.L.M. of school: 1.
- (2) Educational achievement of students taught by multimedia-based animated cartoons was found higher than those taught by T.L.M. of school: 2.
- (3) Significant difference was found between scores of students of school: 1 and school: 2 taught by multimedia-based animated cartoons and by T.L.M. the difference was found in favour of teaching by multimedia-based animated cartoons.
- (4) Thus, equal result is found in implementation and reimplementation of experiments.

India's Rise to Become a World Power

Dr. Wijeesh Ronit Saimon* and Dr. Bob Stanley Gardner**

ABSTRACT

This paper is intended to examine the proposition whether India is becoming a world power or it will remain lodged in the second rank in international affairs. Being the largest democracy of the world with nuclear weapon, India is acquiring the capability to influence development throughout much of Asia and other regions of the world. Since Independence, it has made strides in all fields of education, science and economy. Its capabilities in these spheres are rising as it has emerged as a leader of information technology and one of the fastest growing economies of the world. It is a state with great cultural and civilizational influence. In the post cold war era, it has emerged as a close ally of EU and sole superpower USA, and a strong candidate for the permanent seat in the UN Security Council.

On the contrary, India is also home of the largest number of malnutrition and poor people as its one quarter of population is still below poverty line. It ranks 103 th in human development index and still lacks the basic infrastructure to a decent life in rural areas in the most part of the country. It has one of the most adverse sex ratio in the world. Despite being the largest military power in South Asia, it has been failed to contain the terrorists activities and soft security threats originated from neighbouring countries. Territorial disputes with China and Pakistan not only undermine the prospect for durable peace but also hinder cooperation in region. There are also many internal security challenges which threaten its unity and integrity. Although it has successfully liberalized its economy but many things need to be done to reform public & economic sectors. To analyze the various aspects Indian economic and military powers in changed global dynamics.

INTRODUCTION

India is a potential world power. India's stable democratic political system, huge middle-class population, immense military clout in South Asia, rising economic fortunes and global ambitions make it a potential power that could play a very important role in world affairs. But it still must address numerous challenges. In order to become an economic powerhouse, India must tackle several structural issues, such as reining in the runaway fiscal deficit, freeing its manufacturing sector from antiquated labour laws, selling state-owned assets and using the freed-up cash for investments in physical infrastructure.

RESEARCH METHODOLOGY

The paper would be based on qualitative method of research and will rely on basically secondary source of study material.

India's relations with Pakistan, the US and China will be crucial. Peace and stability will be critical in attracting and keeping foreign investment. If India follows a pragmatic foreign policy and lets its economic priorities dictate foreign policies, it will reap the dividends of peace. India's policies

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embody a blend of pragmatism and nationalism, and its goals include both close relations with the US and recognition as one of the leaders in a more multipolar world. India's economic growth and ability to manage its key diplomatic relationships will determine the size of the international role it crafts over the next fifteen years. Its leaders' skill in balancing the competing objectives of its foreign policy will help shape the direction taken by both India and the world.

Domestic transformations

1. Political changes in India.
2. India's economic growth
3. Military expansion.
4. Human Resource Development
5. Infrastructural Development

India's rise as a strategic power

India's foreign policy during the early decades after independence was based on a global role centred on non-alignment and leadership in the developing world. It relied heavily on India's standing as the largest democracy in the world, and on articulate Indian leaders who appealed to justice and idealism. Its hallmarks included resistance to the then prevailing division of the world into East and West and a push for economic aid and redistribution.

The theme of India's global importance has been repeated over and over by various agencies of the US government. A report of the National Intelligence Council of the USA, "Mapping the Global Future", predicts that India will emerge, like China, as a "new major global player" in the next 10 years. Former US President Barak Obama "spoke about India as a global power with which the US wanted to work very closely..." Prim minister Narendra Modi On his October 2015 visit to US, US treasury secretary pronounced that "India is emerging as one of the great economic powers of the world."

Historically, over the past two centuries, several countries such as the United States, Germany, and Japan have risen as great powers, unsettling the existing world order as they did so. Today, a (prospective) united Europe and China are talked of by many as potential future contenders for global hegemony. The rise of some powers and receding of others is inherent to capitalism, which develops unevenly. Indeed all capitalist powers, by their nature, strive for hegemony on the strength of their respective capital. The basis for the change in the world order is the decline in the strength of some power or powers, and the growing economic strength of new powers, which makes possible the latter's military rise. No country was made a great or global power by any other power; rather, in each case of a rising power, other powers have been compelled to acknowledge the new entrant as it forced its way to the imperialist dining-table.

It is revealing, then, that US Secretary of State, during his March 2015 visit to New Delhi, offered to "make India a world power". This was not a vague promise: in a confidential briefing on March, US State Department officials outlined to Indian officials the US "plan" to make India a world power. The Indian side shared this perspective: On March 2015, Prime Minister Narendra Modi said, "India needs help from the world community, including the US, to emerge as a global power." So India's 'rise' is not a change in, but merely an expression of, the existing power relations. Speaking on an earlier occasion, Narendra Modi thus confessed that we have to recognise that the US is a superpower. International relations are, in the final analysis, power relations. And we are living in a world of unequal power. We cannot wish away the realities of this situation. We have to use the available international system to promote our interests. And, therefore, we have a necessity to

engage the US. The US plays a very important role in the world economy, the political world system and we cannot wish that away.

CHALLENGES

Most of the reforms implemented did not require legislative changes and could be carried out through administrative fiat. These reforms, as we have seen, made India competitive and notched up the GDP growth rates. But the high growth achieved in the mid nineties could not be sustained, as the momentum of reforms petered out. The 'Second Generation Reforms' would involve crucial structural, legislative and administrative changes in major sectors and require wider consensus building, particularly due to coalition governments. The major second generation reforms are listed below:

1. Power

There is a virtual consensus on the fact that the power situation in the country is not very sound. It would be no exaggeration to say that Indian industries pay inordinately high prices (when they do) for inordinately low quality power (when they receive it). This immediately imposes a severe constraint on production and would inevitably affect the investment decisions of new entrepreneurs. Despite a rapid expansion of generation (from 1300 megawatts in 1947 to 152,000 megawatts in 2018) and simultaneous growth in transmission and distribution, the sector has not been able to keep pace with the growth in demand, resulting in chronic shortage. Under-investment in the sector has stemmed largely from the poor financial health of the state electricity boards (SEBs) that have traditionally played the key role in generating and supplying power. This in turn, is due to un-economic tariffs, for the agricultural sector, lower slabs for domestic consumption and high transmission and distribution (T&D) losses that are often due to theft and poor billing and collection efficiency.

2. Political Instability

From an economic policy perspective, despite the many changes in the composition of the government, the overall direction of these reforms did not change fundamentally. Apprehensions were expressed that the reforms process of the present BJP government would be derailed because of the fragility of the new coalition (NDA), the helm of affairs being critically dependent on outside support by Others. Though the underlying reformist tendencies of the economic administrators are still active and their agenda is being pursued, the pace of reforms has slowed down compared to the early 2000's. There are persistent demands for obtaining consensus on economic reforms, particularly those which are likely to impose high short-term costs on entrenched political interests. Public sector jobs, subsidies on various commodities and services-and so on are prominent examples of the pressures that any government has to contend with. This is in sharp contrast to China, where the issue of consensus-building does not arise and the state is able to push reforms in the desired direction at a faster pace.

3. Lower Foreign Direct Investment flow

India has experienced lower FDI inflows in relation to the size of the economy. This contrast is sharp in comparison to China and other East Asian economies. The key deterrents to FDI in India are bureaucratic bottlenecks, slow reforms and poor infrastructure. But market size and potential, labour force skills, and competitive wages are the key advantages that India has. However, India has not been able to leverage its competitive advantage, due to a lack of concerted effort. The challenge is that India has to remove the above impediments in order to attract more FDI in the country.

4. Unemployment and Poverty

Currently around 60 per cent of the workforce is employed in agriculture, about 17 per cent in industry and while the rest in services. It is difficult to expect services to absorb such a large overhang from agriculture - industry must also contribute. The government has drastically reduced its intake of people, the private sector just does not seem inclined to take up the slack for the reasons mentioned earlier. The slow growth in employment and the rising number of young people looking for jobs is another critical issue for any government wishing to be re-elected. Reforms in labour markets that promote employment and the development of social security systems will allow the economy to significantly increase its utilization of its most abundant resource - unskilled and semi-skilled labour.

Reduction of poverty is another area of challenge. There is a considerable controversy about the impact of growth and reforms on poverty and income distribution. According to official household surveys, the proportion of population below the poverty line fell from around 51 per cent in 2001 to 36 per cent in 2011 and further to around 26 per cent in 2018. However, various researchers have adjusted and corrected the methods to show either greater or lesser poverty reduction. Though the last decade has seen a substantial reduction in the absolute incidence of poverty but India has to go a long way to alleviate poverty.

5. Human Development

There has been a continuous improvement in the Human Development Index since 1980s. At the national level, the index has improved by nearly 26 per cent in the eighties and by another 24 per cent in the nineties. Despite improvement in human development parameters in the past two decades, India ranks 127th in the world, compares very unfavourably with other countries.

6. Other Challenges

Slow agricultural growth is a concern for policymakers as some two-thirds of India's people depend on rural employment for a living. Current agricultural practices are neither economically nor environmentally sustainable and India's yields for many agricultural commodities are low. Poorly maintained irrigation systems and almost universal lack of good extension services are among the factors responsible. Farmers' access to markets is hampered by poor roads, rudimentary market infrastructure, and excessive regulation (World Bank: "India Country Overview 2012") Corruption has been one of the pervasive problems affecting India. The economic reforms of 2001 reduced the red tape, bureaucracy and the *Licence Raj* that had strangled private enterprise and was blamed by *Chakravarthi Rajagopalachari* for the corruption and inefficiencies. Yet, a 2015 study by *Transparency International* (TI) India found that more than half of those surveyed had firsthand experience of paying bribe or peddling influence to get a job done in a public office.

PROSPECTS

Future prospects for the Indian economy depend on a number of factors ranging from the pace of economic reforms to the performance of the global economy. India has a number of inherent advantages, and reforms can translate these advantages into high growth rates in the long run. Population and income demographics play a critical role in the production process as well as from the consumption side.

Rising Level of Per Capita Income

Over the past decade, per capita incomes have risen at the faster pace in the country's history due to higher GDP growth and falling birth rates. With the income growth fast outpacing population

growth, nominal per capita income has grown by 6.6 times between 2014 and 2018-19. The present level of per capita income may still be a very low level by international standards, but it is an impressive change and this has had very interesting effects on consumer behaviour.

Growing Middle Class

The latest survey by National Council of Applied Economic Research (NCAER) shows that middle class segment has grown by 6.5 times between 2014 and 2018. This survey also mentions that the middle class is expected to show a significant bulge in future. The middle class is defined as households with income between Rs 2,00,000 and 10,000,00. Bulging middle class together with rising income will give a thrust to consumption in future.

Larger Number of Working Population and Reducing Dependency

The age dependency ratio in India is expected to show a significant decline. Dependency ratio is defined as the ratio of non-working population (< 15 years and > 64 years) to working population (15-64) years. India will have an advantage of lowest dependency ratio. Low dependency ratios promote consumption of goods and services, due to lower burden of caring for the aged and bringing up children. Higher population in the working age group implies greater supply of labour, and an increasing concentration of population in higher income group translates into higher consumption levels.

India's current share of working population in total population low, but the size of population puts India in the second spot after China in terms of number of people in the working age. Among comparator countries, the share of working population to total population will decline in China, Thailand, Brazil and Russia. India, Malaysia and Philippines will have larger and increasing share of working population in the years to come. India, with a faster rate of increase, will emerge as a major source of labour supply, due to the sheer size of its population.

The rising share of working population is both an opportunity as well as a challenge. The opportunity is in terms of availability of human capital and challenge is in provision of productive employment to the bulging working population. Also, much will depend upon the education levels and skill sets of the working population.

Accessibility of Qualified Manpower

There has been a steady improvement in the literacy rate from around 65 per cent in 2014 to around 75 per cent in 2018. A very significant advantage that India has is the high pool of educated and technical staff together with low wage rates. As India's 68 per cent of the labour force is in agriculture, India will also remain a key supplier of low skill labour in times to come.

In terms of skill sets and availability of qualified labour, India is quite well placed. India ranks very high in terms of availability of skilled labour in general and engineers in particular. This fact is brought out by the Global Competitiveness Report's finding, which puts India in the third place in the availability of scientists and engineers. India, however, does not rank very high in the quality of education system. It ranks 36 in terms of quality of overall education among the 102 countries surveyed in the Global Competitiveness Report.

DISCUSSION

One of the critical problems facing India's economy is the sharp and growing regional variations among India's different states and territories in terms of per capita income, poverty, availability of

infrastructure and socio-economic development. Seven low-income states - Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan, and Uttar Pradesh - are home to more than half of India's population. Between 2004 and 2014, the annualized growth rates for Gujarat (8.8%), Haryana (8.7%), or Delhi (7.4%) were much higher than for Bihar (5.1%), Uttar Pradesh (4.4%), or Madhya Pradesh (3.5%). Poverty rates in rural Orissa (43%) and rural Bihar (40%) are some of the worst in the world. On the other hand, rural Haryana (5.7%) and rural Punjab (2.4%) compare well with middle-income countries. Political violence is one of the hurdles for India to achieve great power status. There is violence in Jammu & Kashmir and North-East India. There is violence linked to development. The Government of India has failed to address this problem in a constructive manner. We have to establish a proper machinery to address the problem of violence. Unless we stabilize India, we cannot affect the neighbourhood.

India is already re-shaping its region. It has moved beyond SARRC towards the notion of an extended neighborhood. India realizes that Central Asia and South East Asia are part of its neighborhood like SAARC. India is participating in sub-regional agreements; so, it will have a more diverse regional policy in the coming years.

There is a lack of mechanisms in India. The problem that India is facing is not a problem of resources, but of delivery mechanisms. Unless this is solved, we cannot address the problems of poverty, illiteracy and extremism. With regard to Naxalism, India is dealing with an ideological foe. There should be a different strategy to deal with them. There is a vital role of military power and there can be no substitute for hard power. There has been an increase in the size of the army, naval and air force. The Indian navy has increased its cooperation with other countries, especially with the US. India has all the resources and potential for being a great power, but the problem is that India does not have a clear vision and institutional capacity.

CONCLUSIONS

At this point, however, it is too early to call India a global power. Its stable democratic political system, huge middle-class population, immense military clout in South Asia, rising economic fortunes and global ambitions make it a potential power that could (if things go well) play a very important role in world affairs.

But India's impressive growth in recent years is still held back by structural factors. The economic reforms enacted thus far enjoy a broad political consensus, but this government, like its predecessor, is proceeding cautiously with new ones. Its major achievement is the introduction of India's first value added tax.

To become an economic powerhouse and catch up with its bigger rival, India will have to sustain at least 8% growth, over a long period of time. Its first challenge will be to address some structural issues in the economy. These include reining in the runaway fiscal deficit, freeing its manufacturing sector from antiquated labour laws, selling state-owned assets and using the freed-up cash for investments in physical infrastructure. These are tough choices under the best of circumstances, but India's complicated coalition politics make these decisions even harder.

India's relations with Pakistan, the US and China will be crucial. Peace and stability will be critical in attracting and keeping foreign investment. If India follows a pragmatic foreign policy and lets its economic priorities dictate foreign policies, it will reap the dividends of peace. Continued tensions with Pakistan might prevent India from realising its full economic potential. India's economic fortune will also depend on how it manages its relations with the US:

India's policies embody a blend of pragmatism and nationalism, and its goals include both close relations with the US and recognition as one of the leaders in a more multipolar world. India's

economic growth and ability to manage its key diplomatic relationships will determine the size of the international role it crafts over the next fifteen years. Its leaders' skill in balancing the competing objectives of its foreign policy will help shape the direction taken by both India and the world.

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Affirmative Action and Issue of Reservation in India: Special Reference of Chhattisgarh state

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ABSTRACT

Policy of reservation has been intended to uplift the historically, socially and politically marginalized sections of society, to bring them in the mainstream development, to provide proper representation in democratic institutions and administration, and so on. Now the policy of reservation has been expanded to local government institutions and institutions of higher education. Implementation of mandal commission has changed the socio-political dynamics of both Indian polity and society. Now people from backwards sections, Schedule castes and Schedule tribes have their proper representation in the government services and decision making bodies at local, provincial and national levels. Backwards sections of population have emerged as dominant political class in many states of India, particularly in cultural and political heart of India. The issue of reservation has also generated fierce social and political debates and intensified caste based division in India. In such a context, the proposed paper is intended to analyze the impact of reservation in India with study of Chhattisgarh, which is one of the most tribal populated states of the country. How this policy of reservation and affirmative actions are instrumental in welfare and empowerment of tribal population will also be part of the proposed paper.

Research Methodology: The paper would be based on qualitative method of research and will rely on basically secondary source of study material.

INTRODUCTION

Affirmative action refers to policies intended to promote access to the employment aimed at historically and socio-politically marginalized groups of the society as a whole and in India allied with minorities, women and backwards sections. Motivation for affirmative action policies is to redress the effects of historical discrimination and to encourage public institutions such as government institutions, universities, hospitals and other state owned services to be more representative of the population of deprived. Reservation is a form of affirmative action associated with Indian law, a term used to describe the governmental policy whereby a percentage of seats are reserved in the Parliament of India, state legislative assemblies, central and state civil services, public sector units, central and state governmental departments and in all public and private educational institutions, except in the minority and religious educational institutions, for the socially and educationally backward classes of citizens or the schedule castes (SCs) and schedule tribes (STs) who are perceived by government to be inadequately represented in these services and institutions.

Caste is the predominant factor used for reservation in India, though reservation is also offered based on other parameters like religion, state of domicile etc. Central government of India reserves 27 per cent of government jobs and places in higher education, nevertheless, certain Indian state of Chhattisgarh follows this caste based reservation since its formation in 2001 and

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currently reserves seats for SCs and STs. (Louis, 2003: 2475-78). In this context, this paper attempts to analyze the conceptual frameworks of affirmative action and issue of reservation in India. It analyses how affirmative action programmes and policy of reservation are crucial for development and empowerment of deprived sections of the society in a tribal state like Chhattisgarh. Finally, it discusses whether affirmative action programmes and policy of reservation are indispensable for the social justice and construction of an egalitarian society in the tribal state Chhattisgarh.

AFFIRMATIVE ACTION AND POLICY OF RESERVATION IN INDIA

The quota based affirmative action programme in India, is called 'reservation system' officially, and has two components: it is targeted separately towards SCs, STs and Other Backward Classes (OBCs) groups. This quota is roughly proportional to their share in the population. While this was enshrined in the Indian constitution, adopted in 1950, via Article 15 (4) (reserve places for the under privileged in state run educational institutions) and Article 16 (4) (reservation of government jobs), this programme has a history that precedes independence.

HISTORICAL OVERVIEW

Affirmative action began in India in 1921, when Madras Presidency introduces reservation of 44 per cent for non-Brahmins, 16 per cent for Brahmins, 16 per cent for Muslims, 16 per cent for Anglo-Indians/Christians and eight per cent for SC. In 1935, Indian National Congress passed a resolution called Poona Pact to allocate separate electoral constituencies for depressed classes and in **1942 Dr. B.R. Ambedkar established the All India Depressed Classes federation to support the advancement of the SCs. He also demanded reservations for the SCs in government services and education. In 1947 India was declared independent and Dr Ambedkar was appointed chairman of the drafting committee for Indian Constitution.** The Indian constitution prohibits any discrimination based on religion, race, caste, sex and place of birth. Nevertheless, while providing equality of opportunity for all citizens, the constitution also contains special clauses to ensure reservation, 'for the advancement of any socially and educationally backward classes of citizens or for SCs and STs. Separate constituencies allocated to SCs and STs to ensure their political representation for ten years (Galanter, 1984: 32).

There are several arguments provided both in support and in opposition to reservation policy of India. Some of the arguments on either side are often disputed by the other, while others are agreed upon by both sides, with a possible third solution proposed to accommodate both parties. Affirmative Action schemes are in place in many countries including the US, Pakistan, Sri Lanka and in Malaysia. Affirmative Action programmes in these countries, especially in the US, differ significantly from the caste-based reservation system of India. Affirmative action in US recognizes that there are multiple factors of exclusion and discrimination working in society (such as race, gender, economic factors etc) while caste-based reservations focus only on caste at the cost of addressing social justice concerns more effectively for the sake of narrow political ends. Arguments offered by anti-reservationists.

Affirmative Action can be provided at a more comprehensive level taking into account various factors of exclusion such as caste, economic conditions, gender, kind of schooling received etc. A comprehensive scheme of affirmative action would be more beneficial than reservations in addressing concerns of social justice. In India, this include all backwards in all states to be benefited with reservation policy of government of India.

Policy of Reservation after Mandal Commission Report: A Critical Appraisal

In the early years of 1990, as to the Mandal report itself; two main points need to be borne in mind. The report deals with the so-called OBCs, i.e, those other than the lowest castes (formerly called deprived

castes or Untouchables) who feature in a special schedule of the constitution and are hence known as SC. Since supporters often try to evoke sympathy for the OBCs by grouping them with the SCs, this distinction is important. Secondly, the report is mainly about the reservation of jobs of an extraordinarily wide scope but covers other types of affirmative action, too. The few sentences at the end stating that these are only short-term measures and what is really needed is a "restructuring of production relations" are mainly of use to those with radical pretensions (Singh and Sharma, 1995: 110-134).

The Mandal commission recommended reservation of jobs in government, the public sector, nationalized banks, all universities and affiliated colleges, and "all private sector undertakings which have received financial assistance from the government in one form or another" a large and vitally important segment of the economy. The commission also recommended educational and other concessions and such measures as "a separate network of financial and technical institutions to foster business and industrial enterprise among OBCs."

SCs and ST together account for 23.5 percent of India's population, and the Mandal commission has calculated that an additional 52 percent of the population, including Muslim and Christian converts, require special concessions in all, three-fourths of the total population of India. But the Supreme Court has ruled that reservation cannot exceed 50 percent of the jobs, so the commission had reluctantly recommended reservation of only 27 percent of job for OBCs, "even though their population is almost twice this figure" (except where larger quotas were already in force). Also, the commission has expressly stated that "candidates belonging to OBCs recruited on the basis of merit in an open competition should not be adjusted against their reservation quota of 27 percent." In other words, if the commission's recommendations are followed, half the posts in the public sector and universities will be filled by people who could not get in on merit, providing they belong to the right castes.

The report itself is extremely shoddy. Its potted version of Indian history is highly slanted, stressing the suffering of "the historically suppressed and backward classes," and supporting the view that the caste system is not losing "its traditional divisive role," a view disputed by many of the leading social scientists of India. The report identifies "backward castes" with "backward classes," necessary because the constitution only refers to "special provisions for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and scheduled tribes." There is needless to say, much turgid writing on whether or when castes become classes; the issue has occupied Marxists, sociologists, and lawyers. But we will ignore this distinction and the legal issues. The report's argument rests on two premises: first, those OBCs from a very large proportion (52 percent) of the population, and second that they hold less than five percent of higher level positions in the central government. They also form a small proportion of professionals or business executives.

Since the 1931 census was the last to collect data on caste and even it does not provide data on the caste composition of different occupations, let alone senior bureaucrats or university professors the commission had to collect the necessary information itself. It first calculated the percentage of backward castes among the Hindus, commissioning sample surveys of two villages and one urban block in each district and identifying "backwardness" by eleven social and economic criteria.

The commission also asked the state government to provide lists of OBCs. And finally, it made judgments based on "personal knowledge gained through extensive touring of the country and receipt of voluminous public evidences." On the basis of "information" collected thus, it calculated that backward castes formed 52 percent of the Hindu community and simply assumed that backward classes would form the same proportion of the non-Hindu population. The errors of these procedures have been widely commented upon, significantly, by the three eminent sociologists that the commission had appointed as advisers but who had in fact little effect on its deliberations. The criteria were often self-contradictory, and in any case the commission made arbitrary judgments on the status of particular castes with ludicrous results Brahmins and SCs were included in certain states while highly prosperous

merchant castes were in others. The evidence suggests that the commission wished to make a strong case for OBC reservation, so it is likely that its estimate of the OBC population was inflated. However, recently in a central government survey after the Supreme Court directives, the OBCs population was calculated to 40.95 per cent (The Times of India, 1 September 2007). It may well be the case that there are many castes not included in the SC/ST list that are poor and socially backward and do not contain many central government officials. But this is beside the point, which is that the commission very probably overestimated the proportion of OBCs in the population and certainly underestimated the proportion of OBCs in central government employment. And yet the commission makes great play with these extremely dubious figures. For instance, in asserting that every citizen has the “right” to be represented in the bureaucracy, it argues that “any situation which results in a near-denial of this right to nearly 52 percent of the country’s population needs to be urgently rectified.” This statement is constantly repeated.

Pronouncements from V.P. Singh and some of his cabinet ministers continued this process of obfuscation. When addressing OBC voters, the officials thundered about the “social revolution” that Mandal would bring about, failing to mention that only a minute percentage of the OBCs can qualify for the better official jobs. But when they faced critics, the finance minister and others would point out how tiny a proportion of total employment in the country was involved overlooking the fallacy of dividing total employment in the country by the number of reserved jobs in the central government. The 1990 debate in parliament on the Mandal report matched the quality of the report itself. It lasted only a few hours and was marked by acrimony, personal abuse, slogan-shouting, and table-thumping. And since no political party was prepared to oppose reservations, only one or two MPs dared to speak honestly. Finally, the government’s reluctance to provide full information to the public can be seen in the case now before the Supreme Court where a number of petitioners have challenged the constitutionality of the Mandal recommendations.

The other important independent organization is the National Commission for SCs and STs. It also functions as investigating agency of specific complaints received from the SC/ST employees regarding service and promotion matter under the reservation. The matter may be related to incidences of discrimination, vacillation of reservation policy and related matters. The Commission has power of Civil Court and it can call the employer for enquiry and action. The commission also watches over the development of the SC/ST, prepare annual report about their progress, which is discussed in the parliament every year from its inception in 1950. At the policy framing level are the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs and Committee of Parliament on Welfare of SCs/STs. The Ministries are the nodal bodies that oversee the task for the development of Scheduled Caste and Scheduled Tribes. The Ministry is responsible for all round development of SC/ST. The ministry carries out various schemes related to education, and economic development. They work in close collaboration with planning Commission that has special Division for Backward caste for the purposes of economic planning.

AFFIRMATIVE ACTION AND RESERVATION POLICY IN CHHATTISGARH

Chhattisgarh has been created after a long struggle forsake of the place which lacked development and for the people who were not in the mainstream of the region. However, the little emphasis on the creation of the state is necessary for better understanding of the need of the reservation policy there. The demographic patterns in Madhya Pradesh comprised of various castes and groups and, after the division, most of the STs Population of former state were transferred to newer state, Chhattisgarh. The SCs are comprises of 10 per cent of the 20.08 million population of Chhattisgarh. Out of the total population, approximately 33 per cent is scheduled tribes and 12 per cent belongs to the SCs. Table 1 shows the SCs and STs Population in the state.

Table-1: Scheduled Caste and Scheduled Tribe in Chhattisgarh

Place of Residence	Sex	Total Population	Scheduled Castes	Scheduled Tribes
Total	Persons	100	11.60	31.75
	Males	50.27	11.58	31.38
	Females	49.72	11.63	32.13
Rural	Persons	79.90	11.40	37.63
	Males	49.90	11.42	37.38
	Females	50.09	11.39	37.47
Urban	Persons	20.09	12.41	8.40
	Males	51.76	12.20	8.36
	Females	48.23	12.63	8.44

Source: Government of Chhattisgarh, 2011

NECESSITIES OF RESERVATION IN CHHATTISGARH

The need of reservation in Chhattisgarh state is based on the development of the people who are underprivileged and deprived, basically the STs, along with the SCs and OBCs. Since the independent India, Madhya Pradesh (prior to year 2000) is one of the most backward regions. After the creation of new state Chhattisgarh the demand for better opportunities are intensified, however the provisions are there through the means of constitutional norms for the deprived sections of the Indian society. Chhattisgarh primarily due to its large tribal population has historically not been a part of the mainstream and has therefore remained underdeveloped. Critical indicators for education and health have remained low. However, as stated above, the region was influenced by mainstream traditional Hindu culture as the organizing principle despite the presence of a large percentage of Scheduled Castes and Tribes. The need of affirmative action is based on several other situations that the state is lacking. Few of them have been detailed below:

EDUCATION AND NEED OF AFFIRMATIVE ACTION

The comparison of enrollment ratio scheduled tribes with the enrollment ratio of general population provides an important tool through which one can study the educational problems of tribes.

Table-2: Enrollment Ratio of General Population and Scheduled Tribes at Classes I-V and VI-VIII in 2011 in Chhattisgarh

Year	Classes I-V (Age group 6-11 years)		Classes VI-VIII (Age group 11-14 years)	
	General Population	Scheduled Tribes	General Population	Scheduled Tribes
1995	63.1	40.3	30.6	10.1
2000	75.6	54.1	33.5	13.7
2005	0.3	59.8	35.0	15.5
2010	82.3	64.5	36.2	15.9

Source: Government of India, 1995, 2000, 2005 and 2010

The table 2 shows that there is a wide gap between ST and non-scheduled in terms of enrollment ratios at both the educational levels (i.e. Classes I-V and Classes VI-VIII). The gap between the tribes and non-tribes is much wider in terms of enrollment ratios as the level of classes VI-VIII. Though there has been a continuous improvement in enrollment ratios of scheduled tribes over the years. The fact remains that the scheduled tribes still lag far behind the non-scheduled tribes in terms of enrollment ratios. There is no doubt about it that literacy is an important indicator of the educational situation of the scheduled tribes in Chhattisgarh, but it tells us only about the access to educational opportunities. If we want to examine further the disparity in educational opportunities between the tribals and non-tribals, we will have to study enrollment at different levels in educational institutions and in different courses particularly at higher levels of education which are directly or indirectly linked up with better job opportunities. Two important things can be inferred, first of all, we find that within the non-professional as well as professional courses, when we move from the under graduate stage to the post -graduate, there is a decrease in enrollment of scheduled tribes in Chhattisgarh which is well within the general trend found at all India level. Secondly, when we make a comparison between non-professional and professional courses at under-graduate as well as post graduate levels in terms of enrollment of scheduled tribes, it is found that their representation in professional courses is very poor. Moreover, the minor representation of scheduled tribe students in professional courses diminishes their job opportunities, because professional courses provide a better chance for getting a good job having higher socio-economic status.

EDUCATION AND OCCUPATIONAL MOBILITY

The poor involvement of tribal workers in the secondary and tertiary sectors of the economy denotes the backwardness of tribal economy on the one hand and insignificant role of modern methods of occupation in their economic life on the other. The tribal areas of Chhattisgarh have been industrially very backward in the past. It was only during the last three-four decades that a number of heavy industries have come up. But the tribal families could hardly get any substantial economic advantage from the growth of heavy industries. By now, the hope of planners and administrators that the industrialization of the tribal areas would help in improving the socio-economic status of the tribal community has also belied to a large extent. Instead of improving their lot, the major industrial projects located in tribal areas of Chhattisgarh, have uprooted them from their houses.

The industrialization and accompanying regional socio-economic prosperity is not necessarily synonymous with tribal areas/people. On the other hand, the industrial development has widened the gap between the mass of poor tribals and microscopic minority of elite on the one hand and affluent tribals and non-tribals on the other. It has been already referred to the occupational mobility as the movement of individuals, families or groups from one occupation to another. We have followed this definition of occupational mobility for our purpose. We consider the phenomena of occupational mobility as a shift of tribal working force from traditional agricultural and allied occupations to modern occupations. In particular society, people's occupational mobility may be considered as alone of the important indicators of their changing socio-economic structure. Occupational mobility is associated with income level, social status and personal satisfaction.

The job aspiration of educated tribes gives some indication of the employment opportunities that are aspired for Tribal students have high job aspirations and majority of them have expressed a desire to seek new employment opportunities rather than continue with traditional occupations. In a study on students of Chhattisgarh, it was found that 83 per cent of school students and 92 per cent of college students did not want to enter their traditional occupations (Naik and Sinha, 1975: 71-72).

A majority of tribal students, who wish to move away from traditional occupations, aspire for government services. For instance, 86 per cent tribal school students and 63 per cent college students have their first preference for government service. On the other hand while 5 per cent school students and 27 per cent college's students have their first preference for private sector and only 9 per cent school students and 30 per cent college students have their first preference for self employment (Sachchidananda 1974: 67).

The high aspiration for government services may be due to the fact that in many tribal areas only jobs that are available are government services. Besides, the constitution of India also provides some safeguards regarding their employment. In sociological parlance, these constitutional provisions which give the scheduled tribes some privileges with regard to their educational employment problems are known as 'positive discrimination' article 16(4) provides for "reservation in appointment in favor of the backward class citizens who, in the opinion of the state, are adequately represented in the service"(Beteille Andre, 1970: 36). Article 335 stipulates "the claims of the scheduled castes and scheduled tribes shall be taken into consideration while making appointments in the services, consistently with the maintenance of efficiency in administration. In the services and posts under the control of the Union Government, 5 per cent vacancies were reserved for the members of scheduled tribes with regard to direct recruitment. Recently this has been raised from 5 per cent to 7 per cent (Government of India, 2011).

Representation of STs, SCs and OBCs in Government Services

Representation of SCs and STs in services has increased substantially during last few decades. At the dawn of independence representation of SCs/STs in services was very low. As per available information, representation of SCs in Groups A, B, C and D as on 1.1.2011

Group wise Representation of SCs, STs and OBCs in services of the Central Government as on 1.1.2011

Group	SCs		STs		OBCs	
	Number	Percent	Number	Percent	Number	Percent
A	8922	11.5	3732	4.8	5357	6.9
B	28403	14.9	11357	6.0	13897	7.3
C	370557	16.4	174562	7.7	346433	15.317.0
D	110515	23.0	32791	6.8	81468	

Source: http://aipatsewa.blogspot.in/2013_01_01_archive.html
(ALL INDIA POSTAL AND TELEGRAPHS SC/ST EMPLOYEES WELFARE ASSOCIATION) 2013

Group wise Representation of Other Backward Classes (OBCs) in Central Government services as on 1.1.2011

Group	Number of OBCs	Percentage OBCs
A	5357	6.9
B	13,897	7.3
C	3,46,433	15.3
D	81,468	17.0

Source: http://aipatsewa.blogspot.in/2013_01_01_archive.html

Backlog filled up vacancies of SCs, STs and OBCs is given in the following table

Category	Backlog Vacancies	Filled up
SCs	24779	16693
STs	30010	15813
OBCs	22886	12950

Source: http://aipatsewa.blogspot.in/2013_01_01_archive.html

Occupational Change and Mobility

The Gond, Abhuj Maria, Bhatra, Halbaa, Dhurvaa, Muria and BisonHorn Maria. are the major tribes of Bastar in Chhattisgarh respectively. At present, the Gond, Abhuj Maria, Bhatra, Halbaa, Dhurvaa, Muria and BisonHorn Maria are basically an agricultural people, although they were hunters in the past. The poor condition of soil, small holdings of land and underdeveloped methods of agriculture have made cultivation alone, inadequate for subsistence throughout the year. Hence, they are forced to seek other subsidiary outraces of income. Such income comes from manual labour and agricultural labour.

Majority of the Gonds also are cultivators. Their traditional system of cultivation (shifting cultivation) is known as Dhurvaa and Halbba in Chhattisgarh. Nowadays plough cultivation is widely practiced though shifting cultivation is carried out in hill areas. A large section of Gonds is engaged in agriculture, on roads and in forests. The subsistence economy of Gonds is cultivation which is often supplemented by hunting, fishing and collecting. The Dhurvaa and the Gonds in terms of their occupations, we have come to the conclusion that majority of the working force form both the tribes are absorbed in the primary sector of the economy. Moreover, it also proves the assumption that the tribal occupation is not only determined by education but also factors other than education play their role.

The shift of tribal people from the traditional occupations to modern occupations which require certain minimum educational qualifications is generally taken as an indication of occupational mobility. This can be shown through the presentation of data on change in occupational structure of the scheduled tribe workers in Chhattisgarh and Madhya Pradesh during the period 1991-2001. The linkage of education occupational mobility will be shown by establishing the relationships between the literacy rate and the change in occupational pattern of scheduled tribes in both the States.

However, if one takes a look at the occupational pattern of Scheduled Tribes of both the State gives more or less the same picture. This implies that the linkage between education and occupational mobility is not very strong. Further it is an indication of important influence of other factors than education on the pattern of occupational mobility.

Hence, the tribal economy is a uni-sectoral economy. In order to accelerate the economic development of the tribal areas it has to be diversified. The scheduled areas the secondary sector needs greater and specific attention along with primary sector to bring about sustained growth of the tribal economy. If we are really interested in relieving the pressure on land in the tribal areas and provide gainful employment to employable surplus there the one way is the development of the non agricultural sector. The Chhattisgarh state of tribal economy cannot be attributed to the sheer negligence of a particular trade or activity but is the result of cumulative effect of all depressed activities. The remedy of the problems lies in all round development by exploiting local resources, introducing new trade and technique, suitable to their culture and traditions.

Job aspirations of educated tribes have been very high. There have been the constitutional provisions regarding job reservations for the Scheduled Tribes in all categories of government services. Even so the representation of the scheduled tribes is very poor particularly in the services having higher socio-economic status. Thus it can be said that mere educational growth is not sufficient condition for occupational mobility. There is a need to study other factors than educational qualifications, if we want to have a true picture of the problem of occupational mobility of the tribal people.

The need of tribal people is modest and could be easily satisfied within the traditional patterns of economy. Primitive type of agriculture is the main source of livelihood for most of the tribes in Chhattisgarh. The benefit of it is the wide prevalence of shifting cultivation. In spite of restrictions imposed by the state government, panda (local name for shifting cultivation) continues to be practiced in many forest ranges of Surguja, Bilaspur, Baster and Durg. The irrigation facilities are scanty. However, tribal areas of Chhattisgarh are rich in mineral resources, power sources and human potential. Raw materials for some agriculture based and most forest based industries abound in tribal areas. (Qazi 2007:163-164)

PARTICIPATION IN NON-AGRICULTURAL ACTIVITIES

Participation rates of non-agricultural scheduled tribe workers in rural areas are comparatively lower than those for the scheduled caste and residual population. This may be due to their different back ground. Scheduled Castes have mostly been living alongside the other sections of population and scheduled tribes lead a life of isolation. Hence, main source of livelihood of Scheduled Tribes had been either primitive type of farming or working as agricultural laborers. Participation rates in non-agricultural professions of STs continue to be modest. Scheduled Tribes had highest participation rates of non-agricultural workers in the following districts.

POLICY OF RESERVATION

In Chhattisgarh, the reservation policy is implemented accordingly with the constitutional provision in India. The need to discriminate positively in favor of the socially under privileged was felt for the first time during the nationalist movement. Reservation for ST and SC are 15 percent and 18 percent respectively in the Chhattisgarh. In case of vacant position the reservation is changeable among them. The other beneficiaries of reservation policy are Other Backward Classes (except creamy layer), for them 14 percent seats are reserved. The positive discrimination or reservation also has been provided to the women candidates and an amount of 30 percent of seats are reserved for them.

In Chhattisgarh, the reservation policies for the SCs, STs and BCs are provided with the norms and conditions based on constitutions and government order. The community is benefited from the policies of government and utilizing the chances to be in the mainstream of the society. The public services of the Chhattisgarh is open for all sections of the society, however, there are provisions for the reservation to provide opportunity to those who are backward and marginalized. For the elections from lower level to upper level, the chances have been given to the SCs and STs to get benefited from the reservation policies of Indian government. Government of India has also provided reservation to Backward Castes, SCs and STs to bring them in the decision making process at the grass root level of the society. One of the key features of the 73rd constitutional amendment is the reservation of seats at all three tiers of the panchayat system for Scheduled Castes and Scheduled Tribes in proportion to their population, as well as reservation of one-third of seats for women. The Chhattisgarh Panchayati Raj Act 1993 incorporates these provisions, along with reservation of seats for people belonging to Other Backward Classes. The District Election Officer, along with publishing the notice of election, is bound to display a notice regarding the reservation of seats in a panchayat for which an election is being held.

These constitutional and legally based opportunities helped to the backwards to get into the mainstream of the social order. In Chhattisgarh, especially the condition of STs was vulnerable and, they were the most marginalized section since long. When the Chhattisgarh was the part of Madhya Pradesh, the tribal achievements were few. This has increased only after the year 2000, when the new state has come to its existence, as Chhattisgarh. However government has to scrutinize the policy and its results time to time. This would be very helpful for the deprived sections of Chhattisgarh. There are some drawbacks in the implementation of the reservation, which need to be corrected.

The course of action is on the way, however proper government machinery functionality may lead to the advancement of the deprived community on the properly and enhanced efforts in the days ahead. The policy of reservation has never been subject to a widespread social or political audit. Before extending reservation to more groups, the entire policy needs to be properly examined, and its benefits over a span of nearly 60 years have to be gauged.

However, there are many contradictions on the implementation of the reservation policies. Some arguments are supporting the reservation cause, while few are against. As it is mentioned above that in US the policy of affirmative action has been opposed by various arguments. So as in India, the reservation policy has been both supported and opposed. The anti-reservationists today claim the incompetency of reserved category people and dismal performance of the public sector due to them. The dismal performance may be attributed to several debatable reasons (like permanent job nature, poor vigilance, etc.) and is certainly irrespective of reserved/ unreserved category people. They also speak about providing help in basic education instead of reservation, but all of this is only after bringing reservation. There was a period when un-touchability was at its peak. Also, though the concept of reservation has been introduced, it only provides a lesser percentage of reservation relative to the percentage of population and also the 'non-utilized' reservations again fall back into the unreserved category. A concept of 'Allocation' by percentage instead of 'Reservation' would be of more help to bring equality and would place the 'Anti' in a relatively more uncomfortable position, nevertheless in a fair position. The politicians who are being criticized are actually heroes who have broken the shackles of slavery and eliminated discrimination, not sparing even a trace of that.

Moreover, the anti-reservationists have made a gross mix-up between brain-drain and reservation. Brain-drain is mainly attributed to the 'want' to become richer very fast. Even if we assume that reservation could be a fraction of the cause, one must understand that brain-drain is a concept which is meaningless without nationalism, which is separatism from humankind as a whole. If people leave the country whining about reservation, they don't have enough nationalism and brain-drain does not apply to them.

There are several arguments which never the reservation policy based on caste. The arguments has been made that the reservations is the biggest enemy of meritocracy. By offering reservation through relaxed entry criteria, we are fueling inflation of moderate credentials as opposed to the promotion of merit based education system, which is the foundation of many progressive countries. Meritocracy should not be polluted by injecting relaxation of entry barriers, rather should be encouraged by offering financial aids to the underprivileged although deserving candidates only. Today the Indian Institute of Technology and Indian Institute of Management hold a high esteem in the global scenario due to their conservation of merit. The Caste Based Reservation only perpetuates the notion of caste in society, rather than weakening it as a factor of social consideration, as envisaged by the constitution. Reservation is a tool to meet narrow political ends.

CONCLUSION

The Affirmative Action or the Reservation can be provided at a more comprehensive level taking into account various factors of exclusion such as caste, economic conditions, gender, kind

of schooling received etc. A comprehensive scheme of Affirmative Action would be more beneficial than reservations in addressing concerns of social justice. In Chhattisgarh, where the reservation is continued and producing some positive results, having various significances for the backward society. The deprived society is benefited by the government's policy. This is the situation for the whole India where government has provided chance to remove the discrimination by 'positive discrimination'. Now the question arises that how far it would go and where it would end. Nonetheless, the reservation is necessary and must be there for those who are un-privileged until the society become equal.

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Promoting Sustainable Development from the Grassroots Level: Indian Perspective

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ABSTRACT

This paper analyses the concept of promoting sustainable development from grassroots level in India. It also highlights the importance of overall capital assets for sustainable development process in view of past, present and future in India. It is evident from the literature review that generally, the concept of sustainable development become popular in the world after the Agenda-21, and in the same year India has also taken the concept in their developmental process i.e. in 1992. The paper has been discussing particularly, first, since 1990's and last 72 years, there have been various steps taken by various successive governments to achieve and promote sustainable development in the country. Second, is based on theory (World Commission on Environment and Development of the United Nations 1987, Pearce and Warford 1993) and regression estimates, which concludes that the sustainable development in India is an important aspect of development and since the early stages of the country economy, the development process had has been a source of an improvement in all assets. The paper proposed that being a developing country, sustenance is an urgent and basic aspect of India's future sustainable development. Orientation should be focus on the aspects of innovation regarding human, manufacturing and environmental assets for more and more productivity, which is the core of sustainable growth and finally with just growth, sustainable development achievement in India.

Keywords: Environment, Sustainable, Development, India

INTRODUCTION

Sustainable development ties together concern for the carrying capacity of natural systems with the social challenges facing humanity. There are many definitions of sustainable development i.e. sustainable development is to meet the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland Commission of the United Nations 1987). Sustainable development is the pattern of development that permits future generations to live at least as well as the current generation (Todaro and Smith 2006). While sustenance, we mean the basic goods and services, such as food, clothing and shelter that are necessary to sustain and average human being at the bare minimum level of living.

Environmentalists use a term "Sustainability" means, meeting the needs of the present generation without compromising the needs of future generations. For economists, a development path is sustainable if and only if the stock of overall capital assets remains constant or rises over time. It is fact that future growth and overall quality of life are critically dependent on the quality of the environment, the natural resources are base of a country and the quality of the environment mean, its air, water and land represents a common heritage for all generations.

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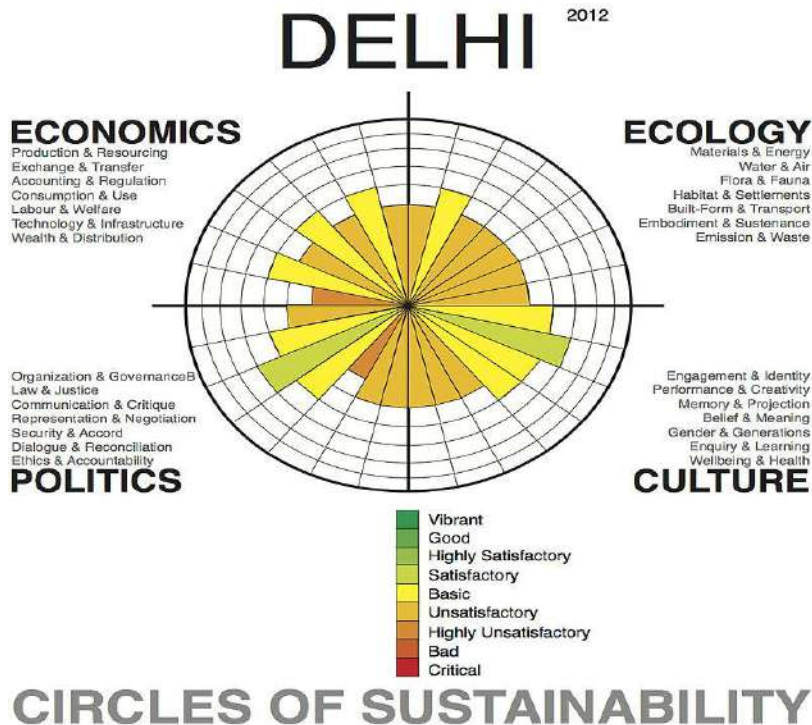
To destroy that endowment indiscriminately in the pursuit of short-term economic goals penalizes both present planners incorporate some form of environmental accounting in their policy decisions.

On the similar line, the sustainable development in India, defined as a pattern of development that permits future generations of India to leave at least as well as the current generation. At the early stage of India economy and with time, an improvement in different assets, were the steps of successive governments toward the sustainability of India's economy. Particularly, since 1990, the National Conservation Strategy and last ten years, overall capital depreciation accounting, especially environmental accounting considered in development process i.e. damages of terrestrial ecosystem, depletion of the natural resources, deforestation, desertification, soil and land erosion, water logging, which a serious threat to wide range of animal and plants species, and also pollution.

Furthermore, since 1990's India has focused four additional priority objectives to some degree in promoting sustained and equitable economic development, particularly, over the last few years and present government planning, India's sustainable development strategies to cope the problem at the national level. The objective of this paper is to analyze the concept of sustainable development considering innovation productivity in India.

The main hypothesis test is weather India's development process has had been remained sustainable manner. The paper unfolds as follows: sections first brief Introduction and second presents the review of literature about sustainable development, section third explain the evidences and estimates about sustainable development in India, and the section forth concludes the paper by emphasizing the need for sustainable development in India.

CIRCLE OF SUSTAINABILITY METHOD



This method is used by a series of global organizations including the United Nations Global Compact Cities Programme, The World Association of Major Metropolises and World Vision to support their engagement in cities. It is also used by a number of cities across the world in different ways to manage major projects or to provide feedback on their sustainability profiles

(Johannesburg, Melbourne, New Delhi, São Paulo and Tehran).

It is a method for understanding urban politics and urban planning, as well as for conducting sustainability analysis and profiling sustainable development.

REVIEW OF LITERATURE

An attempt has been made to review possible literature about the sustainable development in India, it also partially cover the description concerning to development and India economy development. Moreover, the concept of sustainable development in literature is not discussed fully from all assets relation point of view. In the following pages, we have reviewed the concept of sustainable development and sustainable development in India.

Emphasizing the influence of higher education sector on health and sustainability, Dino. (2010), explores its emergent role as a key setting for promoting health and sustainability and for addressing their challenges in an integrated and coherent way. Higher education represents one large-scale sector with a unique combination of roles that can be harnessed to focus and mobilize its education, knowledge exchange research, corporate responsibility and future shaping agendas to achieve significant impacts in this area. It is the growing commitment to embedding health and well-being within the mainstream business of higher education coupled with the expectation that universities will act sustainability in all that they do that provides the perfect springboard to influence a process of co-ordinated action to address climate change and impact positively on the integrated health and sustainability agenda.

Giving the exclusive concept and criteria of sustainability Simon. (2007) argued that it does not seem enough to cope with the need and the complexity of our modern society, which seeks a balance between material and non-material values. They presented a model for the development and evaluation of goals for sustainable development by combining explicit notions of governance and ethics in the complex field of sustainability. Theirs was aimed at exploring the

interlink ages established among sustainability, governance and ethical variables. These variables, although dependent on each other so these were systematized in distinct and discrete fields. The framework represents a back-to-basis approach, transferable to any condition, in which the functions are:

- (1) Sustainability a field of macro-variables underlying normative targets and criteria to enhance social, economic and environmental sustainability;
- (2) Governance a field of macro-variables pertinent to the organization of the civil society and influencing the organization of the social system to ensure sustainability;
- (3) Ethics, a field of principles used to explicitly orient goals and targets of sustainable development towards a higher level of values that clearly determine the future pats of sustainability.

Sen (2007) have pointed and put a example of Bilaspur city Chhattisgarh state in India, a small town with rich historic and natural resources, was designed a special industrial zone in 1962. However, due to poor development planning, Bilaspur experienced high levels of environmental pollution until the mid 1980s. To reverse this degradation of the environment, the Indian government imposed strict environmental regulations on Bilaspr later that decade.

In another study Dino. (2007) discuss that achieving sustainable solutions to today's energy, environmental, and sustainable development problems requires long-term planning and actions. Energy issues are particularly prevalent at present and nuclear energy, despite the ongoing debate,

appears to provide one component of an effective sustainable system. They investigated the increasing the utilization efficiency of energy resources and reducing environmental emissions to achieve more sustainable development, focusing on utility-scale cogeneration and contributions of nuclear energy. It is observed that implementation of utility-based cogeneration in Ontario can contribute to a sustainable future by reducing significantly annual and cumulative uranium and fossil fuel use and related emissions, providing economic benefits for the province and its electrical utilities, and allowing nuclear energy to be substituted for fossil fuels.

Simon (2007) investigated how urban planning and spatial policy at the local scale has shaped and responded to the rapid growth of city-centre housing development in Birmingham. The rapid growth of private residential development in the hear of England's large regional cities since the 1990s raises new opportunities and challenges for planners, especially concerning the long term sustainability of this market and its implications for adjacent inner-city districts. While this phenomenon is the subject of a growing literature, there is little empirically grounded research into the recent role of the local state in facilitating, shaping or tempering this process in English cities.

Henk, (2007) examined that effects of environmental noise do not require extremely high or long exposures, they occur, with different degrees of intensity, in a substantial part of the world population, especially in areas with a dense population and dense transportation networks. As a consequence, noise is a global issue that continue to detract from sustainable development. This article attempts to contribute to evidence based

Sen (2006) have described sustainable development on an international scale, the last seventy-five years have been a period of deep social, economic and political transformation for the developing countries, the specially influenced by the international phenomenon of globalization, the benefits of which have been unequally distributed among countries. The strategies used to improve the general nutritional health of population of developing countries including broad approaches integrating nutritional interventions in a context of sustainable community development, while valuing the existing relations between fields as diverse as agriculture, education, sociology, economy, health, environment, hygiene and nutrition. The community nutrition programs are emblematic of these initiatives. Nevertheless, in spite of the increasing evidence of the potential possibilities offered by these programs to improve the nutritional status and contribute to the development and the self sufficiency of the community, their success is relatively limited, due to the inappropriate planning, implementation and evaluation of the programs. The author had attempted to emphasis the importance and equality that will lead to sustainable development of the community participation of the population of developing countries in the community nutrition program within the context of globalization.

Studying the environmental policy privileges action at the global level in accordance with the tenets of sustainable development, Evans et al. (2004) explores how the local has been expressed in practice through and extensive qualitative study of biodiversity action planning in Birmingham, England, undertaken between 1999 and 2002. He underscores the embedded and geographically patchy quality of the process and identifies several local path dependencies that serve to both constraints and implement the process. In addition, he argues that the environmental policies inclined to accept rather uncritically the positive rhetoric of local action and that, in practice, the local is several different ways, with highly heterogeneous effects.

Simon (2003) attempting to balance costs and benefits in the transport sector, sustainable mobility signals a move away from traditional transport planning approach based upon evidence and risk assessment that recognizes the pitfalls of unrestricted growth. The special issues contributing articles, which considers concerns that are relevant for day-to-day work in transport policy advice or evaluation, are introduces and discussed as in terms of the form the perspective of the writers disciplinary background as well as in terms of the themes that are not addressed.

Dino, (1999) has discussed the issue of India's energy consumption over world level, that India's population is a little over 2 per cent of the entire world's population, its energy consumption is a more 0.29 percent, i.e. less than even half of one per cent. This is not a surprising statistic, as much of the energy consumption takes place in the developed western nations of the world, and while the majority of the population lives in underdeveloped countries, it is the minority, developed countries, that consume much more energy. The low-income countries use energy of about 353 kg (oil equivalent) per capita is well below of the low-income country average, and lower than that for India (242). While India's energy use is lower than that of comparable countries, its average annual growth rate of 6.8 per cent between 1980 and 1993 is higher than the average for low-income economies (5.4 per cent per annum), and amongst the highest for this category.

Sen, (2002) has presented the India governments reforms concerning environment friendly that the government of India has started National Cleaner Production Program to help the industries and tanneries to tackle environmental issues. The "multi-sectoral" program will build the capacity of the industrial sector adopt cleaner production methods by providing policy advice on environmental management, supporting demonstrations of cleaner production techniques/ technologies and highlight the benefits accruing from training industry and professionals in industrial environmental management thus obtaining the point of tangency where there will be no trade-off between economic development and environmental duration outlined in our environmental economic theory.

United Nations, Human Development Report, (1995) reported that environmental degradation poses threat to human security. Boutros Boutros-Ghali, Secretary General, United Nations (1994). Sustainability must be strengthened as a guiding principle of development.

Pearce and Warford, (1997). Sustainable development requires that overall capital assets not decreasing i.e. manufacturing capital, human capital and environmental capital.

The most pressing environmental challenges in developing countries in the next few decades will be caused by poverty. These will include health hazards created by lack of access to clean water and sanitation, indoor air pollution from biomass stoves, and deforestation and soil degradation - almost common where households lack economic assets, to unsustainable patterns, The World Resources Institute (1994-95), World Bank, World Development Report (1992).

Boutros Boutros-Ghali, Secretary General, United Nations (1994). Sustainability must be strengthened as a guiding principle of development.

Pearce and Warford, (1997): sustainable development requires that overall capital assets not be decreasing i.e. manufacturing capital, human capital and environmental capital.

Sen. (2002). Many economists now recheck the idea that the natural capital has to be valued. Kenneth Arrow and Larry Goulder emphasize the need to account for ecosystem services. On the other hand ecologists also reconcile that prohibiting every thing in the name of protecting nature is not useful either. Experts from both the groups call for striking the right balance between the two strategies. Growth need not be enemy of greenery, but the two forces could be attended for the greater cause of sustainable development.

Executive Director, United Nations Population Fund, (1999). Much of the environmental degradation witnessed today is due primarily to two groups of people the top billion richest and the bottom billion poorest.

Gerald and James, (2000) Development is a values word, implying change that is desirable. We take development to be a vector of desirable social objectives; that is, it is a list of attributes which society seeks to achieve or maximize. Sustainable development is then a situation in which the development vector does not decrease over time.

Michael, (1997): Environmentalists have use the term sustainability in an attempt to clarify the desired balance between economic growth on the one hand and environmental presentation on the other.

World commission on Environment and Development (1987). The Presumption that sustainability has something to do with non-depreciation of the natural capital stock is explicit in Brund T land Report. Thus, "If needs are to be met on a sustainable basis the Earth's natural resource base must be conserved and enhanced".

Rebert, (1986). Sustainable development (is) and Development strategy that manages all assets, natural resources, and human resources, as well as financial and physical assets, for increasing long-term wealth and well-being sustainable development, as a goal rejects policies and practices than support current living standards by depleting the productive base, including natural resources, prospects and greater risks than our own.

METHODOLOGY AND DATA

From the section third, we have discussed the question what is meant by sustainable development and now how can progress toward it be measured? There are many important things that are not measurable, but in general, people value what they measure, one of the biggest challenges is how to measure all our assets and our progress toward sustainable development. Since the Brund t land Commissions (1987), there have been many efforts to develop indicators of sustainability. Much of the progress in developing indicators for measuring sustainability has been in economic and environmental sphere Social indices, such as Tran's potency, rust, and conflict are still the early stages of development. The fact that social indicators are less developed reflects the unhinging debate (in the literature) about the concept of sisal sustainability: what it means and what should be measured.

To show the promotion of sustainable development in India, first we will be discuss policy reforms regarding the sustainable development in India and second four additional priority objectives lead to sustainable development in India i.e. (a) reduction in population growth, (b) effort to upgrade human resources through the continued expiation of educational health services (c) a reduction in the chronic fiscal and foreign trade deficits through further policies designed to promote the privatization of state owned industries and the expansion of export markets and (d) reversal or at least a curtailment of the serious environmental stresses currently being placed on the country's natural resource base, particularly in the three key areas of forestland preservation, water supplies for irrigation and reduction of Stalinization on agricultural land.

An example of environmental accounting is presented Pearce and Warford, (1993). Examined that overall capital assets are meant to include not only manufactured capital (machines, factories, roads) but also human capital (knowledge, experience, skills) and environmental capital (forests, soil quality, rangeland). By this definition, sustainable development requires that these overall capital assets not be decreasing and the correct measure of sustainable national income or sustainable **Net National Product** (NNP*) is the amount that can be consumed without diminishing the capital stock.

NNP*	=	GNP- Dm- Dn (1)
Where		
NNP*	=	sustainable national income
Dm	=	depreciation of manufactured capital
Dn	=	depreciation of environmental capital.

In the following line we have formulated a model on the basis of above methodology presented in equation 1

Y_t=	$\beta_0 + \beta_1 X_{1t} + \beta_2 X_{2t} + \beta_3 X_{3t} + U_t$	(2)
Where Y =	Net National Product.	
X1	=	Human Assets
X2	=	Manufacturing Assets
X3	=	Environmental Assets
Bo	to β_3 =	are parameters

U = Error term
t = Time period

Source: Pearce, D. W. and Warford, J. J., Book : World without end: economics, environment, and sustainable development 1993 pp.451 pp. ISBN : 0195208811, Publisher : Oxford university Press, New York, USA.

The data information used in this analysis were obtained from various publications i.e.

- (i) The economic survey of India
- (ii) India, Planning Commission Publications
- (iii) The statistical year book of India
- (iv) Annual Reports of the Reserve Bank of India
- (v) Annual Report of Social Policy and Development Centre (SPDC).

SUSTAINABLE DEVELOPMENT IN INDIA

India economy showed positive signs of growth and development since 1947. The country economy faced various and multidimensional challenges over sixty five years of the age. Ever, meeting the economy multidimensional challenges had been too pressing and demanding but, it has to be seen how the economy functionaries of the state seen how the economy functionaries of the State has been going to prove equal to the target and goal.

Sustainable development in India mean, we see the overall capital assets condition with developmental process since independence. In 1947 India had backward economy including the main sectors i.e. agriculture industry and services. During the 1950s, and 1960s all sectors of the country economy showed very positive growth, especially the manufacturing developed rapidly and a broad industrial base now produces a wide range of products. During 1960s, energy, Industrial and agricultural reform become more productive and improved all types of the assets which directly related to sustainable development. If one examines India's sustenance in planning and development, then 1960s stands out as the decade with the best performance and golden era of growth and development. In the period India considered as a model developing country in the Developing Nations.

During 1970s, major reforms were taken place, which were related to agriculture, industry and services especially an improvement was in the human capital assets. Even in the period at early stage there was a stagnation due to the policy shift (nationalization reform). After the stagnation in early 1970s, industrial, employment and production accelerated in the late 1970s. The period also laid the foundations for future distributional growth labor empowerment and employment moreover in the country history we have seen the remittances boom. In the 1980s, there was an improved in manufacturing capital assets due to capital accumulation and promotion of entrepreneurship etc. and early 1990s the period was structure adjustment 1988 onwards, the governments continued to encourage the private sector, to allow the market greater leeway to regulate price movements,

and to emphasize export-led industrial growth. Further, we can analyze growth rates sustenance in India in main ears, given in the following table 1.

Table-1: Growth Rates in India in Main Eras (Average annual percentage)

The Indian economy grew 8.2 percent year-on-year in the second quarter of 2018, above 7.7 percent in the previous three months and beating market expectations of 7.6 percent. It is the strongest growth rate since the first quarter of 2016. GDP Annual Growth Rate in India averaged 6.16 percent from 1951 until 2018, reaching an all time high of 11.40 percent in the first quarter of 2010 and a record low of -5.20 percent in the fourth quarter of 1979.



Source: Ministry of Statistics and Programme Implementation

In the first 20 years after independence since 1947, India had the highest growth rate in South Asia. In 1965 it exported more manufactures than Indonesia, Malaysia, Philippines, Thailand and Turkey combined. It would have made anyone's list of the Asia countries most likely to enjoy miracle-level growth rates over the ensuing decades. While the growth rate in the 1980s was still over 6 percent per year, after the early part of the 1990s it fell to around 4 percent a year.

Moreover during 1990s the environmental capital assets rationality at national level, when in 1992, heads of many countries signed Agenda -21 on the eve of Earth Summit in Rio-de-Jeneiro (USA). The summit was a global commitment to protect environment, and promote sustainable development. That was a time when India prepared its National conservation strategy (NCS), which showed pat of sustainable development and determined environmental improvements and determined.

Environmental improvements agenda for the country. At present, the environments for the country. At present, the environmental policy adopted in the country mainly based on the same. Institutions in India have become custodian of environmental protections and the civil society and media have assumed role of oversee. The government institutions, NGOs and the media made significant efforts in creating awareness among all sections of society. The most significant achievements in during 2001 and 2002 years, when incorporation of environmental concerns in government policies and initiations of Environmental Impact Assessment (EIA) in the development schemes. In the forestry sector, a culture of collective effort has been introduced and every sector of society the institutions, schools, and NGOs now realize that planting of trees is their responsibility. Energy conservation on,

which has importance in the context of emission of greenhouse gasses and other pollutants but was not attracting attention in the past, now considered a vital tool for the protection of environment. Fuel efficiency in transport, industry and domestic sector has already been taken into Government policies and plans. The India Environmental protection Act was enacted (**Environment Protection Act, 1986 is an Act of the Parliament of India. In the wake of the Bhopal Tragedy, the Government of India enacted the Environment Protection Act of 1986 under Article 253 of the Constitution.**) on 19 November 1986 to provide for, the protection, conservation, rehabilitation and improvement of environment, for the present and control of pollution, and promotion of sustainable development. The Act particularly focuses on implementation of council's policies, delegation of powers to government agencies, enforcement of National Environmental Quality

Standards, introduction of EPA review procedures/system, regularity regime for hazardous substances/ waters, resource generation through establishment of provincial sustainable Development fund and Levy of Pollution charge and providing appellate forum for environmental cases. Since Late 1990s India has focused on five additional priority objectives for promotion of sustainable development:

- (1) Population Planning
- (2) Up gradation of human resources
- (3) Reduction in foreign-trade deficit
- (4) Preservation of natural resources.
- (5) Preservation of natural forest and fertile land

And other programmed areas have been identified for priority treatment

1. Maintaining soils in croplands
2. Increasing irrigation efficiency
3. Protecting watersheds
4. Supporting forestry and plantation
5. Restoring rangelands and improving livestock
6. Protecting water bodies and sustain gin fisheries
7. Conserving biodiversity
8. Increasing energy efficiency
9. Developing and employing renewable resources
10. Preventing to minimize abating pollution
11. managing urban warts
12. Supporting Institutions for common resources
13. integrating population and environmental programmers
14. Preserving the cultural heritage

In the (2001-11) Perspective Plan, the major environment sector project is being implemented in programme areas of environmental protections, resource conservation, watershed management, social forestry fuel efficiency, etc. More importantly, the national development planning has been deviated from the traditional approach of treating "environment" as a stand-alone sector. There are fourteen projects under implementation through the Ministry of Environment and Forests (MOEF), local Government and Rural Development and water and power and are being coordinated by the environmental section

RESULTS AND DISCUSSIONS

To see the Sustainable Development process in India in chapter 3, we have formulated and econometric model and by using available data information, the results were estimated. For the

estimation of the model, SPSS used. We have tested a hypothesis that the sustainable Development process in India mainly depend on the incorporated variables. The estimates of the model are given below.

Model Results

Yt=	$\beta_0 + \beta_1 X_{1t} + \beta_2 X_{2t} + \beta_3 X_{3t} + \dot{u}_t$			
Regression line				
Yt	=	97.593+2.824E-08X1t+4.146E-02X2t		
		+7600.676 X3t + \dot{u}_t		
Se	=	(56.593) (0.000)		(0.010)
		1904.021)		
B's	=	(97.593)		(2.824E-08)
		(4.146E-02)		(7600.676)
Ts	=	(1.712)	(0.053)	(4.216)
		(3.992)		
P's	=	(0.094)	(0.958)	(0.000)
		(0.000)		

$$R^2 = 0.752, \text{Adj. } R^2 = 0.734, F = 41.511, F_{\text{sig}} = 0.000, df = 41, d\text{-watson} = 1.498$$

Above results shows that our model is significant and the dependent variable is sufficiently explained by independent variables because the value of R^2 is 75%, which means that independent variables have sufficient effects on the objective and play a key role in determining the dependent variable. The value of adjusted R^2 is also 73% which means that our model is good fitted, when we consider the degree of freedom of the model (N-K).

In the above model, the dependent variable per capita income in Dollar term is used as a proxy for development level and sustainability and the model explanatory variables are Human Assets (X_{1t}), Manufacturing Assets (X_{2t}), and Environmental Assets (x_{3t})

Discussing the individual variables significance separately, the first explanatory variable is Human Assets (X_{1t}) which shows significance with the level of development at the rate of Value $\beta = 2.824E-08$, t-statistic=0.053 and t-significance level is 0.958.

According to the development theory (Environment, and Sustainable Development), human and physical assets have positive relation with the level of development, as human assets increases in economy to level of development also increases and this relationship has been significant over the analysis period in India. It means that when there is human assets improvement then our level of development will improve. This also communicate that for the sustainability human assets development we have to focus on the up gradation of health, education and labor force. The result shows that India's human assets growth has been positive source of development in the country.

In the model the second explanatory variable is manufacturing assets (x_{2t}) which shows the significance with the level of development at the rate of value $\beta = 4.146E-02$, t-statistic=4.216 and t-significance=0.000. According to the development theory (Environment, and Sustainable Development), manufacturing assets have strong positive relation with the level of development.

As the manufacturing output to total production increases it will effect on level of development of India. In the economy, manufacturing output means that there is an improvement in manufacturing units means that industrial development is taking place at an increasing rate and its share in national product is also on the increasing rate and hence employment also generate. As number of industrial unit increases in the country so, output also increases. Manufacturing sector growth is the most important sector in the development process in an economy. Its performance usually is the central objective of strategy of every developing country government policies.

CONCLUSIONS AND PROPOSALS

There is need to accelerated the process of sustainable development in India because the most pressing challenges in next decades developing countries at the world level and India will be related to traded goods, human resources and environment etc. The importance of these sustainability measures can be seen by the international agreement on sustainable development (Rio-Earth Summit and Agenda-21).

If we apply one of the sustainable development definition definitions on India's historical growth and development record i.e. with the development process in India, what happen to overall capital assets? So during 1960s energy, agriculture, industries mixed of these assets were improved. While in 1970s human, agriculture and industries were improved. Further this concept was more propagated, particularly since 1990s and association with international agreements on sustainable development, India adopted the National Conservation Strategy as an official document. Further India's third perspective Plan batterly suggests reforms sustainable development regarding environment. Sectoral sustainable development should be consistent with overall sustainable development; the historical record of 1960s in particular is consistent with overall and sectoral sustainable development, particularly the government reformed for the energy, agriculture and industry etc. Since 2001 in the Perspective Plan (2001-11)

the past UPA Government (Manmohan Singh) and present BJP government (Narendra Modi) started various projects in this regard. Now the growth of industrial sector and agriculture sector regards the environmental consideration is a step towards environmental sustainability. The adoption of cleaner production techniques will able industries to compete according to International Standard.

Sustainability of fiscal deficit depend son macro economic policies. Fiscal deficit of any developing country like India is directly influenced by the factors like, budget deficit, Trade deficit, inflation, unemployment and increasing burden of debt and debt-servicing etc. So the past and present governments have follow consistent and sustainable fiscal policies. Doing so it may help to stabilize the economy and to solve the related economic problems. In brief, fiscal deficit needs to be reduced for sustainability of the fiscal system. It is also necessary to stabilize economic growth and sustainable economic development in India.

It is a fact that sustainable development is the priority destination of each nation in the world. Review of literature suggests that the sustainable development planning in India is urgent desire of our nation. The objective of this paper was to analyze whether India economy is developing in a sustainable manner i-e innovative and productive sense.

On the basis of finding, it concluded that India has had the sustainability process in development over the period, the relationship remains positively significant that shows in future relationship will exists. We proved that sustainable development in India is improving day by day, which we have observed from the responsiveness of the model and overall significance of the model. Form these analysis we have seen three level of development, human, manufacturing and environmental assets improvement over a long period but not human assets.

All these have positive harmonious variation with the level of development. This means that India's next generations will also use these resources sufficiently.

It also concluded that all type of assets play an important role for the sustainable development in India. Modernization of Human assets improvement is an urgent need of the economy. On such line manufacturing sector growth is a most important factor in development process in an economy. Similarly, environment is also very important for the development economy. Moreover, we may conclude that for sustainable development in the country, we have to focus on the above innovation and productivity in assets particularly human, manufacturing and environmental assets

RECOMMENDATIONS

Government incorporates such efforts that next generation also gets such resources without compromising the needs of the present resources.

There should be special modern reforms to maintain and enhance all type of assets like human, manufacturing and environment assets. For India at national level, there is need to frame and adopt sustainable development policies which must satisfy the national and international implications. More research should be focus on the aspects of innovation regarding human, manufacturing and environmental assets for more and more productivity, which is the core of sustainable growth and finally with just growth, sustainable development achievement in India.

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Sustainable Development in India – A Case Study of Sustainable Development and its Challenges

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As a result of its unique geographical location and geopolitical situation, India, as a developing country, has faced many environmental, social, and economic issues, such as the extreme levels of pollution in bodies of water as was in the case of the Ganga and Yamuna river which, fortunately, after state and volunteer-run efforts is now cleaner than it has been in a long time. *Unfortunately*, that fate has not met many of the 14 rivers flowing through the Sangam Prayagraj (Allahabad), where the population of the country is the densest, and they remain polluted by industrial waste from nearby factories. Owing to funding from the international governments, India has recently undergone a period of accelerated development and an introduction to a consumerist culture which in conjunction with the lack of awareness regarding environmental issues has lead to a inefficient use of freshwater that is oh so abundant in India.

WASTE MANAGEMENT

Having had grown up in India the one thing that has a prominent place in my memory is the rubbish – it is everywhere. Streets, rivers, fields, being eaten in the middle of the road by a hungry goat or sacred cow. Due to a lack of common knowledge on the recycling of rubbish, the same system of dealing with waste produced by the inhabitants of India (especially) has been employed – dumping it all in landfills and hoping for the best without investing in appropriate infrastructure to reduce the rubbish in the waste sites. At this point in time, it involves reducing India itself, in a certain sense, as rubbish is a constant fixture in its landscape. In spite of pilot projects being run in order to test out methods of reducing the waste levels, such as the building of fecal sludge treatment plants and infrastructure allowing biogas generation, due to the visible incompetence of the government and municipalities these projects have been left abandoned.

Luckily, the problem is not being entirely ignored as local initiatives are being created in order to combat the issue WEPCO (Women's Environment Preservation Committee) is one of them. Created in 1992, they are dedicated to cleaning and conserving the urban environment in India. Thanks to initiatives like these, awareness is being raised through the Indian society, especially youth, about the consequences of a polluted environment as well as municipal Solid Waste Management being proposed. Unfortunately, not all projects proposed by NGOs come into power as a result of the corruption and inefficiency of the India government and it is most likely that India will have to go through a true eye-opener until its citizens and the people responsible for the environmental well being of the country wake up.

SOCIAL INEQUALITIES

Apart from a plethora of environmental issues that one of the most environmentally diverse countries in currently suffering, there are also a number of social issues present in India that urgently require attention. For the sake of being concise, it is necessary to highlight the most crucial issues,

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however, it is vital to comprehend that every inequality, no matter how small, deserves attention. One of the most glaringly obvious social inequalities in India is the corruption rampant in the government.

It is important to first understand what corruption is exactly as it's another one of those buzzwords you can meet floating around without fully understanding them. (According to survey and field work.)

Corruption plays a great role in the situation India currently finds itself – in a very slow if at all present rate of development, polluted and in poverty. Owing to the elitist nature of Indian politics, despite it being a democratic country, it is very difficult to gain recognition as a new political party. Therefore, the same faces stay in power, even if they are not in a position of power in the public eye, meaning that bribes continue being handed around from corporations in order for the police to turn a blind eye to the amount of waste they're churning into a nearby river. In this type of climate, development is very difficult unless there is a large amount of profit associated with it. Accordingly, no matter how many bills or projects are put before parliament, the proposals are aimed to stunt a private party's business, for example, he can always pay the politicians off and the country remains in an unjust sort of limbo.

Gender inequality is another social issue in India today, even in spite of the mass immigration of predominantly male workers abroad in search of work when women are left responsible for farms, homes and local businesses. Why is that? Take this example – in rural regions of India, women are often left responsible for cultivating land and the keep of livestock (1.6 times more women are involved in the subsistence agriculture sector) and even though she is responsible for this subsistence or cash farming, she does not have access to the profit the land yields, that access is granted solely to the “breadwinner” of the family – the husband. Due to the patriarchal nature of Indian society, economic abuse is commonly used against women with men claiming the entirety of access to shared funds and belittling women by monitoring their basic spending habits

Overall, from the onset, Indian women are doomed to live a life associated with difficulties. A woman who first falls pregnant with a baby girl will often undergo the process of having an abortion, either to spare her from the same fate or as a result of domestic pressures of producing an heir to a family business or a child who can inherit the father's will. Speaking from experience as a firstborn Indian girl, the inequality in treatment between children is immense. One memory I have is of my brother, seven years younger than I, receiving golden bangles and gifts from my Brahmin grandparents while I received none. All because I was a girl and I wasn't anything to be proud of. I was lucky enough to have a mother who encouraged me to succeed in life and prove everyone wrong, however, many girls growing up in conservative Indian families, especially in rural regions, do not meet the same fate.

71% of Indian males are literate in comparison to the very low percentage of 43% of women who are literate – this lack of access to education is often brought upon by responsibilities to family and the pressure of marriage and engaging fully in married life, these circumstances often result in women not going to higher education institutions or even to primary schools. If they do have the opportunity to go to work, it is often far more labour intensive than that of men and they work 3 hours more a day on average. It is frequently the case that in search for work, Indians women emigrate to places like Lebanon or Saudi Arabia, lured by promises of a better life, better work conditions and better pay, when in reality her work permit is handed to her employer under the system and if she dares speak out against an abusive employer, she risks immediate deportation. Work in India is a whole other story, as due to the open border between India and India, women are at a very high risk of hard labour or sexual trafficking. Border police are often bribed into turning a blind eye to the sexual trafficking of approximately 150,000 Indian women who often end up in brothels in India.

In short, women's rights are an issue widely abused in India as a result to the patriarchal culture omnipresent which does not want to make way for “Western” ideals of freedom of speech, the right

to work, the condemning of domestic violence and the right to an education. Women are often left impoverished as a result and make up much of the Indian population which resides in poverty. Achieving female empowerment in India is one of the challenges of sustainable development there as extreme poverty is not a sustainable *status quo*. There are initiatives being created in order to facilitate the accessibility to microloans to women in rural regions, in order to disincentivise their migration abroad, such as the Volunteers Initiative India and UN Women and the UNDP play a significant role in securing health services and education on sexual health for women.

India is a very unique example of a developing country due to its culture, political practices and geopolitical location and not all development projects active in India can be applied to many other developing countries, however, it helps in the illustration of how challenging sustainable development can be for many countries and how very important achieving it is. Hopefully, a liquidation of the corruption in the political system will make headway for positive change, nevertheless, owing to its long-running roots in India, that day will probably not arrive for many a year and sustainable development will have to continue to be led by citizen-led initiatives and NGOs. However, the latter of the two faces its own internal problems and its own form of corruption (many foreign humanitarian workers come to India for the easy money and not entirely out of purer aspirations) so it can prove to be inefficient. The future may not be bright for India, nevertheless, there is a future in store for the country and it is up to the government, Indian citizens and the international community to decide how it pans out.

CAN WE ACHIEVE SUSTAINABLE DEVELOPMENT?

In spite of the very difficult circumstances in which many developing countries currently find themselves in, sustainable development *is* achievable, however, it would require a lot of concentrated and coordinated effort. If appropriate supply-side policies, such as education and vocational programmes, were to be implemented, illiteracy rates would drop and people would be made more aware about the environment surrounding them which would contribute greatly to a rise in environmental awareness. In addition, an appropriate government, which prioritized the growth of green GDP instead of GDP measured by the usual methods, would have to come into power and use its budget efficiently in order to invest in green energies, health services, and benefits systems, amongst others. Of course, this is only touching the tip of the iceberg, nevertheless, it illustrates very well that sustainable development is achievable and straightforward, however, each of the steps underlined above are incredibly hard to achieve. Concluding, sustainable development is achievable, however, it is only achievable if everyone is dedicated to achieving it. In order for this to happen, the world needs a wakeup call of cosmic dimensions – the only worry is it might be too late by then.

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Women's Issue and the Women's Movement in India

Dr. Wijeesh Ronit Saimon* and Dr. Bob Stanley Gardner**

“It is impariable to think about the welfare of the world unless the condition of women is improved it is impossible for a bird to fly on only wings”

- Swami Vivekananda

INTRODUCTION

The history of women is not linear nor does it have a well organized structure. It is in fact an integral, though that remains invisible part of the stage of civilization, it's their class are easily interwoven with those of culture, society, state and above all the belief of the people. The threads though representing multiple layers of tradition is a fascinating enterprise. The rules of caste system and generally believe in maintaining the status quo. During the three decades, women in urban and rural areas have mobilized against violence against women in community and in the family, witch hunting of female headed household, mass rape of tribal and dalit women, dowry murder and alcoholism. The members of new forms of sexual oppression consider women as an oppressed sex. There is a long history of women movement in India. Women are not born but made, what better than India exemplify this statement by Simone de Beauvoir. With the whole world celebrating International Women's day with great pomp and show, it would be only apt to analyze the position and space comparing it to 70 years ago when the country had just gained independence. With women participating in Nationalist movement to being pushed into the domestic space to their resurgence as super women today. Women in our country have seen it all.

INDIAN WOMEN HISTORY

Women's history is often forms of historical revisionism, seeking to challenge are expanding the traditional hierarchical consensus. The ancient period saw a sense solidarity of women standing equal to men on several occasions but still there was this patriarchal dominance designed in the social mainstream of India It was widely believed that women had this status of equality in every field but one could not say that there was any movement as such in order to acquire a better social status.

Women during the early Vedic period enjoyed equal status with men in all aspects of life. Works by ancient Indian grammarians such as Patanjali and Katyayana suggests that the women were educated in the early Vedic period. Some of the verses from Rig-Veda suggest that women married at a mature age and were probably free to select their own husbands in a practices called swayamvar or live –in-relationship called *Gandhavara vivah* (marriage) scripture such as the rig vedavd Upanishads mention several women sages and seer notably *Gargi* and *Maitry* on the other hand the Rig-Vedic also mentions women lack discipline and intellect and have the heats of hyenas for the shatapatha Brahman women shahdra dogs and crows are all untruth.

In the medieval period we saw an increased groups of the patriarchal outset and therefore we see a rise in the poetic- rebel cult and kind of soft protest against the social system by the women but still there was never a movement as such in any context that come in to light but on the whole

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the medieval part saw a low time in the sense of women movement. Then came the promotion of the rights of women by the social and then the colonial phase during which we movement. During this period this was dismissed on the ground that this was only was the case in a previous age (yuga) In approximately 500 B.C.E the status of be admitted to religious orders by and restrictions the practice of child marriages is believed to have started around the sixth century. Several Dharma shastras mention the restricted: Her father guards her in her youth; and her sons guard her in her old age. A women is not fit act her own These were normative texts however and descriptive statement do describe women participating independently and becoming Vanaparastha and Samanya in some kingdoms in ancient India had traditions such as Nagar Vadhu women competed to win the coveted title of *Nagarvadhu Amrapali* is the most famous example of Nagarvadhu.

In the 19th century, the male social reformers with the blessing of the British administrators influenced by western liberal democratic values infanticide window –burning segregation of women from the destitute women they also organised public functions for window- community leaders and the organised religion boycotted them In a way it was a blessing in disguise because their isolation from petty politics gave them ample time and resources to interact with the power structures to bring about legal reforms and establish educational institution shelter-homes training centres for women from where the first generation of teachers, nurses skilled workers come out.

WOMEN'S MOVEMENT

Women were facing problems like child marriage, satipartha, parda pratha, restriction to widow remarriage widows exploitation, devadasi system etc however almost all the old traditional problems have been disappeared gradually from the society, but given rise to other new issue women are continuously facing many problem even after having personality, capacity, talent, and efficiency more than men, they are facing problems in their daily life. Even offer they are given equal right and opportunities like men by the constitution of India. Some of the major problems modern women are still facing mentioned below.-

Seeking their equal right and opportunities for women in their economic activities. Their personal lives and politics, it is reorganized as the “second wave” of the larger feminist movement. While the first wave feminism of the 19th and earlier 20th centuries focused on women’s legal right such as the right to vote. The second wave reform on issues such as reproductive right, domestic violence maternity leave, equal pay women’s suffrage sexual harassment and sexual violence, Sexual harassment and sexual violence all of which fall under the label of feminism and the feminist movement the movement’s priorities very among from opposition to female genital mutilation is another. The bourgeois women liberation movement and the proletarian women’s liberation movement both are feminist terms and there is no difference between the two simply put feminism that women deserve equal right.

The United Nations Human Development Report 2004 estimated that when both paid employment and unpaid household task are accounted for. on average women work more than men. in rural areas of selected developing countries women performed an average of 20% more work than men or 120% of men’s total work an additional 102 minutes per day. the women’s movement in India began as a social reform movement in the nineteenth century the western ideas of liberty, equality and fraternity were being imbibed by the educated elite through the study of English, western language was to extend to the women’s questioned translate into awareness on the status of women. The post independent India saw the movement at large and the growth of women movement in India has shown that there has been a progressive approach in the context of women movement in post –colonial India. United Nations and its several agencies have helped to protect and advance the rights of women in India and it has given a larger meaning in to the women rights.

REVIEW OF LITERATURE

The following literature is available on the issue:

- A report released as part of the April 2015 ICSSR Journal of Business and management (ICSSR-JBM) e-ISSN-2278-487 P-ISSN: 2319-7668, volume 177, Issue 1.
- A study on issue and challenge of women's empowerment: A Review of Literature clearly shows that the health of women members discuss among themselves about health related.
- Problems and challenges faced by urban working women in India- National Institute of Technology, Rourkela, May 2014.
- Perception among women facing problem to your family life and professional life –Kumar, 2014.
- A study related to economic empowerment on women carried out in India and abroad, literature review on each issue relating to the research topic in given. Under the following studies on empowerment reasons for women's entry into economy activity and motivating factors.
- Gender discrimination and exploiting, sexual harassment, attitude of husbands, role stress, role conflict and job satisfaction.
- B.K Beckwith, 2001 cited by 38-specifically on Women's movements. This review considers current research within this emerging subfield of political science.

WOMEN ISSUES

Earlier women were facing problems like child marriage, sati pratha, parda pratha, restriction to widow remarriage widows exploitation, devadasi system etc. they are facing problems in their daily life even after they are given equal right and opportunities like men by major problems modern omen are still facing mentioned below. Women face in Indian society, there are still many challenges that American women face in 2017, learn more about each problem below and join live your dream. While the two issues outline above are specific women and girls.

1. Child marriage and sex ratio
2. Dowry and Bride burning
3. Sexual violence and rape
4. Equal pay for equal work
5. Reproductive health and rights
6. Female Literacy and education

Child marriage and sex ratio

In today women's movement, marriage is one of the important issues. 140 millions girls will become brides between 2011 and 2020 girls who marry age 18 are typically denied on education at risk of complexion related to pre-mature child bearing and more violence able to intimate partners violence. Many people marry their daughter rural India 70% girls are married before 18 and 56% those.

The list of state and union territories of India ranked in order of sex ratio year 2001 and 2011.

0-6 years in human population (2001-2011 census)

Rank	State	Sex ratio	Child sex ratio (2011)	Sex ratio	Child sex ratio (2001)
	Kerala	1084	964	1058	960
	Andhra Pradesh	993	939	978	961

Rank	State	Sex ratio	Child sex ratio (2011)	Sex ratio	Child sex ratio (2001)
	Uttarakhand	963	890	962	908
	Chhattisgarh	991	969	989	975
	Bihar	918	935	919	942
	Uttar Pradesh	912	902	898	916
	Haryana	879	834	861	819

Women are considered as weaker section of society than men and given less importance. Girls children are becoming real victims of the discriminations. India female population and territories ranking by sex ratio is used to describe the number of female per 1000 male in the population.

Dowry and Bride -Burning

Is another women problem in the society which is increasing day by day. Women are ill treated; man handled, disrespected, tortured and suffers other cruelties (violence, murder and suicide) because of the lack of dowry at the time of marriage. It causes degradation of women status to a great extent on the bride's family with not the least amount of compensation. It is no surprise then that this is one of the main reasons why families prefer to put girls to sleep in the womb. The abortion greed of the groom's family is sometime not even satiated with the body it acquires on marriage and iterative demands are made thereafter. Indian national crime bureau reports there were about 6787 dowry death case registered in India in 2005. A 46% jump over 1995 level of 4648 which was 10 fold more than the figure of 400 deaths a year in 80s. In 2001 there were 8233 of dowry death cases reported in the country and in 2012 the number of case of husband and in-laws as stated earlier was reported to be 1,06,527.

Literacy and education

Literacy in India is a key for social economic progress and the Indian literacy rate has grown to 74% (2011 figures) 12% at British rule in 1947. 30 September 2010, the numbers of different categories of schools where as- under pre primary - 68,413; primary- 7,48547; upper primary -4,47,6001; secondary -1,28370 and senior secondary -71814. As per 2011 census the number of literates aged seven and above is 77, 84, 54,120 showing a marked improvement in the proportion of literates in the last decade. Literates in 2011 constituted 74% of the total percent of the population aged seven and above as compared to 65% in 2001. Thus, in absolute term 21, 7700,941 additional people have become literate during the decade 2001-2011. The literacy rate of male and female work out to 82.14% and 65.46% respectively. The increase in literacy rate in male and females during g 2001 to 2011 order of 6.88 and 11.79 % points the literacy rate in India in different years was found as 1951- 18.33%; 1961-28.30%; 1991- 52.21%, 2001-64.83% and 2011-74.04%

Literacy rate in India as per census 2011

Rank	State	Literacy rate(2011)	Male literacy	Female Literacy
	Kerala	93.9	96.0	92.0
	Himachal Pradesh	83.8	90.8	76.6

Rank	State	Literacy rate(2011)	Male literacy	Female Literacy
	Delhi	86.3	91.0	80.9
	Uttar Pradesh	69.7	79.2	59.3
	West Bengal	77.1	82.7	71.2
	Mizoram	91.6	93.7	89.4
	Rajasthan	67.1	80.5	52.7
	Andhra Pradesh	67.4	74.8	60
	Bihar	63.8	73.5	53.3
	Arunachal Pradesh	67.0	73.7	59.6

Sexual Violence and Rape

Only when women and girls are safe and free from violence can earn their own money can have an equal voice in their family and community and can decide if and when they get married or have children, will be able to say that they have equality communities in the women's experience physical, sexual violence in their life time according to WHO, whether it is domestic abuses, rape or sexual trafficking, gender based violence denied far too many women opportunity to live happy, healthy and fulfilling lives.

Around 70% of women in India are victims to domestic violence. According to Renuka Choudhury, junior minister for women and child development reports that every 29 minutes a dowry death occurs and every 77 minute one case of cruelty is committed either by her husband or relative of the victim. India is considered to be the "rape capital" of the world and Delhi with highest number of rape case (i.e 706 out of 24,923 in 2012) as "rape capital" of the country, one of every four rapes in Indian cities take place in Delhi. According to NCRB's crime in India 2012 report. According to the report the rapes were committed by the following parents /close family members 392 (1.6%), other relation -1,585 (6.43%). Out of these 881 were committed by 16-18 years old, 391 by 12-15 years, 33 by 7-12 years old. For every one hour 2,84 case of rape were reported across the country in which on an average 3.55% were arrested, suggesting a significant number of gang rapes (EPW, Vol XIVIII, No 31, August 3, 2013).

Adjustment of victims after being stigmatized to new life and their taking up new roles involves several phases, all victims do not experience the same level of shock and pain, the same level of humiliation and avoidance and the same problem of finding substitute sources of adjustment.

Adjustment No New Life by female Victims of violence

Phase 1	Shock and pain depends on nature of violence against her and also factors like : <ul style="list-style-type: none"> • Age • Education • Employment • Emotional attachment
Phase 2	Removing pain depends on <ul style="list-style-type: none"> • Support • Security

Phase 3	Avoidance/humiliation by <ul style="list-style-type: none"> • Family • Kin • Friends • Acquaintance
Phase 4	Adaptation through <ul style="list-style-type: none"> • Religious consolation • Accepting social change • Neutralization • Attachment and identity change

Besides the issue of child marriage and sex ratio, dowry and bride burning, sexual violence and rape and literacy and education, there are several other problematic issues facing women in India like unequal pay for equal work and reproductive health and rights.

CONCLUSION

There is a long history of women's movement in India. The symbolic thousands of years ago women in India look at Sita and Savitri as ideals of women hood on one side and on the other side draw their strength from imagination of Durga and kali. In its Indianized form the women's movement a rather opposite reaction of oppression but a development the distinctiveness of women power. Today women are fighting against the problem which she is facing until and unless the mentality of society will not change women's problem will not be solved.

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Social Economic Determinants of Fertility

K. Mahalakshmi Malika*

INTRODUCTION

Fertility analysis is of central importance in demographic analysis a vital component of population growth. The study of fertility also provide important information about women's reproductive behaviour and attitudes. Many studies have been carried out to look at fertility variations across countries explore further to understand factors and indicators influencing fertility levels. Fertility level is directly and indirectly effected by many socio economic factors including age at marriage and therefore, it is important to study the relationships between these factors and fertility.

Andhra Pradesh underwent a rapid fertility transition during the past three decades and it has been well recognized in the demographic literature. The tendency to go for a third or higher order births was considerably declined through the 1970s and 1980s in the state. But the decline was not uniform at least across the three religions in the state, Hinduism, Islam and Christianity. The fall in fertility among the Muslims have been relatively modest. By the end of the 1980s a majority of Hindu and Christian couples stopped child bearing after the second child but only a small proportions went for the third or the fourth. A majority of Muslim tended to continue child bearing at least up to the fourth child. Thus, a two or three child family appeared to have become the norm among Hindus and Christians and not among Muslims. At the same time fertility did show a clearly downward trend among the Muslims indicating that transition process had begun (alagarajan 2003). Considering the factors maintained above, this chapters focus on analysing the present level of fertility in Andhra Pradesh.

Mean number of living children of sample women based on selected social variables in Andhra Pradesh

Social Variables	Mean	N
Place Of Residents		
Rural	2.1	877
Urban	2.2	958
Type of Family		
Nuclear	2.1	655
Extended / Joint	2.2	1180
Religion**		
Hindu	2	600
Christian	2.1	649
Muslim	2.4	586
Caste**		

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Social Variables	Mean	N
Forward	2.1	835
Backward	2.2	845
Sc/St	2.2	155
Age at Marriage**		
< 20	2.5	930
20-25	1.9	681
25-30	1.7	224
Education of Wife**		
< 6	3.2	223
6-9	2.9	192
10	2.2	599
Under Graduate	1.8	427
Graduate And Above	1.6	394
Education of Husband**		
<6	3.1	267
6-9	2.6	262
10	2	638
Under Graduate	1.7	295
Graduate And Above	1.7	373
Marital Duration		
<5	2.1	250
5-10	2.2	335
>10	2.2	1250

**Significant at 0.01 level

The table shows that SLI does not play any significant variations in fertility of Andhra Pradesh women. It is also inferred from table that working women have less number of living children (1.8) then their non working counter parts (2.2). the occupational status of husband is found to be one the strong significant variables affecting fertility. There exists a considerable variation in mean number of living children of wife with respect to occupation o husbands. Mean number of living children is found to be high among women whose husbands are in the poor income group (agriculture or related) and low among those in high income category (professional, technical, administrative etc.

Variables	mean	N
SLI		
Low/medium	2.1	117
High	2.2	1718

Variables	mean	N
Occupation of wife		
No	2.2	1561
Yes	1.8	274
Occupation of husband **		
Agriculture or related (coolie, poor income etc.)	2.5	602
Sales, production, transport etc.	2	949
Professional, technical, administrative etc.	1.8	284
Use of contraceptive method*		
Yes	2	236
No	2.2	1599
Age of menarche** (in years)		
10-13	1.9	663
>=14	2.3	1172
Current age**		
<30	1.2	435
30-39	2.2	545
40-49	2.4	433
>=50	2.8	422

**significant at 0.01 level

*significant at 0.05 level

Analysis also shows that women who use contraceptive methods have less number of living children than that of nonusers. The variation among two different categories is found to be moderately significant. Regarding age at menarche, women who had menarche at early ages (10-13) have less number of living children (1.9) than those who had menarche at later ages (2.3). The inference above mean number of living children by current age of women is made by considering the categories less than 30, 30-39, 40-49 and greater than or equal to 50 age group. Among these categories, mean number of living children is found highest for greater than or equal to 50 age group (2.8) and the lowest for less than 30 years age group (1.2) women.

The result of this analysis highlighted that the educational status of wife and husband, religion, caste, age at marriage of females, occupation of husband, use of contraceptive methods, age at menarche and current age of females are the variables affecting the mean number of living children in the sample.

Gender and Politics in Bangladesh

Vandana Gupta*

INTRODUCTION

This paper will try to seek to critically appraise the extent of women's participation in politics in Bangladesh it also analyses the reasons for women's low rate of holding elected office. This paper will try the study attempts to address the following thing like why are not welcomed enthusiastically in political and electoral process, what are the impediments to women's participation in politics? What strategies has government adopted for increasing women's participation in politics what have major parties done to increase the participation of women's in politics? Is female representation in political party management all level still very low

A study on the political empowerment of Bangladesh women from a historical and analytical perspective has been carried out mainly for three reasons i.e.

One of the most important resources of Bangladesh is its people and women comprise about half of the population and women comprise about half of the population and a substantial part of workforce.

Recent literature on the subject is limited.

The study is expected to contribute to an understanding of the present condition of Bangladesh women's participation in politics and in national policy making process.

WOMEN AND POLITICS IN GLOBAL PERSPECTIVE

Democratic and representative government cannot be establishment women's participation in the political process. Political participation generally refers to that action of people by which they want to influence or support the government and politics. Political participation can be both conventional and unconventional in every countries. Many studies show that how people and women's participation increase in any county like higher education, influence broad public policy, culture. according to Conway "freedom equality, and democracy"¹.

Citizens can involve themselves in politics either for voting in elections or participating even more as an active member of political party or running for public office.

This paper will try the, political participation refers to the voting by Bangladesh women in the national election, their position and role in the national party structure, and running for political office at both national and local levels.

In a democracy, women can equal rights if political participation and exercise their rightfully, but when we will see political history of any country then we will find that, men have dominated the government and politics everywhere. As **Milbrath** and goal note- the finding that men are more likely to participation in politics than women is one of the most thoroughly substantiated in social sciences². He also expressed that identical view and said women are less likely to participate in political than men. Women are less represented in national legislatures vote less and do not scrutinize policies enacted that address their needs and circumstances. Parliament like other state structures has been a male domain. Parliament has been created by men and with little regard to women.

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According to inter Parliamentary union women comprised only about 14.9% of the member of both the house of Asian parliament in February 2005. women's participation in politics in politics in Asian countries and in other region of the world is still very limited. A leading journalist of Bangladesh, Enayetullah Khan notes, "The limitations in this regard are more or less universal in all societies developed post-colonial societies in the Asian and African continent³.

Even there days one witness the continuing low percentage of women politicians internationally. At the dawn of the new millennium, there are only 12 incumbent women heads of states and government worldwide and that is even including the queens. As of 2002 only 11 countries (the Nordic countries and south Africa, ostarica, Argentina and Mozambique) could achieve the benchmark determined by the 1995 Beijing platform of action demanding 30% of women representation in the national parliaments by adopting quotas, on the other hand, women hold only 15% of the seats in the united state congress in 2004 mainly because the major parties generally do not nominate them. Political parties in most countries, which are responsible for the pre selection process of candidates before the national election, have not yet implemented strategic plants to encourage women to participate more effectively in government and politics. In 1920's when it was recognized by some developed states that in order to establish government by the people and advance national development, both men and women must participation in the political process remains on the international agenda.

The situation in Bangladesh is not at all different government by parliament system, Bangladesh is a pre-dominantly Muslim state with an estimated population of 140 million. According to an ADB study "traditionally women in Bangladesh derive her status from family. Her role includes the family as a social institution and as an economic entity⁴.

Situation of Bangladeshi women

1. Socio-economic position of Bangladeshi women

Wealth and status are necessary in order for Bangladesh politicians even every country to win electoral nomination. The general failure of women in the 2001 general election was explained in term of their inability to confront the monetary demand required for success. However this is not only true for the women it is true for all prospective candidate. If we analyses the situation of Bangladesh's women then we will find out that they have extremely limited property rights; therefore, they have the lost priority in winning electoral nomination. Along with restricted property rights,

women have limited access to education and employment, which also undermines their ability to win nomination. The extremely few visible women in the current political main stream in Bangladesh from the higher economic class.

Education of Bangladeshi women

Women's progress in attaining political surely depends, at least in part on the degree in progress they have made outside politics (Randall 1987; Chafetz-1991). one important area is education. Many women lack access to education. which is necessary for an equal political position with men, and this may influence their political outlook. an empirical study in South Korea conducted by wade seo (199644) suggested that with education women become more politically aware and more assertive and active in political discussions and patriotically.

Indian study proof for the Indian panchayats that most uneducated women members feel helpless and incapable in interpreting and handling bureaucratic rules accounts and procedure.

If we look at women's situation in the educational system of Bangladesh, the poor performance of women can be found through the society.

One recent survey shows that while the attendance of girls in primary school is equal to that of boys, it is one third in secondary school, and quarter in higher secondary level. Above the age of 15, the no. of girls who can sign their own name is 40% below the no. of boys. The literacy rate of women is 24.2%, against 45% for men.

The study of Bangladesh is MPs shows that among the 37 women MPs in the 1996-2001 parliament, only 37.8% had a university degree.

Structure of politics in Bangladesh

Bangladesh resembles India in many respects. Bangladesh has experienced rule on a number of occasions. The subsequent elected government have failed to withdraw completely from dependency on military administration. This kind of democracy cannot be a determinant or sufficient support for women's political participation. In the 30 year history of Bangladesh, the democratic constitution has been postponed by two military coups and the people have experienced prolonged military rule. The founder of the country was killed in the first coup. Ultimately, two military rulers formed their own political party and legalized their rule by calling a general election. The country remained under absolute military rule from 1975 until 1990. After a massive amount of popular pressure and a number of demonstrations, military rule was abolished in 1990 and the country became a parliamentary democracy in 1991.

The 1991 report of the task forces identified specific barriers to women's participation in politics. It emphasized the need for the eradication of the unholy alliance of big money and arms in political power. The situation of Bangladesh is much worse now. The failure of institutional politics in favor of gangster politics has made things much tougher for women.

Political Culture of Bangladesh

An extremely small number of women participate in political parties. Every big party has separate women's sections and student fronts. Student fronts also have separate women's wings. But women rarely get chances to exercise any decision making power. This separate party structure simply reflects the existing culture segregation of men and women in the society. In addition, tradition of formal political structure in the third world prevents women from participation. Female students usually appear as amateurs in politics and do not follow the political career in their later life. Although Sheikh Hasina, the former prime minister and present opposition party leader, took part in demonstration in her student life, she did not continue as a dissident. She inherited power because of a lack of other male heirs in her family. So far only one woman in the country's history, Begum Matia Chowdhury, the veteran student leader of the 1960's has continued from her student life into a political career.

In Bangladesh political institutions are strongly influenced by culture and religious barriers. They emphasize only on women's protection and purity. Astuy claimed that the constitution of AL did not include women's role in the main stream issues of human resources development, education and other areas. It put women under the separate heading, "women and national development" which reflects the marginal status of women. In BNP promotes equal status for women, but this refers to achieving great respect and value for women as mothers and wives. The religious fundamentalist party JIB promotes Shariah law and propagates a sharp public private dichotomy by directing women's seclusion and subordinate status. In Bangladesh no political parties keep any record of their members, it is very hard to find out the number of women members.

As below table indicates female membership in the central executive committees set up by the dominant political parties is an indication of the limited number of in three parties.

Table-1: women in the central executive committees of political parties

Name of the Parties	Total Member	Female Member	%
Bangladesh Nationalist Party (BNP)	231	11	4.76
Bangladesh Awami League(AL)	65	6	9.23
Jatiyo Party(JP)	151	4	2.65
Jamaat-e-Islami Bangladesh (JIB)	141	8	5.67

Source: Bangladesh National Report, 1995

In Bangladesh women are not usually public figures. for ex. -during natural disasters and other crises, local male leaders visit affected areas and victims. But in the similar situation women leaders rarely go beyond their own locality. unless they have a reputation of serving people in wider localities it is unlikely for them to be elected, lower socio -economic condition is the another factor for fewer women participation in politics.

Bangladesh parliament and women's reserved seats- Bangladesh is the one of the country that has introduced reserved seats in the parliament for women's. Under the 1972 constitution, an additional 5% i.e. 15 reserved seats were introduced to the 300 member parliament with provision for renewal every 10 years. This was raised to 10%30 seats in 1998 and the term extended by two successive constitutional amendments with the reserved seats, female representation from 1973-1996 averaged around 11% and without reserved seats it reached around only 2% from 1973 to 2001, a period of 28 years, seven general election have been held.

Table-2: Women representation in the Bangladesh parliament (1973-2001)

Year of Election	Women Candidates among all candidates	Women Elected among all elected candidates	Reserved Seats for Women%	Total Women in the Parliament
1973	0.3	0	5	4.8
1979	0.9	.7	10	9.7
1986	1.3	1.7	10	10.6
1988	1,7	1.3	-	1.3
1991	1,7	1.7	10	10.6
1996	2.3	2.3	10	11.2
2001	2	2	-	2

The above table indicates a poor achievement in the 32 years of the country's history, the reserved seats provision did not bring any significant improvement in women's parliamentary representation which in 2001 ended up at only 2%.

WOMEN AND THE 2001 PARLIAMENTARY ELECTIONS

In the 2001 Bangladesh parliamentary elections more than 56 women candidates contested in different constituencies. The major political parties nominated a total of 30 candidates. The AL nominated ten female candidates for fourteen seats. The AL Chief Sheikh Hasina contested for five seats and she was elected from four constituencies. Another nominee of AL, Hamida Banu Shova, was also elected, but eight other AL female candidates including former ministers of AL Motia

Chowdhury, Sajeda Chowdhury, and Jinnatunnessa Talukder were defeated in the election. BNP Chairperson Khaleda Zia also contested for five seats and she was consequently elected from all. The main reasons for Khaleda and Hasina's victory from multiple constituencies is due to their mass popularity and the lack of credible opposition in most of these constituencies.

In the 2001 elections, voter turnout was 76 percent, which is very high and significant compared to many developed countries. This overwhelming turnout of women voters in a dominant Muslim society could be largely attributed to women's increasing political consciousness and special arrangements by the government, such as provision of separate booths for women voters exclusively conducted by female presiding and pooling officers. In the rural areas, female voters came to exercise their right to vote in substantial numbers defying inclement weather, the inconvenient transportation system, and disregarding household work and long hours of waiting. Observers point out that women voters came to the polling stations as the election was held under the "Care-taker government" who ensured security by deploying armed forces, police, and other responsible for the law and order situation. Women could cast their vote with out any intimidation, fear, and political violence and they turned out to do so⁵. This indicates that although women are increasingly eager to participate in national elections, their representation remains otherwise low during most elections.

WOMEN'S PARTICIPATION IN LOCAL LEVEL POLITICS

Article 9 of the Bangladesh constitution proclaims that, 'The state shall encourage local government institutions composed of representatives of the areas concerned and in such institutions special representation shall be given, as far as possible, to peasants, workers, and women. The lowest level of local government in Bangladesh is known as the Union Parishad. At the local level, women's representation is still insignificant, but is gradually growing. In the 1973 local government elections, for the first time, only one woman was elected as chairperson. In the 1977 and 1984 local government elections, four women won as chairpersons respectively. In the 2001 Union Parishad (UP) elections, as many as 102 women candidates contested for 4,443 UP chairmanship positions countrywide where only 20 women were elected.

At present, there is not a single woman city mayor in Bangladesh. No women received a nomination from the major parties to contest for the mayoral position to the six-city corporation's elections. For the first time in 1994, as many as 19 women ward commissioners were elected to the reserved seats of the Dhaka City Corporations.

Table-3: provides the data of the elected female chairpersons to the Union Parishad of Bangladesh during 1973-2003.

YEAR	Total union Parishad	Female Candidates	Elected female Candidates
1973	4352	Not Available	1
1977	4352	Not Available	4
1984	4440	Not Available	4
1988	4440	79	1
1992	4443	115	15
2001	4443	102	20
2003	4443	232	22

Source: Election Commission of Bangladesh, Women in Bangladesh, Bangladesh National Report, 1995

In 1997, the Bangladesh government took a positive step to ensure women's participation in elected bodies at the local level. The government enacted a law introducing of a direct election of women for three reserved ward member seats to each Union Parishad – the lower rural administrative tier of the local government. This step was taken in conformity with Article nine of the Bangladesh constitution. Apart from the exclusive reserved seats, women can also contest for any of the general seats. Welcomed by concerned women's organizations and groups, the quota system provided women the effective right to be elected in local level politics. Although women members attend the Union Parishad meetings regularly, very few can influence the discussions and ultimate resolutions. In the male dominated Union Parishad, female ward members hold subordinate position and cannot express their views as forcefully as their male counterpart. The male colleagues have a propensity to ignore their development proposals on diverse socio-economic issues.

CONCLUSIONS

Everywhere men are more visible in politics than women. If we analyse the above discussion then we will find out no particular factor is responsible for their under representation in the parliament. Bangladeshi women live in a strong patriarchal culture that determine their position relative to men. Their economic dependency on men affects all aspects of their lives, therefore, choosing a nontraditional career they cannot make their career in it because of financial inability. Another factor which is also responsible for women's under representation is religious and cultural conservatism. They lag far behind in the two most important of education and employment that have been identified as crucial for political participation. The female literacy rate is only 24.2%. The culture of Bangladesh is not encouraged the education for women. So the factors such as the socio-economic condition and culture are interconnected. They not only contribute to women's under representation in parliament but also limit their effectiveness.

The corrupt and violent nature of politics, the lack of democratic practice in electing party leaders, the local control by parliamentary party chiefs over members. Women's social mobility and participation in the demonstration are restrictive by the undeveloped democratic practices. Reserved seats are also another important issue. Improvement on these situations the participation of women in parliament and politics can be improved in Bangladesh.

As long as the barriers to participation are interconnected, the techniques for overcoming them must also be interrelated. It is noticeable, however, that despite a conservative society and the extent of both visible and invisible barriers.

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A Perfect World: Reading of an Eastwood Film

Angan Roy*

ABSTRACT

This paper discusses the film *A Perfect World* by Clint Eastwood. The films of Clint Eastwood are popularly categorised under the 'wild west' genres of films of the 1970s. The films are considered of revisionist kind dealing with the themes of tough life and the idea of bounty hunters at the western American States. 'Eastwoodian Cinema' as they are famously referred to, Eastwood's films are predominantly action based or crime thriller. However, in case of *A Perfect World* (2002), the auteur seems to deviate from his own style experimenting with the concept of 'mixed genres' which reflected not only in narrative and treatment of the plot, but also in technical details. This paper seeks to explore the interplay of genre in the film, an interesting and unique trend in the then Hollywood cinema as well as how the film certainly challenges the quintessential idea of 'Eastwoodian cinema'.

Keywords: Eastwoodian cinema, United States of America, Wild West

Clint Eastwood, an actor who used to associate himself more with the low-budget productions circulating in the B circuit until his career took a decisive turn with his collaboration with Sergio Leone, started making films of his own from 1971 onwards. Some of the films that he directed are considered belonging to 'westerns' of the revisionist kind, for instance, *High Plains Drifter* (1972), *Pale Rider* (1985), and, the now well-known *Unforgiven* (1992). The film that is in question, namely *A Perfect World* (1993), was made a year after *Unforgiven*, his swan song to the lone westerner bounty hunter. The question seems to pose several challenges to engage with, as it expresses its concern for a typical 'Eastwood' film and also for whether the film in hand conforms to that construct. The problems that come up are several, since the question seems to assume that there is something quintessentially 'Eastwoodian'.

Joe Queenam in an article about Eastwood, probably best known as 'The Man With No Name', writes about;

– the mysterious loner with the poncho and the cigarillo – he did not make all that many westerns, and none since *Unforgiven* in 1992. Unlike John Wayne, Randolph Scott and all the other great cowboys of yore, Eastwood has never made a bad western. Indeed, it was Eastwood, bringing to life Leone's vision, who deposed Wayne and the other just-add-water cowpokes, by introducing an entirely new kind of hero. The Man With No Name materialised out of nowhere, with an uncertain pedigree and undefined motivation. He embodied the ethos of the 1960s: I just want to be left alone to do my own thing, even if it means killing off half the population of Arizona.

At a very early point in his career, Eastwood decided he was going to make his own films, blasting off with *Play Misty for Me*. It would introduce several of Eastwood's trademark themes – men are spectacularly shallow and mostly want women for sex; cops are idiots; when in doubt, take the law into your own hands. From here on, the classic Eastwood action film, whether it was *Dirty Harry* or *Pale Rider* or *Sudden Impact* or *Unforgiven* would be animated by a simple principle: there are bad people out there, and eventually, I'm going to kill them. Just don't rush me.

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Eastwood was excoriated early in his career for the law-and-order Dirty Harry movies, which lionised a rogue cop fed up with bleeding-heart liberals, turn-'em-loose judges and girly-men politicians. The premise of the five films that comprise the Dirty Harry series was that stupid or corrupt bureaucrats were making it impossible for honest, hard-working police officers to do their jobs. However, for those who might accuse Eastwood of being a generic right wing neanderthal, this is also the premise of *The Wire*. Dirty Harry's values are the values of the angry white men who elected Richard Nixon in 1969, and they are the values of the angry white men who elected Donald Trump 47 years later. Unlike them, Dirty Harry had to change with the times, reluctantly coming to terms with feminism and minorities as the series progressed. Indeed, the racist, xenophobic, gun-toting old white guy in *Gran Torino* is basically Dirty Harry in winter (Queenam).

However, even that film's hero, Walt Kowalski, has a change of heart toward his immigrant neighbours. This change is something the present-day regimes real-life supporters would never do.

Certain dominant themes occur again and again in Eastwood's movies.

Bureaucrats are stupid. Attorneys are scum. Journalists, with few exceptions, are parasites. The law will not save you from evil-doers. Women need protection, even the ones who go around shooting men in the genitals. Nobody likes getting old. Women get mistreated in Eastwood movies. They get punched in the face in *Play Misty for Me*, they get punched in the face in *The Gauntlet*, and they get punched in the face in *Million Dollar Baby*. In fairness to Eastwood, an awful lot of men get punched in the face, too – most especially him. Eastwood's themes are archetypal, and he constantly pays homage to those who developed these archetypes. The notion that only an enigmatic gunslinger can deliver the innocent from evil doesn't originate with *Pale Rider*; it comes from *Shane*, arguably the greatest western of them all. The Outlaw Josey Wales is a retelling of Gregory Peck's *The Bravados* (1958), with slightly more blood. (Queenam).

Also, *Unforgiven* looks back to the unconventional Italian westerns that launched his career: the Old Man With No Name.

Eastwood seems to have decided relatively early in his career;

that the public liked to see him get battered, because he gets worked over good and proper in the spaghetti westerns, lynched in *Hang 'Em High*, kicked into a near coma in *Unforgiven*, and shot dead in *Gran Torino*. He also gets his leg chopped off in *The Beguiled* (the original 1971 film, not the remake by Sofia Coppola). This is the only one of his films where Eastwood seems to have made a concerted effort to actually and honestly emote on screen. He was not good at it. He was just too stiff. After *The Beguiled*, Eastwood mostly danced with the one that brung him – scowling, frowning, doing that thing with the eye. A man has got to know his limitations (Queenam).

Both *Unforgiven* and *A Perfect World* were picked up by the *Cahiers du Cinema* critics for the best films of their respective years. *Cahiers du Cinema* critics never failed to appreciate best generic productions from the United States and yet, kept their faith on the supremacy of the auteurs. The United States assembly line production based on the Fordist model as well as its generic productions earned praise from the *Cahiers avant-gardes*. *Band of Outsiders* (1964) reworked scenes from gangster films.

In *A Perfect World*, Clint Eastwood plays a famous Texas Ranger named Red Garnett, but it is tough to tell just how the personality came by that fabled status. 1963 is the year when Red learns that a career criminal named Butch Haynes (Kevin Costner) has broken out of jail and has taken a small boy as hostage; he acts like he has been told that a kitty is stuck in a tree.

Standing tall and lean in his ranger's uniform and white cowboy hat, he looks capable but sleepy, as if he plans to hop right on the case just as soon as he wakes up from his nap.

Most of the film is spent in the car with the convict and his hostage, Phillip (played with remarkable restraint by T.J. Lowther). For the boy, who is too young to know what is really going

on, the kidnapping quickly becomes the adventure of a lifetime. Raised a Jehovah's Witness, Phillip has been denied many of the ordinary pleasures of being a child-like being able to dress up for Halloween. And Haynes is intelligent enough to turn their exploits together into a game of cops and robbers, with fake names and all.

As Haynes and his new partner poke around committing petty crimes and trying to avoid police roadblocks, they become fast friends. And why not? Like a father who is only around on weekends, Haynes lets the kid do all the things his mother usually will not allow. For example, at one stop Phillip finds a Halloween costume -- it is a Casper the Friendly Ghost suit -- and while Haynes is being chased by the cops outside, he's inside the store slipping the costume under his shirt.

The scenes between Haynes and his new pal are the film's best; in fact, they may be the best scenes Eastwood has ever put on film. The more time Haynes spends with Phillip, the more he sees himself in the young boy's eyes. A criminal since boyhood, Haynes grew up in a whorehouse under the intermittent supervision of a brutal, alcoholic father. And because he feels that he was cheated out of his own childhood, Haynes's determination to show Phillip a good time takes on a special urgency. This isn't a spectacular role for Costner, but he does spectacular things with it. As Haynes, he doesn't wear his criminality on his sleeve. Instead, he underplays the character's violence with such cunning skill that he becomes dangerously likeable. When Phillip tells Haynes that he's never ridden on a roller coaster, the escaped con ties him to the roof of their stolen station wagon and gives the ecstatic boy -- who's still wearing his Casper suit -- a ride to remember.

Meanwhile, after commanding a mobile headquarter designed for the governor, Red and his crew -- which includes a deputy (Leo Burmester), an FBI man (Bradley Whitford) and a criminologist named Sally (Laura Dern) -- take to the highway in search of their prey. But from all the success they have, they might as well be out on a joy ride themselves.

In most movies of this sort, the filmmakers try to create an atmosphere of apprehension, but not here. In fact, Eastwood appears to take a certain amount of pleasure in deflating the tension. As the movie builds to a climax, he keeps tossing in lazy bits of comedy. As an actor, he does much the same thing. Though he has a few sharp, comic exchanges with Dern (who does a serviceable job with an impossible role), Eastwood seems to spend most of his screen time goofing on his character and playing his squint-eyed prowess for laughs.

We expect a final faceoff between these two screen icons, but when the time comes for the criminal and the cop to stand toe-to-toe, Eastwood is so slow to come to his mark that the confrontation is a non-event. Yet almost despite itself, the scene works. "A Perfect World" may not be the Clint Eastwood-Kevin Costner movie that we expected, and on some level, it may even seem perverse. But maybe that's what big star power is really about (Hinson).

The film brings together the leading icons of two generations of strong, silent American leading men: Kevin Costner, as a fugitive who takes a boy as a hostage, and Clint Eastwood, as the Texas Ranger who leads the pursuit. But the Costner character doesn't seem really focused on his escape, and the Eastwood character seems somewhat removed from the chase. These two men first met long ago, and they both know this isn't about a chase. It's about old, deep wounds.

This is a movie that surprises you. The setup is such familiar material that you think the story is going to be flat and fast. But the screenplay by John Lee Hancock goes deep. And the direction by Clint Eastwood finds strange, quiet moments of perfect truth in the story.

Costner's character, Butch Haynes, is a young man who drifted into trouble and was sentenced unfairly, to get him out of the way. The Eastwood character, Red Garnett, had something to do with that and has never felt quite right about it. Escaping from prison, Haynes and another convict break in on a mother and her children at dawn. Soon they're on the road with a hostage, Phillip (T.J. Lowther), 9 or 10 years old.

Before long the other con is gone from the scene, and the man and the boy are cutting across the back roads of Texas. In pursuit is Red Garnett, riding in a newfangled Airglide trailer that's a "mobile command headquarters." Garnett is saddled with a talky criminologist (Laura Dern) and various other types, including a sinister federal agent who is an expert marksman. The general view is that Haynes is a desperate kidnapper. Both Eastwood and Dern think, for different reasons, it isn't that simple.

And it's not. The heart of the movie is the relationship that develops between the outlaw and the kid. You can look very hard, but you won't be able to guess where this relationship is going. It doesn't fall into any of the conventional movie patterns. Butch isn't a terrifically nice guy, and Phillip isn't a cute movie kid who makes and then loses a friend.

It's not that simple. Butch, we learn, was treated badly as a boy. His father was absent, his mother was a prostitute, the men in her life didn't like him much. Butch talks vaguely about going to Alaska. But as the man and boy drive through the dusty 1963 Texas landscape, it's more like they're going in circles, while the man looks hard at the boy and tries to see what it means to be a boy, what is the right way and the wrong way to talk to one. He's trying to see himself in the kid.

There are some murders in the film, all of them off-camera.

One body is found in an auto trunk, the other in a cornfield. We don't see either killing; Eastwood stays away from the cliché of a gun firing, a body falling, and it's not until late in the film that someone is shot onscreen, and then in very particular circumstances.

But there is violence in the movie. In the film's key sequence, Butch and Phillip are given shelter for the night by a friendly black farmer (George Haynes). The next morning, Butch watches as the farmer treats his son roughly, slapping him when he doesn't behave. It's the wrong way to treat a kid, but Butch's reaction is so angry that we realise a nerve has been touched. And as a complex series of events unfolds, we discover the real subject of the movie: Treat kids right, and you won't have to put them in jail later on. The crucial violence, from which later violence springs, is when a child is treated with cruelty.

Eastwood tells the story in unexpected ways. The way Butch starts right out, for example, letting Phillip hold a gun. (But not to shoot someone with it) And scenes of quirky humour involving runaway trailers, Halloween masks, barbecued steaks and other details that break the tension with a certain craziness.

While defining the significance of genre in Hollywood, Christine Gledhill gave reasons for why genre dominated the institutional cinema studies and the major theorists associated with it. One of the reasons stated by her is, "...a desire to complement, temper or displace altogether the dominant critical approach used hitherto-----auteurism" (Gledhill).

On the other hand, here we are concerned with Eastwood as a star as well. We will see how the negation of the star's dominance as well as the generic subversion/creative fabrication will provide us with aporias within the film text of *A Perfect World*, from where the question of authorship will emerge. Miriam Hansen, in her most celebrated work on spectatorship, shows how the presence of the star:

undercuts the [narrative and scopic] regime's primacy, unity, and closure. By accepting a discourse external to the diegesis, the star's presence enhances a centrifugal tendency in the viewer's relations to the filmic text and thus runs counter to the general objective of concentrating meaning in the film as product and commodity (Hansen).

The centrifugal tendencies associated with the star's presence within the narrative turn the filmic text into a generic product, notwithstanding the possibilities offered by the auteur.

The disappointing performance of "A Perfect World" involves the limits of star power at the box office; the sentiments of audiences that certain megastars, like Mr Costner, should play only specific types of roles; the delicacy of certain subject matter, like the kidnapping of a child; the problems of

marketing and promoting a film for a specific audience, in this case, men. Perhaps most important is the fact that big-budget, high-profile films like "A Perfect World" are increasingly rushed into the ferociously competitive movie marketplace without time for studios to determine the best way to find an audience.

"A Perfect World" also came up against the fact that the abduction or serious endangerment of a child is an issue that often repels filmgoers. "A child in jeopardy is just a no-no," insisted one studio marketing executive who spoke on condition of anonymity. "Especially in the current national climate, where television news shows highlight tragic stories of abducted youngsters, the movie was probably unwittingly hurt by real-life events," the executive said (Weinraub).

In the film *A Perfect World*, Eastwood never ceases to play with the conventions of various cinemas that do exist in the United States. The thematic concerns as well as the cinematic styles deployed by the auteur seem to be problematizing the generic codes. While making his last western, Eastwood deliberately indulged himself in making a parody of the westerner bounty hunter. Here too, he mixes up several genres and constantly underplayed his role as a 'tough guy' (he has been asked in the film whether he is one, for which he seemingly has no answer). In the celebrated 'Dirty Harry' films he played the San Francisco cop which is completely different from the kind of cop that he played here. This seemingly indifferent cop who has little faith in the idea of the punitive measures taken by the state belies the kind of cop that Eastwood used to play. It justifies the politically turbulent time of the narrative as well since the assassination of President Kennedy seemed to be imminent.

The film mixes up several genres, including the 'buddy film', the coming of age story', the 'road film' etc. But none the genres dominates the narrative singlehandedly. On the contrary, most of the generic tendencies are subverted through the use of mixed cinematic style and mode of narration. The story has the potential of turning out into an outlaw film, where the road journey conventions are to be employed. Unlike the quintessential films of that genre, for instance *Bonny and Clyde*, *A Perfect World* hardly takes its turn to that direction. The elements of the 'buddy films' where masculinity and brotherhood occasionally overlap are to be found here too, but not without the complete negation of its possibilities at the end. The 'tough cop' and the outlaw face each other, but not in the manner in which the spectator wanted it to be. It could have been a 'bildungsroman' in a nutshell, but it refuses to get itself confined to that domain alone. Like the Eastwood movies, here too we come across dysfunctional families, families that lack the patriarch, the various debates and tensions within different religious denominations as prevalent in America.

Cinematic styles often belie the possibility of conforming to a specific genre. For instance, the gangster elements in the narrative are not supported by the Noir-ish expressionistic lighting and décor. Most of the scenes are glowing with sunlight and the fields of Texas offer a dazzling beauty rarely to be found in other Eastwood films where Eastwood seemed to be preoccupied with the murky world of the west by and large.

As Madhava Prasad talks about the notion of genre mixing as 'creative fabrication' (Prasad) albeit in a different context, this Eastwood film seemed to be a perfect example of the kind he refers to. As revealed from the interviews with Eastwood as well as from the reviews available, the film did not turn up well in the box office. Eastwood himself was not much sure about its success, since he was aware of the fact that the film more often than not ignores the expectations coming from the spectatorial position. Eastwood comments,

I just liked the story. Sure, a lot of people are disappointed. But if you don't grow, you just get in a rut. You can make sequels and imitations and make some dough. But you've got to make a wide variety of things so someday people look back and say, 'Hey, he tried, he did this, he took some risks.' ...the audience was probably expecting two guys who'd be at each other, or two pals on a wild adventure. It wasn't that kind of film (Weinraub).

It seems quite evident that Eastwood's film has the potential for challenging the assembly line mode of production that the genre-dominated world of Hollywood depends upon. His position as an auteur seems to be sustained further by this, and the Cahiers du Cinema critics unhesitatingly bring him within the orbit of auteur cinema. Eastwood's cinema reverts the psychological conditions surrounding the appearance of cinema of a specific kind since the spectators are bound to perform their role within a context they themselves authorise and endorse.

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Financial Performance and Profitability of Selected MSMEs in Andhra Pradesh

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ABSTRACT

Industrialization has been recognized as synonymous to economic development. The gap in per capita income between the developed and under developed countries is usually attributed to the disparities in the structure of their economies where the developed countries are largely industrial economies, while the less developed countries are confined predominantly to agriculture. Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last six decades. MSMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural & backward areas, thereby, reducing regional imbalances, assuring' more equitable distribution of national income and wealth. MSME are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. The present research paper focused on problems of the selected MSMEs in the Andhra Pradesh

Keywords: MSME, Industrialization, large employment opportunities, reducing regional imbalances, socio-economic development

INTRODUCTION

All kinds of business enterprises require sufficient funds in order to meet their fixed as well as working capital requirements. Finance is one of the critical inputs for the growth and development of the Micro, Small and Medium Enterprises. They need credit support not only for running the enterprises and fulfilling operational requirements but also for diversification, modernization/up-gradation of facilities, capacity expansion etc.

Inadequate access to credit is a major problem encountering Micro, Small and Medium Enterprises. Generally, such enterprises operate on tight budgets, often financed through owner's own contribution, loans from friends, money lenders and relatives and also bank credit. They are often unable to procure adequate financial resources for the purchase of machinery, equipment and raw materials as well as for meeting day-to-day expenses. This is because, on account of their low goodwill and little fixed investment, they find it difficult to borrow at reasonable interest rates. As a result, they're being pushed to depend largely on internal resources and money lenders.

In respect of Micro, Small and Medium Enterprises, the problem of credit becomes a serious one whenever any difficult situation occurs such as a large order, rejection of consignment, inordinate delay in payment etc. Sometimes, they have to close down their operations due to shortage of

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funds. Also, there is hardly little scope for expansion and growth due to scarcity of capital. Hence, economies of scale are not available.

This paper is made an attempt to analyze and figure out financial performance in terms of capital structure, sources of finances, profitability of selected Micro, Small and Medium Enterprises in Andhra Pradesh

Objectives of the Paper

The following are the main objectives of the paper :

- * To assess the capital structure of the selected MSMEs in Andhra Pradesh
- * To assess the category-wise capital structure of MSMEs
- * To evaluate the financial performance of selected MSMEs in Andhra Pradesh

METHODOLOGY

The paper is based on primary data which has been collected through the questioner. Several published reports are also used for evaluate the financial and profitability performance of the MSMEs in the selected areas

Table-1: Year-wise capital structure of selected MSMEs in Andhra Pradesh

Years	Owned Capital	Borrowed Capital			Total
		Long-term Liabilities	Short-term liabilities	Total liabilities	
2010-11	8896.98 (61.15)	3182.85 (21.88)	2469.39 (16.97)	5652.24	14549.22 (100.00)
2011-12	9255.55 (61.40)	3301.95 (21.90)	2417.07 (16.70)	5819.02	15074.57 (100.00)
2012-13	10323.32 (62.63)	3416.55 (20.73)	2742.43 (16.64)	6158.98	16482.86 (100.00)
2013-14	11363.26 (63.80)	3608.85 (20.26)	2846.95 (15.98)	6455.80	17811.14 (100.00)
2014-15	11824.08 (64.26)	3693.25 (20.07)	2886.79 (15.69)	6580.04	18399.15 (100.00)
2015-16	12186.02 (96.90)	3802.04 (19.94)	3092.94 (16.22)	6894.98	19070.98 (100.00)
2016-17	12399.46 (63.83)	3916.84 (20.16)	3109.70 (16.01)	7026.54	19426.00 (100.00)
LGR	5.71	3.90	4.65	4.26	6.02
t-value	12.62	25.82	11.53	20.89	11.63
CV	11.76	7.01	8.33	7.60	10.34

Note: Figure in parenthesis represent the percentage

Source: Field Survey

Table No.1 provides the year-wise capital structure of selected Micro, Small and Medium consisted of a enormous portion of owned capital of Rs 8896.98 lakh with a considerable portion from borrowed

capital of Rs 5652.24 lakh, constituting long term liabilities of Rs 3182.85 and short-term liabilities of Rs 2469.39 lakh, out of a total capital of Rs 14549.22 lakh in the year 2010-11. In 2011-12, of the total capital of Rs 15074.57 lakh, a significant part of Rs 9255.55 lakh was owned capital and the amount of Rs 5819.02 lakh was borrowed capital, includes long term liabilities of Rs 3303.95 and short-term liabilities of Rs 2517.07 lakh. In 2012-13, owned capital was Rs 10323.32 lakh and long term liabilities of Rs 3416.55 and short-term liabilities of Rs 2742.43 lakh clubbed to form borrowed capital of Rs 6158.98 lakh of the capital structure of Rs 16482.86 lakh. In 2013-14, the equity of owners Rs 11363.26 lakh coupled with Rs 6455.80 lakh of borrowed capital, which includes long term liabilities of Rs 3608.85 and short-term liabilities of Rs 2846.95 lakh builds the total capital of Rs 17811.14 lakh. In 2014-15, the owned capital of Rs 11824.08 lakh mingled with borrowed capital of Rs 6580.04 lakh is the structure the total capital of Rs 18399.15 lakh in 2015-16, the owned capital of Rs 12186.02 lakh and Rs 6894.98 lakh of borrowed capital built the total capital of Rs 19070.98 lakh and in the year 2016-17, the total capital of Rs 19426.00 lakh was from Rs 12399.46 lakh of owned capital and Rs 7026.54 lakh of borrowed capital. The linear growth rates of 5.71 per cent in owned capital and 4.26 per cent in borrowed capital with 3.90 per cent in long term liabilities and 4.65 per cent in short term liabilities and 6.02 per cent in the total capital were registered.

SECTOR-WISE CAPITAL STRUCTURE OF MSME

Table No. 2 shows sector-wise capital structure of select Micro, Small and Medium Enterprises in Andhra Pradesh during 2010-11 – 2016-17. In 2010-11, a greasy contribution of Rs 812.36 lakh from owned capital and Rs 611.26 lakh from borrowed capital, pair of long term liabilities of Rs 385.25 and short-term liabilities of Rs 226.01 lakh, mixed to form the total capital of Rs 1423.62 lakh of micro enterprises; a total of Rs 6160.88 lakh capital of small enterprises comprised owned capital of Rs 1242.24 lakh and Rs 542.35 long term liabilities and Rs 376.29 lakh short-term liabilities, mixed to create borrowed capital of Rs 918.68 lakh. An owned capital of Rs 6842.38 lakh and long term liabilities of Rs 2255.25 and short-term liabilities of Rs 1867.09 lakh joined together to form a borrowed capital of Rs 4122.34 lakh, formed the total capital of Rs 10964.72 lakh for medium enterprises.

In 2016-17, out of a total capital of Rs 1645.68 lakh, there was a contribution of Rs 956.44 lakh from owned capital, Rs 703.32 lakh from borrowed capital (long term liabilities of Rs 430.85 and short-term liabilities of 267.68 lakh in micro enterprises; in small enterprises total of Rs 1088.98 lakh, constituted the owned capital of Rs 1458.64 lakh and borrowed capital of Rs 1088.98 lakh (long term liabilities of Rs 635.55 and short-term liabilities of Rs. 453.43 lakh) and in medium enterprises, of the total capital of Rs 15232.70 lakh, the share being owned capital of Rs 9984.38 lakh and borrowed capital of Rs 5248.32 lakh (long term liabilities of Rs 2845.65 and short-term liabilities of Rs 2388.55 lakh).

It would be inferred, that there had been positive Linear Growth Rates (LGR) of 2.53, 2.99 and 7.08 per cent recorded in the capital structures of micro, small and medium enterprises.

Table-2: Sector wise capital structure of MSME during 2010-11 to 2016-17

Year	Micro				Small				Medium			
	Owned capital	Borrowed capital		Total	Owned capital	Borrowed capital		Total	Owned capital	Borrowed capital		Total
		Long term	Short term			Long term	Short term			Long term	Short term	
2010-11	812.36	385.25	226.01	1423.62	1242.24	542.35	376.29	2160.88	6842.38	2255.25	1867.09	10964.72
2011-12	842.56	395.85	246.47	1484.88	1288.44	565.85	398.53	2252.82	7124.55	2340.25	1872.07	11336.87

Year	Micro				Small				Medium			
	Owned capital	Borrowed capital		Total	Owned capital	Borrowed capital		Total	Owned capital	Borrowed capital		Total
		Long term	Short term			Long term	Short term			Long term	Short term	
2012-13	874.68	405.55	256.77	1537.56	1324.32	585.65	398.67	2308.64	8124.32	2425.35	2086.99	12636.66
2013-14	888.36	425.35	262.89	1568.68	1364.58	598.25	443.99	2406.82	9110.32	2585.25	2140.07	13835.64
2014-15	01.36	427.35	262.97	1586.71	1398.34	620.25	444.09	2462.68	9524.38	2645.65	2179.73	14349.76
2015-16	945.36	430.85	265.49	1631.68	1425.32	625.34	448.98	2499.64	9815.34	2745.85	2378.47	14939.66
2016-17	956.44	435.64	267.68	1645.68	1458.64	635.55	453.43	2547.62	9984.38	2845.65	2388.55	15232.70
LGR	2.92	2.25	2.67	2.53	2.85	2.85	3.59	2.99	8.50	4.44	5.11	7.08
t-value	15.19	7.89	4.21	11.33	29.57	12.61	5.78	15.43	8.81	26.34	9.51	10.96
CV	5.40	4.35	4.73	4.73	5.26	5.27	6.83	5.49	13.81	7.88	9.20	11.88

Source: Field survey

CONCLUSION

The Micro, Small and Medium Enterprises (MSMEs) contribute to economic development in various ways, such as creating employment opportunities for rural and urban population, providing good and services at affordable costs by offering innovative solutions and sustainable development of the economy as a whole. MSMEs in India and particularly in Andhra Pradesh state face a number of problems – absence of adequate and timely banking, finance, power shortages and ineffective marketing due the limited resources and non availability of skilled employees. The sectors also contributes significantly to manufacturing output, employment and exports of the country. It is estimated that in terms of value, the sector accounts for about 45 per cent of the manufacturing output and 40% of total exports of the country. To make this sector to become more vibrant and significant player in the development of the Indian economy, the Government has to taken various initiatives.

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An Effulgent Role of Start up India is a Beacon for the Development of MSMEs

Dr. C. S. Sukumar Reddy* and R.V. Subba Reddy**

MSMEs sector evinced to be a basic fulcrum of accelerating economic growth of the country. It gives the mirrored in the form of employment generation, direct exports and value addition created to the pool of aggregate output of the country. Micro, Small and Medium Enterprises sector or simply MSME sector has not only promoted entrepreneurial culture in the country but also remained to be pivotal force of meeting the strategic needs of the nation. More than 60% of the direct exports by India is from the small scale industries. Moreover, the job opportunities also fall under the MSMEs. In indicates the pivotal role of MSMEs in the industrial development India. In this light of facts, Youth of India searching for the growth whether they are for individual or indigenious. The scheme Start up India is a beacon to the youth who are determined but it should not be a thing of necessity to utilise the opportunity to their livelihood but well determined opportunity for the development from all sides of the nation. Going abroad is a current culture of many Indian youth is not only the aim but aiming to earn well but it should be the cause for increasing the rate of foreign exchange to the nation.

Even after 70 years of independence India's economy is still considered developing. Though from the last decade there had been initiatives taken by the Indian government in the areas of industrialization and globalization, the efforts were not enough to meet the fast growing population. Though these large scale industries and MNCs contribute to the growth of the Indian economy, the small scale industries and start-ups are also equally important.

It is these start-ups and small scale industries that can bring about change in the lifestyle of the middle class and lower middle class of the society. Start-ups are mostly focussed on solving the prevailing problems of the society and so in a way helping these start-ups is helping to build a better society. Indian government has recognised the significance of start-ups and devised a plan for helping the start-ups based in India and that is **START-UP INDIA**.

The start-up India campaign was first announced by the Prime Minister Narendra Modi during his speech on independence day 2015 and became effective from 16th January 2016. This initiative is focussed mainly on assisting the start-ups financially and easing the establishment procedure.

The action plan of start-up India is specifically designed to motivate the potential people mainly the youth of India to become entrepreneurs and industrialists. The action plan consisted of

- **Compliance Regime based on Self-Certification**

Start-ups are allowed to self-certify compliance with labour and environment laws.

In case of labour laws, no inspection will be conducted for a period of 3 years.

In case of environment laws, start-ups under "white category" would be able to self certify compliance.

- **Start-up India Hub**

This is a single point of contact established for the entire start-up ecosystem.

Start-up India hub will be a mentor, friend and guide for start-ups through their entire journey.

- **Starting a Start-up in 1 day on a Mobile App**

A start-up India mobile app was released on april1 2016.

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This is to ensure that the registration process is completed in a single day.

This app may also be used to obtain clearances, registration and approval of the company or partnership.

- **Fast-track mechanism of Startup patent applications**

In order to allow the start-ups to realize the value of their IPR(intellectual property rights) at the earliest possible time, the patent applications are fast-tracked for examinations and disposal.

- **Panel of facilitators to provide legal support** and assist in filing of patent applications
This panel is dedicated to assist the start-ups in filing of applications related to patents trademarks and design under relevant acts. And a rebate of 80% is given for all the patent related application fee.

- Relaxed Norms of Public Procurement for Start-ups.

To provide equal platform for the start-ups vis-a-vis experience companies, they are exempted from the criteria of prior experience/turnover. Although no relaxation is given in reaching the technical standards required.

- Faster exits for start-ups

In case of the start-up not performing well, to make it easy to exit, the insolvency and bankruptcy bill 2015 is provided with a provision to fast-track the business closure process. Start-ups with simple debt structures may wound up in, 90 days from making the applications to wind up on a fast-track basis.

- Funding Support through Fund of Funds with a Corpus of INR10,000 crore

To provide funding support for the development and growth of innovation driven enterprises. A fund is setup with initial corpus of INR 2,500 crore and a total of INR 10,000 crore over a period of four years for this purpose.

- Credit guarantee Fund for Start-ups

To catalyze entrepreneurship through credit to innovators across all sections of society, a credit guarantee mechanism through NCGTC(National Credit Guaranteed Trust Company) is rolled out with a budgetary corpus of INR 500 crore per year for the next 4 years

- Tax Exemptions

The profits of start-ups setup after April1 2016 are exempted from taxation for a period of three years.

- Incubation and industry-academia partnership

35 new sector specific incubator cells are to be built across India in existing institutions for which 40% of the total financial funds is provided by the central government while the rest 60% of the funding is by the state government and private sector.

500 tinkering labs are built across the country for technological advancement.

Seven new research parks are to be set up in six IITs and one IISc with an initial investment of INR 100 crore each.

Apart from these, innovation core programs are also initiated to target school kids with an outreach to 10 lakh innovations from 5 lakh schools. Gol shall identify and select 10 incubators who have the potential to become world class and give them an assistance of INR 10 crore each which may be used for ramping up the quality of service offerings.

This motivates more people in establishing more number of start-ups. Under AIM (Atal Innovation Mission) 3 national level and 3 state level innovation awards are to be given away every year and this inspires the youth especially students to come up with innovative start-ups. Start-ups have an important part in making Indian economy developed and the establishment of Start up India campaign by the government is a positive step towards reaching it.

Challenges of MP Minor Forest Produce Cooperative Federation in MFP Trade

Dr. Pinki Maurya*

While having a discussion with federation officials at Bhopal, some constraints at operational level were analyzed. M.P minor forest produce cooperation federation has its specific and distinguish organizational and functional structure. The management rules regulation of federation re same like other government institution in the state. Due to its specificity of work, there is a need to distinguish the rules and regulations operating this federation from other government entities. As mainly this federation transacts the trade of MFP which requires fast decision making according to market should be decentralized for effective implementations. So, the decision making desired objectives. The authority residing in the organizational structure of the federation should be more autonomous and thus empowering managing director and board of Directors, in delivering their functions. Separate rules and regulation for the management of federation are necessary for operational success.

Another substantive and broad building inclusive issue is the capacity development of members at the primary minor forest produce cooperative societies. Forest corporations, tribal cooperatives, cooperative societies and other agencies engaged in MFP collection and marketing should be trained for scientific collection and management of MFPS.

Self help groups should be encouraged for spreading awareness about the functioning of cooperative society. Training should be imparted to forest dwellers for scientific harvesting and value addition processing. There is lack of appropriate methods and tools to promote sustainable use of FPS.

Another challenge faced by the federation is for the development of a proper system of processing the MFP product after collection at primary minor forest produce cooperatives society level. In fact, the transport facilities are considerably expensive. Transportation of MFP by road involves high cost, for which phadmunshis are paid very less. With the interaction of phadmunshis, a common concern of less salary also came up under the pursuing policies, the overall management of collection centre (Phad) is all encompassing task significant number of MFP collectors Phadmeenshis felt that there should be facility of adequate transportation system.

Federation officials also emphasized the need of focusing on the processing and utilization of the other minor forest produce than tendupatta only. In addition to utility of tendupatta, other minor forest produce like Lac, Amla, Chironji, Harra, Saal seeds, Mahua, Bahedaect. Should also be processed through benefit oriented design.

The productions of these minor forest produce is also at a large scale in state which makes it imperative to channelize its usage for development and social welfare.

For enhancing the resources base participation of people is needed in processing and collecting other MFPS than Tendupatta. The whole framework should be developed for the value addition and processing of other minor forest produce.

At operational level, most of the MFPs, other than Tendupatta are under procured. There is a need to impart training to people at the grass root level for technological reorientation in order to improve the overall functioning. For example, lack of technical know hours related to packaging can regular workshops should be organized for meaningful dissemination of utility of other minor forest produce and their marketing as herbal products for various usages. At ground level, self-help groups and other

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group formation are limited to structural level in some of the cases. There is a need to implement these policies effectively for promoting the people's participation to achieve long term objectives.

During the interaction with Tendupatta collectors, it was noted that some of the collectors were unaware about the insurance and other social welfare schemes. Schemes related to insurance should have the access to majority of the people working at primary society level through the spread of general awareness.

Similarly social welfare schemes information should percolated down to the lowest level of the cooperative structure to benefit the majority of the forest dwellers. The implementation level of the welfare with strong informative channels for increased awareness.

While visiting the primary societies, one could observe that these societies did not have proper infrastructure to function. The amount paid as commission to phadmeenshis and managers is very low, resulting into lack of any kind of official set up for organizational work. Some of the primary societies did not have offices and basic requirement to run administrative set up for processing the data related to collection centre. Such significant lacunae should be worked out properly and administrative steps should be taken to lower the extent of primary societies should be devolved with more powers for effective functioning administrative.

Value addition of MFPs at primary society level has to be promoted with the objective of long term benefits of MFP collectors. Value addition assumes critical importance in ensuring remunerative prices to the people depended on forest for their livelihood.

This would enhance the income of the MFP collectors. Ministry of tribal affairs has recently launched first van dhanvikas Kendra at bijapur, Chhattisgarh for value additions of forest produce. Similar kind of policy initiatives are under work with MP cooperative federation also.

Another constraint foaced at the operational level has the presence of marketing deficiencies of the vindhya herbal products. Essential marketing of the products of vindhya herbs manufactured through MFP-parl is lacking. The qualitative organize medicines are available through this centre of MFP Parl. There is continues growth in production and thus is revenues though the retail business of organic medicines. Despite of increased market competition, this centre is maintaining growth in profits. Retail business of herbal medicines and products is done through 28 sanjeevani centre, situated in different parts of the state. There is a general acceptance that the products of the centre are not advertised and displayed through significant channels for marketing and sale. There are other herbal products companies and centres processing organic products in the market with that it becomes challenging for vindhya hers to face competition at professional and commercial level. This centre's quality based policies meet the competition from private institutions and other medicine producing institutions which make it more necessary to develop a proper marketing mechanism for earning profit in long run.

For an overview at the apex level, through interviews of officials at MPMFD, the performance of the system was assessed. Overall observation was that decision making is highly centralized. The federation nature of the federation should have real essence by strengthening the primary societies and illa unions with more powers.

Through the institutional analysis, co-operatives are formed for aopting bottom up approach and thus serving the interests of people involved at the lowest level. Cooperative is the specific method of functioning through which individuals having common interests work collectively for their common shared goals. So, decision making and administrative mechanism is federated at various levels for desired outcomes.

However the administrative mechanism of the federation is managed at the apex level, which gives little flexibility to district unions and primary societies in their functioning a decentralized decision making for ensuring democratic governance would facilitate the interests of the federation effectively. Democratic process involved in running co-operative society should be made more autonomous.

Pinjar: A Study of Women's Trauma and Sufferings during Partition (Based on the Study of the Novel *Pinjar* by Amrita Pritam)

Dinesh Kumar*

Shubha Tiwari (2005) viewed the concerns of Amrita Pritam towards the females in her novels, which provided the purpose correlative on the subject matter of Partition. The disaster of partition among other dishonors and degradations had alarmed a harrowing defiance of womankind on a horrific scale. She has projected the violence against women in a heart rendering approach. The abuses of womankind included disruption and cruelty against women. Amrita Pritam also showed that the links of women with their parental families and homes were broken. Even after the women were married they were denied the physical and emotional support from their parental home. Hence, the women were displaced at both levels from the home as well as their family.

The irresistible reminiscence and insight of Partition is the ruthless hostility that went along with the immense partition. The two aspects of Partition -dislocation and violence were highlighted with vast aspect in *Pinjar*, by Amrita Pritam. How the relation of equation of Hindus and Muslims were changed by a political verdict of partitioning of Punjab was portrayed by Amrita Pritam. She also tries to contrast the circumstances before and after the Partition. Rape and abduction of women of one community by the men of the other was the way of humiliating the other community as actual and symbolic suppression. However, Amrita Pritam brings to light that it is the Hindu and Muslim women that suffer all the embarrassment. The situation further worsened that these kidnaps reached such an extent that the governments from both the sides of the border were obligated to settle conformity to recuperate the abducted women.

When Pooro tries to escape one night from the captivity of Rashida, she somehow managed to return to her family. But, at this moment when her parents see her, they avoid her. Later her father does not agree to allow her and says that "Dear daughter, it is your fate and we are helpless". Meanwhile Pooro's mother adds stating that "Who will marry you now? You are defiled! Your religion is polluted (28). These words of Pooro's parent's show the societal disgrace of abduction those days which prevailed in the society. Amrita Pritam tries to highlight that women had to continuously show their virtue and emphasize their right to self-respect in our patriarchal society and usually it was young daughters who were sacrificed.

The decisions were streamlined with the concept that daughters will be in their parents' home only for the short term. Sooner or later, once they are married they have to leave for their real home, which is their nuptial home. Pooro was obliged to go back when her parents had not accepted her. She was met by Rashida on her way back and married her the very next day. Also, in addition to the dishonor connected with the abduction, the motive for not accepting the abducted women was the protection of the other members of the family. Amrita has emphasized that the cases of molestation and rape of women were large scale happenings and not just wandering instances. These happened not only during attacks on caravans of refugees but also in immigrant camps which were sheltered by military guards.

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Pinjar is the cry of women in text against her existential destiny and communal ill-treatment. Amrita's own spousal anguish helped her to trend intricate metaphors to devise the several agonies of other woman. The novel Pinjar has been rightly chosen for a screen adaptation for its successful depiction of pain and agony of women who were used as forfeit in the vengeance game during separation. Fascinatingly there is no enmity between the two communities of the same village but against outsiders. When Pooro's brother had asked her to go back to India, she prefers to stay with her husband and her children in Pakistan. The partition was based on the "two nation" theory of the Muslim League, the Sikh and Hindu inhabitants drifted towards East Punjab and Muslims shifted to the Western side of the Radcliff Line.

As these caravans of migrating refugees were miles and miles long, the young girls from both the communities were abducted by intruders during the attacks on these caravans. Ram Chand narrates one such attack, where his sister Lajo was seized: "As I started from my home with my aged mother on my back and joined the caravan, Lajo followed me. But after sometime she was missing". (95) Another form of violence against women which is described in Pinjar is the parading of naked women through the villages and the towns. The Muslim hooligans used to abduct Hindu women and then parade them naked in the streets, while the Hindus did the same to Muslim women in the East Punjab that fell in the territory of India. Amrita Pritam also points out one such happening in the village of Rattowal, where a young girl was paraded naked by few of the Muslim youth."One day Pooro saw that a young girl was paraded naked while about ten youths in the form of procession was accompanied by a drummer passed by their village". (91)

We can see various occurrences of such parades written in the literatures of Partition in other languages as well. The feminine advance of Amrita which follows in her novel differentiates her description from those of other male writers. The funeral procession of decency depicted in Pinjar is indicative of her womanly viewpoint to look at the incident. Amrita also point out that there were refugee camps which was set up in the neighboring villages for the Hindus safeguarded by the military. However daily the Muslim louts would break in to camp and take away the young girls at night and bring them back the next morning. (91-92). All such factors illustrate the horrible brutality against the women during those days of partition. The women were seized and subjected to mass rape in public places and in the presence of large congregations. The wombs of many pregnant women were being torn open. The survivors were retained for retained for repeated rapes and humiliations until they were parceled to weak wrecks, and to the remaining men who could not find a wife.

Meantime, more and more women were abducted and then the whole cycle was repeated over again and again. Pooro had accepted her destiny and resides with Rashida and also gives birth to his son. She even attempts to send back her sister-in-law, Lajo back to her parents in India. She even regrets that she was not being accepted by her parents after her abduction. However, Pooro helps Lajo to join her family and justifies her recovery saying that "The abductions have taken place on such a large scale that the parents have started accepting their daughters abducted by the opposite community". (120)

Nibedita Mukherjee (2015) explains that Pinjar is Amrita Pritam's partition theme based novel which presents a general and irrevocable experience of a woman during the Partition. Here in the novel, the readers can feel how the delusions of many Indian girls were butchered at the time of Partition in India. The story of Pinjar revolves around the girl Pooro, whose soul and body; both were badly trodden by the lesions that will not mend for many years. Amrita Pritam was an activist all through her life. She had resolutely believed in the relationships and interactions of the heart. Amrita challenged the civilization, rituals and ethnicities even in her private life. Amrita asserts that it is the woman who suffers the embarrassment in every condition. The novelist tries to center on

the reality that woman has to continuously prove her virtue and emphasize her rights to self-esteem in our patriarchal culture.

One night when Pooro escapes from the house of Rashida, she lies on the mud floor of her parent's house like a wounded animal. Her mother helplessly says to her that if the Shaikhs find her with them they will kill her father and brothers and all of them (16). At this moment Pooro's yearning to be with her parents and to return to her standard life ends and she powerlessly returns to Rashida. "Even death had slammed the door in her face". (16). Life did not stop in Rattowal and Chattoani without Pooro. There were celebrations in both the families. Pooro's younger sister Rajjo was being married off to Ramchand, her fiancé. Parallel to this merriment in Pooro's family, there was festivity in Rashida's house, because Pooro was pregnant. But, poor Pooro was sad and disheartened as she had conceived this child from rape. Pooro has not right nor any place to express joy, be it in her parents' home or in Rashida's home. She eventually miscarries the child of Rashida. At this time Pooro captures Rashida's love for her.

The British colonizers left India under the effect of Hindu and Muslim division in the form of geographical partition and there was increase in mistrust and detestation which inundated in both the communities. (56). Amrita has depicted Pooro as an personification of maturity and her behavior reaches its supreme summit when she accepts the child by rape of an unknown crazy woman. At this point the motherhood of Pooro rises from private to general. Pooro saves a girl from the field and she takes her to the rescue camp very securely. She even forgets her bitter past and leads her sister-in-law Lajo to her brother Trilok.

The spirit of Pooro is at its zenith when she turns her back to Rashida and clasps her son to her bosom. Amrita Pritam tries to center on the conception that the home where the girl is born is her momentary nest and her marital home is genuine and eternal one for her. At the moment, it is a matter of global concern that cultural and religious norms and beliefs are the main factors for damaging practices which result in the violence against women. The character played by Pooro is the representation of woman sufferers during the partition, where she had to face all sorts of brutalities like social, physical and psychological which had destroyed her soul and her body. The abduction of Pooro and the rejection of her parents to take her back to the family, her marriage to Rashida to her change of name to Hamida and her maternity all these unpleasant incidents is a knock on the consciousness of Pooro.

The consequence of the terrible experiences and suffering of the partition had caused relocation of Amrita Pritam to India from Lahore in the year 1947. Amrita was a observer and sufferer of the hurt and suffering of the horrific time during the partition which had created the unforgettable character Pooro. She had no choice but to capitulate herself to an existential destiny. The author comments that Pooro realizes that it is a crime to be born as a girl in this world. Later on she accepts her life and forgets about the crime done by Rashida. "She eagerly longs to make love to him after all he was her husband and her son's the father. Only this was true and had mattered to her" (39). She regulates herself to the hands of destiny and then remains as Hamida by day and Pooro by night. In realism, she just remained as a skeleton without a shape or a name". (11).

Reena Mitra (2005) has emphasized that Pinjar depicts a world of social reality. It draws its meaning from a version of experienced actuality which is provoked not by a system that triumphs but by a sense of sympathy. Amrita Pritam expresses the details of history through the anxiety and disagreement which exists in the mind of Pooro, the central character of the novel and not through broad marshalling of incidents. Amrita surveys the sentiments of humans in the interpersonal affiliations in the light of the existing conditions which had unfavorably affected the public synchronization. The narrative begins with the abduction of Pooro who was put on oath by his family to avenge the humiliation of his aunt by the Sahukars, the family where Pooro belonged. When Pooro escaped

to her parent's house from Rashida's captivity, her mother commented that "Daughter, it would be better if you had died at birth". (P. 9).

Later Pooro when was taken by Rashida, he married her naming as Hamida for the rest of her life and also the name was tattooed on her arm. Hamida soon gave birth to her son, who was made to conceive forcibly and nurse it in the womb which was against her will. Initially she hated the idea of a child which was conceived forcibly, but her maternal instinct made her to love the child and his father, Rashida. The story of a village girl named Taro, whose husband had abandoned her for another woman had made Hamida's home to show like a shelter of protection. (P.20). In another incidence when a mad woman was impregnated by a savage man, Hamida (Pooro) brought this child to her house. This provoked Hindus and did not let the Muslim woman to bring up a Hindu child. However, later they lamented and allowed the child to be in the care of Hamida.

Communal conflict resulting due to partition of India had risen to an unparalleled degree of harshness. Women, particularly the people's daughters, wives and sisters were all kidnapped and were forcible held by the strangers in their houses. One such case was that of Lajo, who was Pooro's sister-in-law and Ramchand's sister. Lajo too, like Poor had been abducted and detained at the mercy of her abductor. Pooro, was now furious when each and every time she heard of capture of Muslim girls by Hindus and Hindu girls by Muslims, as these young girls had no place or anyone to go back.

Reena Mitra (2005) further adds that Amrita Pritam in Pinjar indisputably forefronts the gendered premises of customary legends and the male centered social and moral codes of behavior. Pinjar is an encumbered observation on intimidation that socialism has posed for women in the history. Particularly during the days of mutiny of post partition brutality and devastation was caused by the two communities the Muslims and the Hindus that had once lived in peace together. The abduction of Pooro in Pinjar is provoked due to the promise taken by the Shaikhs to even the score for the kidnap of a woman from their family. Partition had generated carnage, cruelty and dislocation of people from their homes. Overall it was the women, who were the worst sufferers and were victimized in different ways. There were many who had lost their children or were widowed, while the others were raped and abducted.

The tormented soul of Pooro was alone in its suffering and the painful transformation which arose when her new name was tattooed on her forearm and christened as "Hamida". Hence she led a double life Pooro in her delusions and in her memories of her parents and Hamida in Rashida's house. The depressed face of Lajo after her confinement is connected with the skeleton of a sparrow, where the novelist suggests indicating about the exhaustion of all that was human being (21). There is likeness of thoughts which exists between the protagonist Pooro and her creator in their protest against the injustice which is convened out on the women of the times. Pooro or Hamida had spent sleepless nights staring at the beams of her house roof and imagined about the plight of the women who were held forcibly by the strangers under roofs just like hers. Towards the end of the book, one can just have a high regard for the compassion with which Amrita Pritam feels for the heartbroken women and the genuineness with which she tries to express the feeling of how the life was during the period of post Partition.

The narrative structure in the book successfully expresses the veracity of the human understanding of the period which is described. Pinjar is a profound remonstrance and a social article and a work of legendary art which has been all rolled into one. The magnetism of Amrita lies in her expression and portrayal of the choices which she makes and attitudes she implements in her fictional art. Whenever the usual order of society is undermined and the conflicts are stimulated it is the women who are subjected to diverse forms of cruelty and assault. It is the stacking of humiliations on the women that the power game of opponent men in societies lays. In India the Hindu regulatory texts uphold double sets of integrity for men and women. According to the long-established social system it is

the woman has to pay greatly for any drift in keeping the family honor. The sufferings of Pooro spiral from the venerable rivalry between the Sahukars and the Shaikhs. However, the male subjugated society does not take cognizance of the melancholy and anguish which is carried on in the life of Pooro. Finally it is Pooro who has to settle herself to her fortune by making the choice of staying in Pakistan with her husband Rashida and her son.

Shreerekha Subramanian (2013) explicates that Pritam's novel Pinjar is a narrative about Pooro, where the story begins a decade before the events of partition. The following years her story becomes woven into the story of all the women who had lived, experienced and suffered the trials of partition. It is through the experiences of Pooro that we can hook up to several levels of injustices which are stanchd upon women. When Pooro was kidnapped by Rashid she was forced to undergo a life of legal wedding with him, name change to Hamida and also bear his son. As the story progresses, Pooro live with this bitterness and later develops liking for her husband and her son. She becomes a source of power for the girls and women whose condition was just like her and were susceptible due to the conditions of patriarchal cultural standard and realities of partition.

By the end of the story, Pooro rises gloriously like a warrior princess and rescues Ramchand's (her Hindu fiancé) sister and transfers her safely to the border from there Pooro returns to Rashid. However, Pooro did not opt to cross lines and take her place in the long line of rescued women in the newly formed Indian state. In consequence, Pooro forms community beyond borders with the defenseless women and helps to rescue the women from all sides of the shifting paradigm of new nations. Lastly, she is not concerned to go to her own nation where she belongs exactly. Amrita Pritam offer us illustrations of patriarchal violent behavior that is apparently determined upon the body of a woman.

Awakened to a resilience which forms the new matter of Pooro, she emerges as a Good Samaritan and a listener. Pooro shares some of the burden of young, physically abused orphan child Kammo and eventually gives her pair of new shoes, some warm clothes and also her own friendship. In this transition, Pooro sees this characteristic as her own self in an attempt of being a good mother to Kammo. Pooro feels that she had failed at being a daughter. Kammo tells Pooro about her family and their dislike for the Muslim Pooro's company. She is also known as the woman who had run away from her parent's home. Hearing this Pooro is extremely wounded and also feels wrecked. Pooro is compassionate towards Taro and finds out the main cause of her misery. Taro feels like a whore, as her husband lives with his lover, and Pooro had never heard of such criticism of patriarchy or seen such angry remonstrations.

The role of mad woman appears right in the center of the novel which is significant to Amrita Pritam's larger project of women's voice within the patriarchy. This woman is destitute, anonymous and vaguely associated to the novel which develops into the strengthening of Pooro as a rescuer, female protagonist and healer. In Rattovaal, when Pooro finds the farms of Ramchand and meets him, she is speechless and calculates the lifetime of losses which could never be conciliated again. The final sections of the novel return to us the incomplete story about life of Pooro which gives her the independence to meet, disclose herself and cause the affirmative transform which people wish for.

Amrita Pritam skips over a long period of time almost a decade when Pooro's sons are older and Rashida's farms had been burnt in Chattoanni. It was evident from the rumors that Pooro's younger brother had lit the fires to destroy the harvest of Rashida. Apprehending the seriousness of the issue, Pooro's compassion extends to the man who had suffered the loss of his harvest and also to the man who had burnt the harvest. Unlike the patriarchal authority which seeks to destroy, Pooro stands outside its orders and loves in all ways. Pritam accounts for the mass rapes, kidnappings and murders of women on both sides of the recently created borders and emphasizes the pinjar (skeleton) which is left from the burnt bodies. When Pooro finds a convoy of nine or ten young men

and a naked and injured woman who was parading in front of them she feels as though someone threw the pieces of glass in her eyes. At this point of time Pooro feels that is no longer feasible to live in this world and it is offense to be born as a girl in this age during the partition.

Pooro takes Lajjo and tenders her goodbye like she would do if she would have a sister who is just being married off. She also offers her some homemade ladoos and a red silk salwar set and the settles for the dust after the lorry takes off. Pooro makes all the choices on her own and does it with conviction which is supported with love and not on rule. The get-together of Pooro with Ramchand and her brother is filled with glum and distress. While Rashid and Ramchand hug, which is an embarrassed embrace of repentant and salvation, the brother is guilty and also inundated to find his long lost sister and his wife. Pooro makes use of this situation and says that “Even by mistake, do not ever disrespect Lajjo”. With an order and domination at once to her brother, Pooro surpasses her function as a kidnapped and lost sister. Pooro becomes the typical voice for all the women and she finds reprieve in lessening the misery of females.

Pooro forms the society with the tattered and disturbed women of her time and she tries to nurse back to health of the women whom she comes across. Pooro goes beyond her locus within the novel and she tries to alleviate the anguish of all the females, which is a direct result of patriarchal practices and statutes. Pooro expresses the influence of the chronological agent of change, who is bestowed with commands away from the restrictions which is particularly placed upon her due to the cultural types. Pooro understand the fact that woman has no choice of her own. She discovers through the unhappy lives of other women like the women who have been married off to cruel husbands or like women dying from starvation and illness; and there are insane women who are being raped and made pregnant, which is a never ending list of the basic estrangement of woman.

Amrita Pritam calls attention to the agitated ideas of Pooro which can never find phrase in language. Pooro’s radical ways of thinking keep her continuously engaged and make her to question the most simplistic circumstance like the harvest festival, where the young men and women revel with each other. She later wonders what if all the men abduct all the women. It is not the kidnap which proves as the shatter but it is the negative response from her parents, in particular her father. Finally, Pooro understands Rashida at his darkest hour, when he is ready to give up his life regretful for his greatest offense.

Throughout the novel it is shown that main character pooro who became the paradigm of sacrifice and love for everyone suffers from traumatic condition due the past memory. Every time she feels nostalgic for her parents and her fiancé Ramchand. Through the various characters of women like Kammo, mad women and Lajjo it is shown that they only suffered due the hollowness of the so called society. Due to the lusty and selfish nature male community exploits the female community. Therefore the novel *Pinjar* can be called a social document of the time which presents every aspects of the society during and before the partition. It holds the dark as well as the bright side of the society.

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Allelopathic Impact of *Croton Bonplandianum* on Some Weed and Crop Plants

Dr. Gajendra Kumar*

ABSTRACT

The annual loss of crop yield due to weed is estimated to be about 10% in India and in terms of rupees it amounts to thousands of crores annually. Allelopathy, the chemical mechanism of plant interference, is characterized by a reduction on plant performance in the association allelopathy as any direct or indirect, positive or negative effect of one plant on the other (including the microbes) through the release of chemical into the environment. The *croton bonplandianum* is an abnoxious weed. In order to fill this gap in knowledge, a study was planned to understand the allelopathic effect of *croton bonplandianum* with weed and crop plants.

INTRODUCTION AND DEFINITION

The term Allelopathy is derived from two Greek words Allelon means, each other and pathos means to suffer i.e. the injurious effect of one upon another. However, Molish (1973) who coined this term, refer to all biochemical interactions among plants, including micro organisms. **Allelon**–chemicals, which inhibited the growth of some species at certain concentration, may stimulate the growth of same or, different species.

Croton bonplandianum: The *croton bonplandianum* is an obnoxious weed of family Euphorbiaceae, native to south America and was reported from India during late 1890. It now occurs widely along roadside, railway's, abandoned field, in wide open ravines, paddy or, sugarcane field and on sandy or sandy clay soils. This species is seldom found in areas enclosed by shrubs and trees where free movement of air gets hindered. Flowering and fruiting is observed particularly in the months of April, August, September and December through out the year:

IDENTIFICATION

It is an annual-perennial erect wild herb or sub-shrub up to 01m tall, stellate, whitish hairs flat – 0.3-0.5mm in diameter, stipule 0.5mm long, leaves – pseudo – verticillate, petiole-0.5-1.2cm long, pubescent, blade ovate – elliptic to lanceolate, 03-5.5 by 1-2cm base obtuse, margin serrate, colour – pubescent on both side glabre scent, venation – only visible below, side veins in 6-7 pairs, basal pair different. Inflorescence Racemose, raceme, creamy- white, 4-12 cm long with 2-7 pistillate, male flower in the upper portion female flower in the lower portion without bisexual bracts, pubescent ovaries staminate flower sub-glabrous to glabrous outside pedicel 01-1.5mm, by 0.5mm stamens 13-16, sepals 1mm long petals absent ovary 1.5mm long, stigmas free 1.5mm-2mm long.

Croton bonplandianum is highly invasive species and forms its colonies wherever it invades- several factors contribute in its ability of quickly invading and establishing in different habitats. These include fast growth rate, high vegetative and reproductive potential.

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In **Mathepura** and surrounding areas the predominantly applied control method is mechanical uprooting and culting with help of sickels. As a result, a large amount of *C. bonplandianum* accumulates in the open areas agricultural field and their boundaries, despite above preliminary report, the mechanism of spread of weed at the cost of other plants still remains to be unknown. There is lack of information as regard to the change in soil nutrients after invasion of the weed. *C bonplandianum* is obnoxious weed for farmers ecotologist/biologist horticulturists, environmentalist and common men specially in north India.

OBJECTIVE

TO study various biological and ecological features of croton bonplandianum Baill and physico – chemical characteristics of its rhizosphere soil.

Observation

1. Physical measurement and biomass evaluation of different part of *C bonplandianum* at pre and post flowering stage on over 100 plants
2. Impact of rhizosphere soil of the weed on cumulative growth (in terms of root and shoot length and dry biomass per seedling) at few crops i.e. *Triticum aestivum* L. *brassica rapa* L. *brassica oleracea* var *botrytis* and weed plants i.e. *melilotus alba* medik, *vicia sativa* L. and *medicago hispida* Gaertn

Rhizosphere soil: is an active root zone of soil which is densely populated and where most of the biotic interaction among micro organisms. It is also an abundant source of organic material in which fauna and flora is dependent for food i.e. soil in and around of the root system (approx at 5-15cm depth and 10cmradius) was collected from *C bonplandianum* invaded agricultural field in area invaded by this weed. Sustainability and soil health are deteriorated because of its fast spread, utilization of nutrients it thus damage the whole ecosystem. In uncultivated lands upon invasion it spreads vigorously covering the large area forming pure cultures and thus reduces grazing area it checks the growth other grasses and weeds and causes the thinning f floral diversity.

Weeds are real nuisance for cropping system they not only reduce crop yield but also elevate farm production costs through excess energy and manure spent in controlling besides their negative values are depicted during harvesting marketing and storage of crop. The annual loss of crop yield due to weed is estimated to be about 10% in India and terms of rupees it amounts to thousands of crores annually. Weeds absorb nutrias and moisture faster and accumulate then in larger amount as compared to crops thus causing reduction in crop yield.

In our country there is a serious problem of weed invasion causing heavy financial losses allelopathy may be introduces as safe and non- hazardous practice to ensure conservation af environment and the soil ecology. allelopathic substances are water sduble or not specific experiments were conducted the aqueous extracts prepared from dried and powdered parts of the weed viz. Root, stem and leaves of croton bonplandeanum were found to be inhibitory towards growth(root length, shoot and dry weight of crops) crops *triticum aestium*, *brassica rapa* and *brassica oleracea* and weeds (*melilotus alba*, *vicia sativa*). However the phydotoxicity of extracts fiffered with different parts.

Table-1: Characteristic of croton bonplandianum bail collected from Study site:- Applying 2 sample, t-test

Features	Pre flowering stage	Post flowering stage
Growth features		
Rhizosphere area (cm ²)	24.13±3.17	84.26±2.20
Basal area (cm ²)	6.87±0.53	15.39±0.77

Features	Pre flowering stage	Post flowering stage
Aerial spread (cm ²)	0.02±0.003	0.41±0.03
Average number (cm)		
a. Leaves/plant b. Branches/plant	680.9±18.13 8.49±2.46	2040±22.26 16.10±5.60
Average length a. Above ground part b. Primary root c. Secondary rood d. Tertiary root	18012±2.68 6.28±2.13 7.11±1.19 2.12±1.10	67.29±9.23 16.16±5.16 11.29±3.26 4.44±2.13
Fresh biomass (g)/plant a. Above ground part b. Stem c. Leaves d. Roots	34.16±5.48 4.71±0.67 21.19±5.44 0.96±1.82	175.7±26.9 92.15±10.9 40.69±7.58 28.46±2.13
Dry Biomass (g)/plant a. Above ground part b. Stem c. Leaves d. Root	6.522.14 2.460.33 8.790.16 0.680.43	35.47±4.29 26.12±4.92 22.09±3.17 5.14±0.99
Inflorescences/plant a. No. of inflorescence b. No. of flower c. Flower diameter d. Fresh biomass e. Dry biomass/plant	– – – – –	159.9±12.6 11.19±0.15 0.7±0.005 27.23±3.13 11.46±2.62
Seeds a. Number/plans b. Length (mm) c. Width (mm) d. Weight 100 plants	– – – –	34.5±9.76 4.7±0.22 2.8±0.17 1.02±5.36

±Represent Standard deviation

List of weed exhibiting allelopathic effect on other plants (reports after 1997)

Sl. No.	Source	Target Plant	Part used its and effect	Reference
01.	Oryza Sativa	Echinochloa crusgalli	Aqueous extract of whole plants and root exudates inhibited the seedling growth	Haibin, 2007
02.	Raphanus Sativus L.	Zeamays and weed infesting Zea mays L. fields	Mature plant incorporated into the soil reduced the number of monocotyledon and dicotyledon weed increased the yield of maize	Dogon and Uygur, 2005
03.	Helianthus annuus L.	Phalaris minor Retz.	Green manure reduced the growth of weed	Om.et. al.2002
04.	Eichnochloa Crusgalli (L.) P. Beauv	Oryza Sativa L.	Residues of weed reduced the yield of rice	Dilday et. al. 2001

CONCLUSION

Following conclusions can be drawn:-

- C. bonplandianum is invasive in nature due to its favourable growth attributes and high reproductive potential.
- Allelo-Chemical impair the photosynthetic machinery by decreasing the chlorophyll content of the recipient plant:
- The rhizosphere soil of croton bonplandianum was found to be retardatory towards growth of various test plants. Availability of nutrients was not responsible for observed growth inhibitory effect.
- Different parts of C. bonplandianum exhibited differential phytotoxicity the leaves were most phytotoxic in nature.
- C. bonplandianum is problem weed for farmers, Ecologist/biologist and common man especially in north India.
- To identify some other fast growing weed species which have some allelopathic potential.
- The rhizosphere soil of C. bonplandianum exhibit phytotoxicity on test plants due to the presence of appreciable amount of phenolic compounds.
- Organic fraction can be dried for future use.

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Intergration of ICT in Education

Dr. Parth Sarthi Pandey*

ABSTRACT

Education is one major sector which has undergone the influence of innovations in ICT. Starting from providing online content service, platform for organizing learning experiences to managing learning and assessment has been changed greatly by ICT developments. Students, teachers and educational administrators and every stakeholder in education have been benefitted by the integration of ICT in education. Rest of the Units in this course are going to deal with these issues at a greater length. ICT is evolving in a very fast pace. Our grandparents grew up in a society with no telephone; our parents in a society in which the radio was the first and television was the last source of information. We live in a world of internet. And the new generation in in the wireless world. As a result the world around us also has changed dramatically over the years. This dramatic change in the field of ICT is a result of innovations in the field of science, defense and business. These innovations have reduced the sizes of the technological tools and increased the speed in which they operate to process data and communicate information.

The major part of the 20th century was dominated by behaviourism as a central theory which governed the principles practised in educational practice. The result of practices guided by behaviorist principles lead to educational practices which could be broadly termed as “instructivism”. In this form of practice, teaching models predominantly believed in “information transfer”.

INTRODUCTION

ICT In our Life

The widespread use of ICT in Education is not just a coincidence. It is observed in all aspects our life. Let us take a look at the extent to which ICT has permeated our life. Through e-commerce one can also offer services pertaining to processing transactions, documentation, presentations, inventory management and gathering product information. In other words, every business activity can be done being at home. Every service a traditional bank provides is available these days through online service. Starting from transferring money from one account to other up to running the day-today transactions of the bank are provided through internet. Through the networking of banks, this has become a reality. Capital market transactions, financial analysis and related services are available on the online platforms. Internet is a major source of entertainment. Internet is a hub of movies, games, books, and social networking. Due to digital broadcasting, the television experience itself is changing. We can easily record the television programs and view it. Digital broadcasting has changed the way we experience television, with more interactive programming and participation. Digital cameras, printers and scanners have enabled more people to experiment with image production. Both Central and State Governments are actively encouraging e-governance practices. Digital India initiative of Government of India is the best examples of this. With these, and even before many government services are available online. We can enroll ourselves in the

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electoral roll of the local assembly constituency through the State Election Commission portal. We can book an LPG cylinder through the website of the gas supplier, pay electricity bills online through an online bill desk. Land related RTC can be viewed through internet being at home. ICT is also providing a platform for a conversation between the public and the government through various social networking services.

ICT in Education

Education is one major sector which has undergone the influence of innovations in ICT. Starting from providing online content service, platform for organizing learning experiences to managing learning and assessment has been changed greatly by ICT developments. Students, teachers and educational administrators and every stakeholder in education have been benefitted by the integration of ICT in education. Rest of the Units in this course are going to deal with these issues at a greater length.

The concept map given here illustrates how ICTs have the potential to be used in various practices of education, including teaching and learning, assessment, administration and teacher professional development. For example, the teaching and learning dimension of education can integrate ICTs in content creation, content delivery and collaboration. Let us see one of them in detail, content development for example. ICT provides us with many tools, including hardware and content. The hardware encompasses computing devices as well as display devices. The content sources can be Open Education Resources (OER), and Reusable Learning Objects (RLO). Similar detailed exploration of ICT use can be taken up for other aspects of educational practice. Professional development of teachers is another such example. ICT tools provide various opportunities in the form of Webinars, online courses, online collaborative projects, online tutorials, social networking, and so on. Look at other components presented in the graphic and see how ICTs contribute for educational practice. Rest of the Units in this course is going to deal with these topics at a greater length.

Evolution of ICT

ICT is evolving in a very fast pace. Our grandparents grew up in a society with no telephone; our parents in a society in which the radio was the first and television was the last source of information. We live in a world of internet. And the new generation in in the wireless world. As a result the world around us also has changed dramatically over the years. This dramatic change in the field of ICT is a result of innovations in the field of science, defense and business. These innovations have reduced the sizes of the technological tools and increased the speed in which they operate to process data and communicate information.

We can identify five phases of ICT evolution. They are evolution in computer, PC, microprocessor, internet and wireless links. The first phase related to evolution of ICT is identified with the creation of electromagnetic calculator during World War II, weighing about 5 tons. Invention of transistors in 1947 led to development of smaller but versatile computers. With the input-output technology changing from punch cards to magnetic tapes, "Computer" became a catch word. The second phase of ICT evolution is associated with the development of personal computers during 1970's. Development of chip technology and manufacturing magnetic discs transformed huge computers into desktops, which are called personal computers. Word processing, accounting and graphics became very accessible. Third phase of ICT evolution is related to development of microprocessors. Microprocessor, a multipurpose, programmable device that accepts digital data as input, processes it according to instructions stored in its memory, and provides results as output. Microprocessors reduced the

cost of processing power. The fourth phase of ICT evolution is around networking. Starting from connecting computers within a small geographic area for the field of Defense and Education to connecting the computers worldwide resulting in internet is the landmark development in the field of ICT. This resulted in breaking the distance barrier across the geographies and world being called a global village. Social networking is a byproduct of this. Introduction of broadband has accelerated this evolution. The fifth phase of ICT evolution is related to the development of wireless, which refers to the present phase. This phase began with the invention of the mobile phone. The initial mobile phones were large and bulky. Reduction in size has been accompanied by a greatly expanded range of functions. Now mobile phones are used for talking, transmitting messages, pictures and music, browsing, navigating. Satellite phones have allowed us to get connected even in the absence of telephone and cell phones.

Evolution of ICT in Education

Application of ICT in Education has precedence of development of Educational Technology. Since the present day ICTs have all the strengths of erstwhile, education technology, even the field of educational technology has renamed itself as ICT. In this sense, ICT includes both traditional as well as modern educational technology.

This integration of ICT in the field of education has been due to two major reasons. The first one is the paradigmatic change in the way we started looking at the process of learning and consequently the teaching practices. The second one is the evolution of new technology which could meet the needs from the first change. Let us look at each of them in detail.

THE PARADIGM SHIFT

The major part of the 20th century was dominated by behaviourism as a central theory which governed the principles practised in educational practice. The result of practices guided by behaviorist principles lead to educational practices which could be broadly termed as “instructivism”. In this form of practice, teaching models predominantly believed in “information transfer”.

The last decade of 20th century onwards educational practices started getting influenced highly by a theoretical position namely “constructivism”. Constructivist paradigm of educational practice believed in knowledge creation by the learner. This necessitated the active involvement in the knowledge re-creation process i.e., learning. One of the variants of constructivism, social constructivism positioned that knowledge creation while learning is a social process. Social interaction was identified as a necessity for learning to happen. This theoretical position took learning beyond the walls of the classroom. All these together opened up new pedagogic possibilities in and outside the classroom. The pedagogical practices changed from lecture mode to interaction mode.

CONVERGENCE OF TECHNOLOGY AND TELECOMMUNICATIONS

Parallel developments in the field of technology lead to convergence of technology and telecommunications. We saw, as mentioned earlier, the way we got connected with each other. Social networking became a virtual reality. Interacting with people who are hundreds of thousands of kilometers away, especially, in real time became a reality. The barrier of distance to communicate dissolved. There were new avenues to express oneself in the form of blog and microblog. Digital revolution made data processing very easy to handle. In other words, ICT provided an ideal platform for learning in the new paradigm.

Nature of ICT

Having learnt that ICT has penetrated every walk of our life, it is important to understand why ICT has such a penetration? Some features of ICT have facilitated this widespread use. Let us see some of them.

- **Speed:** The innovations in internet and broadband have made the communication instantaneous. Modern mobile applications have allowed people to communicate with each other in real time. There is no time lag between two places which are thousands of kilometers apart.
- **Precision:** The information that is communicated through ICT is very precise. Since there is no time lag in the communication, there is less chances of miscommunications.
- **Versatile:** ICT can help in doing multiple tasks. Data can be gathered, verified, processed, and managed. Information can be communicated. ICT provides a multi-media platform for such communication.
- **Cost:** ICT tools seem very expensive. But when we account for their reach, they come out to be very cheap. For example, the cost involved in printing text books is very high economically as well as environmentally. On the other hand preparing and using digital form of the book need high one time investment in creating. But once created, it can be used by any number of users without incurring additional cost.

Though, ICT provides us with so many options of utilizing it, there is also growing concerns associated with it. Some concerns are listed here.

- **Digital divide:** Digital divide refers to a large difference between two or more groups in a population in the distribution and effective use of ICT resources. For example, the internet penetration in urban and rural India is quite different. From one perspective, ICTs are considered to bridge the gap between subgroups of a population. But off late, it has been said that ICT is contributing towards widening the gaps.
- **Hacking:** The access to our various accounts is through user ids, and these services are provided through internet. Through internet people steal and gather security passwords of others, get access to others' accounts. This is termed as hacking. Hackers also get into users' banking accounts and inflict financial losses. Not sharing password with others and frequent change of password has become a necessity for safe internet usage.
- **Unauthorized content use:** Internet and digital form of the data has allowed easy duplication of the content without attributing/acknowledging the source of the content. High speed internet and high capacity storage devices have made it easy. Appropriate attribution needs to be done as an ethical ICT use.
- **Trolls and abuses:** Internet is also a platform to express personal enmity in the form of trolling and abusing people online. Since it is easy to conceal identity in internet, people resort to this practice more frequently.
- **Viruses:** Viruses are relatively simple program written by people and designed to cause nuisance or damage to computers or their files. They are also responsible for corrupting data and data loss.
- **Privacy concerns:** Internet is also a hub of lot of personal data. It is possible to track individual activities in the internet. Such data on user behavior can be misused for the marketing purposes. Many civil rights activists fear the danger of authoritarian governments to monitor and manipulate freedom of movement, speech, political activism and social and personal behaviors. Similarly consumer-rights advocates fear that close monitoring of data of an individual's buying habits will allow businesses to share market information on spending preferences and capacities.

- Health: Internet and social networking addiction is a popular and identified side effect of emergence of ICT. Excessive internet usage is also associated with low attention problems.

Let Us Sum Up

- This unit has attempted to unpack the concept of ICT. UNESCO has defined ICT as forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.
- ICTs have evolved over a period of time. The size of ICTs has evolved starting from room sized computers to small tools like handheld devices. The speed has evolved from dial up connections to data packets through high speed broad bands. The media used in ICT has evolved from mono-medium to multimedia.
- ICT has interspersed every walk of our life. From business, banking, entertainment, public service to education. In education, the ICT use has changed the landscape of educational practice. Every aspect of classroom, i.e., teaching, learning, assessment, student data management, library services and so on have become ICT integrated.
- The two major reasons for the extensive use of ICT in educational practices are paradigm shift in favour of constructivism which put more emphasis in interactivity in learning and emergence of ICT with the features of provision to express oneself freely and synchronous interactivity.
- Major reason for such a widespread use of ICT in various sectors, and various educational practices is the speed, accuracy, versatility and cost involved with ICT.
- There are also few concerns on using ICTs. Some of these are related to safe ICT usage and others are related to ethical ICT use.

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Export of Indian Sandstones- A Case Study

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ABSTRACT

The sandstone is a hard and resistant rock hence a great variety of products are prepared and demanded by users worldwide. The sandstone of India is in good demand from various countries due to its quality and the artwork of our artisans. The county produces great variety of products and are used in Monuments, and buildings etc. The International Market demand of sandstone is growing continuously observed from in this study. The quantity of export of sandstone from India and revenue collection is consistently increasing.

Keywords: Sandstone, Mining, Quantity, Revenue, Rock, Export, Economics.

INTRODUCTION

India is one of the most potential country with regard to mineral production. It possesses a very wide spectrum of deposits and production of dimensional stones which includes Granite, Rhyolite, Porphyry, Marble, Serpentine, Sandstone, Limestone, Slate, Phyllite/ Shale, Quartzite, Basalt, Schist, Gniess and many other rocks as per their availability in particular locality in various parts of the country.

The Indian stone industry has been evolved into the production and manufacturing of a vast variety of types of items viz. sculptures, Statues, blocks, flooring slabs, roofing slabs structural slabs, monuments, tomb stones,, cobbles, pebbles, landscape garden stones etc.

The wide ranges of decorative stones like Sandstone, Marble, Granite, etc. found in India. The good quantity of these decorative stone is exported to various countries by mine owners, commercial manufacturers and suppliers. The sandstone is one of the decorative stone which is exported in good quantity worldwide since last few years.

OBJECTIVE OF STUDY

In this study main objectives are as under:

- Study of Sandstone and its quality with regard to export.
- Study of year wise Export quantity of Sandstone.
- Exploration of Future Market / Countries and their Requirements regarding Sandstone.
- Demand of Sandstone in International market.
- Research & Development for Sandstone uses etc.

GEOLOGY OF SANDSTONE

The Sandstone is a clastic sedimentary rock formed after deposition and lithification of clastic materials in sedimentary basin. These are composed mainly of sand-sized (0.0625 to 2

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mm) mineral particles or rock fragments of pre-existing rocks after their weathering and erosion. Most sandstones are composed of quartz along with some other accessory minerals which are bit resistant to weathering at the surface of the Earth. The sandstones are found in a variety of colours due to presence of impurities within the rock. The common colours of sandstones are red (light to dark or flashy colours), tan, brown, yellow, grey, pink, white, black etc. Since the sandstone rock is hard and resistant so its beds are often form highly visible cliffs and other topographic features and can easily be recognised with certain colours of sandstones in different regions.

The rock formations that are composed of sandstone usually allow the percolation of water and other fluids and as it is porous enough to allow the liquids to pass through or to store large quantities and hence making them valuable aquifers and petroleum reservoirs. The fine-grained sandstones are better able to filter out pollutants present in the water than are rocks with cracks and crevices, such as limestone or other rocks fractured by seismic activity, sometimes some soluble salts present in the sandstone may be dissolved.

The quartz-bearing sandstones are sometimes converted into quartzite through thermal metamorphism, usually related to tectonic activity within orogenic belts.

SANDSTONE DEPOSIT IN INDIA

Geologically the sandstone rocks are found in almost the geologic formations from Proterozoic to Recent. The Precambrian rocks lack in sandstones because all the rocks of this era are metamorphosed whereas the sandstone rock is of sedimentary origin. The sandstones of Precambrian Time are now found as quartzite which also a tough stone hence used as dimensional stone and as road metal. The most popular sandstones are found in the Vindhyan Supergroup and in the Marwar Supergroup.

Sandstone reserves in India are found over the states of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Madhya Pradesh, Meghalaya, Mizoram, Karnataka, Orissa, Rajasthan, Uttar Pradesh, Tamil Nadu, West Bengal etc. Over 90% of the workable deposits of sandstone are in Rajasthan, spread over the districts of Bharatpur, Dholpur, Kota, Sawai-Madhopur, Karauli, Bundi, Jhalawar, Chittorgarh, Jodhpur, Bikaner, Nagaur and Jaisalmer.

India is among one of the leading countries when it comes to mining and export of sandstone rock. The best part with Sandstone from India is that it is available in different colours and considered best for interior as well as exterior use. Some commercially popular sandstone products from India include names like: Tint Mint, White Mint, Mint Fossils, Modak, Agra Red, Rainbow Sandstone, Raj Green, Teak, Buff Brown, Dhoplur Chocolate, Beige, Dholpur Pink, Mandana Red, Jodhpur Pink, Jodhpur Red, Jaisalmer Yellow etc.

The varieties of sandstones are available in a number of finishes and come with great strength. However, a commercial variety of sandstone called Rainbow is found in layered form, so is not suitable when good thickness and toughness is required. The Jodhpur Sandstone is best when used in front elevation and it also posses high compressive strength.

DESCRIPTION OF PROBLEMS & ISSUES

The demand for export of sandstone is continuously growing in the current scenario. The huge quantity is required to maintain the supply in the International Market with upcoming requirement for sandstone but government's concerned departments are deducing proper policies to control and facilitate quality and quantity for demand and supply of sandstone. The government departments

are also developing policies for proper management of waste and scrap of utilization sandstone for supply in National and International Market.

The Attention and awareness is also required for the exploration and prospecting of present and new sandstone deposits to maintain the mining and supply for the upcoming and future National and International Market Sandstone.

METHOD

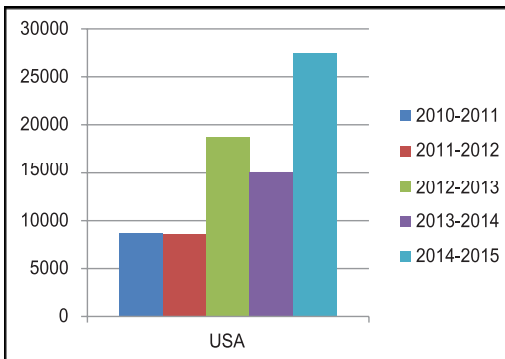
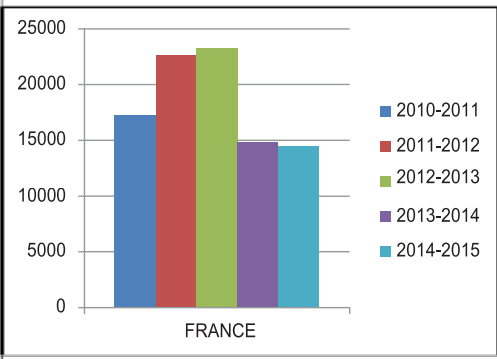
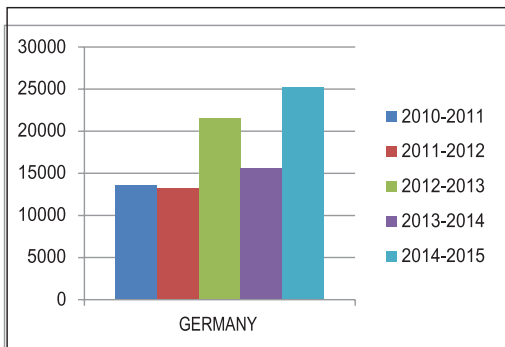
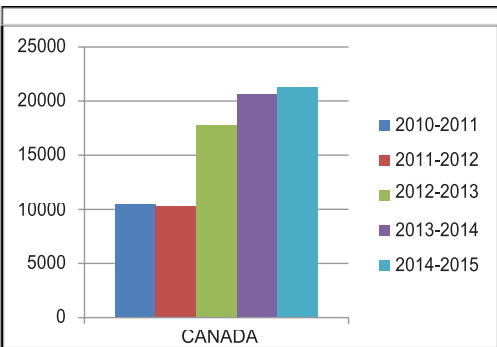
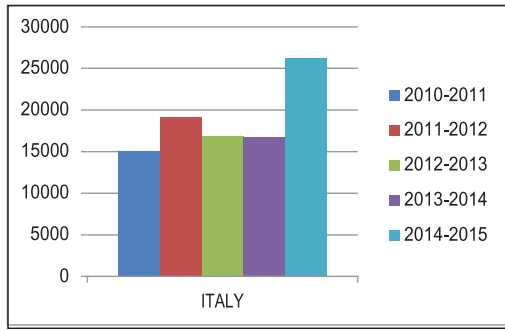
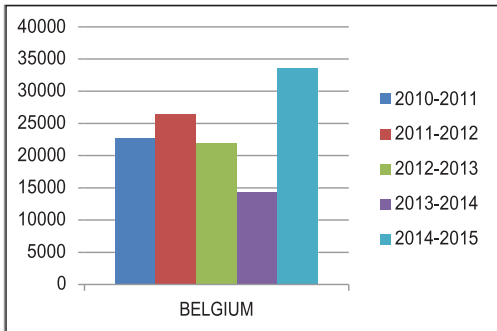
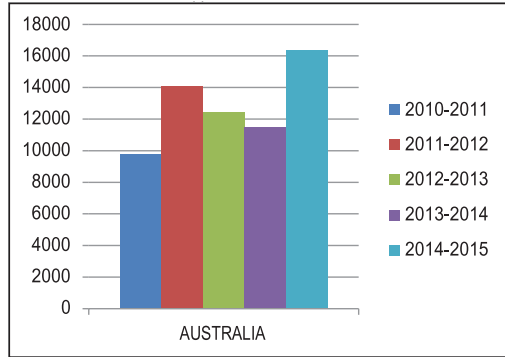
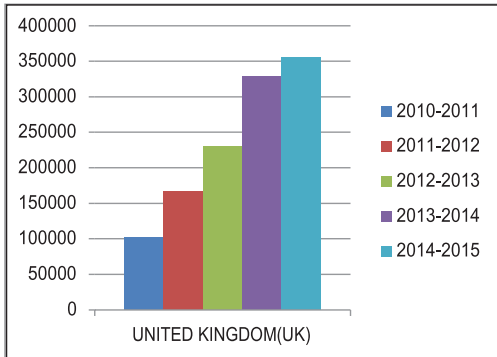
The Statistical data of exports a period of continuous five financial years from 2010-11 to 2014-15 has been collected from various agencies and presented in tabular form and Graphs has also been prepared and presented in this study.

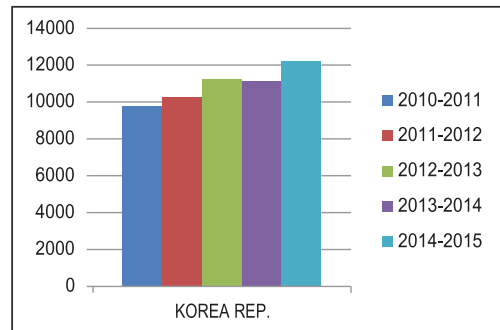
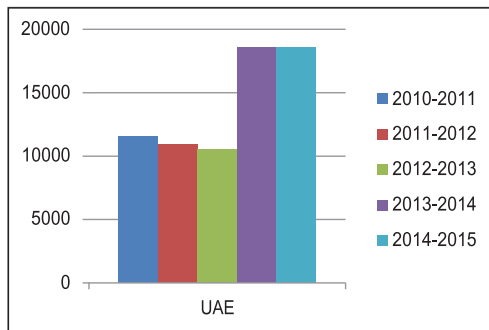
STATISTICAL DATA & GRAPHS SHOWN EXPORT QUANTITY OF LAST FIVE YEARS

Table-1: Yearly Figure's of Quantity & Revenue

YEARLY FIGURES OF (QUANTITY & VALUE)										
Name of Country	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Qty (t)	Value (₹'000)	Qty (t)	Value (₹'000)	Qty (t)	Value (₹'000)	Qty (t)	Value (₹'000)	Qty (t)	Value (₹'000)
UK	102433	1368988	166508	1828772	230469	2921188	329143	4760663	355039	5220718
AUSTRALIA	9790	152895	14061	236903	12426	179515	11495	216120	16373	253908
BELGIUM	22776	155132	26500	183277	21862	168000	14405	140982	33527	283952
ITALY	14974	146110	19193	174311	16879	148720	16682	213015	26255	241209
CANADA	10518	125035	10287	158532	17788	309135	20632	408021	21272	386230
GERMANY	13567	139289	13255	144540	21493	202530	15576	228499	25197	263064
FRANCE	17304	106655	22678	127452	23279	125169	14840	135505	14457	126944
USA	8704	93054	8628	113973	18724	189942	15016	284215	27433	449763
UAE	11530	111778	10900	109829	10538	127401	18537	214719	18569	214134
KOREA REP	9764	95733	10263	105955	11235	119015	11112	145644	12234	153384
OTHER CO.	82778	718316	67965	682328	64873	666987	73436	831903	76652	929817
ALL CO.	304138	3212985	370238	3865872	449566	5157602	540874	7579286	627008	8523123

COUNTRY WISE YEARLY SHOWN QUANTITY(t) GRAPHS





ANALYSIS

The data collected analyzed critically shows that in general the demand for sandstone demand is increasing in the international market and the revenue of the money collection is also increasing consistently.

The United Kingdom (UK) emerged as the biggest buyer of sandstone from India in comparison to other countries. Other countries are quite behind in importing sandstone from India. The countries like Belgium, Italy, Canada, Germany, France, UAE etc also for buying sandstone and the import quantity is also increasing in general in five years of study period. There is a clear and consistent increasing trend in export to the countries like United Kingdom, Canada and Republic of Korea. The countries like Australia, Belgium, Italy, Germany, USA and UAE show some ups and down in importing sandstone from India but in the last year of study i.e. 2014-15 it shows sufficient increase in these countries. The France is the only country which also show some ups and down in importing sandstone from India but it show increase in initial three years and in last two years it shows decreasing trend in importing sandstone from India.

Whether the study show increase or ups and down in quantity of export supply of sandstone but the study of revenue of money collected of all the countries included importing sandstone from show increasing trend, which is a positive sign in terms of economics.

As per the data and its analysis in this study, it can easily be said that the future demand of Sandstone will definitely increase in almost all countries and some new countries may also come ford to import sandstone from India and the money collection through sandstone export will also increase satisfactorily.

Since, as per prediction of this study the demand for sandstone export will increase so, it is required to the geologists, mining engineers, mine owners, suppliers and the government departments must gear up explore deposits and developed deposits of sandstone and quality of finished product should also be improved for maintain continuous quantity and quality of supply of desired product to fulfill the upcoming demand of Sandstone in International Market.

CONCLUSIONS

The study data of five years of the Sandstone Export shows that:

There are mainly nine countries along with some other countries with small quantity which buy sandstone from India. Main importing countries are United Kingdom (UK), Australia, Belgium, Italy, Canada, Germany, USA, France and UAE. United Kingdom (UK) is our largest buyer of Sandstone in comparison to other countries.

The countries like United Kingdom, Canada and Republic of Korea show consistent increasing trend in export but to the countries like Australia, Belgium, Italy, Germany, USA, UAE and France show ups and down in export. As a whole the export of sandstone is increasing consistently.

The data of revenue of money collected through export of sandstone show consistent increasing trend which a good sign for Indian Economy. The revenue in export of sandstone is also increasing consistently

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The Process and Problems of Business Start-Ups

Dr. Manish Kachhwaha* and Prof. (Dr.) L. C. Bhandari**

ABSTRACT

Entrepreneurship is both the study of how new businesses are created as well as the actual process of starting a new business – the term is used interchangeably. An entrepreneur is someone who has an idea and who works to create a product or service that people will buy, by building an organization to support those sales.

“... there is little known about the initial phases of the process (of entrepreneurship). The conception, birth and early development of new ventures are very much an uncharted territory”. (Reynolds and White, 1997:1).

This paper sets out to examine the process and problems encountered by new business start-ups. A didactic overview, based on past and current literature in the field, identifies the most common theoretical frameworks frequenting the academic literature and assesses their contribution to explaining and understanding the Process and Problems of New Venture Creation.

The founding of a new organisation is not instantaneous and the process is a largely complex one. The nature of this process - which is characterized by spontaneity and uncertainty - makes it more difficult to pin down an exact theory. As Gartner (1985) points out, entrepreneurial firms are too diverse to permit generalization, and the process of starting up a new business has become a multidimensional phenomenon. The different approaches, suggested in literature, explaining the process of new venture creation, have attracted much academic controversy, given the lack of consistent empirical research on the process of new business creation. In this light, the author suggests that a more holistic understanding of the process may be gained through the integrated theoretical frameworks of new venture creation presented in the literature, which aim to capture the most important variables and characteristics of the new venture creation process.

The second part of the paper deals with the problems facing entrepreneurs in new venture creation. Many start-ups never reach establishment, and the majority close up within one year after they have become established. Embarking on a new business is one of adventure and challenge but it brings with it high risk and uncertainty. This paper does not seek to detail each and every industry-specific problem that start-ups experience, but aims to identify and examine the most common difficulties encountered by Start-Ups in the early stages of establishment, irrespective of sector or industry.

OBJECTIVES OF PAPER

Objectives and Scope

This paper will examine the process and problems encountered by new business start-ups in the field of entrepreneurship. It aims to provide a didactic overview based on past and current

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literature in the field, identifying the most common theoretical frameworks frequenting the academic literature and assessing their contribution to explaining and understanding the

Process and Problems of New Venture Creation.

Entrepreneurship is one of the youngest paradigms in management science (Bygrave 1989b) and there is no general agreement on the defining concepts and variables explaining it. This too is reflective of the Start-Up process in the study of Entrepreneurship, where little agreement can be made on a common theoretical framework (Bhaves, 1995). In practice, the founding of a new organization is not instantaneous and the process is a largely complex one. It evolves over time, as one must seek resources and compete in the marketplace. In much of the literature, this process of establishing the entrepreneurial start-up is characterized by both uncertainty, in terms of outcomes, success, failure, survival, lack of knowledge and understanding (Deakins & Whittam, 2000:116). Reynolds and White (1997:1) comment that “there is little known about the initial phases of the process (entrepreneurship). The conception, birth and early development of new ventures are very much *an uncharted territory*”.

The different approaches, suggested in literature, explaining the process of new venture creation, have ignited much academic controversy. Moreover, there exists little consensus found across empirical studies for describing the process of new firms upon initiation. Despite the limitations in empirical evidence and diversity of academic opinion, insight can be gained by adopting important and empirically tested aspects of these different approaches and models to explain the start-up process. The most relevant aspects can be integrated into a theoretical framework to encapsulate the important stages and events encountered by start-up ventures. The scope of paper will be limited to the actual process of firm creation – from idea conception to establishment of the new organisation – and the problems encountered by firm and individuals during the start-up process.

Before launching into the theoretical approaches, the next section presents definitions and key terminology of the topic in question.

The Concept of “Process of Business Start-Up”

The stages leading up to the legal creation of the organisation, when it becomes an organisation or active legal business entity, is also referred to in biological terms - the *journey from conception to birth*. Gartner (1985) has referred to this process of starting up as one which involves events before an organisation becomes an organisation, that is, organisation creation involves those factors that lead to and influence the process of starting a business.

Weich (1979) defined “New Venture Creation as the organizing of new organisations, ...to organize is to assemble ongoing interdependent actions into sensible sequences that generate sensible outcomes”.

A number of researchers have labeled this time period in an organisation’s life as “Start-up” (Van De Ven, Angle & Poole 1989; Vesper, 1990), Preorganisation (Katz & Gartner, 1988; Hansen 1990), Organisation in Vitro (Hansen & Wortman 1989); Prelaunch (McMullan & Long, 1990); Gestation (Reynolds & Miller, 1992; Whetten, 1987); Organisational Emergence (all cited in Gartner et al 1992: 373). These all refer to the same phenomenon.

Reynolds and Miller (1992) referred to the start-up process as a *biological cycle* in that the process can be described as a “gestation process” from conception to birth. There has been little study on the gestation of firms. The authors admit that it is very complex to identify when the idea of the firm has been conceived or when does the initial idea for a business come about. The answer is “we do not know”. The process leading up to the birth of the firm is still largely a mystery and the actual duration of gestation has not been determined. Nevertheless, empirical evidence has

shown that a common indicator for the birth (birth date) of the firm has been usually the date of its first sale as a sign that the firm is active participant in the economy (Reynolds & Miller, 1992). It is understanding the conception of the idea and the events leading up to the birth of the new business entity which has become the real challenge for academics.

The individual(s) which finds, manages and drives the creation of the new firm is commonly referred to as the *nascent entrepreneur*. Endemic to the process of business start up, the backgrounds and character traits of nascent entrepreneurs have been a common theme of research in understanding the start-up process (Entrepreneurial Trait approach will be looked at in the section 2.4). Reynolds (1994) suggested that nascent entrepreneurship should form part of the process and not just outcomes. He identified the principles of networking, resource mobilization, and entrepreneurial enactment should be inherent to the process of creating new business.

MAIN THEORETICAL APPROACHES TO NEW VENTURE FORMATION OR START-UP PROCESS

The theoretical frameworks in literature have aimed to provide an understanding and explanation to the process of venture formation and factors influencing its creation. As noted earlier, diversity of opinion and little consistency in empirical evidence have prevented new venture **creation process being underpinned to one paradigm**. As there appears no one best way of understanding this phenomenon, this section will identify the key models that have attempted to explore this area.

Some Macro Perspectives of New Firm Creation

Schumpeterian Conceptualization of The Entrepreneurial Creation Process

Joseph Schumpeter's book titled "The Theory of Economic Development" (1912), was the first to refer to the creation of new firms as a factor of economic development. Schumpeter believed that the emergence of a new firm depended on the entrepreneur's identification of opportunities for combinations of production factors, which can result from technological change. The Schumpeterian model of new firm creation is illustrated in figure 1.

Schumpeter postulated that innovation is a central factor in new firm creation and the driving force behind industrial change. According to Schumpeter "A perennial gale of creative destruction" brings firm creation – destruction is the price of innovation leading to the emergence of new firms in economies. He proposed that if innovation can determine the speed of structural change in industry, then technological change acts as the "cue" for the leading on of new firms to take the stage.

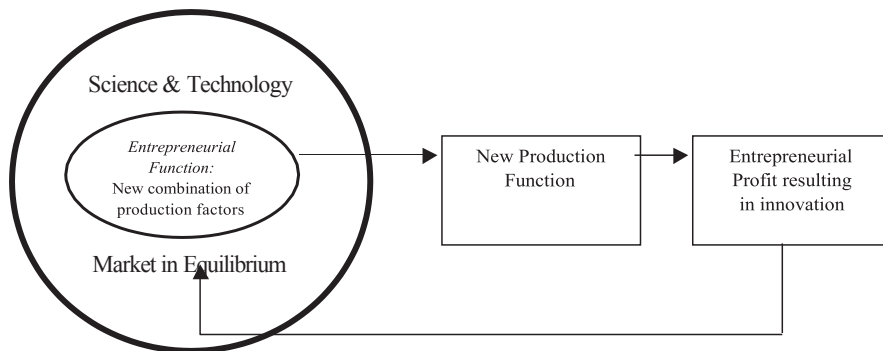


Figure-1: Schumpeterian Model of Entrepreneurial Function (Veciana, 1999)

Schumpeter's views may be useful for explaining the emergence of new firms in high growth sectors characterized by short product cycles such as Internet services, telecoms, electronics, games and entertainment software; where the rate of product innovation is very high. From a macro perspective, Schumpeter's economic theory may explain the creation of new start-ups in these dynamic highly innovative industries here-mentioned.

Population Ecology Theory

Population ecology theory (Hannan & Freeman 1977) assumes that the external environment determines the entire existence of a new firm from the beginnings at birth, growth and death. It takes the population of the organisations as the unit of analysis and examines the external environment i.e., structural, economic and political conditions, that lead to the creation of new forms of organisations. Hannan & Freeman (1984) propose that organisational death rates should decline monotonically with age because organisational learning and inertia gradually increase with age. The emphasis is on the resources in society, not individual motives, nor decisions or behaviour as the driving force behind the creation of organisations. Hence, one could argue that view contradicts the classic notion of the entrepreneur who is regarded to hold the *locus of control and determine his or her own destinies*. Nevertheless, from what follows, the population ecology offers a valuable insight into understanding the pluralistic emergence of new firms in industries.

The population ecology approach to explain the birth of new firm is a macro perspective of the emergence of new organisations and tells very little about the process of starting-up at firm level. The process itself is beyond the individual and firm control (as already mentioned) and thus this theory gives no insight to understanding the process of venture creation at micro level. However, from a macro perspective it provides insight into the creation and cessation of new firms and why and how new organisations emerge in sectors, industries, communities and economies - an important area of study for public-policy makers. Furthermore, this stream of population ecological research has provided valuable knowledge into time-dependant patterns of organisational demography, particular for new firms (Van de Ven, 1992). Aldrich (1990) indicates, the ecological perspective stresses that new firm start-ups are highly dependant on the macro processes both within and between organisational populations. A body of population empirical evidence has demonstrated the consistency of this theory across a number of sectors. These include: Newspaper, Automobile, Brewing and Semi-conductor sectors (Veciana, 1999). The Population Ecology Theory and its supporting empirical evidence has stimulated scholars of entrepreneurship to examine more macro related questions regarding the factors that influence the rates of organisation births and deaths.

Literature Review of Approaches to New Venture Creation

A number of academics have presented frameworks for discerning the characteristics of the venture creation process. A summary of the key frameworks (Gartner, 1985; Gartner & Katz, 1988) is provided below and will be explored later in this section.

Gartner (1985) outlined a framework of four dimensions to be considered whilst studying new ventures: **(1)** the individuals involved in the creation of the new start-up; **(2)** the activities undertaken by those individuals during the new venture creation process; **(3)** the organisational processes structure and strategy of the new venture; **(4)** and the environment factors under which it must operate. Also in a series of stages, Van de Ven et al (1989) proposed that researchers must take account of **(1)** how a business idea emerges over time, **(2)** when and how different functional competencies are formed to develop and commercialize the first market offering, **(3)** when and how these functional competencies are redeployed to create subsequent new line products believed

to sustain and grow the business, finally **(4)** how these efforts for business development are both influenced and constrained by organisation and industry factors (N.M. Carter et al, 1995: 153).

Karl Vesper (1990) contended that a new start-up has five components: **(1) technical know-how; (2) a product or service idea; (3) personal contacts; (4) physical resources; and (5) customer orders.** Vesper proposed a number of start-up sequences that vary among the five key ingredients (Timmons, 1980). Probably the most pioneering work was carried by J. Katz and W. Gartner (1988) who explored the organisation theory and entrepreneurial literature to identify a theoretical and empirically based framework for identifying the properties that would signal that an organisation is in the process of creation. In their framework, (which will be dealt with in section 2.6.2) the authors suggested four emergent properties that would indicate that an organisation is in the process of coming into existence: *intention to create an organisation, assembling resources to create and organisation, developing an organisational boundary, and exchanges of resources across the boundary* (e.g. Sales). In the last decade, integrated frameworks based on past models have emerged (Veciana 1988, Bhaves, 1995; Deakins & Whittam, 2000). These aim to provide a more comprehensive model to understanding the phenomenon and have attempted to encapsulate the key characteristics and variables describing the process of new enterprise formation in their proposed frameworks.

Early Approaches to New Venture Creation Process – Systematic Models

No single model or isolated sequence of events can apply to all start-ups during their process of creation. According to J. Timmons (1980), *Trial and Error* replaces the sequence of events that had traditionally been applied to describing the start-up process in literature. Equally, Gartner (1985) concluded that *entrepreneurial firms are too diverse to permit generalization.* However, in the 1970s, a systematic approach to understanding the process of start-ups was quite popular amongst academics. They proposed the firm being created would follow a sequence of mechanical steps before it could establish itself as a legal business entity. Flow charts were also common models outlining stages in the venture creation process. In his Article, title d (1980), “New Venture Creation: Models and Methodologies”, J. Timmons undertook a review of the models on the venture creation process. As noted earlier, K. Vesper (1979) proposed five key ingredients for creating a business. Timmons equally contended that five key components were required to start a firm. There existed over 100 sequences to new venture creation and start-up process. Birley (1984) proposed eight events in the start-up process. These events were assumed to occur in the following order: **(1) owners decision to start a firm; (2) own quits job and becomes self-employed; (3) incorporation; (4) bank account established; (5) premises and equipment obtained; (6) first order received; (7) tax first paid; (8) first employees hired** (Reynolds & Miller, 1992).

No consensus existed amongst academics as to what was the correct systematic model. A common denominator of these process models was the individual as initiator of the business – the Entrepreneur. The numerous models outlining sequences and stages to new venture creation were theoretically based on assumptions, which gave very little insight into current practices at the time. This came as no surprise in light of the absence of empirical evidence to support them. However, these sequential models served as a basis for subsequent research.

Entrepreneurial Approach (Trait Approach)

The Founder / Nascent Entrepreneur of the new organisation is perceived as the key determinant of the firm creation in this approach. This is the classic approach to venture creation in entrepreneurial literature, which has mainly focused on the traits and behaviours of the founders with little or no

attention paid to organisational and environmental factors to explaining the process of start-ups (Aldrich & Wiedenmayer, 1993)

This approach states that there exist linkages between individual traits and organisational creation (Van de Ven et al 1984). The individual is the unit of analysis in the organisational creation and innovation. This approach devotes attention to the background, characteristics, and psychological make up of the entrepreneur as key indicators of firm creation and its performance. Motives and personal attributes are considered to be strong influential factors in differentiating entrepreneurs with non-entrepreneurs. The concentration on entrepreneurial traits, such as character and hard work has been the dominant theme for explaining entrepreneurial achievement. However, this approach has lost its popularity amongst academics in entrepreneurship. Research has consistently found that personal traits, taken out of context, offers little understanding of this phenomenon (Aldrich, 2000). According to Gartner et al (1988) research on personal traits have reached an empirical *cul-de-sac*. Focusing on personal traits and character alone are no longer accepted for explaining the complex process of starting a business.

Human Capital /Knowledge Approach to Start-up Formation

Most organisation founders identify opportunities for creating new organisations from expertise, experience and education gained in previous work organisations (Aldrich 2000). Researchers have only begun to devote attention to these factors in the study of organisation creation. The nascent entrepreneur's past experience, education and skills set can affect the formation of business ideas and the ability to start successful enterprises. This accumulation of experience and "know-how" is termed "*Human Capital*". The formulation of business ideas may be influenced by work experience, training and by recognition that a particular product or process could be done better. Education can play an important role in creating an inductive environment for idea formulation. Importance is also placed on "enterprise abilities including problem-solving, group work and idea generation". Timmons (1994:43) states "the notion that creativity can be learned or enhanced holds important implications for entrepreneurs who need to be creative in their thinking". Thus education can become an important conditioning experience. Creative thinking can be enhanced by the education system, which may affect the way opportunities are viewed later on in life (Deacons & Whittam, 2000).

According to H. Aldrich (2000), nascent entrepreneurs require several kinds of knowledge such as work experience, advice from experts, and copying existing organisation forms. This focus on human capital has been regaining importance as a key factor in understanding and explaining why and how start-ups emerge. An extension of this knowledge factor in the start-up creation process is the *networking ability* of the entrepreneur to accumulate and leverage knowledge. Although it is worth noting that networks have direct linkages with human capital as described here, the role of Networks in business creation, given their importance, will be treated separately in section 2.7.

Organisational Approach to New Venture Creation

The organisational approach focuses on the *process by which founders construct new organisation*. It posits that the creation of an organisation is not down to the individual founder or entrepreneur, but it is a collective, network building achievement that centres on the inception, diffusion and adoption of a set of ideas among a group of people who become sufficiently committed to these ideas to transform them into a social institution (Van De Ven et al, 1984: 95).

This view contends that the conditions under which an organisation is planned and the processes followed in its initial development have important consequences on its structure and performance later on in its business life cycle. The organisational approach to new venture formation has attracted

much attention by scholars (Gartner, Katz, Vesper & Van de Ven are prominent writers in the field) and has become a widely accepted point of reference amongst the academic community for understanding the process of start-ups. This section focuses on two popular frameworks building on the organisational approach to new enterprise formation:

W. Gartner's (1985) 'Conceptual framework for describing New venture Creation' and second W. Gartner and J.Katz pioneering paradigm on 'Properties of Emerging Organisations' (1988).

Gartner's 'Conceptual Framework for Describing the Phenomenon of New Venture Creation' (1985)

Before his major work with Katz in 1988, Gartner (1985) proposed a conceptual framework for describing the phenomenon of new venture creation. Gartner contended that firms vary vastly in their characteristics as do the entrepreneurs who create them. He added the process should not be perceived as one-dimensional, carried out single-handedly by the entrepreneur. He argued that designing specific stages and fixed ingredients to form a new organisation which had been proposed by former scholars, and attaching a "type" of entrepreneur to each start-up was also too simplistic a process. Instead, Gartner argued that the process of new venture creation was a complex and multidimensional phenomenon.

adds that entrepreneurs and their firms do not represent a 'homogenous population' as previously assumed. Entrepreneurs and firms differ greatly in actions; choices; behaviour; environments they operate in and how they respond to internal and external situations.

Gartner points to the importance of recognising this variation as a key characteristic in the process of new firm creation where it is unacceptable to "focus on some concept of the "average" entrepreneur and "typical" venture creation (Garner 1985, 697). A study conducted by Cooper and Dunkelberg (1981) empirically backed up the logic of Gartner's argument on variation, revealed that entrepreneurs in certain industries can be very different from those in other industries. Similarly, Karl Vesper (1979) a famous scholar in the field suggested 11 types of entrepreneurs, also indicating early recognition of intrinsic variations in new venture creation processes. Gartner's framework has achieved much popularity for being able to highlight the diversity of entrepreneurs and firms and at the same time to encapsulate the complexity, intensity and diversity of this multifaceted phenomenon.

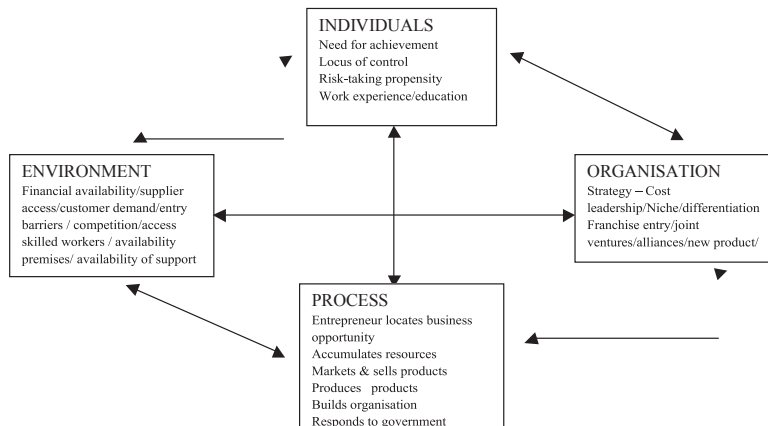


Figure-2: A Framework for describing New Venture Creation (Gartner 1985: 698) and some examples of variables in new venture creatio

Katz & Gartner Framework (1988)

The most groundbreaking work in analysing organisation emergence has been the Katz & Gartner Framework (1988), identifying properties of organisations 'in creation' or 'emergence' (1988). The authors sought to identify when an organisation was in the process of starting up in the 'preorganisation' period, since much research at the time was conducted in the 'organisation' period - after they were created. Based on B. McKelvey's definition of a organisation¹, they suggested four key properties or characteristics that would determine whether an organisation was in the process of creation. These four properties were:

- Intentionality intention to create an organisation
- Resources assembling resources to create and organisation
- Boundary developing an organisational boundary
- Exchange exchanges of resources across the boundary

According to Gartner & Katz (1988), this framework can be used to identify the different ways in which a start-up process might occur based on these properties. The properties contain structural characteristics – *resources and boundary* - and process characteristics – *intentionality and exchange*. These properties are defined below.

Intentionality property refers to the intentions and goals of the founder(s) entrepreneurs and the goals of the various environmental sectors at the time of creation. These goals may span technology, equipment, capital, community etc. In the initial stages, the intentionality of an imminent start-up may overlap other agents' goals that are operating in their environment. As the start-up develops its goals it will become increasingly distinct from other entities in the environment and become itself a separate entity (Katz & Gartner, 1988). Intentionality would also require the would-be venture founder(s) to engage in the gathering of information to establish these goals with the aim of venture creation. The *Resource property* refers to the physical components – human and financial capital; property, raw materials - that combine to form an organisation. As resources accumulate, the need for funds increase. Delving into personal savings and borrowing from family, friends become apparent. As costs amount, external sources of financing are necessary, hence the entry of venture capitalists and investors. *Boundary* is defined as the barrier conditions between the organisation and its environment (Katz & Kahn, 1978). The organisation has control over assets that fall within its boundary, however, it must establish a physical and legal basis for exchanging the resources it requires across its borders. When an organisation defines its boundary for example through incorporation, applying for tax number, establishment of physical offices, phone line etc., it creates its own identity and differentiates itself from other legal entities. Finally, *exchange* refers to cycles of transactions within the organizational boundary and outside with other economic agents (Katz & Gartner 1988:432). Exchange is necessary for the organisation to operate and must be conducted efficiently i.e. selling goods for no less than the cost of producing them. The other three properties must be in place before exchange processes can occur. These four properties of emerging organisation are necessary to make the transition to an 'organisation'.

The authors see these properties as useful tools for researchers to build models for analysing potential sources of new ventures in a way that allows the identification of organisations the process of creation (Katz & Gartner, 1988). Moreover, the ability to recognise organisations early in creation should prove beneficial for determining the success and failure of different strategies adopted in start-ups.

Network Approach (Social-economic model)

The role of social networks has become quite a fashionable approach to new venture creation. There have been many contributions to explaining networks as a factor in new firm formation. Nascent entrepreneurs' personal networks are the set of persons to whom they are directly linked - impact their social and economic resources and support. Founders draw upon their network ties and build new ones as a means to obtain knowledge and resources for their emerging organisations. Aldrich (2000: 235) argues that nascent entrepreneurs "who occupy impoverished social locations may find themselves cut off from emerging opportunities and critical resources".

Larson and Starr (1993) propose a Network model (see figure 3) of organisation formation embodying socio-economic characteristics. Their model is a stage model that describes the processes by which the essential relationships between the entrepreneur and resource providers evolve to create an organisation. The model builds upon the theoretical and empirical research of network analysis. Although the network approach captures aspects of previous models (Katz & Gartner 1988) by linking the entrepreneur and the environment in which they

operate, it emphasizes the exchange processes between actors and units and recognises the social and economic aspects of these exchange relationships (Larson & Starr, 1993:6). The author's model is illustrated in figure 3 and outlines three stages that transform a preorganisation into a new organisation.

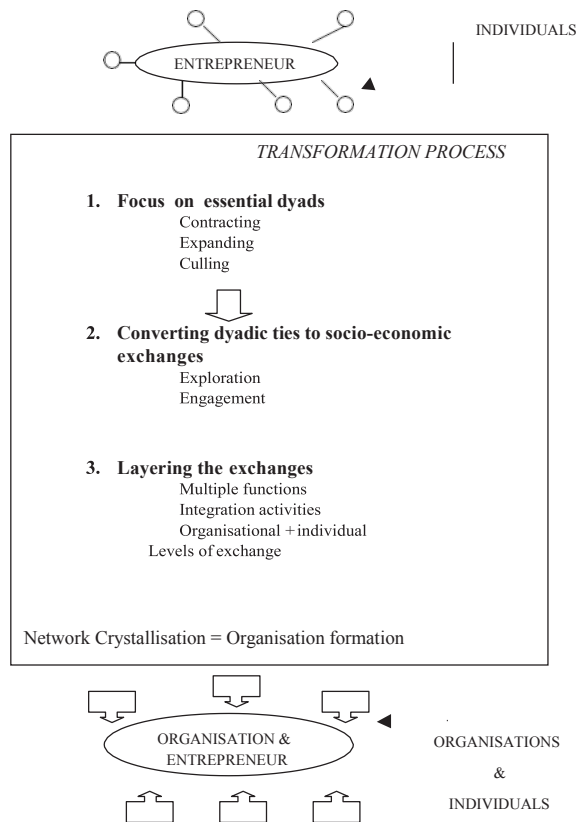


Figure-3: Network Model Of Organisation Formation (Larson & Starr, 1993:7)

According to Larson & Starr (1993), the outcome of the staged model of networking is the *crystallization of an individual/organisational network made up of a critical mass of dyads that*. Their network model analyzes the role of economic relationships set in a social environment. This model is a socio-economic model emphasising people in relationships rather than pure economic units in transactions. It places a dual emphasis on social and economic dimensions of exchange.

The authors of the model see it as complementing the Katz and Gartner Framework (1988). They (Larson & Starr, 1993) consider the proposals of four organisational properties to “fit comfortably” with their network model. For instance, the structural properties are founding the pattern of mobilized resources. The boundary is defined by the extent of business relationships. The activities and intentionality of the founder and his/her network ties combined with the actual exchange processes described to constitute the process properties (Larson & Starr, 1993:12).

To exclusively rely on the network model to explain new venture formation would be a too simplified approach as it undermines the importance of the business idea, strategy, the industry and the abilities and skills of the entrepreneur themselves (J.M. Veciana, 1999). There has been empirical research (Birley, 1985, Aldrich et al 1986,) that could not confirm the role of networks as a key ingredient in the formation of new start-ups. Birley concludes “information on... the role of networks in connection with new venture creation is still scarce and anecdotal” (1985:85). Despite these findings, the amount of empirical research is too limited to be conclusive. Moreover, the study of the role of networks in the new venture creation process is still in its infancy, and requires more research. However, one cannot deny that co- operation and business relationships have always made sense for new businesses since Commerce began.

Integrated frameworks on New Enterprise Formation

The models presented above offer relatively broad categories and generalized variables which reveal no nuances in particular areas of the start-up process. However, they do capture important aspects of new venture creation, which numerous authors have integrated, based on empirical evidence, in an attempt to present a generic theoretical framework. This section provides a sample of selected frameworks, chosen by the author, that have managed to integrate the key concepts and events of the process of venture formation. These models captures elements of each approach -Entrepreneurial, Knowledge, Network and Organisational – and presents them in a comprehensive and unified framework for explaining the process of new venture creation.

J. M. Veciana (1988) outlines four phases of venture creation process with an estimated timeframe as illustrated in figure 4. The author presents each of the most relevant variables occurring in each phase. The variable presented is one most likely to impact that particular phase on the process of venture creation. The five-year period of establishing a new venture may be a realistic one, in light of the activities the entrepreneur must undertake. Further comments on the author’s interpretation of the model is restricted by the fact that the commentary is in *Spanish*.

Figure-4: Process Of New Enterprise Formation

1-2 YEARS		2-5 YEARS	
PHASE 1	PHASE 2	PHASE 3	PHASE 4
GESTATION	CREATION	LAUNCHING	CONSOLIDATION
Childhood	Search for & identify opportunity	Team Building	Getting through the knothole

1-2 YEARS			2-5 YEARS
PHASE 1	PHASE 2	PHASE 3	PHASE 4
GESTATION	CREATION	LAUNCHING	CONSOLIDATION
Antecedents	Elaboration & configuration of the entrepreneurial project	Purchase & organisation of the production factors	Getting rid of partners
Incubators Critical Event/Role		Product/Service development	At last "everything under control"
Determination	Network creation	Search for finance	
Decision to create a firm	Opportunity Evaluation	Launching of product/ service	
	Preparation of a Business Plan		

Source: Veciana, J.M. (1988): The Entrepreneur and the Process of Enterprise Formation, in "Revista Economica De Catalunya", Num.8,May-August.

Studies of entrepreneurship aim to generate generalised conclusions about variables relevant to all firms. Yet on the other hand, each enterprise is unique and conceived by individual and personal means, with varied circumstances facing entrepreneurs throughout start-up process and when the firm is established.

(P) Bhaves's paper (1994) presents a *Process Model of Entrepreneurial Venture Creation*. The author aims to provide a "well-grounded-theoretical, integrative process model of entrepreneurial firm creation by linking conceptual categories and sub-processes in the firm creation process based on qualitative research" (Bhaves, 1994:225). The author states that this process model intends to provide an integrated framework to bring cohesion to the vast body of literature. This model is important as it extends its concern to sub-processes of venture creation, which have been largely ignored in literature.

A final and a most recent paradigm developed by Deakins and Whittam (2000) is illustrated in figure 5. The authors suggest that the business start-up process can be broken down into a number of stages:

- Formation of the idea
- Opportunity recognition
- Pre-start planning and preparation including pilot testing
- Entry into entrepreneurship launch
- Post Entry development

Each of these stages will consist of a number of positive and negative factors that impact the process of starting up. The authors also point out that the number of factors affecting each stage is not exhaustive, a host of other influences exist including the cognitive behaviour of the individual entrepreneur, such as tenacity and ability to overcome obstacles to creating a new business (Deakins & Whittam, 2000).

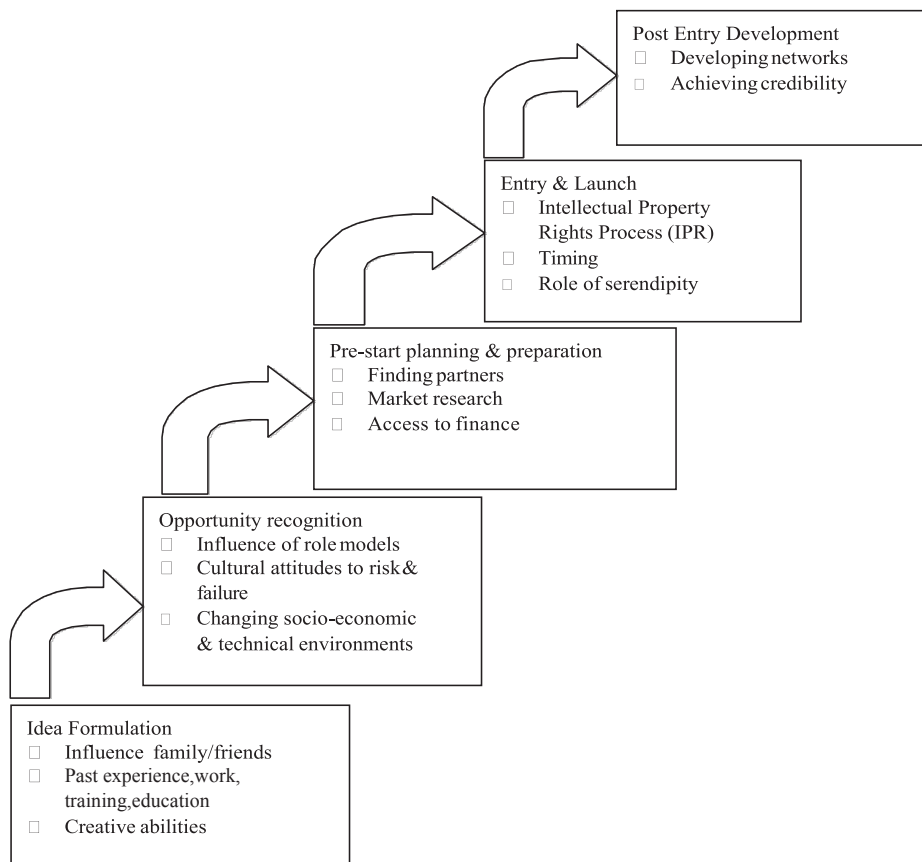
EMPIRICAL FINDINGS

Subsequent empirical explorations, (Reynolds & Miller 1992; Reynolds & White 1993; Reynolds 1994) confirmed the conclusions of the Katz and Gartner (1988) framework that no one pattern or sequence of events is common to all emerging organisations. Moreover, the sign of the exchange

process of the “first sale” is a conceptual event in new venture creation (Block & MacMillian, 1985). First sale has been used as a measure of successfully establishing a business based on Katz & Gartner’s (1988) properties of emerging organisations framework as described above. Reynolds and Miller’s (1992) study of new firm gestation indicators concludes, “Date of first sale appears to be a suitable indicator of “Birth” if only one event is to be used (p. 406).

An interesting study exploring 71 US based nascent entrepreneurs in new venture organisation was conducted by Carter, Gartner and Reynolds (1996). This study was based on primary and secondary data. According to their findings, what was most common as a first stage in the start up process was the *personal commitment* by individuals engaged in the new venture (five out of six firms), some emerging organisations (two in five) reported the first event as having sales, whereas others began recruiting or seeking financial support (one in four). The most common final events in the process of new business creation was recruiting employees and making sales (half of new ventures), financial support (two in five), and a huge personal commitment to the venture (one in four). In addition, Reynolds et al (1994) discovered that the average time a firm was in the process of creation was one year. In contrast, Van de Ven et al (1990), in a study of hi-technology firms, found that the average time for entrepreneurs to create the business from inception to birth was four years. (N.M. Carter et al, 1996: 154).

Figure 5: Business Creation And The Start-Up Process: A Suggested Paradigm



Source: Deakins & Whittam, 2000:121

An important field of research that has emerged in recent times is the role of cognitive psychology in new venture creation (Aldrich, 2000, Gatewood et al, 1995; Carter et al; 1996). Gatewood, Shaver and Gartner (1995) carried out a longitudinal study of individual level factors (cognitions and actions of the entrepreneur) influencing the process of starting a new business. The primary focus was to determine what appropriate measures could be used to identify cognitive factors, which might influence an individual's persistence in entrepreneurial activities despite the uncertain chances of start-up success (Gatewood et al, 1995). The researchers concluded that by doing longitudinal research design, stronger claims could be made between the relationship between individual attributes and subsequent success in starting a venture.

A second study, conducted by Carter, Gartner and Reynolds study (1996), revealed that cognitive factors played an important influence on the process of starting a business. The study suggests that the behaviours of nascent entrepreneurs who have successfully started a new venture can be identified and differentiated from the behaviours of the nascent entrepreneurs who failed. However, the precise type of behaviours appropriate for new venture conditions were not identified and would require being studied in future research.

COMMON PROBLEMS FACING NEW BUSINESS START-UPS

Creating a new business is fraught with difficulty and failure (Reynolds & Miller 1992; Van De Ven 1992b). Many start-ups never reach establishment, and the majority close up within one year after they have become established. Embarking on a new business is one of adventure and challenge but it brings with it high risk and uncertainty. Although some start-ups survive and become highly profitable, empirical evidence has shown that there exist key problems, which are common to all new start-ups regardless of level of innovation in their new product, the sources of finance, business experience, knowledge, and networks ties of the entrepreneur. Raising capital, establishing reputation, securing resourced providers, premises constraints and high labour costs have been recurrent problems stated in the literature and also in empirical evidence (Storey, 1985). This section does not seek to detail each and every industry-specific problem that start-ups experience, but aims to identify and examine the most common difficulties encountered by Start-Ups in the early stages of establishment, irrespective of sector or industry.

Many entrepreneurs, who possess the initiative and incentive to start their own business, often lack business experience in the industry they wish to compete in. However, some successful businesses were started by inexperienced founders, for example Bill Gates and Michael Dell were college dropouts. Steve Wozniak, founder of Apple Computers, "was an undistinguished engineer at Hewlett-Packard", (Bhide, 2000:36). As well as lack of experience, the nascent entrepreneur tends to have limited knowledge of the industry they enter. Most start-ups lack innovative ideas or assets that could differentiate them from their competitors. In Bhide's survey of the 1989 *Inc.* 500 list, a compilation of the fastest growing privately companies in the United States, he found that only 10% of these businesses offered novel product or services when start-up, with the majority of firms offering nothing original or new to the market.

Bhide (2000) conducted a further survey of all the *Inc.* 500 founders, between 1982 and 1989. He discovered that 12% of the founders attributed the success of their companies to "an unusual or extraordinary idea"; 88% reported their success was mainly due to the "exceptional execution of the idea", (Bhide, 2000:32). However, most new businesses which pursue an unnovel idea turns out to be unprofitable, and equally encounters more problems in their start-up phase. The widespread lack of innovative ideas, often accompanied by limited experience and knowledge can create huge barriers in raising capital.

Obtaining external financing is one of the key factors if not the most in preventing start-ups from growth and development. The economics of information suggests that asymmetric information plays an important role when an entrepreneur seeks external financing for their new venture. In theory, when conditions of uncertainty combine with asymmetric information (where investors and

borrowers have different sets of information), for the funders there are problems of selection (choosing profitable ventures) and moral dilemma (what will entrepreneurs do with this invested capital).

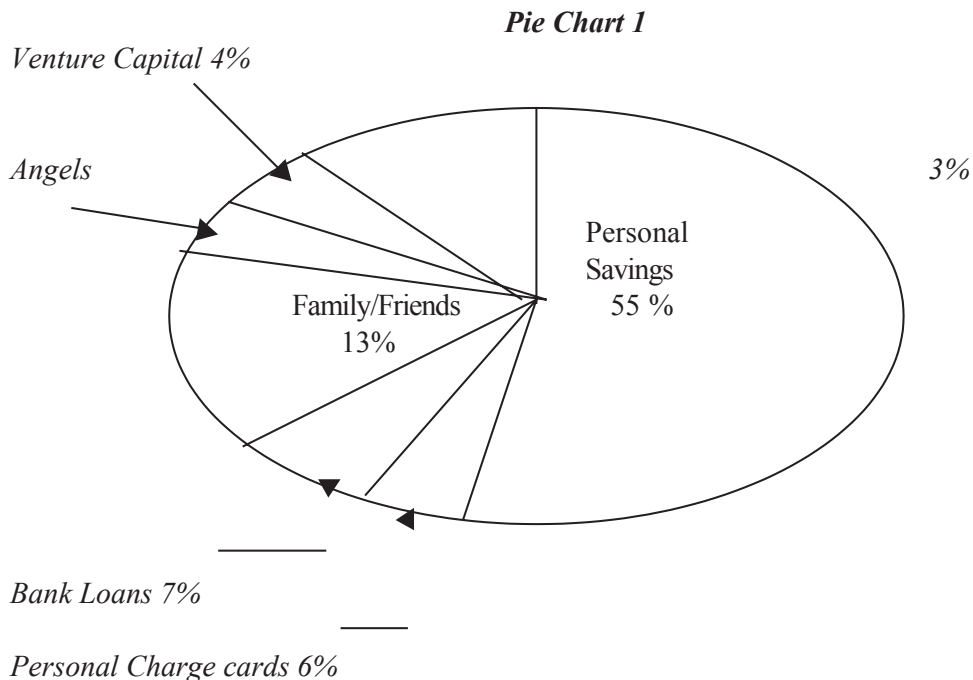
Most Entrepreneurs use their own personal finance as seed capital as venture capitalists and private investors require a strong highly credible business venture to ensure a return on their investments and recuperate their costs. Start-ups face disadvantages as they have a non- trading track record and may not have sufficient information to make risk assessments (Deakins & Whittam, 2000). The pie chart one illustrates that of the 1996 Inc. 500 companies, venture capital made up only 4% of start-up funds, with over half raised from personal savings. This indicates the enormous difficulties for even potentially prosperous start-ups to raise finance.

The inability to raise sufficient capital can lead to a negative 'knock-on' effect throughout the start-up process such as constraining expansion, problems with attracting clients and building alliances, and establishing credibility. Bannock (1981) commented that raising external finance is an inevitable problem of a business start-up. Banks dealing with a myriad of start-ups see them as administration and financial burdens than with large established firms. Moreover, start-ups are penalised immediately for having no commercial or financial history – an undermining factor to its credibility as a business entity.

Low capital resources can prevent the start from acquiring adequate premises particularly if its demand for orders requires larger premises. This *premises constraint* can restrict growth and may cause the start- up to refuse these orders and eventually lead to closure and eventually renders missed entrepreneurial opportunity.

**PRIMARY SOURCE OF INITIAL FUNDING
PERCENTAGE OF 1996 Inc. 500 companies**

Pie Chart 1



Source: O. Bhide, 2000.

The low endowments of knowledge; unique product offering can not only render it impossible for entrepreneurs to raise significant capital but also to secure resource providers, particularly potential customers and clients. Securing relations with resource providers such as customers, suppliers, employees etc. represents a critical problem for start-ups (Bhide, 2000). From the resource provider perspective, there exists a greater perceived risk dealing with a new firm than with an established company with a track record. Establishing a market presence and securing customer orders is particular difficult for start-ups.

A. Bhide (2000) treats the problem of *securing customers* as resource providers for start-ups under two headings: first, Rational Calculus of Resource Providers – that is the choices that traditional economic models assume people typically make to maximize their utilities - present difficulties for nascent entrepreneurs. Second, he terms “Behavioural Factors” – he refers to this as deviations from rational decision-making due to cognitive prejudices (Bhide, 2000:70).

According to Bhide (2000), a main concern of resource providers is the level of switching costs. Customers need to assess the chances of survival of the new firm before it makes a commitment of time and money and incurs potential costs by switching over. The level of uncertainty increases even more on the part of the resource provider, should the start-up be undercapitalized. The fact that the entrepreneur failed to raise capital as well as a “zero” track record gives a negative signal to potential clients. The latter may also believe there is a good reason to be skeptical about doing business with the start-up if the investors rejected it as a potential investment. In other words, the start-up is perceived as a “non-credible” business entity. Thus lack of external financing can itself raise negative perceptions of start-up amongst resource providers. The rationale behind the resource providers’ decision is to “let someone else go first”. This approach leaves little chance for start-ups to survive and as Bhide adds “Luck “ plays an extremely important role in the success of new ventures (2000).

Cognitive Biases of the resource providers can be good enough reason to avoid start-ups. Past experiences with failed start-ups, general gossip about start-ups regularly “going bust” within a few months of setting up can lead the resource provider to automatically refuse to do business with start-ups.

Based on empirical studies conducted in the UK and the USA, a major problem experienced by start-ups was *establishing a reputation* when there is shortage of demand in the marketplace (D.Storey, 1985). These studies also revealed that factors in the macro- environment such as interest rates, inflation and labour costs raised significant difficulties for start-ups (D.Storey, 1985). A further inhibiting factor to the process of starting up is acquiring legal recognition of a business. Government regulations can be quite stringent in developing countries where registering a new company is a time-consuming and costly process.

Finding solutions to the above problems and even avoiding them is difficult, and in the real world the process of starting a new business will never be problem-free. However start-ups in the event of encountering such problems may be able to mitigate the effects to a certain extent by being adaptive, flexible and alert to opportunity and threats in the market place. Establishing contacts through networks are equally important but *luck* also has a part in the process.

CONCLUSIONS

At macro level, the views of Schumpeter and the Population Ecologists have made a valuable contribution to explaining the emergence of new firms. Their theories are useful in explaining why and how new organisational forms come about and with so much variation. However at micro level researchers are stilling grappling with understanding the complexity of the entrepreneurial process of new firms. The nature of this process, which is deeply characterized by spontaneity and uncertainty, makes it more difficult to pin down an exact theory. As Gartner (1985) pointed out, *entrepreneurial firms are too diverse to permit generalization*, and the process of starting up a new business has

become a multidimensional phenomenon. As indicated earlier, there has been little agreement on dimensions and variables characterizing it. The processes and birth of firms are not well understood (Reynolds & Miller, 1992, Low & Macmillan, 1988). Equally, there exist few empirical studies exploring and identifying conceptual categories and sub process of venture creation (Bhaves 1994).

Despite these research gaps, some common characteristics of start-ups have emerged in literature. The initial models, describing start-up sequences, served as a starting point and stimulated further study on the process of new venture creation. Gartner points to the importance of recognising this *variation* as a key characteristic in the process of new firm creation, adding that entrepreneur and their firms do not represent a 'homogenous population' as previously assumed. Entrepreneurs and firms differ greatly in actions; choices; behaviour; environments they operate in and how they respond to internal and external situations.

This observation on the "variation" concept in essence is *truistic*, there exist many variables impacting the process of start-ups which brings about much diversity and variation in today's business environment. Gartner in his work with Katz (1988) made another important development by using the four properties to identify when an organisation is in creation. The main achievement of their work drove home the point that organisation emergence is not a linear step-by step process (Aldrich, 2000). Other key developments have emerged in recent times these include the human capital, network approach and the role of cognitive factors in the entrepreneurial process of new venture creation. These approaches have highlighted important aspects for explaining business start-ups however more empirical research is required.

From my analysis, there exists no single best approach or model that best describes and explains the new venture creation process, and which encompasses all its aspects and characteristics that have been mentioned in individual approaches. Integrated frameworks have been suggested as an attempt to solve this problem. Authors of such approaches as mentioned above (Veciana, Bhaves and Deakins and Whittam) seek to offer a more comprehensive holistic approach by encapsulating all the important variables and characteristics of preceding models on the venture creation process. Despite these attempts to offer an all encompassing framework, these variables are loosely defined, where more specific factors are needed. The weaknesses of the theoretical frameworks, presented in this paper, is that their authors have wanted to be "everything to everyone" but with little success. On the other hand, how can there be one generic model that can be applied to all start-ups in all sectors of the economy and to all nascent entrepreneurs? This proposal is not viable as firms and their founder(s) are too diverse, that there exists too little uniformity in the business environment to develop such generalised model or framework. What may be more productive for future research is to develop more specific models for new start-ups and their founders in *particular sectors* of the economy, this, I believe, would be a more realistic and viable path for research to take.

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- 1 McKelvey (1980) an organisation is "a myopically purposeful boundary-maintaining activity system containing one or more conditionally autonomous myopically purposeful subsystems having input -output resource ratios fostering survival in environments imposing particular constraints".(Gartner & Katz, 1988:4

A Case Study on Time Management

Dr. Ashu Singh* and Dr. O P Sharma (retired)**

ABSTRACT

Time management is considered to be a skill that should be mastered by all the individuals at all levels and in all walks of life. Some people keep extremely busy schedules that arise out of their educational requirements, office work, job duties or household chores. In order to avoid feeling stressed or pressurized due to work, it is required to effectively implement time management. In this case study manuscript, the researcher has highlighted the significance of time management, time management methods, how to effectively implement time management, management of intrusions, management of procrastination and a case study of valuable time management. Time management is also considered to be the management of ones life in an appropriate manner. Good time management means deciding what an individual wants to achieve in life and how he should establish ways to attain his desires and objectives. Appropriate time management involves less stress and pressure, increased recreation, more contentment and greater completion and success.

Keywords: Time Management, Methods, Effective, Intrusions, Procrastination, Tasks

INTRODUCTION

An individual is involved in multiple tasks in his daily life such as activities of daily living, performing ones work duties, recreational activities such as watching television, listening to music, going out with friends and so forth. When an individual is involved into multitasking, especially working individuals, for example, a person who is at the position of a director in a reputed organization has multiple tasks to carry out, or a student who studies in the tenth grade, he has to take out time for all the subjects, as well as extracurricular activities, hence for all the individuals it is essential to implement effective time management. There have been certain characteristics of time; it is measured in units, every individual gets the same amount each day, the time is neither less nor more for any individual, timings are relevant for every individual in order to efficiently carry out his work duties and responsibilities. There have been myriad of activities and tasks that are implemented in accordance with the time such as meetings in the office, classroom periods in school, lunch breaks, tea breaks, working hours and so forth. Hence, it is necessary to manage time in all kinds of tasks, functions and duties for all the individuals no matter what kinds of work duties they are involved into.

SIGNIFICANCE OF TIME MANAGEMENT

Time management is a concept that deals with the effective management of time. An individual should organize all his tasks and duties in accordance with the timings; when an individual, no matter what age group he is, no matter what job he is engaged into implement all his functions in accordance with the time that makes him more disciplined, well organized and efficient. Time management

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provides every individual an opportunity to decide how to make use of this important source; it allows people to make the most of the least and it enhances one's knowledge about how to spend the time in a constructive manner. Individuals become aware of how to systematize and manage their lifestyles and not feel pressurized or overburdened due to any work (Time Management, n.d.). Time management is a skill and individuals should learn effective time management irrespective of their age, work, jobs, caste, class, creed or religion. It is done in a successful manner by giving priorities; things that are more important should be put into practice first and other things that are lesser important can be procrastinated. Practicing time management always prevents an individual from keeping behind in his work and studies.

TIME MANAGEMENT METHODS

There have been various time management methods that have been taken under consideration: (Time Management, n.d.).

1. **Plan** – An individual should plan his goals, objectives and functions that he has to put into service in a particular time limit. There are certain things that are more important than the others for example, if an individual has to work on a project he has to focus upon that and going out with friends for a movie can be procrastinated, hence planning of tasks and objectives is important. One should be prepared to encounter impediments that arise and deal with them in a peaceful manner.
2. **Organize** – Every individual wants to achieve his goals and objectives, for this purpose, he has to organize all the activities and work duties such as making use of technology, preparing one's mindset and organizing one's working environment.
3. **Staff** – Effective communication and seeking support, help or assistance from the superiors, subordinates or colleagues also certainly helps in implementation of functions and responsibilities. Team work, working together in groups, seeking opinions, suggestions, recommendations from others is highly productive.
4. **Direct** – One should always be positive towards one self, such as rewarding one self by getting indulged in some kind of pleasurable activities; one should always work hard and be motivated towards one self.
5. **Evaluate** – An individual should evaluate himself; his performance, attitude and behavior; in this way, he comes to know his weaknesses and can adopt measures to improve them. Identification of flaws and inconsistencies is a must and that comes through the process of evaluation.

HOW TO EFFECTIVELY IMPLEMENT TIME MANAGEMENT?

Effective implementation of time management involves courses of actions: (UK Time Management, 2008).

1. **Evaluate Yourself** – When an individual evaluates himself, he can identify all the problems, barriers and inconsistencies that are arising in the course of his performance. He learns to figure out the relevant measures and techniques that need to be effectively implemented in order to enhance his performance and abilities.
2. **Assess Your Behavior** – It is vital to keep one's behavior, conduct and demeanor positive. One should possess effective communication skills, be polite in speaking and have a good pleasing nature and attitude. These positive traits are going to prove to be extremely helpful in making a person successful.

3. **Setting up Short and Long term Goals** – There are certain goals and objectives that a person has to achieve; some are short term while others are long term which may even take two years or more. Goals should be SMART, specific, measurable, achievable, realistic and time bound. Setting of goals is fundamental for effective time management and life management.
4. **One needs to Visualize Goals, Objectives, Tasks and Functions** – It is essential to think about ones goals and objectives as well as tasks and functions; an individual should be aware of where he is and where he wants to go. One should try to get involved into relaxation techniques, meditation and yoga so that one can effectively think about these and even formulate effective modes and procedures to put them into operation.
5. **Be Efficient and Work Hard** – One should be efficient, productive, conscientious and meticulous in the performance of his functions and duties. Some people are not perfectionists but they should aim at completion and render their best performance in all the activities.
6. **Support and Assistance** – Establishing effective communications, avoidance of disputes and conflicts, seeking help and support from other individuals around is crucial for any person to understand time management. For example, if a person is handling a big job, working on a major project then there can be some things that he cannot accomplish by himself and needs help from others; therefore, effective time management in the case of any job involves support and assistance.
7. **Setting up Schedules**– For students or office employees or working professionals, it is essential to set up a schedule or a chart with important classes, or test dates, or dates of submission of assignments, or meetings or making presentations and so forth listed or marked on them. A schedule plan will enable a person to set priorities and work hard towards the most important area or the area that is first in accordance with the schedule (Making More of Your Time, n.d.).

MANAGEMENT OF INTRUSIONS

Interruptions, disturbances, barriers and obstacles are common in conducting all kinds of tasks and activities. They normally take a major form or a minor form; for example, if an individual is working on his computer or on an important assignment, the door bell rings and a friend comes, he has to take out time for his friend and postpone his assignment for the time being, this is a case of a minor disturbance. On the other hand, going to school in the morning and a vehicular accident takes place and lands a person in the hospital is an example of a major impediment that has occurred during the course of his studies. An individual needs to effectively manage interruptions that occur; he needs to discipline himself and others around him eliminate the causes of those interruptions.

There have been ways of managing interruptions, before implementing any task, one should find out if it is extremely necessary such as calling a meeting, or whether one can communicate via email or telephone. One should plan working on any projects or assignments or tasks in accordance with the time, that way one is able to take out time for other things as well. Friends, colleagues and other relatives should be asked to give you a call before coming, if they call up, that makes you aware that they will be visiting you hence you can plan your tasks accordingly. One should keep one self stress free, calm and focused on ones job performances, because in this manner one will be able to do his best and effectively manage intrusions and disturbances (Successful Time Management, 2010).

MANAGEMENT OF PROCRASTINATION

The term procrastination means delaying, postponing or putting off work. Sometimes individuals do have a valid reason for avoiding a task and at times they do not have a valid reason and just

avoid doing work out of leisure or pleasurable activities. When a person is focusing upon something other than what he should be focusing on in accordance with his own priorities or the priorities of the organization, he is procrastinating. When an individual puts off a task that is not important in favor of a task that is more important, that is not called procrastination, in fact that is good quality time management and prioritization (Successful Time Management, 2010).

There have been reasons for procrastinating and in accordance with those reasons individuals find strategies to manage procrastination. Firstly, the individuals may find their job unpleasant; in this case, they should consider the pay and the rewards that they will achieve after accomplishment of this unpleasant job. Secondly, when an individual is disorganized, in this case, he should learn to properly organize his files and other documents, check his email and respond and plan all the work duties that he has to implement in a timely manner. Thirdly, when any assignment or project is overwhelming, in this case he should try to carry out the tasks in pieces, whether it may take a little longer, doing a small part of it each day will help in accomplishing it in a fulfilled manner. Fourthly, when a person is a perfectionist he develops that fear that what would be the outcome if anything goes wrong, when one is unsure about anything, he should always seek support and assistance from bosses, colleagues, superiors or subordinates; a second opinion always helps rather than just carrying out the task solely. Finally, when an individual is facing difficulties in decision making, then it is vital to consult experienced and proficient people around, one should not become an introvert and share one's problems and difficulties in order to find their remedies and solutions (Successful Time Management, 2010).

Case Study: Valuable Time Management

Valuable time management is life management; when an individual learns to manage his time effectively, he certainly learns to manage his life effectively. This is the case of a student, named Aditi, she is a final year student in Delhi University, pursuing Bachelor of Commerce, honors course; in college she is taking five classes which are extremely demanding, therefore, she even has to take private tuitions at the coaching center, in addition to her college studies she is undergoing training for an MBA entrance exam as she plans to pursue an MBA degree after she graduates and she is pursuing a program in electronic business technologies from National Institute of Information Technology (NIIT), she goes for these classes thrice a week. In the mornings she has her college and in the evenings she has her MBA entrance coaching and NIIT classes, on weekends she goes for her college tuitions. Besides education, she gets her physical exercises in the mornings. This information shows how hard she works and stays extremely busy.

Extensive work can make a person feel stressed out, pressurized and depressed; therefore, a person needs to develop effective time management skills. Aditi has organized her proper time schedule during the day that she regularly follows. In the morning she wakes up around 6:00 am and gets her physical exercises, at 8:00 am she reaches college and attends her classes, socializes with friends and returns home around 1 or 2 pm, after taking lunch and a rest break for an hour she goes to study. At 6:00 pm twice a week she goes for MBA entrance coaching and thrice a week she goes to NIIT, these classes are for two hours, hence she reaches home around 8:30 pm, have dinner, watches a little bit of television, then she studies for a while and goes to bed around 11:30 pm.

Watching television and socializing with friends in college can be given least priorities, important tasks are attending classes, completion of homework assignments or any projects and keeping a schedule of tests, exams or submission of assignments. This college student has developed effective time management skills and is able to cope up with all kinds of demands and educational requirements. On the other hand, if an individual does not manage one's time effectively he will

certainly experience difficulties in implementation of tasks. Spending hours with friends, going for a movie is fine once in a while but when one has to study and attend classes that should be given a major priority. Time management has been extremely valuable to this final year college student.

DISCUSSION

Every individual engages himself into some or the other kinds of work or performance of functions and duties. The work can be housework, job duties, studies, preparing meals, artwork, sports, or any other kind of extracurricular activities. Besides work duties and functions, there are also other routine works such as activities of daily living that comprise of eating, bathing, dressing and transferring, physical exercises or even resting or sleeping. People implement all these tasks and functions in accordance with the time such as they have to reach school or office on a particular time, they have to eat their lunch on a particular time, they have regular sleeping hours such as waking up on a particular time and going to bed on a specific time and so forth. Effective implementation of all these tasks and functions require every person to develop their time management skills and acquire knowledge about how to make the most of the time in an appropriate manner.

There have been certain methods that are required for effective time management such as planning, organizing, staffing, directing and evaluating. There are been ways about how to effectively implement time management, these are evaluating yourself, assessing your behavior, setting up goals that can be short term as well as long term, one should visualize the goals, objectives, tasks and functions, one has to be efficient and work hard, believe in seeking support and assistance from others in handling major tasks and setting up schedules. In the process of time management, disturbances and intrusions do take place but the individuals should not get upset or displease their mindset, one should try to search for solutions for any kinds of problems that might arise during the course of their performance and work. Another relevant area is management of procrastination, it is important to set priorities and tasks that are more important, these should be carried out before the others that are less important. Time management is a valuable area, this has been highlighted with the help of a case study of a college student who is undergoing four classes; college graduate course, MBA entrance coaching, NIIT course and college tuitions, in addition she does physical exercises, watches television and socializes with friends; she has effectively grasped the skill of time management and implements all her functions and duties effectively.

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A descriptive Study of Time Management Theories and Models

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ABSTRACT

The importance of time management has been felt and empirical studies on it has been gaining popularity in the decades. To ensure a systematic management of time various models and theories have been designed by many researchers. Since the new generation is born in a digital era, digital media has taken major parts in one's life and so time has been spent on such media which can act like a time wasting activity. The way people spend their leisure time affects their behaviour, growth and life, proving the need to manage free time. The present study has been designed to bring out an overview of existing time management models and theories. It has tried to draw the importance and practical implications of the models and theories under study. The study shows the need to include time management skills to reduce psychological stress resulting from untimely completion of responsibilities and tasks. A good time management is vital for students to shine. However, some of the students do not have a good time management skills that has negatively affect their life and their academics. The usage of time by students in higher education institutions is related to their daily routines and activities. Students' time management can also affect stress level of students as they need to cope with their tasks and their personal achievements

Keywords: Time management, model, theory, overview, matrix, efficiency.

INTRODUCTION

Time management is an ability to manage one's personal time along with working time. In this age of advanced science and technology, learning patterns of students have changed as they are born in the digital environment. It would not be wrong to call them "Digital Natives" or "Gamer Generation" (Hernandez- Linares *et al.*, 2016). As a result of it, there is a need to change from traditional lecture- based teaching to learner centred approaches. According to Covey (1999) time management involves identifying tasks and recognising demands on time. People have the habit to look for effectiveness and consequences rather than the methods and efficiency of time management. Covey opined that the key to success is to concentrate on highly important but not urgent issues.

Macan (1994) suggested that learning time management behaviours lead to greater perception of control over time. Macan's (1994) process model of time management behaviour included three attributes: setting goals and priorities; the mechanics of time management behaviour and a preference for organisation. Time management can be considered as a cluster of skills that are significant to academic success and include activities performed by students like advance planning, work prioritization, preparation for test and following schedules (Sansgiry *et al.*, 2006).

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According to Powell (2004) higher academic performance was to be achieved by balancing time management and study techniques effectively. In general, time management has positive effect on the academic success of students.

Students need to prioritize all their activities so that there will be more room for other important activities. Time management is one of the techniques to facilitate better use of time. Doing activities in an organised manner and setting priorities can help in accomplishing tasks successfully (Eid *et al.*, 2015). To utilise time effectively, one must be able to predict how much time is required for the activity to be performed (Kelly, 2002).

LITERATURE REVIEW

Modern concepts of management like time management has their origin in the Indian Vedanta in terms of self control. Self management and self development have been highlighted in the Ancient Indian Scriptures. Three disciplines: Brahmacharya (Self- Control), Ahimsa (Non- Injury) and Satyam (Truthfulness) are the fundamental eternal values for regulation of physical, mental and intellectual layers of personality. When the three disciplines:

Brahmacharya, Ahimsa and Satyam are followed, one can effectively improve self- management. Time management draws more values from Brahmacharya: Self Control (Satija and Satija, 2013).

Different environments impose different demands and determine how the concept of time is perceived (Nadkarni and Chen, 2014). The concept of time can be taken as a clock or systems. As a clock, time can be regarded as an instrument to measure moments or activities of a day. As a system, time can be regarded as cultural rules used to arrange set of experiences in significant ways (Lustig and Koester, 2006). Time system consists of three types: technical, formal and informal. The technical systems are precise and scientific measurement of time. Formal time systems refer to the ways in which a cultural group describes and distribute units of time. Informal time systems refer to making assumptions about how much time should be used. It should not be wrong to say that time is a cultural variable and its usage may vary significantly across traditions because of behavioural differences in cultures of different nations (Brodowsky *et al.*, 2008).

On the basis of time management people can be divided into three groups. The first group takes time management necessary for achieving success, the second group takes time management as an unnecessary intervention and the third group likes to change something in life but lacks concentration and hard work. These three groups can be observed among students. What to do, when to do and that to do thinking allow students to perform necessary work qualitatively. Carrying out timing continuously for continuous optimization of life and improvement of personal time management can provide high quality development of future profession (Kirillov *et al.*, 2015).

Models and techniques of time management can be categorised into four stages in general. The first stage is concerned with what should be done. Marking tasks and activities are included in the first stage. In the second stage, schedules are attached to particular tasks and activities putting the question, when to do. How can a particular task be completed falls in the third stage. Strategies for completion of tasks and defined purposes are part of the third stage. Finally, the fourth stage is all about the emotions, sensations and moods of the individual. Efforts are laid to achieve balance between understanding and accepting the strategies and priorities. The fourth stage is not only directed to tasks and activities but towards achieving balance between reason and emotions. Planning and organisation of time are important factors for achieving goals, completing tasks and maintaining balance between reasons and emotions. A successful time

management system should provide opportunity for analysis of actions, priorities, experience and feelings. This will enhance coordination between individual actions and motivation for achieving goals (Panayotova *et al.*, 2015).

Development in society meant that role of free time is becoming very important and leisure time plays significant roles in the lives of children and adolescents. The way in which young people spend their leisure time affects their behaviour, growth and life. Thus, it is necessary to take care of one's free time (Gajewska & Piskrzynska, 2017).

SIGNIFICANCE AND SCOPE OF THE STUDY

Despite the importance of time management, relatively little scientific studies have been focused on the way in which people manage their time and on the processes involved in managing time. The last two decades have witnessed a growing recognition of the importance of time in the field of scientific research (Molaei *et al.*, 2014). A comprehensive review of time management literature (Classens *et al.*, 2007) found three dimensions of time management behaviour: time assessment behaviour, planning behaviour and monitoring behaviour. A fourth dimension called executive behaviour has been added by a subsequent research (Classens *et al.*, 2009). Time assessment behaviour consists of awareness, analysis and estimation. Planning behaviour consists of goal setting, planning, prioritising and scheduling. Monitoring behaviours are evaluating, decision making and resetting. Executive behaviour influences ongoing activities.

The study has covered only eight time management model and theory. The research findings and observations are subjected to a descriptive analysis of the eight models and theory discussed in the study.

RESEARCH DESIGN

Statement of the problem

As the significance of time management is gaining popularity, it is necessary to study the nature and contribution of the existing time management models. The study is an effort to bring out the practical importance of the existing models and theories of time management.

Objective of the study

The objective of the study is:

To have an overview of the selected time management models and theories

Research methodology

The study undertaken is a descriptive study. It is a documentation of the time management models and theories covered in the study. It is based on secondary data only. Secondary data collected from journals, books, e- resources etc. have been utilised for undergoing the study.

AN OVERVIEW OF TIME MANAGEMENT MODELS AND THEORIES

ABC Model of Time Management

ABC model is based on three fundamental ideas which can be broadly explained as under:

(a) Awareness

Every second and moment can be an opportunity if one is aware of its significance. The activities to be performed in a day can be grouped into four levels/ quadrants as indicated below:

Particulars	Urgent	Not urgent
Important	1 Exam preparation	2 Exercise
Not important	3 Unimportant phone calls	4 Watching TV, Gaming

Fig 5.1: Four quadrants of ABC Model

The first tasks that one has to do are the important and urgent one. The second tasks to be done are the important but not urgent. The third tasks to be done are the urgent but not important tasks. The fourth tasks to be done are not important and also not urgent.

(b) Believe

Once a person is aware of time and its value and importance for aim in life, one is half way down the road to success. Focussing and following the four quadrants will create a habit of doing things on time and confidently.

(c) Continuation

Some tools or techniques are required to put awareness and belief into real practice. Continuation of using time management tools and techniques will bring success in personal and professional life (Chowdhury, 2013).

Pareto’s Principle- The 80 - 20 Rule

The Pareto’s principle is named after the Italian economist- sociologists Vilfredo Pareto (1848-1923). The 80- 20 Rule can be used in many aspects of organisation and business management. This theory offers a quick and easy way to understand clearly what are important and what are unnecessary (Reh, 2018). The 80- 20 Principle requires the following steps to be taken:

1. Identifying 20% that is considered vital, which would probably enable at least 80% of productivity, performance, effectiveness etc. is required.
2. One should retain this 20% and nothing else, unless it serves a crucial point
3. It should be +then tested for effectiveness and implications of the reduced range/ holding
4. It must be then referred to aspects of change management and project management as considered appropriate.

In simple way, the 80- 20 principle says that 20% of activities will account to 80% of the results. Each task may take the same amount of time to accomplish, but doing one or two important tasks will contribute five or ten times the value as any one of the others.

Productive people always discipline themselves to start on the most important task which is set before them. They force themselves to complete the important one first under any circumstance.

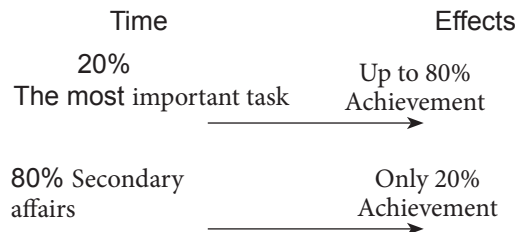


Fig 5.2: Pareto Principle in Time Management

This principle allows maximum results in minimum time. It offers the opportunity to increase personal effectiveness.

Covey's Time Management Grid

The Covey Time Management grid is an effective method of organising priorities. It consists of four quadrants (Covey, 2013).

Particulars	Urgent	Not urgent
Important	Quadrant I Urgent and important activities	Quadrant II Not urgent but important activities
Not important	Quadrant III Urgent and not important	Quadrant IV Not urgent and important

Fig 5.3: Covey's Time Management Grid

Source: Stephen Covey, 7 Habits of Highly Effective People

Quadrant I signifies immediate and important deadlines.

Quadrant II is to plan long term strategies and development programmes.

Quadrant III is for time pressured distractions. They are not really important but some people want them immediately.

Quadrant IV consists of those activities that yield little value. These activities are often used for taking a break from pressured tasks.

Many people find that most of their activities fall under quadrants I and II. Quadrant II is often not used but it is exceptionally important because one needs to work tactically and strategically at the same time. The common outcome of using this grid is to find ways for expanding the activities in quadrant II (Mueller, 2017).

How to use the grid

The first and most obvious use of the grid is to take the current 'to-do' list and sorting all the activities into the appropriate grid. One has to assess the amount of time required to complete the lists and if necessary, the activities can be reallocated.

The second approach of using the grid is a one week assessment strategy. One has to make six copies of the grid and to use one copy of the grid each day of the week, listing all activities and time spent on the activities. At the end of the week, the five individual day data has to be combined onto one summary grid i.e., grid number 6 and the percentage of time in each grid has to be calculated. Finally evaluation has to be done to find out how well time has been spent on the activities and whether the workloads need to be reorganised or not.

Eishenhower Matrix

The Eishenhower Matrix is almost similar to the Covey's Time Management Grid. The difference is that according to Eishenhower Matrix quadrant IV has to be deleted as it is considered as a waste of time but Covey has noted that the activities covered here are refreshment or recreational activities, which are sometimes necessary to relieve pressures from hectic duties.

Particulars	Urgent	Not urgent
Important	1 Do	2 Decide
Not important	3 Delegrate	4 Delete

Fig 5.4: Eishenhower Matrix

US former president D. Eishenhower in 1954 in a speech classified his activities into two categories: important activities and urgent activities. According to him important activities lead us to achieve goals and urgent activities need immediate attention and are generally associated with someone else's goals. But people often concentrate on urgent activities because the consequences of not complying with them are immediate (Fowler, 2012).

Based on these ideas, Eishenhower matrix has been designed and it consists of four quadrants, which are explained as under:

1. Important and urgent

Planning ahead and avoiding procrastination can help in avoiding last minute rush. If there are many urgent and important activities, one has to make a list of similar activities which can be done in similar ways.

2. Important but not urgent

These activities can help us achieve professional and personal goals. One should make sure that there is enough time to accomplish such activities.

3. Not important but urgent

Such tasks prevent one from achieving goals. It is generally associated with other people. Saying 'no' politely and explaining why we cannot do it can help us to stop others from bothering us.

4. Not important and not urgent

These activities are distractions, so best way is to avoid them.

Parallel Programming Model

Parallel Programming Model has been designed by Zohreh Molaee, Dr. Hasan Azadzadeh and Dr. Fariborz Dortaj by combining cognitive, metacognitive, physical, emotional, skills which tries to manage all roles and tasks in a parallel way at the same time. The logic behind the model is that man is an integrated whole who cannot be successful in all areas, if he couldn't be in peace with all the realms (Molaee *et al*, 2014). A person who faces many conflicts or who is not satisfied with oneself cannot be successful even though he has the potential to do so. This model is designed to check the academic achievement of married women.

This theory explains that time management has mostly been discussed in work areas, but it is equally important in other aspects of life. Time management can be focussed on educational aspects, especially those who have multiple roles to play like the married women continuing their studies.

ALPEN Method

A= Activities	Noting down assignments, activities, appointments
L = Length estimation	Estimating the duration of activities to be performed
P = Planning ahead	To plan buffer times
E = Establishing priorities	To make decisions about which activities to be done first
N = Next Day	To recheck

Fig 5.6: ALPEN method

ALPEN method is one of the simple yet effective time management techniques. It is a method to plan daily/weekly tasks by splitting complex task into parts. To follow ALPEN method the following steps are to be considered:

1. A- Activities

A list of activities, tasks or appointments for the day/week has to be prepared first. Related tasks can be grouped together and coding can be done for similar tasks. As for instance, M for meeting, C for phone calls. It should be made sure that all activities are included in the list. Noting down all the tasks makes it easier to sort the tasks.

2. L- Length estimation

Duration for each task should be estimated and effort should be made to give more time to important activities.

3. P- Planning ahead

In general 60 percent of available time should be reserved for completing the planned tasks/ activities. Remaining 40 percent of the time should be treated as a reserve for untold circumstances. This 40 percent of the time reserved can be used for recreational activities. Sticking to 60/40 rule will help one in getting rid of stress. If one's average day is predictable and usually there is less or no emergency, one can plan time in 80/20 rule.

4. E- Establishing priorities

After the first three steps, the next step is to prioritise activities and delegate action. Prioritisation allows one to focus on the most important tasks.

5. N- Next day

An important thing to keep in mind is keeping track of the progress made so far. One has to verify completed tasks and move any unfinished tasks to the top of the next time table if possible. At the end of the day, it should be checked if all the objectives are fulfilled successfully or not and if the tasks are completed within the estimated time frame or not. Knowing the results will improve prediction and ability to plan ahead in future.

When using the ALPEN method, all the five steps have to be kept in mind for building a positive habit of time management, which in turn can help reduce stress and improve efficiency (Panayotova *et al.*, 2015).

Mind Map

The term 'mind map' was first introduced by psychologist Tony Buzan but the use of diagrams that visually map information using branching and radial maps can be traced back to centuries. The introduction of the term 'mind map' began during a 1974 BBC TV series called 'Use Your Head' hosted by Buzan.

Mind maps can be used for creative thinking. Mind maps can be used to generate, visualize, structure and classify ideas. A mind map can help in organising information, problem solving, decision making and in studies. Mind's productivity can be increased 3 to 5 times with the help of mind maps (Panayotova *et al.*, 2015). The model could be applied in analysis of problems from different aspects. A mind map has certain advantages as under:

- (i) Creative thinking is encouraged
- (ii) Helps in generating more ideas
- (iii) Large amount of information can be summarised easily
- (iv) Areas/activities which rely on keywords and images are reflected in the presentation of the map In addition to the direct uses, data retrieved from mind maps can be used for other purposes.

Pickle Jar Theory

One must be quite familiar with the story of pickle jar. It is simple but quite a good solution for better time management. Like everything in life has a purpose, everything in the pickle jar also has a purpose for existence. The pickle jar is comparable to our life. Sand, pebble and rocks inside the jar have their own meanings. The rocks represent the major important task that has serious consequences if not accomplished on time. The pebbles represent the daily tasks with average importance. The sand represents unimportant tasks like phone calls, e- mails, social media notifications. The sand thus denotes distracting activities.

If the jar is filled with sand first, there will be no space for the pebbles and rocks. If the jar is filled with pebbles, there is some space for sand but no space for the rock. If the jar is filled with rocks first, pebbles second and sand at last, there are rooms for all the three. This denotes a simple lesson that if one fulfils the major tasks first, there will be room to complete other tasks as well as get time for leisure (Mulder, 2017).

DISCUSSION

The theories and models under study have focussed on making list of activities to be performed and prioritisation of activities. The models are more or less similar. The models and theories have highlighted the need to divide activities/ tasks into important, urgent, not important and urgent, important but not urgent and neither urgent nor important task. People have the habit to get indulged in neither important nor urgent activities. Time management theories and models have been developed to focus on important activities and to draw oneself away from those wasteful activities which are neither important nor urgent. When the principles and values incorporated in the time management models and theories are understood, what becomes important is how much one puts weight on those and how much practical applications they have. A balance has to be brought on the emotions and moods of individuals in accepting the priorities and strategies of time management that one has understood. One should develop the habit of re-examining all the processes involved in the mental activities done regularly like problem solving, reasoning, understanding concepts, learning process, making meaning of what one observes etc. Following time management techniques will help in reducing stress and improve efficiency.

CONCLUSION

One should develop the habit to check if all the objectives are accomplished on estimated time or not. The time management models developed so far are more or less similar. It is really a high time to develop theories and models compatible to this era of fast growing technology where people are much indulged in social media and digital gaming, which are one of the time wasting factors in new generation. Following time management techniques will make enough room for productive work as well as social interactions. Time management can help in improving prediction about work completion and also enable ability to plan ahead in future. Time management models and theories should be designed to focus on improving management skills and reducing psychological stress resulting from untimely completion of responsibilities and tasks.

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Ethnic Muslim Women in Kuttichira, Kozhikode and Their Educational Development: A Case Study

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ABSTRACT

Kuttichira, a place in Kozhikode (Calicut) of the state of Kerala, is famous for its unique cultural traditions. It is one among the very few places where a matriarchal system is prevailing. Hindu-Arab integration was occurred at Kuttichira to initiate the unique culture of the place. The matriarchal system resulted in occurrence of many joint families in the area, most of it transformed into nuclear families at present. The history of women and development of education in the area are the main focus of this investigation. A case study was conducted using interview, observation, and document analysis as techniques and various schedules as tools. As women is the focus, sample was a representation of muslim women in three generations such as senior, middle aged and adolescent. Narrative and thematic analysis were the techniques for data analysis.

INTRODUCTION

Kozhikode or Calicut was one among the important port towns from 11th to 18th century under the reign of the powerful Hindu kings, the Zamorins. Calicut seems to have developed as a trading port only in the 12th and 13th centuries where the Arabs and the Chinese met to exchange the products of west with the east and vice versa. Kuttichira is known as Thekkepuram. the area along the coast, abutted by the old big bazaar in the north, the river Kallai in the south and the railway lines in the east. The entire area is divided into smaller areas such as Kuttichira, Parappil, Idiyangara, Kundugal, Valliyangadi and Chemmanadu. But in local usage all of the Thekkepuram is referred to as Kuttichira and the entire area distinguishes itself from the rest of the city by its unique cultural quality. The successors of the rich trading community settled in the area, and formed their territory with large residential units, mosques and commercial areas. The unique architecture of Kuttichira is a rare expression of the Islamic culture brought by the Arab trading community built by the expertise of native traditional craftsmen. This is an imprint of Islamic culture. These buildings are proof of the valuable history of Calicut and stand as testimony to the communal harmony existed in Malabar (Vaisali, 2014).

Thekkepuram houses some of the largest and oldest Tharavadus, which are traditional joint family houses. Many of those houses have more than 20 rooms and some of them are even equipped with swimming pools. They follow a unique marriage and joint family system in this area; matriarchal system - women continue to live in their ancestral home after marriage and their husbands move in. For every marriage in the family, a room is added to the house. Some houses here have more than six added rooms to accommodate the multiple weddings. (Kuttichira revolvy).

The changes reported by Muslim women in Kuttichira, with respect to educational status, utilisation of educational facilities, role of education on daily life, etc. during post-independence period were compiled as their educational development.

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OBJECTIVES OF THE INVESTIGATION

The investigation was intended to analyse the Educational history of Muslim women in Kuttichira including the existing educational facilities in Kuttichira, and to find out the educational status among Muslim women in Kuttichira.

DESIGN OF THE INVESTIGATION

The investigation followed the procedure of Qualitative research. A case study on various educational aspects of muslim women in Kuttichira area was designed and conducted. Interview, Document analysis and observation were the techniques used to to study the educational status among Muslim women in Kuttichira including existing educational facilities available. Necessary schedules such as observation schedules, interview schedules and family profile were prepared for collection of relevant data. Muslim women (100) in Kuttichira area. two ward councillors in Kuttichira, four religious heads in Kuttichira and five educated native resource persons constituted the sample for the investigation.

METHOD - CASE STUDY

Case study is potentially the most valuable method known for obtaining a true and comprehensive picture of individuality. It makes an intensive investigation on the complex factors that contribute to the individuality of a social unit- a person, family, group, social institution or community. The purpose is to understand the life cycle or an important part of the life cycle of the unit. It is a form of qualitative analysis involving the very careful and complete observation of a person, a situation or an institution. Hence, for the detailed study of educational development of Muslim women, case study may be identified as the appropriate method.

TECHNIQUES USED IN THE INVESTIGATION

The techniques, Interview, Observation, and Document analysis were used in the investigation. Semi structured interviews were conducted with the Muslim women of Kuttichira, ward councillors, religious heads and resource persons in the field of history of education. Personal visits to the area, houses, mosques, educational institutions in Kuttichira area included under observation. Documents and research articles related to the area of the investigation were the main focus and it helped to know the Educational development of Muslim women in Kuttichira.

TOOLS USED FOR THE INVESTIGATION

The tools include interview schedules, observation schedules and a family profile.

Interview schedules

- Interview schedule for senior Muslim women in Kuttichira
- Interview schedule for middle aged Muslim women in Kuttichira
- Interview schedule for Adolescent Muslim girls in Kuttichira
- Interview schedule for religious heads in Kuttichira
- Interview schedule for native educated persons in Kuttichira
- Interview schedule for Ward councillors in Kuttichira

Observation schedules

- Observation schedule for Anganwadies in Kuttichira
- Observation schedule for other educational institutions in Kuttichira

Family profile

SAMPLE AND SAMPLING

Muslim women in Kuttichira of Kozhikode as the population for the investigation, and 100 Muslim women in Kuttichira area was selected as sample. The ward councillors in Kuttichira, Religious heads in Kuttichira and educated resource persons in same field also included in the sample.

Simple random sampling technique was used to identify the sample. Simple random sampling means that every member of the sample is selected from the total population in such a manner that all members of the population have essentially the same probability of being selected. This is the most popular, basic method of sampling. It is considered the most trustworthy method of securing representativeness of the whole population. Random method of selection provides an unbiased cross section of the population.

SOURCES OF DATA

The study is equally based on both primary and secondary data.

PRIMARY SOURCE OF DATA

Primary sources are eyewitness accounts. They are reported by an actual observer or participant in an event.

In this study investigator chose primary source of data are:

- 2011 census report
- Interview with the native peoples of Kuttichira
- Visits to the historical important place like Mishkal mosque, Muchunt mosque, Jumaath Mosque and ancient Tharavadus in Kuttichira.

SECONDARY SOURCE OF DATA

Secondary sources are accounts of an event not actually witnessed by the reporter.

In the present study investigator selected secondary sources of data are:

- Kozhikotte Muslimgalude charithram – Muhammed Koya Parappil,P.P.
- Mappila Muslims of Kerala, A study in Islamic trends- Roland E. Miller
- Muslims of Kerala, their history and culture- Ibrahim Kunju,A.P.
- Kuttichira paithrikathinde Nadu- Koya,P.K.M.
- The Malabar Muslims A different perspective – Lakshmi,L.R.S.
- Cultural heritage of Kerala an introduction- Sreedhara Menon,A.
- Suvarna rekha of Calicut Girls Vocational Higher Secondary School.

TECHNIQUES FOR ANALYSIS

Narrative and thematic analysis were used as techniques for analysing the collected qualitative data. The thematic analysis is the most common form of analysing qualitative research. The theme became the categories for analysis. Percentage analysis were also used for analysis of quantitative data.

MAJOR FINDINGS OF THE INVESTIGATION

Heritage of Kuttichira

Based on the interview for Muslim women in Kuttichira

- Even though matriarchal system, joint family system can see in Kuttichira, but it doesn't hold the glory as before.
- It is evident that senior Muslim women, middle age Muslim women and adolescent muslim girls have different opinion and view point toward their heritage, in the sense that senior

Muslim women are very much concerned about their heritage and always tries to uphold the tradition. Whereas middle aged women and adolescent girls were somewhat not interested to keep the tradition as such.

- Most of the People in Kuttichira were migrated to Gulf countries, the financial and economic status of the people were increased. It may be a major cause for the fall of heritage of Kuttichira.
- Now most of the muslim families in Kuttichira followed the nuclear family system. Many women are living abroad after their marriage.
- Some Muslim women in Kuttichira were staying their husband's home against their tradition.

Based on the interview for religious head in Kuttichira

- Kuttichira is a place where religious head has got so much of importance, religious head of Kuttichira has the decision making power in most of the matters related to Kuttichira.
- Every family in the area are concerned with religion.
- Majority of the mosques in Kuttichira did not give permission to muslim women to entry in mosques.
- All the religious heads in Kuttichira were very rigid in their customs and religion.

Based on the interview for ward councilor in Kuttichira

- Many traditional tharavadu are there in Kuttichira, but the number of peoples living in each Tharavadu is very less, it shows that there is no mental attachment among members of the same family as before.

Based on the interview for educated native peoples in Kuttichira

- Now a days, majority of women are staying in their husband's home after marriage, it's a major contradiction in their tradition.

Marriage of Muslim women

Based on the interview for Muslim women in Kuttichira

- The concept of age of marriage varies according to the three generations of women.
- The older generation were married at young ages, afterwards, and the next generation of women marry at age after eighteen. The younger generations of Muslim girls in Kuttichira give importance to education, so their plan to getting married by completing education.
- It is unlikely that new generation of girls are getting married faster and their parents do not encourage it. But the number is still very high.

Based on the interview for educated native people in Kuttichira

- The main reason for the graduation is that everyone here, because under Indian law, a girl can only marry if she is 18 years old.
- There is also Arab weddings happened in earlier times.

Education of Muslim women

Based on the interview for Muslim women in Kuttichira

- The senior Muslim women in Kuttichira, most of them acquired only religious education. But very few of Muslim women among their age group were completed primary education.
- The middle aged Muslim women are received school education, some of them are received educational grants.

- Today the younger generation of Muslim girls in Kuttichira have educated. Their parents encourage studying.
- Muslim girls who taken part in competitive examinations and they received their educational benefits like grants, scholarships

Based on the interview for religious heads in Kuttichira

- Past year's education mainly provided in madrasa. But the women are not attending the classes, they are always engage in house hold work.
- They learn holly Quran and Islamic education was given in home.
- Now a day all the Muslim women are well educated, the reason behind that is marriage is only after 18 years old, so everyone going for education.

Based on the interview for ward councillors in Kuttichira

- In the past, women had no interest in education, there were many women students who had studied well. But today all give priority in education.
- Today most Muslim women are highly educated. But only fewer of them go for jobs.

Based on the interview for educated native people in Kuttichira

- In past the Muslim women are not going school, because their parents promoted only religious education.
- Now a days all women are educated. Because the age of marriage is 18 years as per law. So they want to engage in some kind of activities.

Education of children

Based on the interview with senior and middle aged Muslim women in Kuttichira

- In the two generation, women have been very prominent in educating their children.
- They also encourage all abilities of their children.
- Parents take special care to and encourage their children for various competitive exams and provide them with the good environment for their education.

Employment

Based on the interview for Muslim women in Kuttichira

- In older generation of Muslim women nobody were going for jobs.
- Very few muslim women in Kuttichira are going for jobs even today.
- AMong those women going for jobs are those settled in abroad and those who are settled in husband's house after marriage.
- But some of them are working in self-help groups. Main group activity is food catering services. The working place is mainly their houses.

Use of social media

Based on the interview for Muslim women in Kuttichira

- The use of social media is much higher than reading books and newspapers.
- The middle aged Muslim women are also using social media for the purpose of communication with relatives and family.

Problem of Muslim women

Based on the interview for Muslim women in Kuttichira

- Major problem faced the senior Muslim women was the early marriage.
- But today younger generation did not report any problems.
- Majority of the parents prefer girls only school for their children for study.

MAJOR FINDING FROM THE OBSERVATION

Basic details of the institution

- In Kuttichira there are 15 educational institutions. Nine anganwadies and four private English medium school, one government school, one parallel college.
- The educational institutions started in the year 1876 through 2015. The oldest educational institution is Government Vocational Higher Secondary School, Kuttichira.
- Today all the educational institutions are well equipped.

Physical facilities of the educational institutions

All the educational institution have water and electricity facilities, own buildings with concrete roof but some are today also working in rented building. The facilities in educational institutions are satisfactory.

Other facilities of the educational institution

There are adequate number of classrooms with necessary facilities in all the educational institutions, with adequate number of staff. All the educational institutions have toilet facility except one institution, but the items in the bathroom are very low in number or in damaged condition. In majority of the educational institutions there is no separate playground.

MAJOR FINDINGS FROM FAMILY PROFILE

Each household consisted of 20-40 members, which goes to show that the system of matrilineal kinship which is still followed in the settlement. Each household have more than 5 families. Many old Tharavad are diminished, some of the Tharavadu were partitioned and the members of the family constructed nuclear houses in the place. Many of the members of the family are well educated All the Tharavad have self-sufficient in electricity and drinking water.

CONCLUSION

The combination of Arab- Hindu culture is visible in the physical forms of the settlement. The mosques and large residences of Kuttichira are repositories of knowledge and information and are unique in their form and high heritage value as they demonstrate the Arab- Hindu fusion. The unique architecture of Kuttichira is a rare expression of the Islamic culture brought by the Arab trading community built by the expertise of native traditional craftsmen. This is an imprint of Islamic culture which is different from that observed in the other Islamic cities in India. These buildings are proof of the valuable history of Calicut and stand as testimony to the communal harmony existed in Malabar. The Muslim culture has been driven by the Moppila Muslims of Calicut known as 'KOYAS' who are converts to Islam by marriage of Arab traders with local nair women. Their dwellings follow the nair tharavad style with islamic features incorporated and following the matrilineal system of inheritance adopted from the nair ancestors. But while tharavadus furnish Koyas with a measure of internal

and external status, the cramped living conditions in houses which are often in disrepair and decay make tharavadu life unappealing for many. Amidst constant recent observations that the people living there might not even know how they are related to the people they live with, whoever has the financial resources, typically successful Gulf migrants, will build a new house and shift to a nuclear household. As a shortage of land and a high population density makes it practically impossible to build new houses in Thekkepuram, returnees from the Gulf have been following the established middle class in buying land and relocating to high-prestige areas.

Education plays an active role in educating women's position and promoting their rights in society. With the spread of education among women, exploitation and oppression of women will be considerably reduced. Education of women is of paramount importance for the development of individuality. It is also an instrument for strengthening socially useful skills, habits and attitudes of common citizenship. In Kuttichira older times, Muslims have two sources of education, modern education and madrasa education. Sometimes Muslims parents are not able to decide which type of education should be given to their children. Many parents do not ask children about their preferences and interests. But today the parents give importance to their children education and interest. The government implement many scholarships for the improvement of educational level. The educational status of muslim women in Kuttichira shall be compared to muslim women of other communities. The level of work participation rate is very and only some of them engage in self-employment activities. Today Kuttichira have provide good educational facilities.

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Effectiveness of Self Learning materials on Environmental Attitude among Secondary Teacher Trainees

Sri G. B. Rajappa* and Dr. M. M. Pattanashetty**

ABSTRACT

The present study is on the effectiveness of self-learning materials on environmental attitude among secondary teacher trainees. A total number of 100 students were selected by using random sampling technique. The Taj Environmental attitude scale (TEAS) was developed by Haseen Taj in 2001 was used to collect the data. Investigator has developed self-learning material on environmental education, experimental design is adopted for the present study, experimental and control groups are selected in the manner of two group design. Environmental education is taught in a traditional way for a control group and the experimental group by using self-learning materials. To determine the difference between different groups by applying one-way ANOVA to get 't' scores. Hypotheses are examined in accordance with the objectives with 't' values. The findings from the research can be used by teacher educators to provide environmental education by using self-learning materials. It has been found that we are able to enhance environmental attitude among teacher trainees. Therefore, it is found that the self-learning materials used in experimental method is more effective than the traditional method.

INTRODUCTION

Each living creature lives in a healthy life with the environment. The environment has a great impact on the health of the organisms in the context of health benefits. The destruction of forests by the man for his survival, the over population, increase of vehicles, are the major causes of environmental deterioration, our environmental system is imbalanced, nutrition and survival of organisms is difficult. In the context of this, today, schools and colleges need to be implement programmes to develop positive and favorable attitude towards environment.

Teachers play a key role in nation-bulding work. College of Education are doing the best in training and providing experiences in many areas, through education. Environmental protection is required to develop positive attitude towards the environment through curricular and extra-curricular activities among the students. Every person's attitude needs to be worked out in order to promote environmental attitude. The attitudes are based on values. The value of the environment for each one has to make understand and it is necessary to create programmes to promote that value. Everyone needs to develop a positive attitude towards environmental issues of local to national level.

Teaching is more effective due to the development of science and technology. So in view of this designs and self-learning materials has come to light in teaching. If we use self-learning materials effectively in teaching can develop positive attitude towards environment.

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OBJECTIVES OF THE STUDY

1. To measure the attitude towards the environment among teacher trainees.
2. To know the impact of self-learning materials in developing a positive attitude towards environment among teacher trainees.

VARIABLES OF THE STUDY

1. Independent Variable : Self-learning materials (Environmental Education)
2. Dependent Variable : Environmental attitude

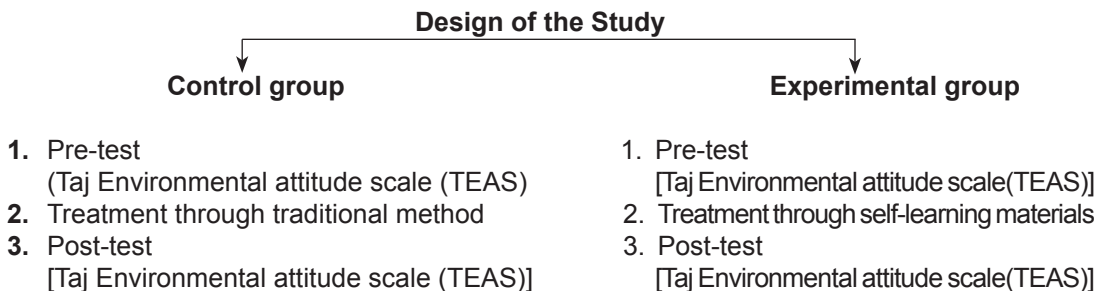
HYPOTHESES OF THE STUDY

Hypotheses were formulated based on the objectives of the study.

1. There is no significant difference between control and experimental groups with respect to pre-test scores of environmental attitude of secondary teacher trainees.
2. There is no significant difference between control and experimental groups with respect to post-test scores of environmental attitude of secondary teacher trainees.
3. There is no significant difference between pre-test and post-test environmental attitude scores of secondary teacher trainees in control group.
4. There is no significant difference between pre-test and post-test environmental attitude scores of secondary teacher trainees in experimental group.
5. There is no significant difference between control and experimental groups with respect to change in environmental attitude scores of secondary teacher trainees from pre-test to post-test.
6. There is no significant difference between control and experimental groups with respect to pre-test and post-test environmental attitude scores of secondary teacher trainees.

DESIGN OF THE STUDY

Experimental method has been adopted for the present study. Two group design was used, experimental group, control groups were selected by using simple random sampling technique.



SELECTION OF THE SAMPLE

In Chitradurga city, there are 10 B.Ed. colleges, in among them one is Government B.Ed. college, one aided college, remaining eight colleges are unaided. Only two B.Ed. colleges are randomly selected for collection of data. One of them is called the experimental group, another is considered as control group. Each group has 50 teacher trainees.

TOOLS USED

The following tools were used to collect the data in the present study.

Taj Environmental Awareness Test (TEAS)

The Taj Environmental attitude scale (TEAS) was developed by Haseen Taj in 2001. The Likert's method of summated rating procedure was used to develop the tool. The scale consists of 61 items spread over six areas – attitude towards (1) Health and Hygiene, (2) Wild life, (3) Forests, (4) Polluters (5) Population explosion (6) Environmental concern. 61 items are divided into two groups. 31 items are positive and 30 items are negative. For each item alternative is assigned a weightage ranging from strongly agree to strongly disagree, for favourable or positive items. In case of unfavourable items the scoring is reversed it is from strongly disagree to strongly agree. The attitude score of an individual would be the sum total of item scores from all the six areas.

Self-learning Materials

Investigator developed self-learning materials for environmental education. Researcher selected two units in Environmental education subject of B.Ed. curriculum such as 4th unit : environmental education and 5th unit : evaluation in environmental education. After studying these two units with reference the environmental education, text books, encyclopedias and journals, Researcher developed the self-learning materials having each module with small headline, objectives, determining the concepts, creating self-evaluation questions and references for further information.

Investigator considered all the above concepts in self-learning materials on environmental education. After taking the subjects experts opinion researcher has finalized self-instruction materials. Self learning materials used by experimental group for treatment.

Collection of Data

Taj environmental attitude scale was administered as pre-test for measuring attitude towards environment, the test was administered to the experimental and control group. The investigator transacted the lessons using self-learning materials to the teacher trainees of experimental group. In the control group instructors have taught the environmental education subject through traditional method. Soon after the experiment was completed students were administered the post-test for both the experimental and control group. After the collection the data was analysed.

Analysis of the Data

The data collected were compiled to determine the mean standard deviation, coefficient of correlation between the variables (r), and the values of 'F' and 't' are tested.

Hypothesis-1: There is no significant difference between control and experimental groups with respect to pre-test scores of environmental attitude of secondary teacher trainees

To achieve this hypothesis, the independent 't' test has been applied and the results are presented in the following table.

Table-1: Results of independent 't' test between control and experimental groups with respect to pre-test scores of environmental attitude of secondary teacher trainees

Groups	n	Mean	SD	SE	t-value	P-value	Level of Significance
Control group	50	183.48	17.40	2.46	0.3490	0.7278	N.S.
Experimental group	50	184.70	17.55	2.48			

From the results of the above table, it can be seen that, a non-significant difference is observed between control and experimental groups with respect to pre-test scores of environmental attitude of secondary teacher trainees ($t=0.3490$, $p>0.05$) at significance level of 5 percent. Hence, the null hypothesis is not rejected and alternative hypothesis is rejected.

It means that, the pre-test scores of environmental attitude of secondary teacher trainees are similar in control and experimental groups.

The results obtained in this study are corroborated by the results obtained in the studies that were conducted by Dayanand D. Bhat (2002), Jalaja Devi S. (2011), Biju K. (2014) and Neeraj Goutham (2015).

Hypothesis- 2: There is no significant difference between control and experimental groups with respect to post-test scores of environmental attitude of secondary teacher trainees

To achieve this hypothesis, the independent 't' test has been applied and the results are presented in the following table.

Table-2: Results of independent 't' test between control and experimental groups with respect to post-test scores of environmental attitude of secondary teacher trainees

Groups	n	Mean	SD	SE	t-value	P-value	Level of Significance
Control group	50	182.24	14.83	2.10	9.2936	0.0001*	S.
Experimental group	50	214.88	19.92	2.82			

From the results of the above table, it can be seen that, a significant difference is observed between control and experimental groups with respect to post-test scores of environmental attitude of secondary teacher trainees ($t = 9.2936$, $p<0.05$) at significance level of 5 percent.

Hence, the null hypothesis is rejected and alternative hypothesis is not rejected.

It means that, the post-test scores of environmental attitude of secondary teacher trainees are different in control and experimental groups. In another words, the post-test scores of environmental attitude of secondary teacher trainees are significantly higher in experimental group as compared to control group.

The results obtained in this study are corroborated by the results obtained in the studies that were conducted by Dayanand D. Bhat (2002), Jalaja Devi S. (2011), Biju K. (2014) and Neeraj Goutham (2015).

Hypothesis-3 : There is no significant difference between pre-test and post-test environmental attitude scores of secondary teacher trainees in control group.

To achieve this hypothesis, the dependent 't' test was applied and the results are presented in the following table.

Table-3: Comparison of between pre-test and post-test environmental attitude scores of secondary teacher trainees in control group

Test	n	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value	Level of Significance
Pre-test	50	183.48	17.40	1.24	10.67	0.8216	0.4153	N.S.
Post-test	50	182.24	14.83					

From the results of the above table, it can be seen that there is no significant difference was observed the pre-test and post-test environmental attitude scores of secondary teacher trainees in control group ($t=0.8216$, $p>0.05$) at significance level of 5 percent. Hence, the null hypothesis is not rejected and alternative hypothesis is rejected.

It means that, the pre-test and post-test environmental attitude scores of secondary teacher trainees in control group are similar.

The results obtained in this study are corroborated by the results obtained in the study that were corroborated by Dayanand D. Bhat (2002), Jalaja Devi S. (2011) and Neeraj Goutham (2015).

Hypothesis-4 : There is no significant difference between pre-test and post-test environmental attitude scores of secondary teacher trainees in experimental group.

To achieve this hypothesis, the dependent 't' test was applied and the results are presented in the following table.

Table-4: Comparison of between pre-test and post-test environmental attitude scores of secondary teacher trainees in experimental group

Test	n	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value	Level of Significance
Pre-test	50	184.70	17.55	30.18	27.09	7.8774	0.0001*	S.
Post-test	50	214.88	19.92					

From the results of the above table, it can be seen that there is a significant difference was observed the pre-test and post-test environmental attitude scores of secondary teacher trainees in experimental group ($t=7.8774$, $p>0.05$) at significance level of 5 percent. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the pre-test and post-test environmental attitude scores of secondary teacher trainees in experimental group are different.

It means that, the post-test environmental attitude scores of secondary teacher trainees are higher as compared to pre-test environmental attitude scores of secondary teacher trainees in experimental group.

The results obtained in this study are corroborated by the results obtained in the studies that were conducted by Dayanand D. Bhat (2002), Biju K. (2014), Neeraj Goutham (2015) and Rupinder Kaur (2015).

Hypothesis-5 : There is no significant difference between control and experimental groups with respect to change in environmental attitude scores of secondary teacher trainees from pre-test to post-test

To achieve this hypothesis, the independent 't' test has been applied and the results are presented in the following table.

Table-5: Results of independent 't' test between control and experimental groups with respect to change in environmental attitude scores of secondary teacher trainees from pre-test to post-test

Groups	n	Mean	SD	SE	t-value	P-value	Level of Significance
Control group	50	-1.24	10.67	1.51	7.6303	0.0001*	S.
Experimental group	50	30.18	27.09	3.83			

From the results of the above table, it can be seen that, a significant difference is observed between control and experimental groups with respect to change in environmental attitude scores

of secondary teacher trainees from pre-test to post-test ($t=7.6303$, $p<0.05$) at significance level of 5 percent. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected.

It means that, the change in environmental attitude scores of secondary teacher trainees from pre-test to post-test are different in control and experimental groups. In another words, the change in environmental attitude scores of secondary teacher trainees from pre-test to post-test are significantly higher in experimental group as compared to control group.

The results obtained in this study are corroborated by the results obtained in the studies that were conducted by Biju K. (2014) and Rupinder Kour (2015).

Hypothesis -6 : There is no significant difference between control and experimental groups with respect to pre-test and post-test environmental attitude scores of secondary teacher trainees.

To achieve this hypothesis, the Analysis of covariance (ANCOVA) (pre-test scores as covariate) technique has been applied and the results are presented in the following table.

Table-6: Comparison of between control and experimental groups with respect to pre-test and post-test environmental attitude scores of secondary teacher trainees by Analysis of covariance (ANCOVA)

Groups	Pretest		Posttest		
	Mean	SD	Mean	SD	Adjusted mean
Control group	183.48	17.40	182.24	14.83	182.43
Experimental group	184.70	17.55	214.88	19.92	214.69
F-test	0.1218@		92.2428#		
P-value	0.7278		0.0001*		

* $p<0.05$, @one way ANOVA applied, # ANCOVA applied

The results of the above table clearly show the following:

1. The control and experimental groups do not differs significantly with respect to pre-test environmental attitude scores of secondary teacher trainees ($F=0.1218$, $p>0.05$) at significance level of 5 percent.

It means that, the pre-test environmental attitude scores of secondary teacher trainees are similar in control and experimental group.

2. The control and experimental groups differs significantly with respect to post-test environmental attitude scores of secondary teacher trainees ($F=92.2428$, $p<0.05$) at significance level of 5 percent. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected.

It means that, the post-test environmental attitude scores of secondary teacher trainees are different in control and experimental groups.

It means that, the post-test environmental attitude scores of secondary teacher trainees are significantly higher in experimental group as compared to control group.

The results obtained in this study are corroborated by the results obtained in the studies that were conducted by Biju K. (2014) and Rupinder Kour (2015).

FINDINGS OF THE STUDY

1. The pre-test scores of environmental attitude of secondary teacher trainees are similar in control and experimental groups.
2. The post-test scores of environmental attitude of secondary teacher trainees are significantly higher in experimental group as compared to control group.

3. The pre-test and post-test environmental attitude scores of secondary teacher trainees in control group are similar.
4. The post-test environmental attitude scores of secondary teacher trainees are higher as compared to pre-test environmental attitude scores of secondary teacher trainees in experimental group.
5. The change in environmental attitude scores of secondary teacher trainees from post-test are significantly higher in experimental group as compared to the control group.
6. The pre-test environmental attitude scores of secondary teacher trainees are similar in control and experimental group. The post-test environmental attitude scores of secondary teacher trainees are significantly higher in experimental group as compared to control group.

CONCLUSION

In the present study it was found that the Environmental education is more effective when it is taught self-learning material than the traditional method of teaching. Hence, we can conclude that self-learning material can be used to develop positive attitude towards environment among the trainees.

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Study of Self-Concept of Juvenile Delinquents in Relation to their Personality Trait on their School Adjustment

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ABSTRACT

Juvenile delinquents self-concept is an important issue, since their behavior, their choices, and their relationship with other people and the development of their personality traits are affected by it. The Juvenile Delinquents tries to search for his new role and identity. They are experimenting with various sexual and educational roles to understand who he is and what he can be. The lack of self-identification and role confusion may also lead to over identification with villain and clowns. In this study investigated of ***“Study of self-concept of Juvenile Delinquents in relation to their Personality Trait on their School Adjustment ”***. The sample constituted of 268 juvenile delinquents Vijayapur and Belagum, Districts of Observation Homes and Juvenile Justice Board (JJB). In this study descriptive survey method of investigation was utilized to know about how the impact of juvenile delinquents, self-concept in relation to their Personality traits. At the age of 12to 18 years.

Keywords: Juvenile delinquents, self-concept, Personality traits

INTRODUCTION

In the field of education students are with different levels /abilities, students needs and educational problems are differing from each other. The self-concept is often described as a global entity how people feel about themselves in general, but it has also been described as made up on multiple self-conceptions, with concepts developed in relation to different roles.(Griffin, Chassin & Young, 1981; Burkit, 1991;Rowa &Cooper, 1998) they described self –concept may be generally and situational specific. They identified transitory or temporary self-concepts also, besides the overall basic self-concept. The ideas of self are influenced by the mood of the mood or by recent or counting experience. Every individual exists in a constantly changing world of experience of which he is the center. It is his basic tendency and striving to know and understand him as well as environment. He reacts to his environment as he experiences and perceived it. Due to constant interaction with his environment, gradually the form of his self-is differentiated and developed. Criminal behavior shown by minors is called juvenile delinquency. The discrimination is made behavior in adults and minors. The discrimination is made on the basis of the rational that juveniles are not competent enough to stand trial. They have lower maturity and decision making skills. The State Government has been authorized to constitute for a district or a group of districts one or more Juvenile Justice Boards for exercising the powers and discharging the duties, conferred or imposed on such Boards in relation to Juveniles in conflict with the Law under the act. In psychological terms, personality refers to our characteristic, ways of responding to individual and situations. Traits are relatively permanent and

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broad reaction tendencies, according to Cattell, and serve as the building blocks of personality. The problem of Adjustment has been in existence on earth since the appearance of the human race. The adjustment has internal as well as external.

Objective of the Study: To know the Interaction effect of self- concept (Low and High) Personality trait (Low and high) of Juvenile Delinquents on their school adjustment.

Hypotheses of the Study: There is no significant Interaction effect of self-concept (Low and High) and personality trait (Low and high) of Juvenile delinquents on their school adjustment.

METHODOLOGY

As per requirement of the problem and keeping the objectives of the study in mind, descriptive survey method was used to collect the data. The questionnaire has been used which has been developed by the investigator. The questionnaire contains closed- ended items. The reliability of the questionnaire is found to be 0.820. The sample for the study consisted of 268 juvenile delinquents.

SAMPLE OF THE STUDY

For the present study the investigator selected the observation homes of Vijayapur and Belgaum District. The sample for the study consisted of 268 juvenile delinquents.

TOOLS USED

The self-concept tools were developed by the investigator. Parenting style tools was used by Dr. Mahesh.Bharagav which is following the Likert method of summated rating procedure, with 60 items consisting of four areas.

TECHNIQUE

Mean, SD, inferential analysis, t-test, Tukey's multiple post- hoc, path analysis and ANOVA.

RESULTS AND DISCUSSION

Analysis of data, result and interpretation of findings has been variable wise keeping in view the objective of the study.

Hypothesis: No significant Interaction effects of self-concept (Low and High) and personality trait (Low and high) of Juvenile delinquents on their school adjustment scores

To realize the above hypothesis, the two way analysis of variance tool was performed and the outcome of test is presented in the table given below.

Table-1: way ANOVA with interaction effects of self-concept (Low and High) and personality trait (Low and high) of Juvenile delinquents on their school adjustment scores.

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Main effects						
SC	1	183.20	183.20	17.4597	<0.05	S
PR	1	395.24	395.24	37.6676	<0.05	S

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
2-way interaction effects						
SC x PR	1	309.22	309.22	29.4694	<0.05	S
Error	264	2770.14	10.49			
Total	267	3657.80				

From the results of the above table, it can be observed that,

- The main effect self-concept (Low and high) on school adjustment of Juvenile delinquents is found to be statistically significant ($F=17.4597$, $p<0.05$) at significance level of 5 percent. Therefore, the H_0 is rejected and H_1 is not rejected. It means that, the Juvenile delinquents belong to low self-concept have significant higher school adjustment scores as compared to Juvenile delinquents belong to high self-concept.
- The main effect personality trait (Low and high) on school adjustment of Juvenile delinquents is found to be statistically significant ($F=37.6676$, $p<0.05$) at significance level of 5 percent. Therefore, the H_0 is rejected and H_1 is not rejected. It means that, the Juvenile delinquents belong to low personality trait have significant smaller school adjustment scores as compared to Juvenile delinquents belong to high personality trait.
- The interaction effects self-concept (Low and high) and personality trait (Low and high) on school adjustment of Juvenile delinquents is found to be statistically significant ($F=29.4694$, $p<0.05$) at significance level of 5 percent. Therefore, the H_0 is rejected and H_1 is not rejected. It means that, the Juvenile delinquents with low & high self-concept and low & high personality trait have different school adjustment scores.

Further, if F is significant, to know the pair wise comparisons of interactions effects self-concept (Low and high) and personality trait (Low and high) on school adjustment of Juvenile delinquents by applying the by Tukey's multiple post-hoc procedures and the results are presented in the tables given below:

Table: Pair wise comparisons of interaction effects of self-concept (Low and High) and personality trait (Low and high) of Juvenile delinquents on their school adjustment score by Tukey's multiple post-hoc procedures.

Interactions	Low SC with Low PR	Low SC with High PR	High SC with Low PR	High SC with high PR
Mean	94.04	94.50	93.24	100.70
SD	2.82	1.57	2.77	3.75
Low SC with Low PR	-			

Interactions	Low SC with Low PR	Low SC with High PR	High SC with Low PR	High SC with high PR
Low SC with High PR	p=0.9664	-		
High SC with Low PR	p=0.7719	p=0.7286	-	
High SC with high PR	p=0.0001*	p=0.0001*	p=0.0001*	-

*p<0.05

From the results of the above table, it can be seen that,

- The Juvenile delinquents belongs to low self-concept with low personality trait and low self-concept with high personality trait groups do not differs significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to low self-concept with low personality trait and low self-concept with high personality trait groups have similar school adjustment scores.
- The Juvenile delinquents belongs to low self-concept with low personality trait and high self-concept with low personality trait groups do not differ significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to low self-concept with low personality trait and high self-concept with low personality trait groups have similar school adjustment scores.
- The Juvenile delinquents belongs to low self-concept with low personality trait and high self-concept with high personality trait groups differs significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to high self-concept with high personality trait group have significant higher school adjustment scores as compared to Juvenile delinquents belongs to low self-concept with low personality trait group.
- The Juvenile delinquents belongs to low self-concept with high personality trait and high self-concept with low personality trait groups do not differ significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to low self-concept with high personality trait and high self-concept with low personality trait groups have similar school adjustment scores.
- The Juvenile delinquents belongs to low self-concept with high personality trait and high self-concept with high personality trait groups differs significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belongs to high self-concept with high personality trait group have significant higher school adjustment scores as compared to Juvenile delinquents belongs to low self-concept with high personality trait group.
- The Juvenile delinquents belongs to high self-concept with low personality trait and high self-concept with high personality trait groups differs significantly with respect to their school adjustment scores at significance level of 5 percent. It means that, the Juvenile delinquents belong to high self-concept with high personality trait group have significant higher school adjustment scores as compared to Juvenile delinquents belongs to high self-concept with low personality trait group. The mean scores of school adjustment of Juvenile delinquents also presented in the figure given below:

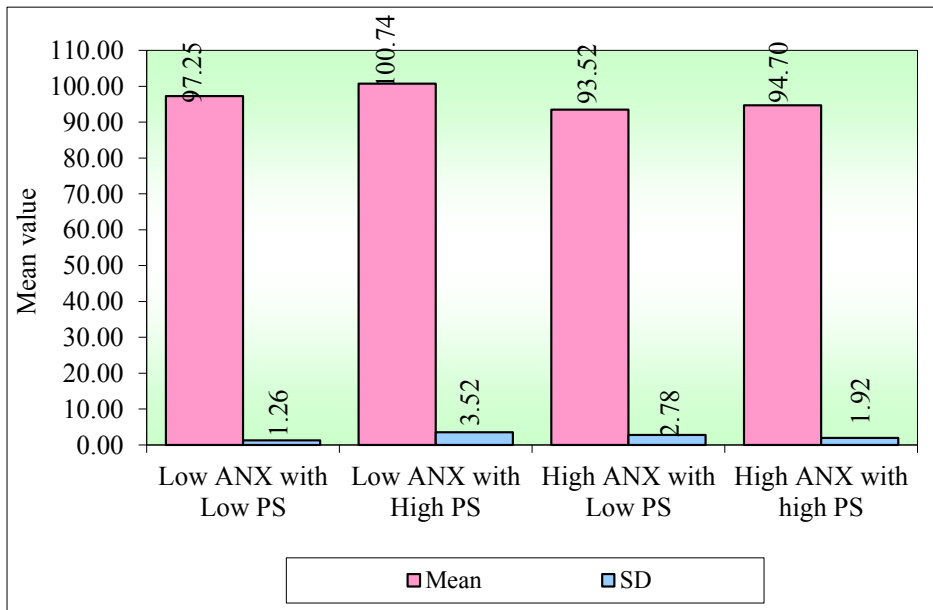


Figure: Comparison of interaction effects of self-concept (Low and High) and personality trait (Low and high) of Juvenile delinquents on their school adjustment scores

CONCLUSION

The present study effect of Self-concept on school adjustment of Juvenile delinquents belongs to 18 years of age group is found to be positive and statistically significant at 5% level of significance. It means that, the school adjustment of Juvenile delinquents belongs to 18 years of age group is influenced by Self-concept. The effect of Personality trait on school adjustment of Juvenile delinquents belongs to 18 years of age group is found to be positive and statistically not significant at 5% level of significance. It means that, the school adjustment of Juvenile delinquents belongs to 18 years of age group is not influenced by Personality trait.

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Women Entrepreneurs: A Sociological Study in Haryana

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ABSTRACT

There is a growing realization about the potential contribution of small enterprises both in developed and developing countries. A healthy, small business sector is rightly considered to be the backbone of any developed economy. Entrepreneurship training in most countries of the world is increasingly trying to promote local entrepreneurship and accelerating the pace of small enterprise development. Entrepreneurship is the driving force behind economic development. A country's economic progress is found to be positively correlated with the rise in number and quality of its entrepreneurs. Growth of entrepreneurship in a social organization is a highly complex process. It is the result of interaction of various factors, including natural endowments, historical tradition, education and cultural standards, social stratification, religious and moral values, family organization, social cohesion and economic development at any given period of time. Entrepreneur is among the class of leaders in a community Entrepreneurship has been defined differently depending on and in tune with the changing ethos of socio-economic reality. Nowadays, greater importance is being ascribed to women entrepreneurs as a part of policy by government and other agencies. Today, women have not only safely entered into job situations, but have also immersed as professionals and executives in many fields. This study focuses on the problems and challenges faced by women in India and are an attempt to contribute to solving problems of entrepreneurs.

INTRODUCTION

Women represent approximately half of the total world population as well as in India also. Women are the better half of the society. In our societies Indian women are treated as show pieces to be kept at home. But now they are also enjoying the impact of globalization not only on domestic but also on international sphere. Women come out of the four walls to contribute in all activities. Indian women are ready to take burden of work in house and as well as the work place. From many survey it is discovered that the female entrepreneurs from India are producing more capitals than the other part of the world. Since mid 1991, a drastic change takes place in Indian Economy. India has great entrepreneurial potential. At the present era, women participation in financial activities is marked by a low work participation rate. India provides a good example of women entrepreneurship. It has been ranked among the worst performing countries in the area of women entrepreneurship in gender-focused global entrepreneurship survey, released in July 2013 by PC maker Dell and Washington based consulting firm Global Entrepreneurship and Development Institute (GEDI). Of the 17 countries surveyed India ranks 16th just above Uganda.

Indian Government defines woman owned business as an entity where a woman or a group of women owns at least "51% of the capital" and give 51% of generated employment to women. Women are 48% of Indian population but their participation is still below par as only 34% of Indian

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women are engaged in financial and economic activities, many of which are unpaid or underpaid workers. With gender-bias problems in some regions of India, women have also become victims of unemployment. This bias has proven to be advantageous to certain extent as women have taken up entrepreneurship to fill the void and prove their critics wrong. Indian women have been at the receiving end of criticism but much to the dismay of their skeptics, they have mostly appeared triumphant as the dust of criticism settled. The industry has much to gain and literally nothing to lose with women in business.

In Indian society, women have always been an active part of the production cycle. Be it agriculture, dairy farming, or other home industries, Indian women have been enterprising, bold, and sound in matters of commerce. In recent days, women across the country have started setting up business ventures and managing them very well. Haryana women, second to none in their potential, are also setting out on entrepreneurial journeys. Despite their brimming capabilities, however, our women are faced with opposition and challenges rather than a well-deserved applause.

Women form the backbone of any progressive society. In our country, however, we have been fighting to save the girl children and set right skewed sex ratios in many states. While women across the world have been carrying the credit of ushering in pioneering innovations, our women have a tough time securing basics, such as education and healthcare. Women entrepreneurs in Haryana face a double challenge – a bias against girl children denies them the education and the opportunities available to their male counterparts and the lack of such learning and skills development inhibits any entrepreneurial ambitions. In many rural parts of the state, women venturing out of the household to work face much opposition and criticism.

According to the results of a sample study conducted in 2013 by researchers from the Kurukshetra University, about 39.2 percent of women entrepreneurs from the state reported that obtaining start-up capital for their ventures and businesses was the biggest challenge that they faced; businesswomen from the manufacturing and trading sector reported this problem more often than those from other sectors. About 16.4 percent of women entrepreneurs were faced with reluctant officials in the banks and other financial institutions which were approached for loans. Discouraged by families, officials, and others in the industry, working to set up their ventures has been an uphill task for these women, says the study. Lack of awareness is a major disadvantage for aspiring women entrepreneurs in Haryana. Financial schemes to aid women entrepreneurs are scanty and even when such schemes are available dissemination of information about these is completely unavailable.

RELEVANCE OF THE STUDY

In Indian society, women have always been an active part of the production cycle. Be it agriculture, dairy farming, or other home industries, Indian women have been enterprising, bold, and sound in matters of commerce. In recent days, women across the country have started setting up business ventures and managing them very well. Haryana women, second to none in their potential, are also setting out on entrepreneurial journeys. Despite their brimming capabilities, however, our women are faced with opposition and challenges rather than a well-deserved applause. Women entrepreneurs in Haryana face a double challenge – a bias against girl children denies them the education and the opportunities available to their male counterparts and the lack of such learning and skills development inhibits any entrepreneurial ambitions. In many rural parts of the state, women venturing out of the household to work face much opposition and criticism. Besides the constraints and problem faced by women to create their own identity, there

has been substantial increase in women in the field of business and enterprises. With their issue constructing women entrepreneurs, an attempt has made to investigate the issue and concern of women entrepreneurs in Rohtak city. Keeping in the overall scenario the following objective has been framed as under:-

Objectives of the study

- To analyze the socio-economic background of women entrepreneurs.
- To identify the motivating factors of women entrepreneurs to take up the enterprise
- To examine the problems faced by women entrepreneurs.

Hypothesis of the study

- No significant difference in the participation of women entrepreneurship due to socio-economic status.
- No difference in motivation of women entrepreneurs due to various factors.
- The problems faced by women entrepreneurs are negligible.

Research Designs

For this exploratory research designs has been used to examine the issue and concern the confirmed women entrepreneurs and the support structure is available to strengthen them. The exploratory designs to help in-depth understanding of the nature of enterprise and overall support rendered to women entrepreneurs

Sampling

The present study was carried out Rohtak city, district Rohtak (Haryana). For the present study, the information was collected Municipal Corporation of Rohtak, regarding the women entrepreneurs working in Rohtak city. Rohtak is dividing into 31 wards out of these wards, ward- 10 and 11 were selected the criteria being the availability of women entrepreneurs. In a way, purpose sampling has been used to study of women entrepreneurship. A list of women entrepreneurs wards no – 10 and 11 was prepared consisting of total no of 200 entrepreneurs out of these 44% sample chosen comparing 88 entrepreneurs. Since the present study is confined to women entrepreneurs, where for out of investigation were those women in some enterprise.

Method of data collection

Keeping in the view the purpose of study quantitative and qualitative data has been used in order to develop and overall understanding of women entrepreneurs the qualitative data deals with attitude, opinion of women entrepreneurs. Whereas quantitative data deals with numeric proportion in an For the present study, we have used interview scheduled and both primary and secondary data has been collect to get insist of research problem. Interview scheduled was prepared having both structured and unstructured question. The interview scheduled used in present study mainly two part – a and b, section a deals with socio-economic background of the respondents, including type of family, cast religion, occupation of the respondents and their husband, education and income of the respondent etc. Section b deals with issue such as nature of enterprise, family support, investment & marketing problems.

CASTE COMPOSITION

Table No-4.1: Distribution of respondent according to their caste

Sr. no	Caste	No of Respondents	Percentage
1	General	48	54.55
2	Other Backward caste	22	25
3	Scheduled cast	18	20.45
	Total	88	100

The table shows that the majority (54.55%) of the respondents constitute upper caste followed by other backward caste (25.00%) and scheduled caste composing of 20.45 percent. This indicates that majority of the women entrepreneurs are from the upper caste.

RELIGIOUS COMPOSITION

Table No-4.2: Distribution of respondent according to their religion.

Sr. no	Religion	Number of respondents	Percentage
1	Hindu	68	77.27
2	Muslim	8	9.09
3	Sikh	12	13.64
	Total	88	100

Above table shows that distribution of respondents according to their religion. The maximum involvement 77.27 percent out of 100% is found in Hindu religion it shows more of gender equality amongst Hindu religion. 77.27 percent of Hindu women are in the field of entrepreneurship and are contribution to their family income this also shows that the women in Hindu families are considered as important part of families. They are given right to equality in the social contract of community. 13.64 percentage. A woman belongs to Sikh religion. A very low percentage of 9.09 percent found to be Muslim religion. This shows that gender equality is not found in the Muslim religion. They are not interested in strengthening and self employment of Muslim women

TYPE OF FAMILY

Table No-4.3: Distributions of respondents according to type of family

Sr. no	Type of family	Number of respondents	Percentage
1	Nuclear	74	84.09
2	Joint	14	15.91
3	Total	88	100

It shows that maximum percentages of (84.09) are respondents belong to nuclear family structure. It is interpreted that the women who can run their family independence also run their praise in independently. A percentage of 15.91 of women belong to joint family structure.

MARITAL STATUS

Table No-4.4: Distributions of the respondents according to marital status of women entrepreneurs

Sr. no	Marital status	Numbers of respondents	Percentage
1	Married	63	71.59
2	Unmarried	11	12.50
3	Widow	7	7.96
4	Divorced	5	5.68
5	Single	2	2.27
	Total	88	100

Maximum numbers of 71.59 percent respondents are found to be in the field of SCE and that too after marriage. 71.59 percent of respondents are married and a very low percentage of 12.50 percent are falling under the category of unmarried respondents. It is also interpreted from the above table that family, husband and society supports more of married respondents than the unmarried women entrepreneurs. Only 7.96 percent respondents are widow and 5.68 percent of respondents are the divorce.

NUMBER OF CHILDREN

Table No-4.5: Distribution of respondent according to their children

Sr. no	Number of children	Number of respondents	Percentage
1	One	13	14.78
2	Two	34	38.63
3	Three	18	20.45
4	No children	23	26.13
	Total	88	100

Above table depicts that respondent maximum percentage lies of those women who have two children. It seems that ideal situation lies in having two children. Women entrepreneurs are more planned towards their family structure. 38.63 percent of women are in the category of having two children. It means that women are educated and believe in ideal family structure. The above table also depicts that 26.13 percent of women having no children are involved in self employment. A very low of 14.78 percent respondents are having single child.

Age Group of Respondents

Table No-4.6: Age wise distribution of the respondents present age

Sr. no	Age of respondents	Number	Percentage
1	Up to 24	8	9.09
2	24-30	13	14.78
3	30-36	23	26.13
4	36-42	12	13.64
5	42-48	15	17.04
6	48 and above	17	19.32
	Total	88	100

It is interpreted from the above table is the age wise distribution of the respondents, it is found that young adult of age group between 30 years to 36 years are more involved in the entrepreneurship. Out of total population are in field of entrepreneurship having percentage of 26.13 is maximum among all groups. The age group of women entrepreneurs 48 and above is 19.32 percent, between 36 and 42 age group respondents are 13 percent. Minimum percentage of 9.09 percent falls in the age group up to 24 years of age. The above distribution of women respondents according to age wise shows that the involvement of women entrepreneurs is increased as there is increase in age. The adulthood age is found to be the age in which women wants to be involved in self-employment or opening an enterprise.

EDUCATIONAL BACKGROUND

Table No-4.7: Distributions of the respondents according to their educational status.

Sr. no	Educational levels	Number of respondents	Percentage
1	Illiterate	9	10.22
2	Primary	21	23.86
3	Middle	12	13.64
4	High school	16	18.19
5	Secondary school	12	13.64
6	Graduation	7	7.95
7	Post graduation	3	3.40
8	Professional education*	8	9.09
	Total	88	100

*I.T.I., Bed, P.G.D.C.A, etc

Above Table shows that more respondents are not much educated but they are skill oriented and risk taking factor is more amongst less educated women. It also indicated that highly educated women prefer jobs in private or Govt. sector. The maximum number of respondents having 23.86 percent falls under the category of having primary education. It means that education is no bar for the women entrepreneurs who are skilled. 18.19 percentage respondents falls under the category of high school. 13.64 percent of respondents are of the category of middle school and secondary school education. A very low percentage of 7.95 percent and 3.40 percent are of the category.

Who are graduations and post graduates respectively.9.09 percent of respondents have completed professional education in their particular field.

Educational Background of Husband of Respondents

Besides the education of respondents, it is also necessary for the members of women entrepreneur's family to be educated for the growth of the enterprise. Though the questionnaire collected data on the educational background of all the family members, the most significant contribution for promoting women as entrepreneurs would necessarily have to be with the active encouragement of husband, father and mother. In this regard the data was recorded and later analyzed in the following table

Table No-4.8: Distribution of respondents according to their husband's education.

Sr. no	Husband's education	Respondents	Percentage
1	Illiterate	9	10.22
2	Primary	05	5.65
3	Middle	14	15.92
4	High school	13	14.77
5	Senior secondary	14	15.92
6	Graduation	16	18.19
7	Post graduation	6	6.81
8	Professional education*	11	12.50
	Total	88	100

*I.T.I., Polytechnic Diploma.

It is interpreted from table that husband education is a key factor is the women working for their self employment, a maximum percentage of 18.19 percent are the respondents whose husbands are graduate. It shows that educated women are in favour of working women either self employment. The respondents who are more involved in the enterprise are more in percentage of 15.92 percent whose husband are middle class educated and 12th class. The above table also shows that very low percentage of 6.81percent is the men who are graduates. it means they are of the view that women should work in government rather than self employed.

Occupational Status of Husband of respondents

Besides the personality characteristics that determine entrepreneurs, their family occupation also indicates their propensity towards entrepreneurship. Keeping this in view, the family occupation of respondents was found out and later presented in the table given below

Table No-4.9: Distribution of respondents according to their husband's occupation.

Sr. no	Husband's occupation	Number of respondents	Percentage
1	Self Employed	25	28.40
2	Govt. job*	12	13.64

Sr. no	Husband's occupation	Number of respondents	Percentage
3	Private job*	16	18.18
4	Self business	20	22.74
5	Open labor(construction)	15	17.04
	Total	88	100

*clerk, lab technician, teacher etc * *supervisor, Salesmen, etc

The above shows that the men who are self employed or have business of their own are in the favors' respondents. They are less gender biased and help in the self employment or women entrepreneurs in their field. Their outlook towards economic equality of women is more positive than other. 28.40 percent of respondents are those whose husbands are self employed and having their own enterprise. 13.64 percent respondents are those whose husbands are in the government job. 18.18 percent are women entrepreneurs whose husbands are in the private job. 17.04 percent of respondents whose husbands are on daily wages. All the above percentage of data interpreted that women are more favored in the self employment whose husbands are also entrepreneurs

Monthly Income of the Families of Respondents

The annual incomes of the families of respondents are also another important parameters to understand the relevance of the economic status of the enterprise. Apart from the occupation of women entrepreneurs before becoming entrepreneurs, the annual income of the entrepreneurs' families has a bearing on promotion of entrepreneurs. Accordingly, this factor has analyzed and presented in the table

Table No-4.10: Family monthly income of the respondents

Sr. No.	Monthly Income(in rupees)	No. of Respondents	Percentage
1.	Up to 5000	7	7.96
2.	5001-10000	18	20.45
3.	10001-15000	32	36.36
4.	15001-20000	18	20.45
5.	Above to 20000	13	14.78
	Total	88	100.00

Above table show that maximum percentage of respondent's falls between family incomes of (10001-15000). The respondents having family income below 5000 are least in number. The table shows that there is correlation between occupation and income of family of the respondents. The majority of respondents family monthly income is up to 10001- 15000 and has maximum percentage of 36.36. 20.45 percent respondents are of monthly family income 5001-10000. 20.45 percent of respondents are having monthly family income 15001-20000. A percentage of 14.78 percent are under family monthly income of above 2000 rupees. A very low percentage of 7.96 percent respondents belong to category of monthly family income up to 5000.

TYPE OF RATION CARD

Our society has various divisions. On the basis of income level in India the people are categorized in to two levels namely APL (Above poverty line) and BPL (Below poverty line). The table below shows the distribution of respondents according to the type of ration card

Table No-4.11: Distribution of respondents according to type of ration card.

Sr. no	Ration card	Number of respondents	Percentage
1	APL	65	73.87
2	BPL	23	26.13
	Total	88	100

Above table indicates respondents of above poverty line and below poverty line. It shows that poverty is an obstacle in the self employment and entrepreneurship of women. The number of respondents is high in above poverty line and below poverty line. BPL women are more involved in daily wages work. The table gives us clear status of the women entrepreneurs that 73.8 percent respondents of are falling in above poverty line and 26.13 percent respondents are in the category of below poverty line.

CONCLUSIONS

The present study concluded that distribution of women respondents according to age wise shows that the involvement of women entrepreneurs is increased as there is increase in age. The adulthood age is found to be the age in which women wants to be involved in self-employment or opening an enterprise. It is reported that family, husband and society supports more of married women entrepreneurs than the unmarried women entrepreneurs. Only 7.96 percentage women entrepreneurs are widow and 5.68 percent of women entrepreneurs are the divorce.. It was revealed that 26.13 percent of women having no children are involved in self employment. A very low of 14.78 percent of women entrepreneurs are having single child. The present study concluded that a percentage of 14.78 are under family monthly income of above 2000 rupees. A very low percentage of 7.96 respondents belong to category of monthly family income up to 5000. The present study concluded that a very small percentage of 9.09% women entrepreneurs are of negative attitude toward family support. 4.54% of women entrepreneurs are neutral to their response and are not clear of view of family support. It was found that a very low percentage of 6.81% entrepreneurs have an attitude that they are psychological and morally strong.

So, in short we can say that enterprising women have further ability to work hard. The imaginative ideas have to come to fair play. Hard work is needed to build up an enterprise. Women entrepreneurs must have an intention to fulfill their dreams. They have to make a dreams transferred into an idea enterprise studies show that successful women work hard.

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बिहार राज्य में नारी सशक्तीकरण : एक मनो-समाजिक अध्ययन

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प्रस्तुत आलेख हमारे शोध पर आधारित है। नारी सशक्तीकरण के अर्थ नारी के पर्याप्त अधिकार और पुरुष के अनुरूप बराबरी के दर्जा से है।

समाज में व्याप्त परम्परागता मूल्य एवं मान्यताएं, अन्धविश्वास, मर्यादाएं महिलाओं के समान अधिकार से वंचित कर शोषण एवं दमन पर आधारित सामाजिक संरचना खड़ी करी हैं, जिससे महिलाओं को दायम दर्जा प्राप्त है, देश में बिहार की महिलाओं की स्थिति और भी दयनीय है, उनकी निर्भरता पूर्णरूपेण पुरुषों पर है, क्योंकि महिलाएं अनपढ़, अर्थिक रूप से विपन्न एवं अपनी शारीरिक, मानसिक तथा भावनात्मक आवश्यकताओं के प्रति जागरूक नहीं हैं। हर जगह हर स्तर पर महिलाएं आतंक, अत्याचार एवं शोषण का शिकार हो रही हैं। 24 नवम्बर, 2005 को बिहार में मुख्यमंत्री श्री नितीश कुमार के नेतृत्व में सरकार बनी। यह सरकार महिलाओं के विकास के लिए पहले दिन से ही दृढ़ निश्चयी एवं कटिबद्ध थी। राज्य सरकार ने अपने बलबूते पर विभिन्न परियोजनाओं जैसे—जननी बाल सुरक्षा योजना, मुख्यमंत्री बालिका साईकिल योजना, मुख्यमंत्री पोशाक योजना, लक्ष्मीबाई पेंशन योजना, मुख्यमंत्री कन्या सुरक्षा योजना, मुख्यमंत्री कन्या विवाह योजना, नारी शक्ति योजना, सहित दर्जनों योजनाएं चलाकर महिलाओं के विकास का मार्ग प्रशस्त कर दिया।

स्त्री-पुरुष की समानता के बिना सामाजिक न्याय की परिकल्पना करना बेईमानी प्रतीत होती है। सृष्टि के आरंभ में स्त्री और पुरुष के बीच विभेद नहीं था। भारत में सिन्धु सभ्यता के पुरातात्विक अवशेष यह बताते हैं कि महिलाओं की स्थिति उस पुरुष प्रधान समाज में भी सम्मानजनक थी। वैदिक काल में कई विदुषी महिलाओं की चर्चा उनकी सशक्त उपस्थिति को दर्शाती है, किन्तु मौर्य काल, गुप्त काल के समय आते-आते पुरुष और महिलाओं के बीच में असमानता की लकीरें बननी शुरू हो गईं, लेकिन इस्लामी सत्ता के बाद और मध्य काल तक महिला अत्यधिक शोषित होने लगी और शोषण की प्रक्रिया निरन्तर बढ़ती चली गई 10वीं शताब्दी के आते-आते स्त्रियों भाग्य विधाता पुरुष बन गए, पुरुष प्रधान समाज का निर्माण हो गया। मनुष्य जैसे-जैसे विकास की सीढ़ी पर चढ़ता गया, वैसे-वैसे स्त्रियों को अबला पराश्रित बनाता गया। विकास के दौर में महिलाएं पिछड़ती गईं सामाजिक स्तर पर वह शोषण की शिकार भी होती गईं इस आधी आबादी (महिलाओं) के प्रति समाज का संकीर्ण एवं असामाजिक दृष्टिकोण बनता गया। महिलाओं का स्थान घर-आँगन से चलकर रसोई तक ही सीमित रह गया और इससे भी अधिक गलत धारणा इस पुरुष प्रधान समाज ने महिलाओं के लिए यह बना ली कि महिलाएं सिर्फ शारीरिक उपभोग की वस्तु और बच्चा पैदा करने की मशीन मात्र हैं।

भारतीय वेद शास्त्रों में 'यत्र नार्यस्तु पूजयन्ते, रमन्ते तत्र देवता' जैसी युक्ति का वर्णन किया गया है। अर्थात् जहाँ स्त्रियों का सम्मान होता है, वहीं देवता निवास करते हैं।

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महिलाओं की स्थिति

भारत को आजादी मिले सात दशक पूरे होने को हैं, फिर भी नारी को कमजोर, अबला और हन समझा जाता है। समाज के विभिन्न वर्गों, समुदायों का विकास तो हुआ, किन्तु महिलाएं दिनों-दिन विकास की कड़ी से दूर होती गईं और पिछड़ती गईं महिलाओं की दयनीय स्थिति पूरे देश में तो थी ही, परन्तु बिहार की महिलाओं की स्थिति और भी बद से बदतर थी। आजादी मिलने के बावजूद भी उनकी स्थिति तथा उनके प्रति समाज की सोच में कुछ बदलाव नहीं देखा गया। महिलाओं की स्थिति सुधारने के लिए कई स्तर पर कार्य होने लगे। आजादी के बाद देश में कई कानून बने, कई योजनाएं बनीं। महिलाओं को वाजिब हक प्रदान करने के लिए तथा सामाजिक न्याय की धुरी मजबूत बनाने के लिए महिला सशक्तीकरण की आवाज बुलंद की जाने लगी, लेनि अधिकांशतः यह नारों एवं सरकारी फाईलों तक ही सीमित रह गया। धरातल स्तर पर महिलाओं की स्थिति में कोई विशेष परिवर्तन नहीं हुआ।

नारी सशक्तीकरण पर सरकार की खुली दृष्टि

24 नवम्बर, 2005 को बिहार में मुख्यमंत्री नीतीश कुमार के नेतृत्व में सरकार बनते ही परिदृश्य बदलने लगा, नारों की जगह महिलाओं की भागीदारी पर ध्यान केन्द्रित किया जाने लगा। पंचायत चुनाव में आधी आबादी को आधा हक प्रदान कर महिला सशक्तीकरण की दिशा में जोरदार पहल की जाने लगी। बड़ी संख्या में महिलाओं ने घूँघट से चेहरा निकाला और घर की चारदीवारी को पार कर वोट मांगा, इनकी जीत भी हुई। सत्ता में पंचायत स्तर पर भागीदारी प्रदान करने का यह एक अनूठा प्रयास रहा। अब महिलाएं खुलकर सामने आ रही हैं, हर क्षेत्र में निचले स्तर पर भागीदारी न सिर्फ महिला सशक्तीकरण की दिशा में कारगर कदम है, बल्कि सामाजिक न्याय की धुरी को भी सबल बनाता है।

बिहार सरकार के इस अनूठे एवं ऐतिहासिक प्रयास का अनुसरण देश के अन्य राज्य भी करने लगे। इस प्रकार देश में महिला सशक्तीकरण का श्रेय बिहार को ही जाता है। वर्तमान राज्य सरकार विभिन्न प्रक्षेत्रों में अपनी नई पलह और सोच की बदौलत, राष्ट्रीय स्तर पर निरन्तर अपनी विशेष पहचान बनाती जा रही है। वित्तीय प्रबन्धन के क्षेत्र में भी लगातार तीसरी बार पूर्ण बजट पेश करने वाली सरकार ने विगत दो वर्षों से राज्य का 'आर्थिक सर्वेक्षण' प्रस्तुत करना जारी रखा है। 'परिणाम बजट' और परफॉरमेंस रिपोर्ट ' प्रस्तुत करने का श्रेय भी इसी सरकार को ही जाता है। इसी क्रम में राज्य सरकार ने 'जेन्डर बजट' भी राज्य में पहली बार विधानमण्डल में पेश किया है, जो उपमुख्यमंत्री सह –वित्त मंत्री सुशील कुमार मोदी की दूरदर्शिता का परिचायक हैं।

बिहार :महिला और पुरुष के तुलनात्मक आँकड़े

संकेतक	अद्यतन	आँकड़े
	पुरुष	महिला
जनसंख्या (करोड़ में)	4.32	3.97
जन्म के समय जीवन-प्रत्याशा	61.4	59.5
लिंग अनुपात (सभी आयु वर्ग)	1000	921

संकेतक	अद्यतन	आँकड़े
	पुरुष	महिला
लिंग अनुपात (0-4 वर्ष)	1000	942
नामांकन प्रतिशत	77	69
साक्षरता प्रतिशत	60.32	33.57

राज्य में पहील बार लिंग आधारित बजटीय व्यवस्था की शुरुआत को भी 'नारी सशक्तीकरण' की दिशा में सरकार की वास्तविक सोच और ठोस पहल के रूप में ही देखा जाना वाजिब होगा। बिहार में महिला और पुरुषों का तुलनात्मक विकास सन्तोषप्रद नहीं है। विकास-प्रक्रिया में महिलाओं की भागीदारी समुचित रूप से सुनिश्चित करने के उद्देश्य से, राज्य सरकार ने अपने पहले 'जेन्डर बजट' में सामाजिक कल्याण प्रक्षेत्र के प्रमुख दस विभागों को शामिल किया है। ये विभाग हैं-समाज कल्याण, अनुसूचित जाति एवं अनुसूचित जनजाति कल्याण, लोक स्वास्थ्य, अभियन्त्रण, अल्पसंख्यक कल्याण, संसाधन विकास, स्वास्थ्य, ग्रामीण विकास, नगर विकास एवं आवास, पंचायती राज्य तथा श्रम संसाधन।

राज्य सरकार ने अपने पहले 'जेन्डर बजट' में शामिल योजनाओं की दो श्रेणियाँ निर्धारित की है। प्रथम श्रेणी में ऐसी योजनाएं शामिल हैं, जिनमें 100 प्रतिशत तक का प्रावधान महिलाओं के लाभ के लिए है, दूसरी श्रेणी में ऐसी योजनाएं रखी गई हैं, जिनमें महिलाओं के लाभ के लिए कुल प्रावधानित राशि का कम-से कम 30 प्रतिशत आवंटन है, बिहार के प्रथम 'जेन्डर बजट' में दस उपर्युक्त चिह्नित विभागों में महिला-कल्याण की योजनाओं के लिए कुल रु० 2247.81 करोड़ प्रावधानित हैं, मुख्यमंत्री कन्या विवाह योजना, नारी शक्ति योजना, कन्या सुरक्षा योजना, इन्दिरा आवास योजना आदि ऐसी योजनाएं हैं, जिनमें 100 प्रतिशत तक का बजटीय प्रावधान, महिलाओं के लिए है। विभिन्न प्रकार की छात्रवृत्तियों, सर्व शिक्षा अभियान आदि प्रक्षेत्रों की कई योजनाओं में न्यूनतम 30 प्रतिशत तक की राशि महिलाओं के लिए है।

बिहार राज्य में नारी सशक्तीकरण पर सरकार के द्वारा प्रयास

राज्य में शिक्षक नियोजना की प्रक्रिया में भी सरकार ने महिलाओं के लिए 50 फीसदी स्थान सुरक्षित किया है। इस प्रकार बिहार भारत का पहला राज्य बना, जिसने सरकारी नौकरी के लिए किसी एक वर्ग के लिए व्यापक स्तर पर आरक्षण प्रदान किया। बिहार में जहाँ अधिकतर आबादी गरीबी रेखा के नीचे अपना जीवन व्यतीत कर रही है, वही आमतौर पर माता-पिता बैग, पोशाक और अन्य सामग्री में खर्च की वजह से लड़कियों को विद्यालय भेजने में संकोच करते थे। यह माना जाता है कि शिक्षित लड़की ही पूरे परिवार को शिक्षित बनाती है। इसलिए समाज का सम्पूर्ण विकास लड़कियों की साक्षरता पर ही निर्भर करता है। शिक्षित महिलाएं ही एक स्वस्थ समाज की नींव होती है और विशेष रूप से ग्रामीण और मध्य ग्रामीण इलाकों में विद्यालय की अधिक दूरी एवं आवागमन में होने वाली परेशानी की वजह से लड़कियों को अपनी शिक्षा अधूरी छोड़नी पड़ती है। लड़कियों की इस परेशानी को दूर करने के लिए 2006 ई० में मुख्यमंत्री बालिका साईकिल योजना का शुभारम्भ किया गया, जहाँ पहले रूढ़िवादी विचारधारा के कारण माता-पिता सुरक्षा के डर से

किशोर उम्र में लड़कियों को अकेले विद्यालय भेजने से डरते थे, लेकिन इस योजना के आने से लोगों की मानसिकता बदली है तथा उनके भविष्य को लेकर काफी आशान्वित है। यह योजना लैंगिक असमानता को दूर करने में काफी कारगर साबित हुई है। शिक्षा को घर-घर तक पहुँचाने का श्रेय विकास पुरुष श्री नीतीश कुमार को जाता है, जिससे नीतीश कुमार विकास का पर्याय हो गए हैं।

पंचायती राज्य में नारी की भागीदारी

राज्य सरकार ने कैबिनेट की प्रथम बैठक में पंचायती राज्य व्यवस्था में महिलाओं को आधी सीटों पर आरक्षण प्रदान करके विकास की नींव डाल दी। महात्मा गाँधी का मानना था कि इस देश की आत्मा ग्रामों में बसती है। इसके विकास के लिए उन्होंने ग्राम स्वराज्य का सपना देखा था। उसी परिकल्पना के तहत पंचायती राज व्यवस्था लागू की गई। लेकिन सरकार के इस ऐतिहासिक कदम से पंचायती राज व्यवस्था में 60-70 फीसदी पदों पर महिलाओं का कब्जा जो गया है और आज बिहार की महिलाएं पंच, संरपंच आदि पदों पर काबिज होकर पुरुष प्रधान समाज के मामलों का निपटारा कर न्याय प्रदान करती हैं, आज महिलाएं जिला परिषद् अध्यक्ष, प्रमुख, मुखिया आदि पदों पर कार्य कर रही हैं। इतना ही नहीं, उन्होंने राष्ट्रपिता महात्मा गाँधी के सपनों को साकार करने के उद्देश्य से कई नई योजनाओं का भी श्री गणेश किया है। अब देश में जब भी नारी सशक्तीकरण की बात आएगी, तो उसकी शुरुआत बिहार से ही मानी जाएगी, यह बिहारियों के लिए बड़े गर्व की बात है कि बिहार सरकार द्वारा महिलाओं को अवसर प्रदान करना एक ऐतिहासिक कदम साबित हुआ। यह देश में एक नया मॉडल बनकर उभरा है और आज इस कदम से महिलाओं के विकास की क्रान्ति की शुरुआत हो चुकी है, सरकार के इस ऐतिहासिक कदम से बिहार में नारी अब अबला नहीं, सबला कहला रही है, ग्रामीण क्षेत्रों में चल रही योजनाओं से महिलाओं की दशा और दिशा दोनों में सकारात्मक परिवर्तन हो रहा है।

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शिक्षक अभिभावक संगोष्ठी आशाएँ एवं वास्तविकता

अनामिका*

सारांश

शिक्षक अभिभावक गोष्ठी छात्रों के सर्वांगीण विकास में अहम भूमिका निभाती है। चूँकि छात्रों के व्यक्तित्व निर्माण में शिक्षक और अभिभावक दोनों का महत्व निर्विवाद है। इस गोष्ठी द्वारा जहाँ एक ओर अभिभावक छात्र के विद्यालय में व्यवहार व उनकी उपलब्धि से अवगत होते हैं वही दूसरी ओर शिक्षक भी छात्र के व्यवहार के विभिन्न पहलुओं से रूबरू होते हैं। प्रस्तुत शोध में शोधकर्ता ने शिक्षक-अभिभावक संगोष्ठी से अभिभावकों की अपेक्षाएँ व वास्तविक स्थिति को जानने का प्रयास किया है। साथ ही इस शोधकर्ता ने शिक्षक अभिभावक संगोष्ठी से अपेक्षाओं व वास्तविकता का तुलनात्मक अध्ययन किया है। शोध हेतु परिचर्चा को उपकरण के रूप में प्रयोग किया गया है तथा इसके लिए 10 विद्यालयी शिक्षक, 5 अभिभावक व 10 डी.एल.एड विद्यार्थियों को प्रतिदर्श के रूप में लिया गया है।

आमुख/प्रस्तावना

शिक्षक अभिभावक गोष्ठी एक ऐसी सामूहिक बैठक है जिसके चलते अभिभावकों को अपने बच्चे के बारे में उसके शिक्षक से आमने-सामने बातचीत करने का अवसर प्राप्त होता है। अभिभावक बच्चे की पढ़ाई की स्थिति तथा अन्य गतिविधियों में बच्चे की रुचि एवं सहभागिता आदि के बारे में जान पाते हैं।

राष्ट्रीय पाठ्यचर्चा की रूपरेखा (2005)- “बालक के सर्वांगीण विकास की प्रक्रिया को बनाए रखने के लिए बाल-शिक्षा पर बल देती है यह विकास स्वप्न जब तक अधूरा है जब तक समाज एवं परिवार उसके विकास में महत्वपूर्ण भूमिका नहीं निभाते केवल विद्यालय ही छात्र के विकास हेतु आवश्यक कदम नहीं उठा सकता जब तक समाज एवं परिवार इस विकास के पथ पर चलते समय छात्र का साथ न दे। शिक्षक अभिभावक संगोष्ठी इस स्वप्न का महत्वपूर्ण भाग है।”

शिक्षा का अधिकार अधिनियम-(2009) 21 A के अनुसार सभी विद्यालयों में ‘विद्यालय प्रबंधन समिति’ गठित की जाए सामूहिक सहभागिता हेतु अभिभावकों को समिति का सदस्य बनाया जाए जिसके अन्तर्गत 3/4 सदस्य अभिभावक जिसमें 50 प्रतिशत महिलाएँ हो, विद्यालय शिक्षक और विद्यार्थी भी इस समिति का हिस्सा बने गठित समिति का परम कर्तव्य है कि वे विद्यालय की गतिविधियों एवं कार्यप्रणाली का निरीक्षण करें विद्यालय की उन्नति, प्रगति हेतु योजना बनाए एवं सुधार हेतु समाधान सुझाए अनुदान धनराशि का उपयोग सही मायने में हो रहा है या नहीं इसका निरीक्षण करें, विद्यालय सम्बन्धी विकासशील कार्यों और अन्य मुद्दों को भी देखें।

‘शिक्षा निदेशालय’ दिल्ली सरकार ने सभी सरकारी स्कूलों के लिए एक “शुद्धिपत्र” जारी किया जिसमें मुख्य बिन्दु शामिल किए गए ‘परिपत्र’ में प्राथमिक कक्षाओं हेतु नियमितता उचित समय पर आना, स्वच्छता,

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नाश्ते के महत्व को बढ़ावा देना, पर संगोष्ठी में बल देने के लिए कहा गया है। कक्षा 6 से 8 तक में नियमितता, उचित समय पाबंदी, साफ-सफाई, सुबह का नाश्ता, गृहपुस्तिका के क्रियाकलापों का निरीक्षण, विद्यालय से भाग जाना, बिना बताए कक्षा में अनुपस्थित रहना, उन्नति, सकलनात्मक (SA-1) परीक्षा का परीक्षा फल अभिभावकों को देना, नॉन रीडर्स को एक चुनौती के रूप में लेना और उनकी उन्नति को बताना। इसी सन्दर्भ में **दिल्ली सरकार** द्वारा अनेक योजनाएँ/कार्यक्रम/ प्रयास किए गए हैं जिसमें **‘मेगा पी.टी.एम’** द्वारा यह कोशिश की जा रही है कि बच्चों के अभिभावकों और शिक्षकों के बीच बातचीत के अंतर को खत्म किया जा सके और बच्चों की शिक्षा, उनके भविष्य से जुड़ी समस्याओं पर शिक्षकों और माता-पिता से सीधे बात हो पाए भविष्य में कैसे ज्यादा सुधार लाया जा सकता है। उसकी सम्भावनाओं पर भी सक्रिय चर्चा की जा सके।

शिक्षक अभिभावक संगोष्ठी से उम्मीदें—

यह बात हम पर तर्त : समझ गए हैं, कि छात्र के सर्वांगीण विकास हेतु अभिभावकों की यह प्रथम जिम्मेदारी है, कि वह विद्यालय में प्रति वर्ष होने वाली शिक्षक-अभिभावक संगोष्ठी का भाग बनें। अभिभावक प्रत्येक बालक को विद्यालय तक पहुँचा पाएंगे, कोई भी बालक शिक्षा रूपी तरु की शीतल छाया से वंचित नहीं रहेगा। अन्य माता-पिता के मन, मस्तिष्क में विद्यमान विद्यालय सम्बन्धित भ्रांतियों की समाप्ति हो पाएगी जैसे— विद्यालय में छात्र को दण्ड स्वरूप मारपीट का उपयोग किया जाता है। शिक्षक अभिभावक के मध्य अंतराल कम हो जाएगा। शिक्षक द्वारा किया गया व्यवहार व शिक्षण विधियों का भी पता लगाया जा सकेगा। शिक्षक और समाज के बीच की दूरी को भी कम किया जा सके, जिससे अध्यापक और अभिभावक बच्चे के बारे में संपूर्ण जान सके। अल्पसंख्यक व आर्थिक रूप से कमजोर परिवार के बालक शिक्षा प्राप्त कर सकते आदि। हमारा ध्येय सर्वाभौमिक शिक्षा का स्वप्न संभव हो पाएगा। भारत की साक्षरता दर में वृद्धि होगी। शिक्षा के मात्रात्मक व गुणात्मक दोनों स्तरों का विकास होगा। बालक का चहुँमुखी विकास होगा। बालक के विकास के पथ में समाज व परिवार बालक का साथ देगा। विद्यालय व अभिभावकों के मध्य संबंध प्रगाढ़ व घनिष्ठ होंगे। छात्रों की व्यवहार संबंधी समस्याओं का समाधान होगा।

इन्हीं आशाओं के साथ शिक्षक अभिभावक संघ की संकल्पना की गई।

शिक्षक अभिभावक संगोष्ठी का महत्व

शिक्षक के लिए

- अध्यापक छात्र की पारिवारिक स्थिति समझ पाएगा जिससे शिक्षण कराने में सुगमता होगी।
- समय-समय पर शिक्षक छात्र की व्यक्तिगत, शैक्षिक, अनुशासन से संबंधित सभी समस्याओं का विवरण अभिभावक के समय साझा कर सकेगा।
- शिक्षक और अभिभावकों का उद्देश्य एक होगा तो छात्र को समझने में अधिगम प्रक्रिया में सरलता होगी।

विद्यालय के लिए महत्व

- विद्यालय के सभी खर्चों का ब्यौरा पारदर्शी होगा। जिसके द्वारा विद्यालय में संसाधनों की कमी को पूरा किया जा सकेगा।

- विद्यालय पूर्ण रूप से अनुशासित संचालन में सहायक।
- नए-नए विचारों का आदान-प्रदान होगा। जो समाज के सार्वभौमिक विकास में सहायक होगा।

अभिभावकों (माता/पिता) के लिए महत्त्व

- समय-समय पर बच्चे के बारे में सही और उचित मूल्यांकन प्राप्त किया जा सकेगा।
- बच्चों के चहुविकास में सहायक सिद्ध होना।
- घर के वातावरण में सुधार लाने हेतु शिक्षक अभिभावक संगोष्ठी का महत्त्व छात्रों के संपूर्ण विकास में सहायक कार्यों में छात्रों की रुचि एवं सहभागिता बढ़ाने हेतु अभिभावकों व शिक्षकों के मध्य समन्वय स्थापित होना जैसे – दत्त कार्य देना करना, गृह कार्य, स्वास्थ्य सम्बन्धित समस्या, अनुशासन संबंधी समस्या, पाठ्य सहगामी क्रियाओं को सफल बनाने में, छात्र को उचित प्रोत्साहन देने आदि कार्यों में सहायक। उपरोक्त सभी कार्यों की सफलता हेतु अभिभावकों का अध्यापकों के साथ काम से कदम मिलाकर चलना अनिवार्य हो जाता है तभी संगोष्ठी का महत्त्व है।

इस शोध पत्र का उद्देश्य यह है कि विद्यालयों में शिक्षक अभिभावक संगोष्ठी की वास्तविक स्थिति को जानना और शिक्षक अभिभावक गोष्ठी द्वारा वास्तविक उम्मीदों का तुलनात्मक अध्ययन उपरोक्त उद्देश्यों को पूरा करने हेतु, डाईट डी.एल.एड द्वितीय वर्ष प्रशिक्षणार्थियों का विद्यालयी अनुभव कार्यक्रम के दौरान समूह – केन्द्रित परिचर्चा का प्रयोग किया गया। 10 विद्यालयी शिक्षक, 5 अभिभावक एवम 10 डी.एल.एड. विद्यार्थी जिसके प्रतिदर्श रूप में सम्मिलित किया गया।

परिचर्चा के अन्तर्गत विभिन्न प्रश्नों के उत्तरों के आधार पर निष्कर्ष निकाला गया। गुणात्मक विश्लेषण किया गया जिसके आधार पर निम्नलिखित परिणाम प्राप्त हुए।

मुख्य परिणाम

- लगभग सभी विद्यालयों में शिक्षक अभिभावक संगोष्ठी महीने के अंत में आयोजित की जाती है।
- ज्यादातर अभिभावक शिक्षक अभिभावक संघ के बारे में जागरूक नहीं है।
- कुछ छात्रों के अभिभावक PTM में अपनी दिलचस्पी दिखाते हैं।
- कुछ अभिभावक प्रतिपुष्टि से सहमत होते हैं।
- बहुत कम अभिभावक ही अपने बच्चों की प्रगति के बारे में जानने को आतुर होते हैं।
- अभिभावक अपनी आर्थिक समस्या की के चलते संगोष्ठी में उपस्थित नहीं हो पाते।
- कुछ अभिभावक संतुष्ट हो पाते हैं, केवल वही अभिभावक संतुष्ट होते हैं जो लगातार गोष्ठी में भाग लेते हैं।
- कुछ का कहना था कि उन्होंने अपने बच्चे के कमजोर पक्षों पर चर्चा की और ताकतवर पक्ष को अधिक मजबूत करने के उपाय पूछे।

- जब भी गोष्ठी में बैठे शिक्षकों ने सुझाव दिए। सुझावों का अनुपालन किया गया। जिससे अभिभावकों के बच्चों की प्रगति में उन्नति हुई।

सुझाव

- शिक्षक अभिभावक संगोष्ठी के बारे में अभिभावकों में जागरूकता और अभिप्रेरणा पैदा करना।
- जो अभिभावक स्वयं जाकर PTM में उपस्थित नहीं रह सकते उनके लिए 'सोशल मीडिया' का प्रयोग किया जाए जिससे वो अपने बालक के बारे में अधिक से अधिक जान सकें।
- छात्रों के माता-पिता से दूरभाष द्वारा संपर्क स्थापित किया जाये।
- यथा समय सूचित किया जाए।
- संरचनात्मक प्रतिपुष्टि दी जाए।
- अभिभावकों के दिए गए सुझावों को स्वीकृत कर एक रिकॉर्ड बनाए और यथा संभव उनका पालन किया जाए।
- अगली PTM में उनके द्वारा दिए गए सुझावों से कितना वांछनीय परिवर्तन आया या ला पाए इसके बारे में समय-समय पर अभिभावकों को बताया जाए।
- विद्यालय में हाने वाले विभिन्न समारोह में अभिभावकों को आमंत्रित करने हेतु निमंत्रण दिया जाए।
- अभिभावक अपनी सहूलियत अनुसार अध्यापक से मिल सके इसके लिए वो एक दिन पूर्व पहले सूचित करें।
- शिक्षक अभिभावक संगोष्ठी की उम्मीदों और वास्तविकता में काफी अंतर पाया गया। अभिभावकों का आर्थिक रूप से मजबूत ना होना, जागरूकता की कमी समय का अभाव आदि कारण देखें गए।
- सरकार द्वारा सकारात्मक कदम उठाए जाए।
- अभिभावकों को अपने बालक के लिए दिन में कुछ निश्चित समय देने के लिए समझाए।
- माता-पिता उन शिक्षकों की प्रशंसा भी करें, जिनकी वजह से उनके बालकों के व्यवहार में सकारात्मक परिवर्तन आए है।

निष्कर्ष

अभिभावक अपने बच्चों के आत्मविश्वास, आत्मसम्मान, आत्मगौरव, आत्मानुशासन, स्वस्थ संप्रेषण द्वारा बालकों को प्रोत्साहित कर सकते हैं। जिससे उनके मध्य अंतः संबंध बनेंगे वे अपने बालकों को अधिक निजता से जानेंगे, इससे उनमें सामाजिक कौशल विकसित होगा, साथ ही विद्यालय प्रगृहीत में उनके अंक भी अच्छे होंगे, अभिभावकों के भीतर श्रेष्ठ माता-पिता बनने के कौशल में वृद्धि होगी। अपने बालक के भविष्य निर्माण हेतु लक्ष्य निर्धारित करने में सहायता मिलेगी।

हमारी शिक्षण-अधिगम प्रक्रिया को छात्र हेतु प्रभावशाली व सफल बनाने में, शिक्षक, अभिभावक व विद्यार्थी तीनों के परस्पर संबंध मधुर बनाने में इसके द्वारा ही बालक का संपूर्ण विकास किया जा सकता है। विद्यार्थी और अभिभावक के बीच आपसी समझ विकसित होती है। समुदाय की सहभागिता द्वारा छात्र का संपूर्ण

विकास संभव है। मैत्रीपूर्ण सम्बन्ध स्थापित करके छात्र की प्रगति व समस्याओं से अवगत हो सकते हैं। अतः वर्तमान समय के संदर्भ व आवश्यकताओं को ध्यान में रखते हुए प्रत्येक अभिभावक की यह जिम्मेदारी है कि वह अपने बच्चे के विकास हेतु शिक्षक के निरंतर संपर्क में रहें ताकि छात्र के अच्छे भविष्य की कामना की जा सकें। प्रत्येक अभिभावक, शिक्षक अभिभावक संगोष्ठी में आना अपना परम नैतिक कर्तव्य समझे। ताकि छात्रों की नींव मजबूत की जा सके। इस दिशा में दिल्ली सरकार के द्वारा 'मेगा 'पीटीएम' का कदम सराहनीय है।

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बाल विवाह के पक्ष में होना एक घातक विचारधारा

डॉ. कुमारी ज्योति पासवान*

इस विचारधारा में स्त्रियों, बच्चों कानून समाज में बराबरी, सहिष्णुता और सुरक्षा के प्रति कोई सम्मान नहीं है. बाल विवाह केवल लड़कियों के जीवन को संकचित और दुरुह नहीं बनाता है, लड़कों के जीवन को भी उतना ही प्रताड़ित करता है।

पुरुष अपने पुरुषत्व बल की सत्ता में आ रहे उतार-चढावों को देख बहुत घबराता हुआ है। इस समाज को बेहतर, सम्मान और न्यायमूलक बनाने के लिए हो रही कोशिशों से उसके अपराधों और निरंकुशता पर नियंत्रण लग रहा है, तो वह बहुत बेचैन है. उसकी पूँजीवादी, उपनिवेशवादी और मर्दवादी सत्ता को चुनौती मिल रही है। ऐसे में उसे कई बार नैतिक और अनैतिक, मानवीय और अमानवीय, कानूनी और गैरकानूनी पक्ष के बीच के अंतर का भान ही नहीं रह जाता है। मध्य प्रदेश की विधानसभा के सदस्य यानी चुने हुए विधायक श्री गोपाल परमार (आगर मालवा) ने अपनी वाणी से इन बिंदुओं को सच साबित किया है। 5 मई, 2018 को आजीविका और कौशल विकास दिवस पर अपने विधानसभा क्षेत्र में आयोजित एक कार्यक्रम में उन्होंने भी अपने 'मन की बात' कह डाली। बहरहाल, इस बात का आयोजन की कथावस्तु से कोई सरोकार नहीं था, पर बेचैनी फुदककर बाहर आ गई।

परमार ने कहा, 'गांव में पहले संबंध बन जाते थे, जिससे उनकी मानसिकता बन जाती थी कि मेरा संबंध हो चुका है या शादी हो चुकी है, इसलिए वे गलत कदम उठाने से बच जाते थे। पहले देखते थे कि समाज में शादी होती थी। हमारे बड़े-बूढ़े ही संबंध तय कर लेते थे। भले ही बचपन में कर लेते थे, लेकिन वह संबंध ज्यादा टिके रहते थे, ज्यादा मजबूत थे। जब से यह 18 साल की बीमारी सरकार ने चालू की है, इसमें बहुत सारी लड़कियाँ घर से भागने लग गई हैं। लव जिहाद का बुखार चालू हो गया है। हमें घर में ध्यान ही नहीं है कि हमारी छोरी क्या कर रही है, हमें कह कर जा रही है कि पढ़ने के लिए कोचिंग क्लास जा रही हूँ और वह किसी भी लड़के के साथ भाग गई।

वे यहीं नहीं रुके. उन्होंने आगे कहा, 'बहुत सारे शरारती लोग आते हैं, 'शातिर लोग आते हैं। हमारी माता-बहनें लिहाज पालने वाली होती हैं, इनके साथ कोई उपकार कर देता है तो उनका बहुत सारा अहसान मानती हैं। अगर वह किसी लड़के के साथ भाग गई तो आपकी इज्जत के साथ खिलवाड़ हो जाएगा। इसलिए यह पता लगाने की आपकी जिम्मेदारी बनती है कि लड़की गई तो कहाँ गई है? मैंने कानूनी उम्र में पहुँचने से पहले ही अपने तीनों बच्चों का विवाह कर दिया था, अब वे खुश हैं। वे मानते हैं कि जैसे पशुओं को पता होता है कि शाम को लौटकर कहाँ जाना है, वैसे ही शादी के बाद बच्चों को पता होता है कि कहाँ लौटना है? वे साथ ही बोले, 'मुसलमानों में कुछ गुंडा तत्व होते हैं, जो नाम और पहचान छिपाकर लड़कियों को प्रभावित कर लेते हैं. यदि कम उम्र में शादी कर दी जाए, तो लव जिहाद से उन्हें बचाया जा सकता है'

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ये किसी एक व्यक्ति के विचार नहीं बल्कि एक विभाजनकारी विचारधारा के प्रतीक वाक्य हैं। इस विचारधारा में स्त्रियों, बच्चों, कानून, समाज में बराबरी, सहिष्णुता और सुरक्षा के प्रति कोई सम्मान नहीं है। याद रखिएगा कि बाल विवाह केवल लड़कियों के जीवन को संकुचित और दुरुह नहीं बनाता है, यह लड़कों के जीवन को भी उतना ही प्रताड़ित करता है।

परमार के विचार हमारे समाज के उस बड़े हिस्से का प्रतिनिधित्व करते हैं, जो स्त्रियों को स्वतंत्र जीवन जीने का अधिकारी नहीं मानते हैं। जो मानते हैं कि स्त्री को समय रहते स्थायी कैदी बना लिया जाना चाहिए, वरना वह पितृ-सत्तात्मक समाज द्वारा की जाने वाली हिंसा, शोषण, दुराचार और गैर-बराबरी का विरोध करने लगती है। इसी को ध्यान में रखकर परमार कहते हैं कि कम उम्र में विवाह स्थायी होता है। वे अपरिपक्वता के संबंध और विकल्पहीनता की स्थिति को स्थायी रिश्तों का पर्याय मानते हैं ऐसी मानसिकता रखने वाले समाज के इस तबके की चिंता है कि अगर कम उम्र में लड़कियों की शादी नहीं होती है, तो वे अपने जीवन साथी का चुनाव खुद कर सकती हैं। इससे पितृसत्तात्मक समाज को निर्णय लेने का अधिकार नहीं रह जाएगा।

हम जानते हैं कि विवाह नामक व्यवस्था का एक किस्म से सामाजिक, आर्थिक, राजनीतिक, सांस्कृतिक व्यापार के उपक्रम के रूप में दुरुपयोग किया गया है। ऐसे उपक्रमों में बच्चों के हितों और गरिमा का स्थान कभी महत्वपूर्ण नहीं होता है, बच्चे इस प्रक्रिया में 'वस्तु विनिमय' के रूप में इस्तेमाल किये जाते हैं। सभ्य समाज में बाल विवाह को मानव विकास के लिए एक नकारात्मक सूचक और बड़ी चुनौती के रूप में स्वीकार किया गया है। इससे बच्चे पूरी शिक्षा हासिल करने से वंचित रह जाते हैं। उन्हें कौशल विकास के अवसर नहीं मिल पाते हैं। विवाह से उपजी जिम्मेदारियाँ उन्हें पनपने और अपने जीवन के बारे में सपने देखने के अधिकार से वंचित कर देती हैं। इन अवस्थाओं में बच्चों, खास, तौर पर लड़कियों का यौन शोषण भी होता है। कम उम्र के विवाह का परिणाम होता है, कम उम्र में गर्भावस्था और कम उम्र में गर्भावस्था का परिणाम होता है, लड़की के मरने की ज्यादा आशंकाएं, बच्चों में कुपोषण, विकलांगता और शिशु मृत्युदर में बढ़ोत्तरी की आशंका।

2016 के चौथे राष्ट्रीय परिवार स्वास्थ्य सर्वेक्षण के निष्कर्ष बताते हैं कि बिहार में 39.1% विवाह कानूनी उम्र से पहले ही हो जाते हैं। आंध्रप्रदेश में 32.6% गुजरात में 24.9%, मध्य प्रदेश में 30% राजस्थान में 35.4% पश्चिमी बंगाल में 40.7% और समग्र भारत में 26.8% विवाह बाल विवाह होते हैं।

जरा सोचिए कि दुनिया में सबसे आगे होने की चाहत रखने वाले भारत ने 1980 के दशक में कंप्यूटर के इस्तेमाल को बढ़ावा देने के लिए दिन-रात कोशिशें शुरू की दीं। आर्थिक महाशक्ति बनने के लिए 1991 में आर्थिक उदरीकरण और निजीकरण की घातक नीतियों को तुरंत अपना, लिया, पर बाल विवाह को रोकने का कानून वर्ष 2006 में ही आ पाया। क्योंकि रूढ़िवादी, जातिवादी और लैंगिक उत्पीड़न को सामाजिक-सांस्कृतिक मान्यता देने वाला समाज बच्चों के हितों पर संवेदनशील रहा ही नहीं है। बच्चे उसके लिए पहले उपनिवेश होते हैं और महिलायें दोहरी उन्ननिवेश, जिन पर पितृसत्तात्मक समाज शासन करता है।

गोपाल परमार के वक्तव्य से चौंकिए मत. यह व्यापक समाज की ही अभिव्यक्ति है. जिसे वे तो बस सामने रख पाते हैं। इसे सामाजिक-राजनीतिक मान्यता भी मिली हुई है। यही कारण है कि भारत की संसद

के द्वारा बनाए गए एक बहुत महत्वपूर्ण कानून और नीति को खारिज करने के बाद भी उनके प्रति कोई कार्रवाई नहीं हुई।

आप अच्छे से जानते ही हैं कि आजकल सरकारें खुद दहेज देने की योजना चलाती हैं और सामूहिक विवाह कार्यक्रमों का आयोजन करवाती हैं। विवाह आयोजनों का उपक्रम सामूदायिक और कट्टरपंथी धार्मिक राजनीति में बड़ा प्रभावशाली महत्व रखता है। यही कारण है कि सरकार समर्थित सामूहिक विवाह कार्यक्रमों में बाल विवाह भी होते हैं। इसकी सबको जानकारी होती है, अखबारों में खबर छपती है और फिर भी सांसद, और मंत्री उनमें बाकायदा मौजूद रह कर 'बाल-विवाहितों' को आर्शीवाद देते हैं। कानून टूटता है। लेकिन बच्चे तो उस व्यवस्था की खिलाफत भी नहीं कर सकते हैं, क्योंकि हर कोई उस पवक्त उनके खिलाफ खड़ा होता है। स्वतंत्रता के बाद से ही, खासतौर पर जब से पूंजीवादी आर्थिक नीतियों की खाज (संक्रमित खुजली) के साथ साम्प्रदायिक और लैंगिक-जातिवादी राजनीति के कोढ़ (कुष्ठ रोग) का गठजोड़ हो गया है, तब संकट अपने चरम की तरफ बढ़ना शुरू हो गया है।

इस व्यवस्था में दो युवा अपनी समझ से एक निर्णय लेकर प्रेम करना और जीवन साथ गुजारना चाहें तो उन्हें कठोर सजा का पात्र माना जाता है। समाज चिंतित होता है कि हिन्दू लड़की मुसलमान लड़के से प्रेम करती है तो इससे उनका प्रभुत्व संकट में आ जाएगा। इस संकट से निपटने के लिए वे दो इंसानों की हत्या कर सकते हैं, किसी समुदाय को सबक सिखाने के लिए सामूहिक बलात्कार कर सकते हैं जमीन लूट सकते हैं, उनका सामाजिक बहिष्कार कर सकते हैं।

लेकिन, उन्हें इस बात से कोई फर्क नहीं पड़ता है कि भारत में वर्ष 2008 से 2016 के बीच नौ सालों में 68 लाख बच्चे जन्म लेने के बाद 28 दिन भी नहीं जी पाए और मर गए। देश में अब भी हर साल 40 हजार महिलाएं मातृत्व मृत्यु की शिकार हो जाती हैं। साढ़े छह करोड़ बच्चे कुपोषित हैं। कारण है— बाल विवाह, कम उम्र में गर्भावस्था, हिंसा, भेदभाव, स्वास्थ्य सेवाओं का अभाव और गरीबी का कुचक्र। बावजूद इसके परमार जैसे जिम्मेदार लोगों के मुखारबिन्दु से बदलाव के लिए पहल करने और संघर्ष के लिए प्रबिद्धता के फूल नहीं झड़ते हैं। वे संघर्ष के लिए सड़क पर नहीं आते हैं। क्योंकि उनकी सत्ता में यह विषय महत्व के नहीं है।

परमार इस सच्चाई से रूबरू नहीं हुए हैं कि बाल विवाह मानव अधिकार का उल्लंघन है और इससे जीवन और समाज को बेहतर बनाने वाली बहुत सारी संभावनाएं और उम्मीदें मर जाती हैं। वर्ष 2008 से 2015 के बीच भारत में 26.30 लाख नवजात शिशुओं की मृत्यु इसलिए हुई, क्योंकि वे 37 सप्ताह की गर्भावस्था पूरी करने से पहले जन्मे थे, यानी समय पूर्व प्रसव हुआ था।

आज की स्थिति में भी भारत में लगभग 25 लाख बच्चे समय पूर्व प्रसव के जरिये जन्म लेते हैं। बाल विवाह और स्त्रियों के साथ शोषण इसका सबसे बड़ा कारण होता है। जब आप बाल विवाह का समर्थन करते हैं, तब आप यह भी साबित करते हैं कि लाखों नवजात शिशुओं की मौत आपके विवेक को कहीं झकझोरती नहीं है। भारत सरकार का ही अध्ययन बताता है कि हर दूसरा बच्चा हिंसा और उत्पीड़न का शिकार है। समाज के इस समूह को इस बात से भी कोई फर्क नहीं पड़ता है कि भारत में 50.3% गर्भवती महिलाएं खून की कमी की शिकार होती हैं, लगभग 70% किशोरी बलिकाएं खून की कमी की शिकार हैं उन्हें भोजन, पोषण, शिक्षा और सम्मान चाहिए, बाल विवाह नहीं।

अपने वक्तव्य में परमान ने समाज और परिवार को उनकी जिम्मेदारी से अवगत करवाया है कि लड़की कहां जा रही है, इस पर नज़र रखें। कोचिंग जाने का कह कर जाती है और किसी लड़के के साथ भाग जाती है। उनके इस वक्तव्य से कट्टरपंथी सांप्रदायिक राजनीतिक विचारधारा का स्त्रियों और लड़कियों को लेकर जो नज़रिया है, वह साफ झलकता है। यह नज़रिया साबित करता है कि पितृसत्तात्मक समाज या मर्दवादी समाज इस बात को मानने के लिए कतई तैयार नहीं है कि लड़कियों या महिलाओं के जीवन से संबंधित निर्णय लेने का अधिकार उनके पास नहीं है।

वास्तव में यहां पता चलता है कि लिंगभेद (कि लड़की के बारे में निर्णय परिवार/बड़े-बुजुर्ग लेंगे, लड़की का कोई भी स्वतंत्र निर्णय अनैतिक और औपराधिक होगा) और सांप्रदायिकता (कि यदि एक हिंदू को मुस्लिम से प्रेम हो जाए तो वह हिंसा/टकराव का कारण बन जाएगा) का शासन वर्तमान समाज को बड़े स्तर पर झकझोर रहा है। वह लिंगभेद और सांप्रदायिकता दोनों को ही त्यागने के लिए तैयार नहीं है। इस गठजोड़ के शासन को मजबूत बनाने के लिए वह हिंसा, दंगे, कत्लेआम, बलात्कार, आगजनी, कानून और संवैधानिक संस्थाओं का दुरुपयोग तक सब कुछ करने के लिए तत्पर है।

जो हिंसा में विश्वास रखता है, उसे हिंसा में आनंद आने लगता है। बाल विवाह के समर्थन में आए इस वक्तव्य में उन्होंने कहा है कि हमारे बड़े-बूढ़े कम उम्र में ही शादी तय कर देते थे, इससे उनको (लड़कियों) को पता चल जाता था कि उनका संबंध हो चुका है, और वे गलत कदम नहीं उठाती थीं। वास्तव में समाज लड़कियों को केवल यौनिक उपनिवेश के नज़रिए से महसूस करता है, ताकि वह अपने मर्दत्व को भोग सके।

बहुत पुरानी बात नहीं है, ऊपर जिक्र किए गए चौथे राष्ट्रीय परिवार स्वास्थ्य सर्वेक्षण के ही आंकड़ों से पता चला कि भारत में केवल 54% महिलाएं अकेले बाज़ार जा सकती हैं, 50% अकेले स्वास्थ्य केंद्र जा सकती हैं, 48% ही अकेले गांव समुदाय के बाहर जा सकती हैं। इन तीन स्थानों पर अकेले जाने का अधिकार केवल 41% महिलाओं को दिया गया है। इससे साफ पता चलता है कि हम अभी भी 'दास प्रथा' में विश्वास रखने वाले समाज में जी रहे हैं, जिसमें स्त्रियों के चरित्र का निर्धारण, यौनिकता और उनके दैनिक व्यवहार पर मर्द का कब्जा है।

इसी सर्वेक्षण के मुताबिक, 42% पुरुष मानते हैं कि यदि महिला बिना बताए कहीं भी जाए, बच्चों का ध्यान नहीं रखे, खाना ठीक से न बनाए, शारीरिक संबंध बनाने से इनकार करे, पुरुष को स्त्री पर किसी तरह की शंका हो, यदि वह बहस करे तो उसकी पिटाई की जा सकती है। इसके उलट पुरुष को यह सब करने की सामाजिक, आर्थिक, सांस्कृतिक और धार्मिक आज़ादी है। आखिर किसने तय किए हैं हमारे समाज के ये मानक?

इसी सर्वेक्षण से पता चलता है कि 31% महिलाएं भावनात्मक, शारीरिक और यौनिक हिंसा का सामना करती हैं। जो समाज यह तर्क देता है कि कम उम्र में विवाह से समाज के नैतिक मानक सुदृढ़ होते हैं, उसे यह अच्छे से पता है कि कुछ संदर्भों में विवाह पुरुषों को स्त्रियों से हिंसा करने का सामाजिक अधिकार भी देता है। वर्ष 2016 के आंकड़ों के अनुसार, 100 में से 29 महिलाएं पति के द्वारा शारीरिक या यौनिक हिंसा की शिकार होती हैं।

बाल विवाह इस हिंसा का बड़ा कारण इसलिए भी है क्योंकि यह बच्चों को शिक्षा से वंचित कर देता है। सर्वेक्षण के निष्कर्ष से निष्कर्ष बताते हैं कि जिन महिलाओं ने बिल्कुल भी स्कूली शिक्षा हासिल नहीं की है, उनमें से 38% हिंसा की शिकार होती हैं, जबकि 12 साल या इससे ज्यादा उम्र तक की शिक्षा हासिल करने वाली महिलाओं में 12% ने हिंसा का सामना किया।

यानी हिंसा से मुक्ति के लिए शिक्षा एक अनिवार्यता है और बाल विवाह बच्चों से शिक्षित होने का हक छीन लेता है। आज जिन्हें हम अपना प्रतिनिधि चुनते हैं और व्यवस्था बनाने की जिम्मेदारी सौंपते हैं, उन्हें इस बात में कतई विश्वास नहीं है कि स्त्रियों को हिंसा से मुक्त गरिमामय जीवन का अधिकार मिलना चाहिए।

अध्ययन से पता चलता है कि महिलाओं के साथ होने वाली घरेलू हिंसा की 81 प्रतिशत घटनाओं में हिंसा करने वाला व्यक्ति उनका पति होता है। सदियों से घर के भीतर भी एक युद्ध चल रहा है, स्त्रियों और बच्चों के खिलाफ। बच्चों के खिलाफ इसलिए क्योंकि पुरुष बच्चों को पितृसत्ता के मुताबिक व्यवहार करने के लिए हर पल प्रशिक्षित करता है। यह युद्ध पितृसत्ता में विश्वास रखने वाला पुरुष अपने आनंद और सत्ता को बनाए रखने के लिए छेड़ता है।

नियम है कि इस युद्ध में सदैव विजय पुरुष की ही होगी। विषय केवल बाल विवाह के समर्थन में दिए गए एक वक्तव्य तक ही सीमित नहीं है, इस वक्तव्य में छिपे सामाजिक चरित्र की वीभत्स रूप और राजनीतिक गैर-जवाबदेयता के तत्व को भी समझना जरूरी है।

संदर्भ ग्रंथ सूची

1. राष्ट्रीय परिवार स्वास्थ्य सर्वेक्षण-2016
2. भारत की जनगणना 2011
3. राष्ट्रीय मानवाधिकार आयोग की रिपोर्ट 2011-2016
4. मानव विकास रिपोर्ट 2011-2018

ग्रामीण हाट के ठाठ : एक भौगोलिक विश्लेषण

डॉ. नूतन कुमारी*

खुदरा बाजार तेजी से संगठित हो रहे हैं। आशंका थी कि इससे ग्रामीण बाजार खतने में होंगे लेकिन हाट अब भी प्रासंगिक बने हुए हैं, साथ ही रोजगार उपलब्ध करा रहे हैं।

लखनऊ से सत्तर किलोमीटर दूर लालपुर गांव के पास अंतरौली में हर मंगलवार को ग्रामीण बाजार सजता है। रामअवतार अपने खेत की मेड़ों पर हुई फूलगोभी लेकर हर हफ्ते यहा आते हैं। एक कोने में अपना गमछा बिछाकर उसी पर अपनी फूलगोभी रख ग्राहकों के आने का इंतजार करते हैं। औसतन घंटे-डेढ़ घंटे के अंदर उनकी फूलगोभी बिक जाती है। फूलगोभी की बिक्री से मिले पैसों से वह अनाज, कपड़े और अपने घर की अन्य जरूरत का सामान खरीदते हैं और अपने गांव की ओर लौट जाते हैं।

अंतरौली के इस ग्रामीण बाजार की खासियत यह है कि पहले चरण में रावअवतार यहां विक्रेता हैं तो बाद में इसी बाजार में ग्राहक बन इसी बाजार से निकले पैसे खपा देते हैं। एक व्यक्ति की मांग और आपूर्ति के एक ही जगह पूरे हो जाने के कारण इस तरह के बाजार लगातार फल-फूल रहे हैं।

पिछले दो दशकों से पूर्वांचल क्षेत्र में युवाओं के स्वावलंबन कार्य में जुटे कैथी गांव (बाराणसी) के सामाजिक कार्यकर्ता बीके पांडे कहते हैं कि गांव के बाजार खत्म नहीं हो सकते। इसके उलट पिछले दस-बारह सालों में इनका तेजी से विस्तार हुआ है। उदाहरण के लिए गाजीपुर के पास मोमनाबाद और वाराणसी के पास बड़ा गांव में लगने वाले साप्ताहिक बाजार। कहने के लिए तो यहां सभी सामान मिलते हैं लेकिन यह बाजार पिछले एक दशक के दौरान अपनी मिर्ची व खीरे के लिए मशहूर हुआ है। अब हालत यह है कि यहां की मिर्ची कोलकाता तक जाती है।

पांडे कहते हैं कि इसके पीछे एक बड़ा कारण है कि अब यहां परिवहन व संचार की बेहतर सुविधा के साथ-साथ प्रधानमंत्री ग्रामीण सड़क योजना के कारण दूर-दराज के गांवों में पहुंचने के साधन उपलब्ध हो गए हैं। पहले गांव के लोगों के पास जब कुछ सब्जी-भाजी बेचने के लिए होती थी तो वह उसे अपनी साइकिल पर लादकर लाता था। लेकिन अब किराए का कोई भी वाहन लेता है और गांव की सड़कों से होते हुए हाट पहुँच जाता है।

पांडे के साथ-साथ स्वावलंबन कार्य में जुटे गुड़डू और नीलकलम कहते हैं कि ये हाट वास्तव में ग्रामीण क्षेत्रों में स्वावलंबन की दिशा अहम भूमिका निभा रहे हैं। क्योंकि छोटी जोत वाले किसान के पास इतना संसाधन और समय नहीं होता कि वह अपने खेत में अनाज के बीच ही बोई गई मुट्ठी भर सब्जियों को बेचने के लिए शहर जाए। ऐसे हालात में उसके लिए यह मुनासिब होता है कि हफ्ते में लगने वाले बाजार में वह कम मात्रा की अपनी सब्जी को बेच कर रोजमर्रा की जरूरतों को पूरा कर लेता है। गाँव के बाजार हमारी अर्थव्यस्था का अहम हिस्सा हैं।

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ये ग्रामीण बाजार किसान-मजदूर के पूरे परिवार को रोजगार मुहैया कराते हैं। इसमें किसी विशेषज्ञता की जरूरत नहीं होती है। किसान या मजदूर परिवार का हर व्यक्ति गाँव के बाजार में आकर अपना सामान बेच कर अपनी जरूरतों का सामान खरीद सकने की क्षमता पैदा कर लेता है। ग्रामीण क्षेत्रों की लगातार रिपोर्ट करने वाले स्वतंत्र पत्रकार अमित श्रीवास्तव कहते हैं कि दक्षिण हो या पश्चिम, देश के हर दूर-दराज के गाँवों में ग्रामीण हाट की प्रासंगिकता बनी हुई है और लगातार बनी रहने वाली है।

देश भर के ग्रामीण स्कूलों के साथ कार्य कर रहे अमदाबाद स्थित नेशनल इनोवेशन फाउंडेशन के कार्यकर्ता देवेन्द्र तिवारी कहते हैं, "मेट्रो शहरों की चकाचौंध और डिजिटल क्रान्ति के इस दौर में ज्यादातर लोग शॉपिंग के लिए या तो मॉल में जा रहे हैं या फिर ऑनलाइन शॉपिंग का रुख कर रहे हैं। लेकिन ऑनलाइन बाजार की पहुँच दूर-दराजे के गाँवों तक बिलकुल नहीं है। इतना ही नहीं मेट्रो शहरों से सटे जिलों तक में भी इनकी पहुँच नहीं है। इसलिए अब भी भारत की ज्यादातर जनसंख्या इंटरनेट के इस बाजार की पहुँच से बहुत दूर है।" वह कहते हैं कि पूर्वांचल के गोरखपुर से सटे कुशीनगर जिले के कस्बे कसिया के पास स्थित शिवपुर गाँव में हफ्ते में एक दिन यानी गुरुवार को साप्ताहिक बाजार लगता है।

इस गाँव में बल्कि इसके आसपास बसे लगभग 15 से 20 गाँवों के इस बाजार का इंतजार रहता है। बाजार सजने के बाद यहाँ भारी भीड़ होती है और कुछ घंटों में ही ये बाजार खरीद-बिक्री से निपट भी लेते हैं। क्योंकि कई गाँवों के बीच सजने वाला यह इकलौता साप्ताहिक बाजार है इसी बाजार में पिछले चार दशकों से पुश्तैनी दुकान चलाने वाले रमेश कुमार कहते हैं। कि आप दिल्ली या देश के अन्य किसी भी बड़े शहरों में जाएँ, वहाँ के बाशिंदे अपने घर के आसपास लगने वाले बाजारों का इंतजार करते नजर आते हैं। इनके पूर्वज इन्हीं गाँवों से निकले हैं और वे परंपरागत रूप से इस बाजार का इस्तेमाल करते हैं।

कुमार कहते हैं कि उत्तर प्रदेश के इलाहाबाद, मिर्जापुर, सोनभद्र, कुशीनगर, देवरिया, आजमगढ़ आदि जिलों के ग्रामीण इलाकों में आज भी साप्ताहिक बाजार लोगों की जरूरतों को पूरा करने वाले अहम केंद्र बने हुए हैं। वास्तव में शहरी चकाचौंध से भरे मॉल्स के मुकाबले साप्ताहिक ग्रामीण बाजार आज भी प्रेमचंद्र की मशहूर कहानी ईदगाह के हमीद जैसे कमजोर तबके के बच्चों के लिए पिकनिक स्पॉट बने हुए हैं।

ग्रामीण हाट की उपयोगिता

हाट या ग्रामीण बाजार की उपयोगिता को अगर आंकड़ों के चश्मे से देखा जाए तो ये दुनिया के सबसे बड़े बाजार हैं। 2012 में विश्व की कुल आबादी का दस फीसदी हिस्सा है। अमेरिका के 35,000 सुपरमार्केट की तुलना में यहाँ 47,000 हाट हैं और 1995 में अनुमानित वार्षिक कारोबार 1,00,000 करोड़ रुपये था। यह 2011 में देश के संगठित खुदरा क्षेत्र के कारोबार से तीन गुना है।

ग्रामीण हाट के कामकाज के तौर-तरीके उन्हें सबसे बड़ा लोकतांत्रिक बाजार बनाते हैं। छोटे उत्पादक भारत के 6 लाख से अधिक गाँवों में 20 लाख बार अपनी दुकानें लगाते हैं। इन 62 फीसदी गाँवों में 1,000 से कम की आबादी निवास करती है। इन गाँवों में एक निश्चित जगह पर खुदरा दुकानें नहीं हैं। इस तरह ग्रामीणों के लिए खरीद-बिक्री के लिए एक ही जगह है ग्रामीण हाट। एक गाँव का

हाट वास्तव में स्थानीय पारिस्थितिकी पर निर्भर करता है और वहाँ की मौसमी उपज के साथ तालमेल बिठाता है और काम करता है

भारत के संगठित खुदरा बाजार में विदेशी प्रत्यय निवेश (एफडीआई) पर होने वाली बहसों ने कई सवाल उठाए हैं। इनमें से एक है कि क्या बाजार को देश के छोट उत्पादकों के अनुकूल और लाभदायक बनाया जा सकता है? ऐसा माना जा रहा है कि जब कई बड़े कारोबारी घराने इस व्यापार में शामिल हो जाएँगे तो छोटे व्यापारियों का सफाया हो जाएगा। यह निशुल्क ग्रामीण बाजार के सामने खतरे की घंटी है। नए संदर्भ में प्राथमिकता ग्रामीण बाजारों का अध्ययन करना आवश्यक है।

दिसंबर, 2014 के India, शोधपत्र में मिदनापुर जिले के 27 ग्रामीण बाजारों का विस्तृत अध्ययन प्रकाशित किया है। इस अध्ययन की एक शोधार्थी अदिति सरकार कहती हैं (देखें सबसे जमीनी विपणन प्रणाली का हिस्सा हैं हाट, पेज 22) इस अध्ययन के नतीजे बताते हैं कि देश में फिलहाल 7 हजार के करीब ही नियमित बाजार हैं, जबकि देशभर में 42 हजार बाजार की जरूरत है। ग्रामीण हाट खुदरा उपभोक्ता बाजार का एक बड़ा हिस्सा है और शहरी बाजार के मुकाबले अधिक तेजी से बढ़ रहे हैं। हाट ग्रामीण उपभोक्ता और वाणिज्य बाजार के बीच संपर्क की पहली कड़ी हैं। कारपोरेट घराने भी अपने विस्तार के लिए ग्रामीण हाट पर ध्यान केंद्रित कर रहे हैं। ऐसी संभावना है कि शीघ्र ही अधिग्रहण कर डर ग्रामीण क्षेत्रों में भी फैल जाएगा। जबकि नीति आयोग के अनुसार 21,000 ग्रामीण बाजारों को पंचायत और कृषि समितियों जैसे कृषि उत्पादों की देखभाल करने वाली संस्थाओं से मदद नहीं मिलती है, इसलिए ग्रामीण साप्ताहिक बाजार किसी भी बुनियादी ढांचे के बिना काम करते हैं।

हाट का हाल

झारखंड में गैर-लाभकारी संगठन "स्वाधीन" ने गाँवों में पारंपरिक बाजारों को नए तौर-तरीकों से दोहराया है। इसने हाट की स्थापना के लिए प्रभारी स्वयं सहायता समूह (एसएचजी) बनाया है। इसके तहत साप्ताहिक बाजार शुरू करने के लिए न्यूनतम निवेश के साथ बुनियादी ढांचा बनाया। विक्रेताओं को एसएचजी में छोटे कर का भुगतान करना पड़ता है, जो रखरखाव करते हैं। इसका असर बड़े पैमाने पर पड़ा। यहाँ छोटी मात्रा में सब्जी का उत्पादन करने वालों को पर्याप्त पैसा मिलता है। वास्तव में ऐसे लोग सार्वजनिक मजदूरी कार्यक्रमों के तहत काम करने की तुलना में ऐसे हाट में अधिक कमाते हैं। इस तरह के प्रयोग से गाँव ने शोषण करने वाले बाहरी व्यापारियों से छुटकारा पा लिया है।

इलाहाबाद में ऐतिहासिक टोंस नदी के किनारे बसे लोहंदी गाँव में पिछले सैकड़ों वालों से बुधवार को लगने वाले साप्ताहिक बाजार की रौनक आज भी बनी हुई है। इस गाँव तक पहुँचने के लिए आवागमन के साधनों का अभाव है। ग्रामीण साइकिल से या पैदल चल कर यहाँ पहुँचते हैं। और अपनी जरूरत का सामान खरीदते हैं। पटना के स्वतंत्र पत्रकार जैनेंद्र ज्योति कहते हैं कि पिछले पंद्रह सालों में बिहार के कुछ ग्रामीण बाजारों की रौनक और भी बढ़ी है। कारण कि देश के कई गाँवों में अब आवागमन के साधन पहले के मुकाबले दुरुस्त हुए हैं। व्यापारी आसानी से अपना सामान ढोकर गाँवों तक पहुँच सकते हैं।

ग्रामीण इनके आने की तैयारी कई महीने पहले से करते हैं। जैसे बचाते हैं ताकि इन बाजारों से अपनी पसंद और जरूरत की चीजें खरीद सकें। ग्रामीणों के लिए इन बाजारों का महत्व गाँव-घरों में होने वाले किसी सामाजिक या सांस्कृतिक कार्यक्रम सरीखा होता है। बच्चों से लेकर बुजुर्गों तक हो हाट का इंतजार रहता है। हाट तो ग्रामीण परंपरा का अहम हिस्सा है। बिहार में लगने वाले एशिया के प्रसिद्ध हरिहर क्षेत्र का सोनपुर बाजार और सुल्तानगंज के श्रावणी मेले में आज भी खरीद-बिक्री करने वालों की रौनक लगती है।

बिहार के कोसी क्षेत्र के खगड़िया में सन्हौली गौशाला हाट को काठ बाजार भी कहा जाता है। हाट आयोजन स्थल से कुछ ही मीटर दूर रहने वाले सेवानवृत्त बैंककर्मी रंजीतकांत बताते हैं कि आज से 20 साल पहले 20-30 किलोमीटर दूर तक बाजार सुलभ नहीं था। अनाज जो लोग उपजाकर खा लेते थे। लेकिन मनिहारी (महिलाओं के साज-श्रृंगार) से लेकर लकड़ी के सामान तक के लिए कोई बाजार नहीं दिखता था। बच्चों के लिए झूले उस जमाने में सिर्फ सन्हौली गौशाला हाट में ही मिलते थे। दूसरे जिले के भी छोटे कस्बों में रहने वाले यहाँ आते थे। काठ मेले की रौनक लकड़ी के नए डिजाइन वाले फर्नीचर तो थे ही, हाट जमता तो कुश्ती जैसे आयोजनों से इसकी रंगत देखते बनती थी। कोसी में यह हाट साल में एक बार छठ पर्व के अगले दिन से सजता है और पूरे महीने चलाता है।

वैशाली, समस्तीपुर, भागलपुर समेत बिहार के लगभग दर्जनभर जिलों में ही हाट की परंपरा जिंदा बची है। पटना से समस्तीपुर के रास्ते महुआ या जंदाहा, दोनों ही रास्तों से जाने पर कई जगह साप्ताहिक हाट दिखते हैं। इनमें महुआ मधौल में गाय, भैंस, बैल बकरी का हाट लगता है। बाकी जगहों पर एक तरफ फल-सब्जी तो दूसरी तरफ बकरा-मछली का हाट सजता है। बाजार-हाट की स्थिति आज भले जो हो, लेकिन इसकी सुस्थापित परंपरा का बड़ा प्रमाण ही यही है कि कई जगहों के नाम ही इससे जुड़ गए। पटना-समस्तीपुर रूट पर दाउदनगर पेटिया, मंसूरपुर पेटिया, घटारो पेटिया, गोरौल चौकगंज पेटिया आदि में पेटिया शब्द मूलतः हाट को ही दर्शाता है।

हालांकि देश के कई इलाकों में ग्रामीण बाजारों की स्थिति कमजोर भी हुई है। दो दशक तक ऐसे कई हाट-मेलों में घूमने के बाद 2011 में "बिहार के मेले" नामक किताब लिखने वाले सुबोध कुमार नंदन कहते हैं कि 2005 तक भी अगर आप इन मेलों-हाटों में घूमने आते तो मिट्टी के खिलौने नजर आते थे ग्रामीण कलाकारों की कलाकारी नजर आती थी। बैटरी चलित खिलौने शायद ही दिखते थे।

ग्रामीण विभिन्न पेड़-पौधों की टहनियों को काट-छांट कर और मिट्टी को कई रूप देकर खिलौने बनाते थे बच्चों का इन हाट-मेलों से खास लगाव होता था। फिर आकर्षक लाइट-साउंड के साथ सस्ते चीनी खिलौने भी आते गए जो लकड़ी और मिट्टी की अपेक्षा ज्यादा टिकाऊ थे। इस कारण हाथ से बने सामानों का बाजार अचानक उठ-सा गया है।

महिलाओं की श्रृंगार सामग्री के आकर्षक हाट में तब कारोबारी फिरोजाबाद से चूड़ियाँ लेकर आते थे। लेकिन अब इसकी जरूरत नहीं बची। जिन चूड़ियों या श्रृंगार सामग्री के लिए महिलाएँ पूरे साल इंतजार करती थीं। वह उनके आसपास के बाजारों में हर समय उपलब्ध होने लगीं। इसके कारण हालात बदलते गए। नंदन बताते हैं कि महिलाओं-बच्चों को आकर्षित करने वाले सामानों के साथ ही घरेलू काम की चीजें भी चीनी उत्पादकों की ओर सस्ते में आ गईं। रोटी बेलन से लेकर सोने-बैठने तक की लकड़ियों के सामानों

की जगह चाइनीज चीजों ने ले ली। हाटों में भी चाइनीज माल ही मिलने लगे और सामान्य बाजार भी इसी से पटे पड़ें हैं। इस कारण हाट का नैसर्गिक आकर्षण खत्म हो गया। इंतजार और दूरी तय करने की जरूरत खत्म हो गई। लेकिन यहाँ एक बात ध्यान देने की है कि यह सब उन ग्रामीण बाजारों में हुआ जो शहरों के आसपास हैं। दूर-दराज के गाँवों में ऐसी स्थिति नहीं है।

इस संबंध में झारखंड के कई गाँवों में पिछले डेढ़ दशकों से सामाजिक कार्य कर रहे प्रवीर पी कहते हैं। कि ग्रामीण बाजारों में मिलने वाले बहुत से सामान आज भी आधुनिक सामानों के मुकाबले में टिके हुए हैं। आज भी ग्रामीण या शहरी लोग अदरक कूटने के लिए ग्रामीणों बाजारों में मिलने वाले लकड़ी का कुटना ही इस्तेमाल में लाते हैं मिक्सी के सामने भी कूटना बचा हुआ है। नार्थ ईस्ट कंज्यूमर एक्स्पो के बैनर तले बिहार के विभिन्न जिलों में लगभग 15 दिनों का हाट लगाने वाले ऋषिराज सिंह कहते हैं कि पारंपरिक सामानों को लेकर लोगों का आकर्षण नहीं घटा है। लेकिन यह बात भी सही है कि सस्ता-सुलभ और ज्यादा आकर्षक सामान ज्यादा बिक रहा है। इसकी वजह बताते हुए वे कहते हैं कि दुनिया के किसी भी कोने में जाइए आपको परंपरा को आत्मसात करने वालों की जमात मिल जाएगी। फिर कोई भी कितनी तरक्की क्यों न कर ले आखिर में वह अपनी जड़ों की ओर ही लोटने को मजबूर होता है। उसे यहीं वह सुकून मिलता है जो उसके जवान होते ही शहर और बाजार की भीड़ में खे गया था।

सबसे जमीनी विपणन प्रणाली का हिस्सा हैं हाट

नियमित हाट (आवधिक) का इतिहास अत्यंत प्राचीन है जहाँ किसान और स्थानीय लोग एकत्र होकर व्यापार विनियम करते हैं। यह कारोबारी ही नहीं समाचारों के संकलन, विचारों और ज्ञान के आदान-प्रदान, सामाजिक, सांस्कृतिक, धार्मिक और राजनीतिक क्रियाओं में एक-दूसरे को शामिल करने का मंच भी है।

ये स्थल वाणिज्यिक क्रियाओं के साथ ही त्योहारी, एकता और सशक्तिकरण के प्रतीक होते हैं। ये बाजार भारत में जमीनी स्तर के फुटकर व्यापारियों का नेटवर्क होता है जिसे "हाट" (वेस्ट बंगाल, बिहार, झारखंड और ओडिशा) सांदे (कर्नाटक) संधै (तमिलनाडू) में कहा जाता है। भारत के ग्रामीण परिवेश की सबसे जमीनी विपणन प्रणाली का हिस्सा हाट है। हाट अक्सर चल और लोचशील होता है और प्रायः इसका स्थान बदलता रहता है। ग्रामीणों को सप्ताह में एक दिन ही पूरे सप्ताह की दिहाड़ी मिलती है। ये इतना पर्याप्त होता है कि स्थानीय जरूरतें पूरी हो जाती हैं। इन हाटों को बाजार दशाओं की पारदर्शिता की खातिर बाजार नियमन के चक्र से अलग कर दिया गया है।

हाट अक्सर सूचनाओं की कमी, अनियंत्रित बिचौलियों, जबरन बिक्री, बुनियादी सुविधाओं का अभाव, ज्यादा बड़े स्तर में सेवाओं की कमी तथा बड़े पैमान पर इनका बंटा होना और गैरसरकारी कृषि बाजार की समस्याओं से घिरे रहते हैं। बड़ी बात यह है कि हाट समआर्थिक समूहीकरण का सार खोता जा रहा है। नई प्रौद्योगिकी अतिक्रमण से मनोरंजन के विविध साधनों, स्मार्टफोन और ऑनलाइन फुटकर बिक्री ने ग्रामीण जनता के जीवन में प्रवेश किया है।

नतीजतन व्यवस्था बिगड़ी है। जगह की उपयुक्तता और संवहनीयता इन हाटों की लोकप्रियता के प्रमुख कारक थे, इनमें जटिलताओं के समावेश से इनकी शनैः शनैः मौत शुरू हो गयी और प्रतिष्ठित हाट

की विलुप्ति आरम्भ हो गई। यह देखा गया है कि हाट अपनी प्रसिद्धता या आकर्षक तब गँवा देता है जब इसके ग्राहक और विक्रेता घटने लगते हैं। हालिया प्रवृत्तियाँ इन परम्परागत आवधिक बाजारों के नवीनीकरण को उजागर करती हैं, खासकर जहाँ ग्रामीण हथकरघा उत्पादकों और प्राकृतिक कृषि उपज का व्यापार होता है। चूंकि ये दोनों ही श्रेणियाँ ग्रामीण आबादी की कमाई के बेहतरीन विकल्प हैं, इन पर अधिक ध्यान दिया गया है। बहरहाल, प्रशासनिक इकाइयों की इस संदर्भ में भूमिका प्रशंसनीय नहीं है। ग्रामीण अर्थव्यवस्था के जीर्णोद्धार की दृष्टि से सरकार से बजट अपेक्षित है।

इसके लिए ग्रामीण अवसंरचना जिसमें नियमित बाजारों और गोदामों के नेटवर्क शामिल हो, विकसित करने होंगे। हाट पशुधन के सौदे में उल्लेखनीय भूमिका अदा करते हैं। हाल में हत्या के लिए पशु बाजार से पशुओं के व्यापार पर लगी रोक से हजारों गरीब किसान प्रभावित होंगे, क्योंकि इस रोक से वे गैर दुधारू और वृद्ध पशुओं को बेचने से होन वाली कमाई के पुश्तैनी तरीके से वंचित हो जाएंगे। निर्धन और निरक्षर क्रेता-विक्रेताओं को लम्बी कागजी कार्यवाही करनी पड़ेगी जिससे समस्या बढ़ेगी। व्यापारियों को किसानों से सीधे खरीद करनी होगी जिसकी वजह से मवेशियों के सौदे से होने वाली आय घटेगी। दूसरी तरफ राज्य विशेष के किसानों को बड़े बूचड़खाने के अभाव में पशुओं को बेचने में खासी परेशानी होगी और हाल के पशु आंदोलन कार्यकर्ताओं के घृणित हमलों से तो हालत बिगड़ेगी।

पशुओं का अधिकतम लाभ मूल्य नहीं मिल पाने से दूध और दुग्ध उत्पादों की कीमतें बढ़ेंगी। पर्यावरण मंत्रालय के राज्य की सीमा के 25 किमी के दायरे में पशु बाजार लगाने पर रोक का नियम इनकी दुविधा का और बढ़ाएगा। यह आम धारणा है कि हाट का स्थान ऐतिहासिक रहा है जहाँ राष्ट्रों की विविध रंग दिखाई देते हैं। अचानक इस नियमन से हाट का स्थान बदल जाएगा जो कि रातों-रात नहीं हुआ है और न ही ऐसे ही हुआ है। नए नियमन में 30 शर्तें हैं जो बाजार में पशु कल्याण के लिए अचरज वाली बात यह है कि ये नियमन उन हाट के लिए जहाँ पशुओं को तो छोड़िए आम आदमी के लिए भी बुनियादी सुविधाएं नहीं हैं।

पशु बाजार के प्रभावी संचालन के लिए ऐसे कायदों की तामील में युगों लग जाइंगे। हाट गाँवों और ग्रामीणों को बड़े पक्षकारों के साथ जोड़ने की विपणन प्रणाली है। यह गौर करने का विषय होगा कि बिना सुविधाओं के कैसे भीड़ को आकर्षित किया जाएगा। ये स्थानीय समुदाय की स्थानीय गतिविधियों का केंद्र होते हैं और कृषि क्षेत्र के विकास में महत्वपूर्ण भूमिका अदा करते हैं। इस प्रकार उनकी स्थिति ग्रामीण आबादी के कल्याण सम्बंधी निर्णय का वैश्विक पैमाना होती है।

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जलवायु परिवर्तन का मानव जीवन पर प्रभाव

डॉ. प्रमोद कुमार महतो*

पृथ्वी पर हमारे जीवन के लगभग सभी अहत पहलुओं पर जलवायु परिवर्तन का असर होता है। हकीकत यह है कि ग्लोबल वार्मिंग और इससे जुड़े मुद्दों से बच निकलने का अब कोई रास्ता नहीं रह गया है। इसको लेकर चिंता बढ़ती जा रही है और विभिन्न स्तरों पर इसके अभूतपूर्व असर को साबित करने वाले साक्ष्य रोजाना सामने आते जा रहे हैं। जलवायु परिवर्तन पर IPCC की ताज़ा रिपोर्ट में यह और स्पष्ट हो रहा है। यह रिपोर्ट मानव जीवन के विभिन्न क्षेत्रों पर इसके प्रभाव के बारे में बताती है। गर्मियों में चलने वाली बेहद गर्म हवा या लू, बाढ़, सूखा, आग, उपज में कमी, संक्रमण रोग, मानसिक रोग, हिंसा और संघर्ष इसके कुछ उदाहरण हैं।

हर वर्ष अन्तरराष्ट्रीय पर्यावरण दिवस मनाया जाता है जो केवल देखावा मात्र या खाना पूर्ति के लिए होता है। जलवायु परिवर्तन पर अंतर-सरकारी पैनल (IPCC) 2013 के अनुसार दुनिया का तापमान बहुत तेजी से बढ़ रहा है। 2030 से 2052 के बीच ग्लोबल वॉर्मिंग (भूमंडली उष्मिकरण) के कारण पृथ्वी का तापमान 1.5 डिग्री सेल्सियस तक बढ़ सकता है। भारत के लिए चिंता की बात यहाँ है की वैश्विक जलवायु जोखिम सूचकांक 2018 के अनुसार भारत का नाम विश्व के उन देशों में शामिल है। जिन्हें जलवायु परिवर्तन के कारण सबसे अधिक नुकसान पहुँच सकता है। पिछले वैश्विक जोखिम सूचकांक 2016 के अनुसार भारत का स्थान 10 सबसे आपदा ग्रसित देशों में शामिल था। जलवायु परिवर्तन के परिणाम रिपोर्ट के अनुसार यदि पृथ्वी का तापमान, 1.5 डिग्री सेल्सियस बड़ा तो दुनिया में समुद्र के जल-स्तर में वृद्धि होगी समुंद्र किनारे बसे शहर जैसे मुंबई और कोलकाता समुंद्र में समा सकते हैं। मौसम के चक्र में परिवर्तन, गर्मी में बढ़ोतरी वर्षा में वृद्धि और सूखे तथा बाढ़ की आवृति में वृद्धि, अधिक गर्म दिन एवं ग्रीष्म लहर, अधिक तीव्र उष्णकटिबंधीय चक्रवात, महासागर की अम्लीयता और लवणता में वृद्धि होगी। मौसम के बदलाव के कारण मानव के जीवन पर बहुत अधिक असर पड़ेगा। तटीय राष्ट्रों और एशिया तथा अफ्रीका का कृषि अर्थव्यवस्था सबसे ज्यादा प्रभावित होगी।

फसल की पैदावार में गिरावट, अभूतपूर्व जलवायु अस्थिरता और संवेदनशीलता 2050 तक गरीबी को बढ़ाकर कई सौ मिलियन के आँकड़े तक पहुँच सकती है। समुद्री जल-स्तर में प्रति दशक 1 सेमी की वृद्धि दर्ज की गई है। मॉनसून की तीव्रता के साथ हिमखंडों का त्वरित गति से पिघलना हिमालयी क्षेत्रों में प्राकृतिक आपदाओं का कारण बन सकता है। गत बीस सालो से प्राकृतिक अपदाओं की संख्या बहुत बढ़ गई है, पूरी दुनिया में महा विनाश जैसे स्थिती बनी हुई है इन सब अपदाओं का सीधा संबंध जलवायु परिवर्तन से है। दुनिया के कई देशों में कृषि और उत्पादन में बदलाव देखा जा रहा है आदि पृथ्वी का तापमान 1.5 डिग्री भी बढ़ा तो गेहूँ और चावल जैसे मुख्य अनाज पर सबसे जायदा असर होगा। मत्स्य व्यवसाय जो कृषि के बाद

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दूसरा सबसे बड़ा व्यवसाय है खतरे में आ जाएगा। अनाज, पानी और रोज़गार पर खतरा बढ़ जाएगा, जिसके परिणाम स्वरूप युद्ध जैसी स्थिति बन सकती है। पर्यावरण सुरक्षा और सरकार भारतीय संविधान पर्यावरण सुरक्षा को लेकर बहुत सचेत है, अनुच्छेद -48 A के अंतर्गत राज्य से अपेक्षा की गई है की वह पर्यावरण के संरक्षण और सुधार तथा देश के वनों व वन्य जीवों के प्रति जिम्मेदारी निभाए। अनुच्छेद- 51 A(G) कहता है की जंगल, तालाब, नदिया, वनजीव सहित सभी तरह की प्राकृतिक पर्यावरण की सुरक्षा और बढ़ावा देना हर भारतीय नागरिक की जिम्मेदारी होगी।

जलवायु परिवर्तन को कम करने के फायदे और उपाय

1. समुद्री जल-स्तर की वृद्धि दर में कमी।
2. खाद्य उत्पादकता, फसल पैदावार, जल संकट, स्वास्थ्य संबंधी खतरे और आर्थिक ग्लोबल वार्मिंग को 1.5 डिग्री सेल्सियस पर सीमित करने के अनुमानित तरीके।
3. वैश्विक रूप से कार्बन डाइऑक्साइड को कम करने के लिये अर्थव्यवस्था के कार्बन डाइऑक्साइड-गहन क्षेत्रों में कम कार्बन डाइऑक्साइड अवशोषकों को शामिल करना होगा।
4. जंगल और पेड़ों की सुरक्षा से पर्यावरण में कार्बन डाइऑक्साइड की मात्रा को नियंत्रण में रखा जा सकता है।
5. यातायात के लिए सार्वजनिक साधनों के इस्तमाल, व्यक्तिगत वाहनों के कम इस्तमाल से प्रदूषण को कम किया जा सकता है।
6. बिजली से चलने वाले उपकरण फ्रिज, टीवी, वाशिंग मशीन, मोबाइल आदि का कम इस्तमाल से भी कार्बन उत्सर्जन को कम किया जा सकता है।
7. शाकाहारी भोजन को अपनाकर और मांसाहार को कम कर भी जलवायु परिवर्तन को कम करने में मदद की जा सकती है, क्योंकि जानवरों को पालने के अधिक पानी और खाने के आवश्यकता पड़ती है, सब्जी उगाने के लिए जल प्रबंधन के उपयोग से पानी की खपत को कम किया जा सकता है।
8. स्थानीय बाज़ार में मिलने वाली वस्तुओं को खरीद के भी हम जलवायु परिवर्तन को कम करने में सहयोग कर सकते हैं, जैसे पाम आयल को उगाने के लिए इंडोनेशिया जैसे देशों के जंगल को कटा जा रहा है, यदि हम स्थानीय उपलब्ध चीजों का इस्तमाल करेंगे तो देश की अर्थव्यवस्था में भी योगदान देंगे और बड़े उद्योगों के द्वारा पर्यावरण के नुकसान को भी कम कर सकते हैं।
9. हमारे छोटे-छोटे प्रयास, जैसे पैदल चलना, टीवी कम देखना आदि भी जलवायु परिवर्तन को धीमा कर सकता है।

याद रखें पृथ्वी की पर्यावरण की रक्षा कर के ही हम अपने आनेवाले भविष्य की रक्षा कर सकते हैं।

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सामाजिक न्याय और न्यायपालिका की भूमिका

डॉ. उमेश कुमार महतो*

इतिहास गवाह है कि अनेकों शताब्दियाँ बीत गईं लेकिन मानव सामाजिक न्याय को प्राप्त करने के लिए भटकता रहा है और इसी कारण दुनियाँ में कई युद्ध, क्रांति, बगावत, विद्रोह, हुये हैं जिसके कारण अनेक बार सत्ता परिवर्तन हुए हैं। अगर भारत की बात की जाये तो हमारा भारतीय समाज पहले वर्ण व्यवस्था आधारित था जो धीरे-धीरे बदलकर जाति व्यवस्था में परिवर्तित हो गया।

असमानता, अलगाववाद, क्षेत्रवाद, रूढ़िवादिता आदि समाज में पूरी तरह व्याप्त थी। यह सामंती दौर था जहाँ गरीब, दलित, महिलाओं और विकलांग व्यक्तियों को न्याय नहीं मिलता था। आजादी के बाद हमारे विश्व के सबसे बड़े लोकतंत्र पर यदि नजर डालें तो कुछ परिवर्तन तो अवश्य हुआ है लेकिन अभी भी समाज का बड़ा हिस्सा न्याय की तलाश में भटकता नजर आता है। अदालतों में विचाराधीन मुकदमों को देखा जाये जो कोई 3 करोड़ की संख्या है जिसका निपटारा कब तक हो पायेगा कह पाना मुश्किल है। मुकदमों का यह पिरामिड देशवासियों के लिए चिंता और भय का कारण है। यूँ अदालती फैसलों में पांच-छह साल लगता तो सामान्य-सी बात है, पर विडम्बना यह है कि बीस-तीस साल में भी निपटारा न हो तो आम लोगों के लिए यह किसी भयावह त्रासदी से कम नहीं हैं वैसे तो न्याय का मौलिक सिद्धांत यह है कि 'न्याय में बिलंब होने का मतलब न्याय को नकारना है'।

त्रासदी यह कि देश की अदालतों में जब करोड़ों मामलों में नित्य न्याय नकारा जा रहा हो तो आम आदमी को न्याय सुलभ हो पाना मृग-मरीचिका जैसा ही है। यह भी एक कड़वी सच्चाई है कि दलित अत्याचार संबंधी कानून को कभी ठीक से लागू ही नहीं किया गया। दलित अत्याचार के मामले जल्दी निपटाने के लिए न तो विशेष अदालतें बनाई गईं और न ही पुलिस अधिकारियों को दलितों-आदिवासियों के प्रति अधिक संवेदनशील बनाने के लिए कानून के अहम प्रावधानों के बारे में ठीक से अवगत कराने का प्रयास हुआ। वस्तुतः अदालतों में त्वरित निर्णय न हो पाने के लिए प्रशासनिक कार्यप्रणाली ही ज्यादा दोषी है जो अंग्रजी शासन की देन है। उसमें व्यवहारिकत परिवर्तन आज तक नहीं किया गया है। सुप्रीम कोर्ट के मुख्य न्यायाधीश हों, देश के विधि मंत्री हो या अन्य और लंबित मुकदमों के अंबार को देखकर चिंता में डूब जाते हैं, लेकिन किसी को हल नजर नहीं आता है। उधर, सुप्रीम कोर्ट अदालतों में जजों की कमी का रोना रोता है। उनके अनुसार उच्च न्यायालय के लिए 1500 और निचली अदालतों के लिए 23000 जजों की आवश्यकता है। अभी की स्थिति यह है कि उच्च न्यायालयों में ही 280 पद रिक्त पड़े हैं। जजों की कार्य कुशलता के संबंध में हाल में सेवानिवृत्त हुए उड़ीसा हाईकोर्ट के चीफ जस्टिस बिलाई नाज ने कहा कि मजिस्ट्रेट कोर्ट से लेकर सुप्रीम कोर्ट तक के लिए कई जज फौजदारी मामले डील करने में असक्षम हैं। 1998 के फौजदारी अपीलें बंबई उच्च न्यायालय में इसलिए विचाराधीन पड़ी हैं, क्योंकि

*रमा प्रसाद दत्त जनता (+2) उच्चतर माध्यमिक विद्यालय जितवापपुर, मधुबनी (बिहार)।

कोई जज प्रकरण का अध्ययन करने में दिलचस्पी नहीं लेता। वैसा भी पूरी सुविधाएं दिए जाने के बावजूद न्यायापालिका में सार्वजनिक अवकाश भी सर्वाधिक होते हैं। पदों की कमी और रिक्त पदों को भरे जाने में विलंब ऐसी समस्याएं हैं, जिनका निराकरण जल्दी होना चाहिए किंतु यहां भी यथावत शिथिलता देखी जा सकती है। समाचार-पत्रों और टी.वी. के सर्वव्यापी अस्तित्व के बावजूद नोटिस तामील के लिए उनका सहारा नहीं लिया जाता। नोटिस तामील होने में अत्यधिक वक्त जाया होता है। आवश्यकता इस बात की है कि कानूनों में तत्संबंधी सुधार कर जमानत और अपीलों की चेन में कटौती की जाए और रोज पेशियां बढ़ाने पर बंदिश लगाई जाए। सच्चाई तो यह भी है कि न्यायापालिका की शिथिलता और अकुशलता से अपराध और आतंकवाद को भी बढ़ावा मिलता है।

हमारे संविधान में सामाजिक और आर्थिक न्याय की गारंटी समस्त नागरिकों को एवं जीवन जीने की गारंटी प्रत्येक व्यक्ति को दी गई है। सामाजिक न्याय का मुख्य उद्देश्य व्यक्तिगत हित और सामाजिक हित के बीच सामान्यस्थ स्थापित करना है। इसलिए कल्याणकारी राज्य की कल्पना संविधान निर्माताओं ने की थी। बहुजन हिताय, बहुजन सुखाय को ध्यान में रखते हुये समाजवादी व्यवस्था का प्रावधान भी रखा गया। पर राजनीतिक स्वार्थी और राजनीतिक इच्छाशक्ति की कमी ने समाजवादी स्वप्न साकार नहीं होने दिया। राजनीतिक और ब्यूरोक्रेट भ्रष्टाचार में लिप्त होते गए। देश में भ्रष्टाचार इतना सर्वव्यापी हो चुका है कि सम्प्रति व्यवस्था का कोई भी कोना उसकी सड़ांध से बचा नहीं है, लेकिन फिर भी उच्च स्तरीय न्यायापालिका कुछ अपवाद छोड़कर सामान्यतया साफ-सुथरी ही कही जाएगी।

वर्ष 2007 की ट्रांसपेरेंसी इंटरनेशनल के प्रतिवेदन अनुसार निचले स्तर की अदालतों में लगभग 2630 करोड़ रूपया बतौर रिश्वत दिया गया। अब तो पश्चिम बंगाल के न्यायमूर्ति से और कर्नाटक के दिनकरन जैसे मामले प्रकाश में आने से न्यायपालिका की धवल छवि पर कालिख के छींटे पड़े हैं। मुकदमों के निपटारे में विलंब का एक कारण भ्रष्टाचार भी है। उच्चतम न्यायालय और हाईकोर्ट के जजों को हटाने की सांविधानिक प्रक्रिया इतनी जटिल है कि कार्रवाई किया जाना बहुत कठिन होता है। न्यायिक आयोग के गठन का मसला सरकारी झूले में वर्षों से झूल रहा है। एक पहलू यह भी है कि यदि विगत छह दशकों में राज्य के तीन अंगों अर्थात् विधायिका, कार्यपालिका तथा न्याय पालिका के प्रदर्शन पर नजर डाली जाए तो इनमें न्यायपालिका को बेहतर माना जाएगा। अनेक अवसरों पर उसने विधायिका और कार्यपालिका द्वारा संविधान के उल्लंघन को रोका है। उसकी सक्रियता ने जननीवन में एक नई उम्मीद भी पैदा की लेकिन न्यायलय से पूर्व की न्याय प्रक्रिया किस तरह प्रारम्भ होता है इसे भी देखना आवश्यक है। उच्चतम न्यायालय द्वारा संविधान के अनुच्छेद-21 में विवक्षित गरिमामयी जीवन की विभिन्न व्याख्याओं से स्पष्ट है कि मानव जीवन पशुवत नहीं है और सम्मान व गरिमा के साथ जीवन यापन करना हमारा अधिकार है और यह मानवाधिकार भी है। लेकिन ऐसा एक स्वस्थ, पारदर्शी, सामाजिक, आर्थिक व प्रशासनिक प्रणाली में ही सम्भव है। लेकिन जिस व्यवस्था के बल पर देश में सुशासन लाने की बात होती रही है लेकिन वही व्यवस्था कुशासन की नींव बन चुकी है। सवाल यह है कि आखिर क्या वजह रही कि पुलिस व्यवस्था विफलता और भ्रष्टाचार के कगार पर है।

'इण्डिया करप्शन एंव ब्राइवरी रिपोर्ट' के अनुसार भारत में रिश्वत मांगे जाने वाले सरकारी कर्मचारियों में से तीस प्रतिशत की भागीदारी तो मात्र पुलिस तन्त्र की है। भारत में पुलिस के हस्तक्षेप का दायरा

बहुत ही विस्तृत है इसीलिए पुलिस के पास असीमित अधिकार हैं। वह राज्य सत्ता की सबल संस्था है, सत्ता का सशक्त औजार भी है। जाहिर है उसका चरित्र राजसत्ता के चरित्र से अलग नहीं हो सकता। पुलिस द्वारा रिश्वत प्राथिमिकी कर्ज करवाने, आरोपी के खिलाफ मामला दर्ज करने में कोताही बरतने या मामला न दर्ज करने तथा जाँच करते समय सबूतों को नजरदांज करने सम्बन्धी मामलों में ली जाती है। रसूखदारों के दबाव में काम करना तथा अवांछित राजनैतिक हस्तक्षेप को झेलना पुलिस अपना कर्तव्य समझने लगी है।

हरियाणा में दलित अत्याचार की हाल की घटनाएं इस बात का प्रत्यक्ष प्रमाण है कि किस तरह खाप पंचायतों ने ऐसे हमलों की योजना बनाई और उस पर खुलेआम अमल करवाया। आगजनी तथा हत्याओं में लिप्त अपनी जाति के लोगों को बचाने में खाप पंचायतें आगे आई सांप्रदायिका तनाव बनाया गया। दंगे करवाये गए। दलितों को जिंदा जलाया गया। चुनाव और वोट की राजनीतिक की गयी। प्रायः यह देखा जाता है कि पुलिस, प्रशासनिक अमला ऊंची-दबंग जातियों के हितों की हिफाजत करने में लगे रहते हैं। स्वाभाविक तौर पर प्रश्न उठता है कि जब तक समाज के मानस में बदलाव नहीं होगा—जिससे नए किस्म के समाज सुधार एवम सांस्कृतिक आन्दोलनों से क्रियान्वित किया जा सकता है— क्या हमारे लिए सम्भव होगा कि हम जमीनी स्थिति में कोई गुणात्मक प्रभाव कर सकें।

हांलाकि पुलिस तन्त्र की स्थापना कानून-व्यवस्था को कायम रखने के लिये की गई थी तथा आज भी सामाजिक सुरक्षा तथा जनजीवन को भयमुक्त एवं सुचारु रूप से चलाना पुलिस तन्त्र का विशुद्ध कर्तव्य है। इस क्षेत्र में पुलिस को पर्याप्त लिखित एवं व्यवहारिक अधिकार भी प्राप्त है। भारत के राजनैतिक, सामाजिक, आर्थिक विकास, बढ़ती जनसंख्या, प्रौद्योगिकी का विकास, अपराधों का सफेद कॉलर होना इन तमाम परिस्थितियों के कारण पुलिस तन्त्र की जबाबदेही के साथ जिम्मेदारी भी बढ़ी है। लेकिन भारतीय समाज में पुलिस की तानाशाहीपूर्ण छवि, जनता के साथ मित्रवत ना होना तथा अपने अधिकारी के दुरुपयोग के कारण वह आरोपो से घिरती चली गई है। आज स्थिति यह है कि पुलिस बल समाज के तथा कथित ठेकेदारों, नेताओं तथा सत्ता की कठपुतली बन गया है। समाज का दबा-कुचला वर्ग तो पुलिस के पास जाने से भी डरता है, पुलिस वर्ग को तमाम बुराइयों तथा कुरीतियों ने घेर लिया है। पुलिस में सामान्यतया भ्रष्टाचार और अपराधीकरण के कई मामले हमारे सामने आते रहते हैं। चूंकि पुलिस के पास सिविल-समाज दूरियाँ बनाये रखने और उनके ऊपर असम्यक प्रभाव बनाये रखने की तमाम व्यवहारिक शक्तियाँ हैं। अतः साधारण वर्ग अपनी आवाज उठाने की हिम्मत नहीं कर पाता और यदि वह साहस जुटाता भी है तो उसके भयावह परिणाम भी उसे भोगने पड़ते हैं। कार्यपालिका और न्यायपालिका उसकी कोई मदद नहीं कर पाती क्योंकि उनका आधार तो पुलिस पर ही टिका होता है। ऐसे में सामान्य व्यक्ति को न्याय मिलना बहुत दूर की संभावना ही कही जाएगी। चौथा खंभा कहलाने वाला मीडिया भी अंततः राजनीति के दलदल और मुनाफा कमाने के औजार के रूप में तब्दील हो चुका है। अब वह भी सामान्य व्यक्ति के दुःख दर्द का साझीदार नहीं है। ऐसी स्थिति में समाज के पास एक सशक्त आंदोलन निर्मित करने अलावा कोई और विकल्प शेष नहीं बचता है। स्थितियां दिन पर दिन बिगड़ती जा रही हैं अतः अब संवेदनशील व्यक्तियों को सड़कों पर उतरना ही होगा।

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8. भारत का संविधान।

भारत में अंग्रेजी शासन की सामाजिक एवं सांस्कृतिक नीति : एक ऐतिहासिक सर्वेक्षण

डॉ. प्रभात रंजन*

वर्ष 1813 तक अंग्रेजों ने भारत के सामाजिक, धार्मिक एवं सांस्कृतिक जीवन में अहस्तक्षेप की नीति अपनायी, किंतु यूरोप में 18वीं शताब्दी में हुये महत्वपूर्ण परिवर्तनों के प्रकाश में ब्रिटेन के हितों एवं विचारधाराओं में भी महत्वपूर्ण हुए फलतः 1813 के पश्चात अंग्रेजों ने भारतीय समाज एवं देश के सांस्कृतिक वातावरण में परिवर्तन के लिये कुछ महत्वपूर्ण कदम उठाने प्रारंभ कर दिये। इनमें से कुछ प्रमुख परिवर्तन इस प्रकार थे—

1. औद्योगिक क्रांति

इसकी शुरुआत 18वीं शताब्दी में हुयी। इसके फलस्वरूप मशीनी युग एवं पूंजीवाद व्यवस्था का जन्म हुआ। इस क्रांति के फलस्वरूप ब्रिटेन के औद्योगिक हितों में परिवर्तन आया। इन औद्योगिक हितों में वृद्धि के कारण इस बात की आवश्यकता महसूस की जाने लगी कि यदि भारत को एक बड़े बाजार के रूप में विकसित लिया जाये तो ब्रिटेन में निर्मित सामान की खपत वहां आसानी से हो जायेगी तथा उसके औद्योगिक हितों की पूर्ति हो सकेगी। इस कार्य के लिये आंशिक आधुनिकीकरण तथा भारतीय समाज में परिवर्तन आवश्यक था।

2. बौद्धिक क्रांति

इसके फलस्वरूप नये प्रकार की विचारधाराओं, मान्यताओं, शिष्टाचार के तरीकों तथा नैतिकता की नयी—नाट्य अवधारणा का जन्म हुआ।

3. फ्रांसी क्रांति

इस क्रांति के तीन महान संदेशों स्वतंत्रता, समानता एवं भ्रातृत्व ने न केवल फ्रांस अपितु पूरे विश्व में लोतंत्र एवं राष्ट्रीय की भावना को विकसित करने में महत्वपूर्ण भूमिका निभायी।

इसे नये रुझान के बौद्धिक प्रवर्तक थे— बैकन, लॉक, वाल्टेयर, रूसी, कांट, एडम स्मिथ एवं वेंथम तथा साहित्यिक प्रवर्तक थे— वर्डस्वर्थ, बायरन, शीले एवं चार्ल्स डिकेन्स।

नये विचारों की विशेषतायें

नये विचारों की इस लहर की कुछ प्रमुख विशेषतायें निम्नानुसार थीं—

1. **तर्कवाद** : यह किसी भी वस्तु के संबंध में तर्क एवं वैज्ञानिक दृष्टिकोण का समर्थक था।

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2. **मानवतावाद** : यह मानवता से प्रेम की वकालत करता है— इसके अनुसार मानवतावाद का सिद्धांत सर्वोपरि है। प्रत्येक मनुष्य को न केवल खुद से अपितु सम्पूर्ण मानवता से प्यार करना चाहिये। किसी भी मनुष्य को यह अधिकार नहीं है। कि वह व्यक्तिगत आनंद के लिये किसी दूसरी मनुष्य का अहित करे। इससे मानवतावाद को हानि पहुंचती है। मानवतावाद के सिद्धांत से स्वतंत्रता, समाजवाद एवं वैयक्तिकता के सिद्धांतों को प्रोत्साहन मिला।
3. **विकास का सिद्धांत** : इस सिद्धांत के अनुसार कुछ भी अपरिवर्तनीय नहीं है तथा समय के साथ प्रत्येक समाज में कुछ न कुछ परिवर्तन होता है। मानव में यह क्षमता है कि वह अपनी परिस्थितियों एवं आवश्यकताओं के अनुरूप प्रकृति एवं समाज को परिवर्तित कर सकता है।

विचारधारयें या सिद्धांत

विचारों के नये प्रवाह से प्रशासकों के मध्य टकराव हुये तथा इसकी प्रतिक्रियास्वरूप विभिन्न सिद्धांतों या विचारधाराओं का जन्म हुआ। ये निम्न हैं—

1. **रूढ़िवादी (Conservative)** : ये परम्परागत व्यवस्था के हिमायती थे। इन्होंने अत्यल्प परिवर्तनों की वकालत की। इनके मतानुसार भारतीय सभ्यता युरोपीय सभ्यता से भिन्न है लेकिन उससे निम्न नहीं है। इस विचारधारा के चिंतक भारतीय दर्शन एवं सभ्यता को सम्मान की दृष्टि से देखते थे। उनके अनुसार, यदि इसमें थोड़ा—बहुत परिवर्तन करना भी हो तो पाश्चात्य विचारों का समावेश धीरे—धीरे एवं अत्यंत सावधानीपूर्वक किया जाना चाहिए। इन्होंने महसूस किया कि सामाजिक स्थायित्व का होना आवश्यक है। इस विचारधारा के प्रारंभिक अनुयायियों में वारेन हेस्टिंग्स एवं एडमंड बर्क का नाम उल्लेखनीय है। बाद में मुनरो, मैटकाफ एवं एल्फिंस्टन ने भी इस विचारधारा का समर्थन किया। रूढ़िवादी अपने पूरे कार्यकाल में इसी व्यवस्था के पक्षधर रहे तथा ब्रिटिश शासन के अधिकांश अधिकारी भी इसी विचारधारा के समर्थक बने रहे।
2. **संरक्षणवादी साम्राज्यवादी** : ये मुख्यतः 19वीं शताब्दी से प्रभावी हुये। इस विचारधारा के अनुयायी भारतीय समाज एवं सभ्यता के तीव्र आलोचक थे तथा इन्होंने भारत की राजनीतिक एवं आर्थिक दासता की स्थिति को जायज ठहराया।
3. **मौलिकवादी** : इन्होंने भारतीय समाज एवं संस्कृति की आलोचना से पूरे, रूढ़िवादियों तथा साम्राज्यवादीयों के दृष्टिकोण से असहमति प्रकट की तथा भारतीय परिस्थितियों में उन्नत मानवतावादी एवं तर्कवादी विचारों के अनुप्रयोग की वकालत की। इनके मतानुसार भारत में वह शक्ति है, जिससे वह उन्नति कर सक तथा इस कार्य में उन्हें अवश्य सहायता करनी चाहिये। इनकी इच्छा भारत को विज्ञान एवं मानवतावाद पर आधारित आधुनिक एवं प्रगतिशील विश्व के एक भाग के रूप में विकसित करने की थी, इसीलिये इन्होंने देश में आधुनिक एवं पाश्चात्य विज्ञान, दर्शन एवं साहित्य को प्रवृत्त (Introduce) करने की वकालत की। 1820 के पश्चात् भारत आने वाले ब्रिटिश अधिकारियों में से कुछ इसी विचारधारा के समर्थक थे। इन अधिकारियों का राजा राममोहन राय एवं कुछ अन्य प्रबुद्ध भारतीयों ने भरपूर समर्थन किया, जो इसी सिद्धांत के समर्थक थे।

लेकिन दुर्भाग्यवश पहले से शासन पर अपनी पकड़ बनाये हुये तत्वों ने अपनी साम्राज्यवादी एवं शोषण आत्मक शासन की नीति जारी रखी। इनका तर्क था कि भारत का आधुनिकीकरण एवं विकास अंग्रेजों की छत्रछाया में ही हो सकता है तथा इसके लिये भारतीय संसाधनों का दोहन आवश्यक है। साम्राज्यवादियों की इस अवधारणा के कारण मौलिकतावादियों से उनका मतभेद अपरिहार्य था। साम्राज्यवादियों के इस तर्क से की भारत में ब्रिटिश शासन की उपस्थिति एवं संरक्षण प्राथमिक तथ्य है तथा अन्य कारक द्वितीय तत्व, मौलिकतावाद ने अपनी असहमति प्रकट की।

सरकार के सम्मुख असमंजस की स्थिति

सरकार इस बात से भयभीत थी कि भारत का बहुत ज्यादा आधुनिकीकरण किया गया तो ऐसी ताकतें पैदा हो सकाती हैं, जो ब्रिटिश हितों को आघात पहुंचा सकती हैं। इसीलिये सरकार ने भारत के आंशिक आधुनिकीकरण की नीति अपनायी। एक ओर जहाँ कुछ क्षेत्रों में उसने इस प्रक्रिया को प्रारंभ किया, वहीं दूसरी ओर उसने अन्य क्षेत्रों में यह प्रक्रिया अपरुद्ध कर दी। दूसरे शब्दों में उसने 'उपनिवेशवादी आधुनिकीकरण' की प्रक्रिया प्रारंभ की।

ईसाई मिशनरियों की भूमिका ईसाई मिशनरियों (धर्म प्रचारकों) ने ईसाई धर्म को सर्वश्रेष्ठ धर्म के रूप में प्रचारित किया तथा पाश्चात्यीकरण के द्वारा इसके प्रसार की नीति अपनायी। उनका विश्वास था कि इस नीति के द्वारा वे भारतीयों की अपने धर्म एवं संस्कृति में आस्था को विनष्ट कर देंगे। अपने इस उद्देश्य की प्राप्ति के लिये इन मिशनरियों ने—

1. मौलिकतावादियों (Radicals) का समर्थन किया, क्योंकि उनका विश्वास था कि मौलिकतावादियों के वैज्ञानिक दृष्टिकोण से भारतीय सभ्यता एवं संस्कृति की अवनति होगी।
2. उन्होंने साम्राज्यवादियों का समर्थन किया क्योंकि उनके उद्देश्यों की सफलता के लिये कानून एवं व्यवस्था की स्थिति का उनके अनुकूल होना आवश्यक था। साथ ही मिशनरियों का मानना था कि ईसाई धर्म के प्रचार—प्रसार हेतु भारत में ब्रिटिश साम्राज्यवाद का होना नितांत आवश्यक है।
3. उन्होंने ब्रिटिश व्यवसायियों एवं पूंजीपतियों का समर्थन किया क्योंकि उनका विश्वास था कि वे ईसाई धर्म का प्रचार कर भारतीयों में पाश्चात्य सभ्यता का प्रसार करेंगे। इससे अंग्रेजी वस्तुओं की खपत बढ़ेगी तथा अंग्रेज पूंजीपति एवं व्यापारी, मिशनरियों को उनके उद्देश्यों की प्राप्ति में सहायता पहुंचावेंगे।

वर्ष 1858 के पश्चात, झिझकपूर्ण आधुनिकीकरण की नीति (Policy of Hesitant Modernisation) त्याग दी गयी, क्योंकि भारतीय धीरे-धीरे शासन के सम्मुख शिष्य की तरह व्यवहार करने लगे तथा अपने समाज एवं संस्कृति के तीव्रता से आधुनिकीकरण किये जाने की मांग करने लगे। साथ ही भारतीयों ने अपने अनुरूप स्वतंत्रता, समानता एवं न्याय पर आधारित प्रशासन की मांग प्रारंभ कर दी। अब अंग्रेजों ने सामाजिक रूढ़िवादी एवं समाज के संकीर्णतावादी तत्वों का पक्ष लेना प्रारंभ कर दिया। अंग्रेजों ने जातिवाद एवं सम्प्रदायवाद को उभारना भी प्रारंभ कर दिया।

संदर्भ ग्रंथ सूची

1. सभ्यता की कहानी, कक्षा-9 (भाग-1)।
2. सभ्यता की कहानी, कक्षा-10 (भाग-2)।
3. विश्व इतिहास के कुछ विषय, कक्षा-11।
4. समकालीन विश्व इतिहास, कक्षा-12
5. आधुनिक पश्चिम का उदय, पार्थसारथी गुप्ता।
6. आधुनिक विश्व का इतिहास, जैन एवं माथुर।
7. भारत का इतिहास, जैन एवं माथुर।

Socio Economic Status of Scheduled Caste in Andi Village in Nalanda

Dr. Suraj Kumar Verma*

ABSTRACT

The present paper aims to study the socio-economic condition of scheduled caste population of Andi village of Nalanda district in Bihar. For this purpose multi-stage random sampling has been applied. The fundamental information has been collected through the previously furnished questionnaire of 2017. In 2017 an intense study was run over 90 sample households and the result was shown in the tabulated form. The results expose that 93.33% sample households are male headed. Of the studied sample households, about 45.56% households rely on agriculture and 40% on sericulture. The source of their livelihood is agriculture and sericulture and so these means of livelihood are too much important and notable for their survival. They also indicate that 873 are female out of 1000 male. Here it is mostly notable that the sex ratio is declined in the community of the present study. However, female infanticide in the study area should not be taken as the reasons of the declined sex ratio but we may blame to the customary of son preference. The study also depicts that among the sources of income, farming and sericulture contributes a large earnings. The sample households, according to the study, also entertain loan but on very low scale. In the study it is seen that the uneducated people go to the private money lenders for borrowing money on high interest rate and the treacherous money lenders exploit them. So the Government should enhance better banking service system in order to promote individual economic development and also of the community.

Keywords: Scheduled Caste, Rural Community, Kanupur Vilae, Livelihood, Economic Status.

INTRODUCTION

The term 'Development' denotes both the process of improvement and progress of a community region states or a whole country. It provides a superior life style to the people. The planned development always prefers positive desired goal. Economic development increases the income level of the people and it also helps to reduce the poverty. The main aim of our research is to point out the socio-economic status of scheduled caste population of the sample village and to highlight the backwardness of these people before Government for future planning. According to census of 2011 the 28,77,653 population of patna district does belong to the scheduled caste. We get the seed of caste system from the ancient Indian history. At that time the society was divided into various castes. Though many scholars tried to argue that this caste system actually is the product of British regime. Following its history Indian Government has officially recognized the various castes. In contemporary literature the scheduled caste are referred to as Dalit. The Indian Government has taken many steps to uplift the socio-economic status of this Dalit population with a lot of plans. From the past the scheduled caste community of India have faced various problems in terms of social and economical development.

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Though Indian Government after freedom launched various programmes and schemes for the betterment of these people, the desired goal is not achieved yet. These paper is an analysis and discussion of these under develop community of sample village and at the same time it will helps to take and implements various future programmes by Indian Government.

REVIEW OF LITERATURE

Sanjay Kumar, et. al., (2009) in their study found that even within the slums, which are often taken to represent a homogeneous lot. variations across social groups in terms of certain important indicators like education. occupation and incomes are evident. The vulnerability conceptualized in terms of several socio-economic and demographic indicators exists among most of the social categories despite variations in the relative size of deprivation. Further, they found that probability of experiencing well-being beyond a threshold limit turns out to be lower for the socially backward classes than the others. They opined that in the deprived areas, particularly in the urban space where vulnerability has political lineages as well, caste-based schemes hold the possibility of igniting caste-war or communal tensions instead of smoothing the contours of inequalities.

Parkash and Santosh (2007) in their study opined that educational status in respect of Scheduled Castes and Scheduled Tribes is significantly lower as compared to others. Although the rate of literacy increased significantly, a greater illiteracy continued to exist in respect of Scheduled Castes/ Scheduled Tribes as compared to that of non-SCs/STs. The educational status among social groups is found to be highly unequal in India, even after more than five decades of developmental struggle. The educational status in respect of SCs/STs vis-a-vis non-SCs/STs is far from satisfactory. In spite of several programmes implemented towards provision of compulsory education, especially for SCs/STs, the illiteracy rates continue to be quite significant among them. This unequal distribution of education among social groups has an adverse impact on the society such as unequal access to better job options, meager earnings, incidence of poverty, health hazards and thereby resulting in powerlessness.

Sukhadeo Thorat and Chittaranjan Senapati (2007) in their study opined that that over time, there has been considerable improvement in the share of SC/ST reservation and representation in government employment and educational institutions. The reservation in legislative bodies has also ensured the SC/STs some space in the executive and decision making process. The impact of formal reservation policy in government sector and informal affirmative action policy in private sector has led to some improvement in the human development of SC/STs. However, as compared to non SC/ST population of the country, the rate of improvement has been rather slow. And as result, despite positive improvements, the disparities in human development between SC/ STs and non SC/ST continue even today.

Noor Mohammad (2006) in his study analyzed the socio-economic transformation of scheduled castes. He found that there are rural-urban variations in the educational level of the scheduled castes. The rural scheduled castes are less educated than that of urban counterpart. Various programmes and policies of rural development in general and agricultural development in particular have resulted into economic prosperity of the masses including the Scheduled Castes. Further, he found that Scheduled Castes have adopted more than one occupation.

Rabindra Kumar (2002) in his study stated that most of social and economic indicators among scheduled castes have shown a trend of slow progress in rural as compared with urban areas and a tendency of maintaining the gap between the rich and the poor. He found from his study that though the practice of untouchability among the Scheduled Castes and between the Scheduled Castes and the non-SCs has been abolished legally but it continued to be a practice

as observed by the respondents at social occasions. There is such a wide cultural gap existing even today between these castes, particularly the Scheduled Castes and the non-SCs. The Scheduled Castes in general are forbidden even today to touch and use the utensils of the non-scheduled castes or caste Hindus. Majority of them are landless. Majority of the Scheduled Castes have taken loan from traditional sources, i.e., the farmer, landlord and businessmen. Those castes who are in government job and have money to give bribe to authority, have taken loan from government sources. The occupational mobility and diversification of occupation are quite negligible among the Scheduled Castes in spite of various developmental programmes for their upliftment. These programmes have not improved their economic status. Majority of the respondents are aware of programmes for their development but they are not aware of the procedures of obtaining these schemes.

Sudha Pai (2000) in his study found that Scheduled Castes constitute disadvantaged, economically poor and socially backward groups. Owning little land, with low levels of literacy, they suffer from low levels of urbanisation, employment and wages due to lack of rapid industrial development.

Chakrabarty (1999) in his study found that the efforts of the government to improve the socio-economic conditions of those belonging to Scheduled Castes and Scheduled Tribes seem to have failed to make any major impact on their welfare. The magnitude of the impact falls far short of the requirement.

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.

Shanti Swarup Gupta (1991) in his study stated that more than 80% Scheduled Caste people reside in villages and are mainly or partly attached with agriculture.

Kamble (1989) in his study stated that even after 33 years of independence, Scheduled Castes have very low level of education and consequently they are engaged in menial jobs which are looked down upon and have low income.

Claude (2003) shows that while the main drive for men in farming is money, women focus more on household food crops and can easily plant up to 10 different crops in a given growing season. The attitudes exhibited by men confine the available labour to uneconomic farming leading to inadequate production of household food crops. This has had adverse effects on family consumption and nutrition.

In addition to the population encompassed within the caste system, India also has a large number of native tribes. India has one of the largest tribal populations of any country-tribes represent about 7% of the total population (Chattopadhyay 1978; Debi 1978).

OBJECTIVES

The major objectives of the proposed research are

- (a) To assess the socio economic status of the scheduled castes.
- (b) To locate the position of women among scheduled castes.

MATERIALS AND METHODS

The study was conducted in the scheduled caste areas of Andi village under Nalanda district of Bihar. A multi-stage random sampling was employed to study the objective. According to per plan scheduled a number of 90 households of the scheduled caste community people was chosen for the study. So our sample size is 90.

RESULTS AND DISCUSSION

This study highlights the socio-economic aspects of scheduled caste population of Andi village under Nalanda district. We have taken some variables for better interpretation; these are land, different sources of income and trends in the levels of income, agricultural status-cultivation expenditure on seeds, fertilizers and on labour, cropping pattern, saving behaviour, expenditure pattern, and sources of credit along with the trends of loans taken and so on. Now, let's discuss it of above variables.

Table-1: Gender wise classification of the Heads of the households.

S.N.	Gender	Frequency	%
1.	Male	84	93.33
2.	Female	6	6.67
	Total	90	100

Source: Primary data collected form Field Survey

Gender wise classification of the heads of the households shows that (Table 1) more than 93.33% households are male headed and 6.67% households is female headed. The reasons behind low percentage of female headed households may be included as the prevailing health and economic condition. The main reason of this fact is our society is male dominated.

Table-2: Specific Caste wise classification of the sample households.

S.N.	Specific Case	Frequency	%
1.	Poundra	70	77.78
2.	Bagdi	20	22.22
	Total	90	100

Source: Primary data collected form Field Survey

This study presents the specific caste wise classification of sample households in Andi village (Table 2). As per the study of the sample village there are major specific caste Poundra and Bagdi. Poundra is of 77.78% and Bagdi is of 22.22%

Table-3: Gender wise classification of the Sample Population.

S.N.	Gender	Frequency	%
1.	Male	220	53.40
2.	Female	192	46.60
3.	Total	412	100
4.	Sex Ratio	873	—
5.	Average size of the family	4.58	—

Source: Primary data collected form Field Survey

The gender wise classification of the sample people (Table 3) reveals that the % of male is 53.40% and female is 46.60%. This indicates that the number of female's sex ratio is not equal to the number of male sex ratio. Numerically, the sex ratio also explains the same as there are only 873 female out of one thousand male. These point out that the number of male is greater than that of female. As the reason we may highlight the conventional son preference.

Table-4: Classification of the sample households based on their durable assets.

S.N.	Item	Yes	%	No	%
1.	Radio	30	33.33	60	66.67
2.	Television	62	68.89	28	31.11
3.	Bicycle	85	94.44	5	5.56
4.	Freeze	9	10	81	90
5.	Motor cycle	10	11.11	80	88.89
6.	Mobile	81	90	9	10

Source: Primary data collected form Field Survey

This classification denotes the assets (Table 4) owned by the households of the study area. This indicates that they have the major assets like radio, television, bicycle, freeze, motor cycle and mobile. More over, 90% households used to bicycle.

Table-5: Ownership rights (“in Acres”) Having Ownership rights in sample households

S.N.	Land in ranges	Having land	%
1.	< or equal to 1	52	74.29
2.	1 to 2	10	14.29
3.	2 to 4	5	7.14
4.	4 & Above	3	4.29
5.	Total Land owned sample	70	77.78
6.	No Land	20	22.22
	Total	90	—

Source: Primary data collected form Field Survey

The detailed results of land ownership of sample households are shown in Table 5. This result shows that 22.22% households have no land. 88.58% of the households in my study area are small farmers having land less than 2 acres. 4.29% of the sample households have more than 4 acres land. They use modern tools and technique in farming. Their livelihood and socio economic status are developed than others.

Table-6: Gender wise occupations of the heads of the sample households.

S.N.	Gender	Occupation				
		Agriculture labour	Sericulture	Labour	Others	Total
1.	Male	37 (41.11)	34 (37.78)	9 (10)	4 (4.44)	84 (93.33)
2.	Female	4 (4.44)	2 (2.22)		—	6 (6.67)
	Total	41 (45.56)	36 (40)	9 (10)	4 (4.44)	90 (100)

Source: Primary data collected form Field Survey

Table 6 shows the occupational pattern of heads of the sample households in the study area. As per study 41.11% of male heads households are agriculture labour and 37.78% of male heads households are sericulture labour. All the female heads of our sample house-holds are agriculture and sericulture labour. In my study area sericulture dominates the agriculture. People relating to sericulture are more developed in terms of livelihood, socio-economic status and money. The main fact is that people can take the utmost advantage of sericulture in four or five phase in a year.

Table-7: Gender wise occupations of the sample households.

S.N.	Gender	Occupation						
		Cultivators	Sericulture	Wage La- bour	NAA	Studying	House Wife	Total
1.	Male	58 (26.36)	49 (22.27)	51 (23.18)	12 (5.46)	50 (22.73)		220
2.	Female	30 (15.63)	51 (26.56)	21 (10.94)	3 (1.56)	48 (25)	39 (20.31)	192 (146.60)
	Total	88 (21.36)	100 (24.27)	72 (17.48)	15 (3.64)	98 (23.79)	39 (9.47)	412 (100)

Source: Primary data collected form Field Survey

Table 7% the gender wise occupation of the sample population. The study reveals that 17.48% of total population is wage labourers. 23.79% of sample population are educated and they intend to continue their study in futures. The study reveals that 3.64% of whole population are related to Non Agricultural Activities (NAA). They are consider to be developed compared to the other population. The females member of the society contributes to the family by practising sericulture. The only female members belonging to 'Bagdi' community are wage labourers.

Table-8: Monthly income (in Rs.) of the sample households.

S.N.	Ranges of Income	No of sample households	%
1.	0 to 3000	15	16.67
2.	3001 to 5000	57	63.33
3.	5001 and above	18	20
	Total	90	100

Source: Primary data collected form Field Survey

Table 8 points out monthly income of the sample households in the study area. The results show that the monthly incomes of 16.67% households are below 3000 rupees. Maximum of them belong to below poverty line. The maximum of those who belong to below poverty line are wage labours. The monthly incomes of 63.33% household are from 3001 to 5000. The households belonging to this % mainly live on agriculture and sericulture. Only 20% of the sample households income is Rs. 5001 and above. Most of these households belong to Government service, business and sericulture.

Table-9: Classification of the beneficiary households by programmes.

S.N.	Programme	Yes	%	No	%
1.	NREGS	90	100	0	0
2.	Indira Awaas Yojona	43	47.78	47	52.22

Source: Primary data collected form Field Survey

Table 9 shows the results of beneficiary households by programmes. It is clear that Government has initiated programmes like NREGS and Indira Awaas Yojona. The results also shows that NREGS has got cent percent success is my study area and Indira Awaas Youjona 47.48%. The study shows that the people are benefited by the above programmes, but to improve more of their livelihoods and present status of income our Government should impliment more beneficiary programmes.

Table-10: Classification of the sample households based on their Monthly Expenditure (in A) on selected items.

S.	Range of Expenditure	Food	Clothes	Education	Medical Care	Paying Interests	Electricity	Miscellaneous
1.	0	-		11(12.22)		35(38.89)		
2.	1 to 100	-	43(4 7.78)	5 (5.56)	78(86.67)		18(20)	
3.	101 to 500	-	47(52.22)	71(78.89)	12(13.33)	20(22.22)	72(80)	41(45.56)
4.	501 to 1000		-	3(3.33)	-	35(38.89)	-	43(47.78)
5.	1001to 2000		-	-	-	-	-	6(6.67)
6.	2001 to 3000	36 (40)	-	-	-	-	-	-
7.	3001 to 4000	45 (50)						
8.	4001 to 5000	9 (10)						
Total		90(100)	90(100)	90(100)	90(100)	90(100)	90(100)	90(100)

Source: Primary data collected form Field Survey

The above table shows the monthly expenditure pattern of the sample households. The expenditures have been made on Food. Clothes, Education. Medical Care. Paying Interests, and Electricity and Miscellaneous items. The results explore that about 50% sample households spend

about 3001 to 4000 rupees on food. The households belonging to this 50% sample households make their livelihood on agriculture and sericulture. Their expenditure results show that they spend maximum of their income on fooding. Nearly 40% sample households monthly expenditure is between 2001 and 3000 on food. The households of this % age are of the 'Bagdi' community and they minly, dwell separately in the outer part of the village. Nearly 10% sample households are seen to hold business and Government services and their monthly expenditure on food is between 4001 and 5000. 12.22% sample households have no expenditure on education but 71% sample households spend rupees 101 and 500 monthly on education. Only 3.33% households hold their expenditure of nearly 501 to 1000 on education More or less 47.78% sample households is spend about 100 rupees on clothing but other 52.22 percent sample households run the expenditure of 101 to 500 rupees on clothing monthly.

Table-11: Cropping Pattern of the sample households.

S.N.	Crops	No of households	%
1.	Paddy	40	44.44
2.	Tunt Plant	30	33.33
3.	No Land	20	22.22
	Total	90	100

Source: Primary data collected form Field Survey

Table 11 point out the cropping pattern of the sample households in the study area. The results shows that, the cropping pattern was much typical when compared to other areas in and around study area : however major crops grown in the study area were paddy and other crop grown in 'Tunt Plant' which are dominant in the study area.

Table-12: Cost of Cultivation

S.N.	Monthly Expenditure ranges (in Rs.)	On seeds	Fertilizers/Pesticides	On labour
1.	0 to 50	15 (21.43)	32(45.71)	6 (8.57)
2.	51 to 200	35 (50)	27 (38.57)	35 (50)
3.	201 to 500	15 (21.43)	7 (10)	24 (34.29)
4.	501 and above	5 (7.14)	4 (8.71)	5 (7.14)
	Total	70 (100)	70 (100)	70 (100)

Source: Primary data collected form Field Survey

Table 12 highlights the cost of cultivation of the study area. The results show that households of the 21.43% spend about 50 rupees on seeds monthly. But the maximum 50% of households make the expenditure of rupees 51 to 200 on seeds per month. But the least 7.14% of the sample households carry the cost of above 501 rupees on seeds per month. However the labour cost is very low as the people of the sample households are themselves labour. The cost of the sericulture is greater than that of agriculture because they have to invest a vast amount in the field of the

sericulture to intertain grater 'capital' which is higher than that of the agriculture. They can not get also much capital in agriculture because of their using out of data method.

Table-13: Classification of the sample households on their outstanding loans.

S.N.	loan in ranges (in Rs.)	Institutional sources	Private money lenders	SHG
1.	0	50 (55.56)	51 (57.78)	48 (53.33)
2.	0 to 3600	0	2 (2.22)	5 (5.56)
3.	3601 to 60000	25 (27.78)	30 (40)	37 (41.11)
4.	60001 and above	15 (16.67)	0	0
	Total	90 (100)	90 (100)	90 (100)

Source: Primary data collected form Field Survey

Table 13 analyzes the outstanding loans of the study area. The study area covers the survey on the scheduled caste. The schedule caste community is mainly of day labours and cultivators. They basically on live on cultivation. So they haven't to get loan of vast amount. About 55.56% sample households bears no loan from the institutional source, only 16.67% sample households take loan for some institutional source and the amount of the loan is very low. Nearly 42.22% sample households rn to the private money lenders and their amount of loan is a little low. The private money leaders set financial burden on the borrowers very high for high interest rate to exploit their money. The penetration of the self helf group (SHG) is of about 46.67%. As the sample households have to run to the dishonest money lenders, they are to live a vulnerable life. This is why Government should make arrangement of a better banking service by providing good loan with lower interest rate and if this is done the households will not be the victim of the treacherous money lenders.

SUMMARY AND FLNDLNGS

On the basis of the results of the above study, it can be concluded as following :

- (a) In the majority of the sample households the head is a male.
- (b) The majority of the sample households belong to the 'Poundra' and 'Bagdi' community.
- (c) In respect of the gender wise classification. 53.40% population are male and the remaining is female.
- (d) Most of the sample households entertain the durable households assets.
- (e) Notable about 77.78% sample households have the ownership of land.
- (f) About 85.56% households heads earn livelihood on agriculture and sericulture.
- (g) More than 17.48% of the population are wage labours and 21.36% are cultivators. But in the field of sericulture 24.27% of sample population live on the same.
- (h) More than 80% sample households having less 5000 rupees per months their total family income.
- (i) Food expenditure is the highest in comparison with other expenditure.
- (j) Paddy and Tunt Plant are cultivated in the highest scale in the study area.
- (k) Nearly 42.22% sample households fulfil their essential needs by borrowing money from the private money lenders.

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श्रीमद्भगवद्गीतायाः शैक्षिकं महत्त्वम्

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पार्थायप्रतिबोधितां भागवता नारायणेन स्वयम्।
व्यासेन ग्रथितां पुराणमुनिना मध्ये महाभारतम्।
अद्वैतामृतवर्षिणीं भगवतीमष्टादशाध्यायिनीम्
अम्ब त्वामनुसन्दधामि भगवद्गीते भवद्वेषिणीम्॥

इत्यनेन श्लोकेन श्रीमद्भगवद्गीतायाः महत्त्वं ज्ञातुं शक्यते। संस्कृतसाहित्यसुधासागरे विराजमाना श्रीमद्भगवद्गीता व्यासमहर्षि विरचित महाभारते प्रसिद्धम् एकं अङ्गम्। कुरुक्षेत्रसमरसकलसन्नाहानन्तरं स्वबान्धवान् वीक्ष्य अर्जुनः ममत्वभावनया, पापभीत्या च समरविमुखतां प्रदर्शितवान्। श्रीकृष्णः समुचित आत्मभावना संपादनाद्वारा अर्जुनं युद्धोन्मुखीकृतवान् इति सम्पिण्डितार्थः।

श्रीमद्भगवद्गीतायाम् अष्टादशाध्यायाः सन्ति। पञ्चचत्वारिंशत्यधिकसप्तशतश्लोकाः (745) वर्तन्ते।

“षट् शतानि सविंशानि श्लोकानां प्राह केशवः।
अर्जुनः सप्तपञ्चाशत् सप्तषष्टिश्च सञ्जयः।
धृतराष्ट्रः श्लोकमेकं गीतायामानमुच्यते॥”

इत्यनेन ज्ञायते यत् – ‘श्रीकृष्णेन विंशत्यधिकषट् शतश्लोकानि (620), अर्जुनेन सप्तपञ्चाशत् श्लोकानि(57), सञ्जयेन सप्तषष्टिश्लोकानि(67), धृतराष्ट्रेण श्लोकमेकम् (1) उक्तम्’ इति

सकलशास्त्रसारभूतस्य गीताशास्त्रस्य विशेषपरिचयः भारतीयानां सर्वेषामपि अस्त्येव। श्रीमद्भगवद्गीताशास्त्रं न हि केवलमाध्यात्मिकं शास्त्रम्, अपि तु धर्म-अर्थ-शैक्षिक-मनोविज्ञानादि शास्त्रविषयाण्यपि अत्र प्रतिपादिताः सन्ति। ‘सर्वशास्त्रमयी गीता’. ‘एकं शास्त्रं देवकीपुत्रगीतम्’ इत्यादि वचनैः गीतायां सकलशास्त्राणां तत्त्वानि निरूपितानि इति स्पष्टतया ज्ञायते।

गीतायाः महत्त्वमत्यधिकं विद्यते। न हि गीता विना भारतीयसंस्कृतिरस्ति। ‘अनुन्नतानां मित्रम्, दार्शनिकानां मार्गः, सर्वेषां प्रणिनाञ्च उद्धारकर्त्री’ इति पाश्चात्यपण्डितानामपि विश्वासः। गीतायाः विश्वप्रियत्वं कथयन् महर्षिः एवमुक्तवान्-

‘भारतामृतसर्वस्वं विष्णोर्वक्त्राद्विविस्सृतम्।

गीतागङ्गोदकं पीत्वा पुनर्जन्म न विद्यते॥’ (श्रीमद्भगवद्गीता –गीताप्रेस्-P-11)

श्रीमद्भगवद्गीतायां सकलशास्त्राणां रहस्यानि वर्तन्ते इति कथयन् महर्षिः एवमाह-

गीताकल्पतरुं भजे भगवता कृष्णेन संरोपितं

वेदव्यासविवर्धितं श्रुतिशिरोबीजं प्रबोधाङ्कुरम्।

नानाशास्त्ररहस्यशाखमरतिक्षान्ति प्रवालाङ्कितं

कृष्णाङ्घ्रिद्वयभक्तिपुष्पसुरभिं मोक्षप्रदं जानिनाम्॥ (श्रीमद्भगवद्गीता(तेलुगु)

श्रीमद्भगवद्गीता शैक्षिकसिद्धान्तानां सारभूतग्रन्थः। तत्र यथा वेदान्तविषयाः दार्शनिकविषयाश्च प्रतिपादिताः तथैव अभिप्रेरण-व्यक्तित्व-आत्मभावनादि मनोविज्ञानशास्त्रविषयाश्च प्रतिपादिताः।

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श्रीमद्भगवद्गीतायाः शैक्षिकं महत्त्वम्।

श्रीमद्भगवद्गीतायां प्रचलितशिक्षणविधौ आधुनिकसकलशैक्षिकविधयः अन्तर्भूताः। गीतायां श्रीकृष्णेण समरविमुखतारूपव्यापारात् समरविमुखतारूपव्यापारं प्रति अर्जुनः परिवर्तितः। एतदनुसृत्यैव आधुनिकाः मनोवैज्ञानिकाः “जीवनव्यवहारपरिवर्तनमेव शिक्षा” इति शिक्षायाः लक्षणं कथयन्ति।

शिक्षणविधिविषये श्रीमद्भगवद्गीता मनोवैज्ञानिकानामेकः प्रामाणिकः ग्रन्थः। अद्यतनकाले शैक्षिकरङ्गे प्रचाल्यमानेन अधिगन्तृनियन्त्रितबोधनम् इति विधिना, संवादविधिना च सर्वविषयाः पूर्वमेव श्रीकृष्णेन अर्जुनं प्रति शिक्षिताः।

अधिगन्तुः अर्जुनस्य यत्र यत्र जिज्ञासा जायते तत्रैव श्रीकृष्णः तं पाठयति। जिज्ञासाभावे पाठनं वृथा भवेत् इति मनोवैज्ञानिकानामत्याशयः।

स्पष्टतया अवबोधनपर्यन्तमपि पाठः पाठनीयः इति मनोवैज्ञानिकदृष्ट्या विचिन्त्य श्रीकृष्णः, “यत्त्वयोक्तं वचस्तेन महोयं विगतो मम” (श्रीमद्भगवद्गीता 11-1) इत्यर्जुनस्योक्तिपर्यन्तमपि तं पाठितवान्।

अर्जुनः स्वसन्देहान् पृच्छति, श्रीकृष्णः सन्देहनिवृत्तिश्च करोति। एवं श्रीमद्भगवद्गीतायां शिक्षणं सर्वं संवादविधिना प्रचलितमिति वक्तुं शक्यते।

भगवद्गीतां सञ्जयः धृतराष्ट्राय कथिवान्।

धृतराष्ट्रः –

धर्मक्षेत्रे कुरुक्षेत्रे समवेता युयुत्सवः।

मामकाः पाण्डवाश्चैव किमकुर्वत सञ्जय॥ (श्रीमद्भगवद्गीता 1-1) इति सञ्जयं पृष्टे सति, तदा सः सञ्जयः धृतराष्ट्रं प्रति विवरणात्मकपद्धत्या भगवद्गीतां कथितवान् इति विवरणात्मकपद्धतेः प्रस्तावनापि कृता।

वासांसि जीर्णानि यथा विहाय नवानि गृह्णाति नरोपराणि।

तथा शरीराणि विहायजीर्णान्यन्यानि संयाति नवानि देही॥ (श्रीमद्भगवद्गीता 2-22)

यदा संहरते चायं कूर्माङ्गानीव सर्वशः।(श्रीमद्भगवद्गीता 2-58)

धूमेनाव्रियते वह्णिः यथादर्शो मलेन च।

यथोल्बेनावृतो गर्भः तथा तेनेदमावृतम्॥ (श्रीमद्भगवद्गीता 3-38)

इत्यादि श्लोकैः जायते यत् – मनोवैज्ञानिकः श्रीकृष्णः विषयस्य स्पष्टप्रतिपत्तये समुचितोदाहरणपुरस्सरं पार्थं पाठितवान् इति। अनेन भगवद्गीतायां उदाहरणात्मकशैक्षिकपद्धतेः आधारभूमिः वर्तते इति वक्तुं शक्यते।

मनोवैज्ञानिकानां मतानुसारमध्यापकः मित्रम्, दार्शनिकः, मार्गदर्शकश्च भवेत्। (A teacher should be a friend, philosopher and guide.) अस्य आधारभूमिः गीतायां वर्तते। अत्र दार्शनिकः श्रीकृष्णः मित्रभावनया पाठं पाठितवान्, मार्गदर्शनमपि कृतवान्। अतःश्रीकृष्णार्जुनयोर्मध्ये प्रगाढः, आदर्शयुक्तश्च गुरुशिष्यसम्बन्धः वर्तते। “शिष्यस्तेहं शाधि मां प्रपन्नम्” (श्रीमद्भगवद्गीता 2-7) इति गुरुत्वभावनया अर्जुनः विनयं प्रदर्शितवान्। “..... मे सखा चेति रहस्यं ह्येतदुत्तमम्” (श्रीमद्भगवद्गीता 4-3) इति श्रीकृष्णः मित्रभावनया एव अर्जुनं पाठितवान्।

अध्यापकः यथा व्यवहरति तथैव तमनुकरोति छात्रः। छात्राणां हि अनुकरणशक्तिः अधिका। अतः अध्यापकेन सम्यग्व्यवहरणीयम्। एतत्सर्वं मनोवैज्ञानिकदृष्ट्या विचार्य श्रीकृष्णेन एवं कथितम्-

यद्यदाचरति श्रेष्ठः तत्तदेवेतरो जनः।

स यत्प्रमाणं कुरुते लोकस्तदनुवर्तते॥(श्रीमद्भगवद्गीता 3-2)

अध्यापनक्षेत्रे दृश्योपकरणानां महत्त्वम् अर्थात् प्रत्यक्षपद्धते महत्त्वं विद्यते। अत एव श्रीकृष्णः

एकादशाध्याये विश्वरूपसंदर्शनद्वारा प्रत्यक्षपद्धतिमाश्रित्य पाठितवान्। तदा अर्जुनः सम्पूर्णविज्ञानमवाप्तवान्। अनेन मनोवैज्ञानिकदिशा प्रत्यक्षपद्धतेः महत्त्वं श्रीमद्भगवद्गीतायां सूचितम्।

गीतायाः शैक्षिकमहत्त्वं समर्थयितुं रामशकलपाण्डे महोदयस्य मतमत्र उद्धृत्यते-
“श्रीमद्भगवद्गीता के अध्ययन द्वारा यह निष्कर्ष निकला जा सकता है की गीता निष्काम कर्मकी शिक्षा देती है ओर उसके अनुसार आत्मज्ञान एवं विराट् पुरुष का ज्ञान प्राप्त करना ही ‘शिक्षा’ है।” इति।

उपसंहारः

एवं श्रीमद्भगवद्गीतायां प्रचलितशिक्षणविधौ आधुनिकसकलशैक्षिकविधयः सम्यक् प्रतिपादिताः । शैक्षिकविधीन् उपयुज्यैव गीतायां श्रीकृष्णेण समरविमुखतारूपव्यापारात् समरविमुखतारूपव्यापारं प्रति अर्जुनः परिवर्तितः। एतदनुसृत्यैव आधुनिकाः मनोवैज्ञानिकाः “जीवनव्यवहारपरिवर्तनमेव शिक्षा” इति शिक्षायाः लक्षणं कथयन्ति। अद्यतनकाले शैक्षिकरङ्गे प्रचाल्यमानेन ‘अधिगन्तृनियन्त्रितबोधनम्’ इति विधिना, संवादविधिना च सर्वविषयाः पूर्वमेव श्रीकृष्णेन अर्जुनं प्रति शिक्षिताः। अतः शिक्षणविधिविषये श्रीमद्भगवद्गीता मनोवैज्ञानिकानामेकः प्रामाणिकः ग्रन्थः इति वक्तुं शक्यते।

उपयुक्तग्रन्थसूची

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उच्च माध्यमिक स्तर के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर प्रभाव का अध्ययन

डॉ. ममता शर्मा*

सारांश

विद्यार्थियों के पारिवारिक संस्कार बालक के पूर्ण जीवन के आधार होते हैं। जैसे पारिवारिक संस्कार बालक ग्रहण करता है उसकी सम्पूर्ण जीवन शैली उसी पर आधारित होती है। संस्कारित बालक अपने व्यवहार से अपने परिवेश को सकारात्मक रूप से प्रभावित करते हुए सफल जीवन व्यतीत करते हैं जबकि असंस्कारित बालक अपने जीवन में अपराधिक प्रवृत्तियों के माध्यम से विषैले व्यवहार से नरकमय वातावरण को जन्म देते हैं। प्रस्तुत शोध के निर्णय में प्राप्त हुआ कि संस्कारित बालक का समाज में समायोजन उच्च स्तरीय होता है। जबकि असंस्कारित बालकों का समायोजन नहीं हो पाता। शहरी विद्यार्थियों की अपेक्षा ग्रामीण विद्यार्थियों में संस्कारित मूल्य एवं समायोजन स्तर अधिक पाए गए इसी प्रकार छात्रों की अपेक्षा छात्राओं में मूल्य एवं समायोजन स्तर अधिक पाए गए।

प्रस्तावना -

फूलों में जो स्थान सुगन्ध का है,
फलों में स्थान मिठास का है।
भोजन में जो स्थान स्वाद का है,
वही स्थान जीवन में सम्यक संस्कार का है।।

पूज्य है यह देश, धन्य हे यह धरती और प्रशंस्य है यह भारतीय संस्कृति जहाँ व्यष्टि—समष्टि सबकों निरामय और भद्र बनाने के लिए सद्विचार सद्व्यवहार व संस्कारित जीवन को सर्वाधिक महत्व दिया जाता है। सत्संस्कारों से विद्यार्थियों का जीवन आनन्दमय, प्रतिभा सम्पन्न प्रगतिशील एवं सफल बनता है संस्कारों के द्वारा यह सुनिश्चित किया जाता है कि व्यक्ति अपने दायित्वों का निर्वहन जीवन के प्रत्येक क्षेत्र में सक्रियता से करता रहे तथा नैतिकता के आधार पर उन्हें व्यावहारिक जीवन में प्रयोग करें।

प्राचीन काल में प्रचलित गुरुकुल पद्धति में छात्र गुरुकुलों से जहाँ सम्पूर्ण विकसित और प्रखरता सम्पन्न व्यक्तित्व लेकर निकलते थे वहीं आज के शिक्षण संस्थानों से संस्कारों के नाम पर उसकी स्थिति शून्यवत ही रहती है। प्राचीन काल में शिष्य को माता—पिता के समान ही गुरु को सम्मान करना सिखाया जाता था। वह स्थिति आज कहाँ है? मातृ देवों भवः पितृ देवों भवः आचार्य देवों भवः इस प्रकार माता—पिता व गुरु को देव तुल्य माना जाता था। प्राचीन शिक्षा पद्धति में छात्र को अक्षर ज्ञान से लेकर साहित्य, भाषा, कला, भूगोल

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दर्शन आदि का अध्ययन कराते थे। वहीं उन्हें चरित्र, सदाचार निर्मलता, पवित्रता आदि की शिक्षा भी दी जाती थी। मानसिक शक्ति, विचार, प्रौढ़ता, उत्तम स्वास्थ्य और शुद्ध जीवन लेकर स्नातक जिस क्षेत्र में भी प्रवेश करते थे उसी में एक कीर्तिमान स्थापित कर योग्य नागरिक कहलाने की स्थिति प्राप्त कर लेते थे। ये शक्ति पुत्र बनकर सांसारिक जीवन में प्रवेश करते हैं। फलस्वरूप उन्हें भौतिक सुखों की न तो इतनी स्पर्धा रहती थी और न ही वे अधिकार प्राप्त करने के लिए लालायित रहते थे शिक्षा प्राप्ति के पश्चात उनकी प्रतिज्ञा होती थी कि “मैं पृथ्वी का पुत्र हूँ, भूमि मेरी माता है। मेरा जीवन मातृभूमि की सेवा में अर्पण रहेगा। लोककल्याण की सेवा के लिए समर्पित रहेगा। मैं सम्पूर्ण विश्व को ज्ञान और शक्ति से उद्दीप्त रखूँगा। गुरुदेव द्वारा प्रदत्त शक्ति से मैं अपने राष्ट्र को जीवित और जागृत रखूँगा। मेरे जीवित रहने तक मेरे धर्म और संस्कृति को आँच नहीं आने पाएगी।”

तब से 25 वर्षीय स्नातक की जो गुरुकुल से विदा होने पर उपरोक्त प्रकार की प्रतिज्ञा लेता था बौद्धिक प्रतिभा, उदात्त भावना और उच्चतम आध्यात्मिक संस्कारों का पता इससे ही चल पाता है। यह विशेषता स्नातकों की अपनी नहीं होती थी बल्कि गुरुकुल वातावरण से प्राप्त संस्कारों से उत्पन्न परिवेश की थी। अखण्ड ज्योति संस्थान में प्रकाशित लेख “शिक्षा एवं विद्या” में 1996 में आचार्य पण्डित श्रीराम शर्मा आचार्य ने लिखा है कि समाज की सम्पूर्ण समृद्धि और सुव्यवस्था का कारण वह शिक्षा पद्धति ही थी जो आचार्यों के संरक्षण में रखकर किशोरों को दिलाई जाती थी विद्यार्थियों को इनमें राष्ट्र सेवा और जन सेवा की, सयंम और नियम पूर्वक त्याग एवं तपपूर्ण जीवन जीने की आचार्य अतिथि माता-पिता ओर भाई के प्रति आदर और श्रद्धा की उच्च भावना रखने की शिक्षा दी जाती थी। सादा जीवन और उच्च चिंतन यद्यपि उनका आदर्श रहता था पर वे ज्ञान और शक्ति के जगमगाते सूर्य ही हुआ करते थे तब के विद्यार्थी सॉचे में ढाले हुए यही बालक जब गृहस्थ धर्म को संभालते थे तो वहाँ भी सुख और सौभाग्य का स्वर्ग उपस्थित कर देते थे।”

लेकिन आज हमारे विद्यार्थियों की स्थिति अत्यन्त शोचनीय है आज का युवा वर्ग सुसंस्कारों के अभाव में दिशा हीनता की स्थिति में है। आज तेजी से बढ़ रही संस्कारहीनता का परिणाम जहाँ संयुक्त परिवारों के टूटने के रूप में सामने आ रहा है वहीं ऐसे दुष्परिणाम सामने आने लगे हैं जिन्हें देखकर हृदय कॉप उठता है। पिता द्वारा संपत्ति के लिए पुत्र की हत्या तथा पुत्र द्वारा पिता की हत्या किए जाने की घटना सामने आ रही है। जीवन भर पति के साथ रहने का संकल्प लेने वाली पत्नी मर्यादाहीनता का शिकार बनकर परपुरुषों से सम्बन्ध बनाने में नहीं हिचकिचाती है इतना ही नहीं प्रेमी के साथ मिलकर पति हत्या जैसे समाचार प्रकाशित होते हैं तो हृदय कॉप उठता है। आज के हमारे इन आचरणों का हमारी संतानों पर कितना गहरा प्रभाव पड़ता जा रहा है यह किसी से छिपा नहीं है इसके विपरित नैतिकता, सदाचार, सुसंस्कार किशोरों में रचनात्मक, सृजनात्मक एवं गत्यात्मक विकास में योगदान देता है तब किशोर गणमान्य नागरिक की श्रेणी में आते हैं जबकि असंस्कारित किशोर दिशा भ्रमित होकर अपराधी दुनिया में जाकर दिवा स्वप्न की दुनिया में अपने ताने बाने बुनने लगता है और संस्कारों से उसका कोई सम्बन्ध नहीं रहता तब वह अनुशासन आत्मीयता से दूर अपराधीकरण की ओर बढ़ता अन्धकार में जा फँसता है और उसका परिणाम उसके कृत्यों के आधार पर न्यायालय देता है।

किशोर जीवन इस सृष्टि का श्रंगार हे विद्यालय पर बालक के व्यक्तित्व के सर्वांगीण विकास करने का उत्तरदायित्व है। वह अपने इस उत्तरदायित्व का निर्वाह तभी कर सकता है जब वह उसे धार्मिक और नैतिक शिक्षा प्रदान करे। कोठारी शिक्षा आयोग 1964 के पृष्ठ संख्या 358-89 में उल्लेख किया गया है कि हण्टर कमीशन (1882) से लेकर शिक्षा आयोग (1964) तक नियुक्त किए जाने वाले सभी आयोगों और समितियों ने, “शिक्षा संस्थाओं ने नैतिक शिक्षा प्रदान किए जाने का समर्थन किया।”

बालकों को सुसंस्कारित न करने से उनका विकास जंगली झाड़ियों की तरह होता है जिसमें फूल कम और काँटे अधिक होते हैं इसके विपरीत जिन परिवारों के बालकों के चरित्र निर्माण की तरफ ध्यान दिया जाता है वे एक चतुर माली के व्यवस्थित उद्यान की भाँति सुगन्धित और सुन्दर होते हैं संस्कारित परिवारों में अच्छे संस्कारों की नींव बच्चों में डाली जाती है यह दावे के साथ कहा जा सकता है कि संसार में जितनी भी महान विभूतियाँ हुई हैं उनमें अच्छे संस्कारों की नींव डालते हैं, उनमें अच्छी भावनाओं की वृद्धि करते हैं, संस्कार, सदाचार या नैतिकता के घटक अंग है और ये व्यक्ति समाज, राष्ट्र सभी के लिए अनिवार्य है।

अध्ययन की आवश्यकता एवं महत्व :- नैतिकता व सुसंस्कारों की आवश्यकता जीवन के प्रत्येक क्षेत्र में होती है। संस्कारित किशोर ही परिवार, समाज, देश राज्य व राष्ट्र को उत्थान की ओर ले जा सकता है। तथा असंस्कारित किशोर परिवार समाज देश राज्य व राष्ट्र को पतन की ओर ले जाएगा। इस प्रकार जीवन में सुसंस्कारों की आवश्यकता स्वयंमेव स्पष्ट हो जाती है। और सर्वत्र सुसंस्कारता, सदाचारिता की आवश्यकता की आवाज सुनाई दे रही है।

अध्ययन का औचित्य :- हमें हमारे देश के भावी नागरिकों को इसी प्रकार सुसंस्कारी, विद्वतापूर्ण एवं चरित्रवान बनाना हे जिससे देश में उनकी तथा संसार में देश की विशिष्ट पहचान बन सके। आज का बालक कल के साम्राज्य का उत्तरदायी नागरिक है उससे समाज को बड़ी आशाएँ हैं। आज समय की माँग एवं युग की पुकार है कि बालकों में सुसंस्कार स्थानान्तरित कर सत्यम् शिवम् सुन्दरम् जो हमारी संस्कृति का मूल आधार है जिससे प्रेरित हो बालक का सर्वांगीण विकास हमारा लक्ष्य है। सुसंस्कारों से समाज में समायोजन करना आता है बालक यदि समाज में समायोजित हो जाता हे तो वह अपना सर्वांगीण विकास कर सकता है अतः यह अध्ययन औचित्य पूर्ण एवं प्रासंगिक ही है। बालकों के समायोजन में पारिवारिक संस्कारों की महती भूमिका खोजना ही शोधकत्री का सबसे बड़ा प्रश्न है। अतः शोधकत्री ने प्रस्तुत समस्या को अपना अध्ययन विषय बनाया जो कि अत्यन्त औचित्यपूर्ण है।

समस्या कथन :- “उच्च माध्यमिक स्तर के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर प्रभाव का अध्ययन”

शोध के उद्देश्य :-

1. उच्च माध्यमिक स्तर के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर प्रभाव का अध्ययन करना।
2. उच्च माध्यमिक स्तर के लिंगभेद की भिन्नता के आधार पर विद्यार्थियों के पारिवारिक संस्कार का उनके समायोजन गुणों पर प्रभाव का अध्ययन करना।

3. उच्च मा. स्तर के ग्रामीण व शहरी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर प्रभाव का अध्ययन करना।
4. उच्च माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर प्रभाव का अध्ययन करना।

अध्ययन की परिकल्पनाएँ :- अध्ययन में शून्य परिकल्पना का प्रयोग किया गया है।

1. उच्च माध्यमिक स्तर के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर कोई सार्थक प्रभाव नहीं पड़ता।
2. उच्च माध्यमिक स्तर के लिंगभेद की भिन्नता के आधार पर विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर कोई सार्थक प्रभाव नहीं पड़ता।
3. उच्च माध्यमिक स्तर के ग्रामीण एवं शहरी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर कोई सार्थक प्रभाव नहीं पड़ता।
4. उच्च माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन गुणों पर कोई सार्थक प्रभाव नहीं पड़ता है।

अध्ययन में परिसीमन :-

1. अध्ययन के अन्तर्गत भरतपुर जिले के उच्च माध्यमिक स्तर के विद्यार्थियों को ही चयनित किया गया है।
2. शोधकार्य में केवल 600 विद्यार्थियों को ही न्यादर्श के रूप में लिया गया है।
3. अध्ययन में केवल हिन्दी माध्यम के विद्यालयों को ही लिया गया है।
4. अध्ययन में शोधकार्य की सांख्यिकी विधियों के रूप में मध्यमान, मानक विचलन, क्रान्तिक अनुपात एवं सह सम्बन्ध का ही सहारा लिया गया है।

अध्ययन का न्यादर्श :- अध्ययन में कुल 600 विद्यार्थियों को ही शामिल किया गया है जो कि उच्च माध्यमिक कक्षा के हैं जिनमें 300 छात्र एवं 300 छात्राएं हैं 300 शहरी क्षेत्र के विद्यार्थी हैं तो 300 ग्रामीण क्षेत्र के। इसी प्रकार 300 सरकारी विद्यालयों के विद्यार्थी हैं तो 300 गैर सरकारी विद्यालय के विद्यार्थी हैं।

समस्या कथन में प्रयुक्त शब्दावली का स्पष्टीकरण –

1. **उच्च माध्यमिक स्तर के विद्यार्थी** :- कक्षा 12 के विद्यार्थियों को ही उच्च माध्यमिक स्तर के विद्यार्थी के रूप में ग्रहण किया गया है।
2. **पारिवारिक संस्कार** – बालक का प्रथम गुरु माँ होती है तत्पश्चात जैसे-2 बालक बड़ा होता जाता है वातावरण से ज्ञान प्राप्त करता जाता है। जिससे पारिवारिक वातावरण एवं विद्यालयी वातावरण दोनों का समन्वय होता है बालक नैतिकता का पाठ अपने वातावरण से ही सीखता है जिसे संस्कार कहा जाता है। सद् जीवन के नैतिक शिक्षा का ज्ञान अत्यंत ही नैतिक शिक्षा के समेकित रूप को संसार कहा जा सकता है जिन परिवारों में संस्कारित वातावरण होता है उन परिवारों के बालक ही अपना अपने परिवार का और अपने देश का नाम रोशन करते हैं उनका व्यक्तित्व सदगुणों से मुक्त होता

है। उसी प्रकार जिन परिवार में सद्गुणों व सद्विचारों को स्थान नहीं दिया जाता ऐसे संस्कार विहिन होकर नाली के कीड़े के रूप में जीवित रहते हैं।

3. **समायोजन** – परस्पर विरोधी आवश्यकताओं को संतुलित करने की व्यवहार संबंधी प्रक्रिया को समायोजन कहते हैं। समायोजन अनुकूलन सामन्जस्य एवं संतुलन इत्यादि के लिए प्रयुक्त एक व्यापक शब्द है जीवन में जब-जब समायोजन करने में व्यक्ति सफल होता है तब-तब वह सभी क्षेत्रों में सफलता प्राप्त करता है। अतः बालक के विकास के लिए समायोजन होना आवश्यक होता है सुसमायोजित बालक खुशी के पलों में भी प्रसन्न नहीं रह पाते अतः समायोजन की जीवन में महती भूमिका है।

सम्बन्धित साहित्य का अवलोकन -

1. रोविन्सन (1940) ने अपने शोध में पाया कि प्रभावित करने वाली अच्छी आदतों के विकास में समायोजन का महत्वपूर्ण स्थान है।
2. डबेल लेविस व पावेल (1965) ने अपने अध्ययनों में पाया कि अभिभावकों और बालकों के सम्बन्धों में असमायोजन उस समय पर चरम सीमा पर होता है जब किशोरों की आयु 14-15 वर्ष की होती है। इसमें भी पिता की अपेक्षा माता से समायोजन उच्च स्तरीय होता है।
3. वीरेश्वर पी. (1979) "ग्रामीण एवं शहरी क्षेत्र के महाविद्यालयों की छात्राओं के मानसिक स्वास्थ्य और समायोजन की समस्याओं का अध्ययन में पाया कि 1. शहरी और ग्रामीण क्षेत्र की छात्राओं के मानसिक स्वास्थ्य में सार्थक अन्तर पाया गया 2. ग्रामीण और शहरी छात्राओं के पारिवारिक, समायोजन और शैक्षिक दृष्टि में भी अन्तर पाया गया।
4. गायकवाड़ जे.एम. (1988) ने बालकों के पालन सम्बन्धी क्रियाओं तथा माताओं के वैवाहिक समायोजन के संदर्भ में प्राथमिक विद्यालयों के बालकों के व्यक्ति लक्षणों का अध्ययन में पाया कि बेहतर समायोजन वाली माताएँ बालकों में आज्ञाकारिता तथा चेतना विकसित करने सहायक पाई गई।
5. वर्मा रचना (2004) ने अपने शोध " शहरी एवं ग्रामीण छात्राओं में समायोजन और व्यक्तित्व शील गुणों का तुलनात्मक अध्ययन" में पाया कि शहरी छात्रों में ग्रामीण छात्रों की अपेक्षा समायोजन स्तर उच्च पाया जाता है।
6. देवकीनंदन (2006) ने लखनऊ विश्वविद्यालय "उत्तरप्रदेश के स्नातक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि, व्यक्तित्व व समायोजन का पाठ्य सहगामी क्रियाओं के प्रति अभिवृत्ति का अध्ययन" किया और पाया कि शैक्षिक उपलब्धि व्यक्तित्व व समायोजन का सकारात्मक सहसम्बन्ध था।
7. जम्बला मधुबाला (2006) ने आचार्य नागार्जुन विश्वविद्यालय में "सुनने से वंचित बालकों के समायोजन, प्रेरणा और शैक्षिक उपलब्धि का अध्ययन किया"। तत्पश्चात् पाया कि इनके चरों के साथ शैक्षिक निष्पत्ति का उच्च सकारात्मक संबंध था।
8. कुँवर बसंत सिंह (2007) ने अपने शोध "कामकाजी एवं गैर कामकाजी बालाओं की शैक्षिक उपलब्धि पर दुष्चिन्ता, समायोजन, सामाजिक आर्थिक स्तर एवं सृजनात्मकता के प्रभाव का अध्ययन" में पाया

- कि कामकाजी एवं गैर कामकाजी बालकों की शैक्षिक उपलब्धि के माध्यमनों में अन्तर था। इससे स्पष्ट होता है कि समायोजन स्तर बालकों की उपलब्धि को प्रभावित करता है।
9. श्रीमती बसन्ती टाकुर (2012) ने अपने शोध "किशोरों की शैक्षिक उपलब्धि एवं समायोजन क्षमता पर उनके सामाजिक स्तर के प्रभाव का अध्ययन" में पाया कि निम्न सामाजिक स्तर के किशोरों की शैक्षिक उपलब्धि तथा समायोजन क्षमता उच्च सामाजिक स्तर के किशोरों की अपेक्षा कम पाई गई।
 10. श्रीमती सलमा कुरैशी (2012) ने अपने शोध " उच्च प्राथमिक स्तर पर सह शिक्षा एवं प्रथक विद्यालय में पढ़ने वाले विद्यार्थियों की समायोजन क्षमता एवं व्यक्तित्व गुणों का तुलनात्मक अध्ययन" में पाया कि सह शिक्षा में पढ़ने वाले विद्यार्थियों में समायोजन क्षमता तथा व्यक्तित्व गुण अच्छा है।
 11. अभिषेक द्विवेदी (2012) ने अपने शोध उच्च माध्यमिक स्तर के खिलाडी एवं गैर खिलाडी विद्यार्थियों की मनोदैहिक समस्याओं, निर्णय क्षमता अनुशासन एवं समायोजन का तुलनात्मक अध्ययन" में पाया कि गैर खिलाडी विद्यार्थियों की तुलना में खिलाडी विद्यार्थी सार्थक रूप से उत्तम सामाजिक तथा संवेगात्मक समायोजन रखते हैं। साथ ही गृह समायोजन, शैक्षिक समायोजन तथा स्वास्थ्य समायोजन के मध्य 0.05 स्तर पर सार्थक अन्तर पाया जाता है।
 12. कु. नीलू सिंह (2016) ने अपने शोध "विद्यार्थियों के सामाजिक समायोजन पर विद्यालयी वातावरण द्वारा पडने वाले प्रभाव का अध्ययन" में पाया कि विद्यालयी वातावरण का सकारात्मक/नकारात्मक दोनों प्रकार से सार्थक प्रभाव पड़ता है।
 13. डॉ. चन्द्रप्रकाश पालीवाल (2018) ने अपने शोध कोचिंग का माध्यमिक स्तर की सार्वजनिक परीक्षाओं में विद्यार्थियों के समायोजन पर प्रभाव का अध्ययन में पाया कि कोचिंग जाने वाले विद्यार्थियों का न जाने वाले विद्यार्थियों की अपेक्षा सार्वजनिक परीक्षाओं में उच्चतर स्तर की उपलब्धि रही तथा उनका समायोजन स्तर भी उच्च रहा।
 14. डॉ. धीरज कु. शर्मा (2018) ने अपने शोध "परिवार के सामाजिक आर्थिक स्तर एवं विद्यालय प्रकार का किशोरों के समायोजन व दुश्चिन्ता पर पडने वाले प्रभाव का अध्ययन" में पाया कि सरकारी एवं निजी दोनों प्रकार के विद्यालयों के विद्यार्थियों में उच्च सामाजिक आर्थिक स्तर वाले किशोरों का समायोजन व दुश्चिन्ता परस्पर एक दूसरे को प्रभावित नहीं करते।

उपकरणों का प्रयोग :- शोधकर्त्री ने पारिवारिक संस्कार मापन हेतु स्वनिर्मित अभिमत मापनी का प्रयोग किया है जिसमें 60 प्रश्न है।

समायोजन हेतु श्रीमती रागिनी दुबे की समायोजन मापनी का परीक्षण लिया गया हे जिसके अन्तर्गत विद्यार्थियों के शैक्षिक समायोजन पारिवारिक समायोजन एवं व्यक्तिगत समायोजन का अध्ययन किया गया।

आंकड़ों का समीकरण एवं विश्लेषण :- शोधकर्त्री ने उपर्युक्त परीक्षण कुल (600) विद्यार्थियों पर प्रशासित किए जिसमें प्राप्त अंकन कार्यों को निम्न सारणियों में व्यवस्थित किया है।

सारणी संख्या 1

उच्च माध्यमिक स्तर के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन पर पड़ने वाले प्रभाव का अध्ययन

न्यादर्श	समूह	सह सम्बंध	सार्थकता स्तर
600	उच्च माध्यमिक स्तर के विद्यार्थी	.817	उच्च धनात्मक सह सम्बंध

सारणी संख्या एक के अवलोकन से ज्ञात होता है कि न्यादर्श (600) के पारिवारिक संस्कारों एवं उनके समायोजन के प्राप्ताकों का सहसम्बंध .817 प्राप्त हुआ जो कि उच्च धनात्मक सह सम्बंध को दर्शाता है। अतः परिकल्पना संख्या एक निरस्त की जाती है।

सारणी संख्या 2

उच्च माध्यमिक स्तर के लिंगभेद की भिन्नता के आधार पर विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन पर पड़ने वाले प्रभाव का अध्ययन

न्यादर्श	समूह	मध्यमान	प्रमाणित विचलन	सहसम्बन्ध	सार्थकता स्तर
300	छात्राएँ	103.53	7.64	.878	उच्च धनात्मक सहसम्बन्ध
300	छात्र	28.17	12.05		

सारणी संख्या दो के अवलोकन से ज्ञात होता है कि छात्राओं के प्राप्ताकों का मध्यमान 103.53 प्रामाणिक विचलन 7.64 रहा जबकि छात्रों के प्राप्ताकों का मध्यमान 28.17 तथा प्रामाणिक विचलन 12.05 रहा। दोनों समूहों के पारिवारिक संस्कारों का उनके समायोजन पर सह संबंध गुणांक .878 प्राप्त हुआ जो कि उच्च धनात्मक संबंध को दर्शाता है। अतः परिकल्पना संख्या दो निरस्त की जाती है।

सारणी संख्या 3

उच्च माध्यमिक स्तर के ग्रामीण व शहरी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन पर पड़ने वाले प्रभाव का अध्ययन

न्यादर्श	समूह	मध्यमान	प्रमाणित विचलन	सहसम्बन्ध	सार्थकता स्तर
300	ग्रामीण विद्यालयों के विद्यार्थी	8.74	2.07	0.517	धनात्मक सहसम्बन्ध
300	शहरी विद्यालयों के विद्यार्थी	28.17	12.05		

सारणी संख्या तीन के अवलोकन से ज्ञात होता है कि ग्रामीण विद्यालयों के विद्यार्थियों के प्राप्ताकों का मध्यमान 8.74, प्रमाणित विचलन 2.07 पाया गया जबकि शहरी विद्यालयों के विद्यार्थियों के प्राप्ताकों का मध्यमान 28.17, प्रमाणित विचलन 12.05 पाया गया दोनों समूहों के पारिवारिक संस्कारों का उनके समायोजन

पर सह संबन्ध गुणांक 0.517 प्राप्त हुआ जो कि धनात्मक सह सम्बन्ध को दर्शाता है। अतः परिकल्पना संख्या तीन निरस्त की जाती है।

सारणी संख्या 4

उच्च माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन पर पड़ने वाले प्रभाव का अध्ययन

न्यादर्श	समूह	मध्यमान	प्रमाणित विचलन	सहसम्बन्ध	सार्थकता स्तर
300	सरकारी विद्यालयों के विद्यार्थी	11.95	2.13	0.337	धनात्मक सहसम्बन्ध
300	गैर सरकारी विद्यालयों विद्यार्थी	28.17	12.05		

उपरोक्त सारणी संख्या चार के विधिवत अवलोकन से ज्ञात होता है कि सरकारी विद्यालयों के विद्यार्थियों के प्राप्तांकों का मध्यमान 11.95, प्रमाणित विचलन 2.13 पाया गया जबकि गैर सरकारी विद्यालयों के विद्यार्थियों के प्राप्तांकों का मध्यमान 28.17, प्रमाणित विचलन 12.05 पाया गया दोनों समूहों के पारिवारिक संस्कारों का उनके समायोजन पर सह संबन्ध गुणांक 0.337 प्राप्त हुआ जो कि धनात्मक सह सम्बन्ध को दर्शाता है। अतः परिकल्पना संख्या चार अस्वीकृत की जाती है।

निष्कर्ष एवं सामान्यीकरण: — शोधकर्त्री ने अपने शोध में परीक्षण के पश्चात शोध सम्बन्धी निम्न निष्कर्ष प्राप्त किए।

1. उच्च माध्यमिक स्तर के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन पर पूर्णरूपेण एवं सार्थक प्रभाव पड़ता है। जिनके पारिवारिक संस्कार उच्च होंगे उनका समायोजन स्तर भी उच्च पाया जाता है।
2. उच्च माध्यमिक स्तर के लिंगभेद की भिन्नता के आधार पर पारिवारिक संस्कारों का उनके समायोजन स्तर पर पूर्णरूपेण व सार्थक प्रभाव पड़ता है बालकों की अपेक्षा बालिकाओं का प्राप्तांक अधिक पाया गया बालिकाओं का समायोजन स्तर भी अपेक्षाकृत अधिक पाया गया।
3. उच्च माध्यमिक स्तर के ग्रामीण व शहरी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन पर पूर्णरूपेण एवं सार्थक प्रभाव पड़ता है ग्रामीण विद्यार्थियों की अपेक्षा शहरी विद्यार्थियों का प्राप्तांक अधिक पाया गया।
4. उच्च माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों के विद्यार्थियों का उनके समायोजन पर पूर्णरूपेण एवं सार्थक प्रभाव पड़ता है। सरकारी विद्यालयों के विद्यार्थियों की अपेक्षा गैर सरकारी विद्यालयों के विद्यार्थियों के पारिवारिक संस्कारों का उनके समायोजन पर पूर्णरूपेण व सार्थक प्रभाव पड़ता है सरकारी विद्यालयों के विद्यार्थियों की अपेक्षा गैर सरकारी विद्यार्थियों का प्राप्तांक अधिक पाया गया।

इन निष्कर्षों से ज्ञात होता है कि पारिवारिक संस्कारों में समायोजन स्तर को विकसित करने की क्षमता होती है दोनो ही उच्च धनात्मक सह सम्बन्धों से सम्बंधित होते हैं। समायोजन का पाठ माँ की गोद से ही

प्रारम्भ हो जाता है सर्व प्रथम प्रकृति के साथ समायोजन करना सीखा जाता है फिर भाई-बहिनो, साथियों पास-पड़ोस के साथ समायोजन करना व्यक्ति सीख लेता है जिसके पारिवारिक संस्कार अच्छे होते हैं वह व्यक्ति सुसमायोजित होता है और अपने जीवन में कठिन उगार को भी सुगमता से पार कर लेता है अतः इस अध्ययन से कुछ सुझाव अग्रसर हो रहे हैं।

सुझाव :- प्रत्येक शोध का महत्व शोधोपरान्त दिए गए निष्कर्षों में निहित होता है शोध के जन्म से शोध के निष्कर्ष तक के इस सफर में कुछ सुझाव जन्म ले लेते हैं। प्रस्तुत शोध के निष्कर्षों को ध्यान में रखते हुए विभिन्न पक्षों हेतु निम्नलिखित सुझाव प्रस्तुत हैं।

- 1) अभिभावकों के लिए सुझाव:- अभिभावकों द्वारा पारिवारिक संस्कारों का हस्तान्तरण होता है अतः अभिभावकों को चाहिए कि घर का स्वस्थ वातावरण रखते हुए बालक को सुसंस्कारित बनाने का प्रयास करें ताकि बालक अपने समाज में समायोजन करना सीखे और अपने जीवन में सफलता को प्राप्त करे।
- 2) विद्यार्थियों के लिए सुझाव :- विद्यार्थियों को चाहिए कि माता-पिता द्वारा दिए गये सुसंस्कारों के महत्व को जानते हुए अपने जीवन में उनका सदुपयोग करे तथा बुरी संगति से बचने आप को दूर रखते हुए जीवन में सफलता पाने का प्रयास करे।
- 3) अध्यापकों के लिए सुझाव :- अध्यापक कच्ची मिट्टी को आकार देने वाले होते हैं अध्यापक जैसा चाहे बैसा बालक के भविष्य को तैयार कर सकते हैं अतः अध्यापक को चाहिए कि विद्यार्थियों में अच्छे संस्कार डालने का प्रयास करें तथा बालकों को समायोजन का पाठ पढ़ावें।

भावी शोध हेतु सुझाव – प्रस्तुत शोध विषय के जैसे ही अन्य विषयों पर शोध किया जा सकता है जो कि निम्न है।

1. महाविद्यालय स्तर के विद्यार्थियों के पारिवारिक वातावरण का उनके समायोजन पर प्रभाव का अध्ययन।
2. व्यक्तित्व गुणों, समायोजन पर पारिवारिक वातावरण का अध्ययन करना
3. अध्ययन आदतों तथा समायोजन का शैक्षिक निष्पत्ति पर प्रभाव का अध्ययन।
4. विद्यार्थियों के आत्मविश्वास का समायोजन से सम्बन्ध का अध्ययन।
5. बालकों के आत्मविश्वास व अध्ययन आदतों का समायोजन पर प्रभाव का अध्ययन।
6. पारिवारिक संस्कारों का व्यक्तित्व पर प्रभाव का अध्ययन।
7. दिव्यांग बालकों के समायोजन का उनकी शैक्षिक निष्पत्ति पर प्रभाव का अध्ययन।
8. बालकों के पारिवारिक वातावरण का उनके मानसिक स्वास्थ्य पर प्रभाव का अध्ययन।
9. बालकों की अध्ययन आदतों व आकांक्षा स्तर पर पारिवारिक संस्कारों के प्रभाव का अध्ययन।
10. बालिकाओं के पारिवारिक संस्कारों का उनके व्यक्तित्व गुणों पर प्रभाव का अध्ययन।

मनुष्य में संस्कार नहीं है तो जीवन वेकार है
 संसार में सुगंध नहीं है तो संसार सूना है
 आदमी में हजार गुण अगर हों और
 उसका जीवन संस्कारित न हो तो

जीवन में कुछ भी नहीं हैं।
कुछ भी नहीं है
यही सत्य है

संदर्भ ग्रंथावली

- | | | |
|----|---|--|
| 1 | आचार्य कृपलानी | जीवन और शिक्षा |
| 2 | राय. पी.एन. | अनुसंधान परिचय |
| 3 | सुमन रामनाथ | शिक्षा और संस्कृति |
| 4 | डॉ. वर्मा प्रीति एवं डॉ. डी. एन. श्रीवास्तव | मनोविज्ञान और शिक्षा में सांख्यिकीय |
| 5 | डॉ.शास्त्री वेद प्रकाश | प्राचीन और आधुनिक शिक्षा पद्धतियाँ |
| 6 | डॉ. तरुण रघुवश | भारतीय शिक्षा और उसकी समस्याएँ |
| 7 | डॉ. पाठक गणेश कुमार | समाजिक पर्यावरण शिक्षा क्यों और कैसे |
| 8 | डॉ. मिश्रा डी.सी. | भारत में शैक्षिक पद्धति का विकास |
| 9 | मैक्डूगल विलियम | एन इन्ट्रोडक्शन टू सोशल साइक्लोजी |
| 10 | यंग पी.वी | साइन्टिफिड सोशल सर्वे एण्ड रिसर्च मुम्बई |

महिला सशक्तिकरण: समकालीन भारत में महिलाओं के सशक्तिकरण में संवैधानिक प्रावधान

सुरेंद्र कुमार नेहरा*

भूमिका

विश्व की जनसंख्या का लगभग 50: भाग स्त्री हैं। जहां तक उनकी सामाजिक स्थिति का संबंध है उन्हें प्रत्येक स्थान पर पुरुषों के बराबर नहीं समझा जाता है पाश्चात्य देशों में तो स्त्रियों के साथ पुरुषों के समान ही व्यवहार किया जाता है परंतु एशिया में पुरुषों एवं स्त्रियों के बीच ऐसा मन ऐसा मान्यताओं में लिंग समस्या को जन्म दिया है। लिंग समस्या का मुद्दा वास्तव में बहस का प्रामाणिक बिंदु बन चुका है इस प्रकार वर्तमान में स्त्रियों को समान अधिकार अवसर और उत्तरदायित्व प्रदान करने के लिए सशक्त करना अनिवार्य है।

अर्थ

- महिला सशक्तिकरण से अभिप्राय महिलाओं को कार्य को करने की विशेष शक्ति, क्षमता एवं योग्यता में बढ़ोतरी करना जिससे महिलाओं को विशेष शक्ति प्रदान करना जिससे महिलाएं हर प्रकार से सशक्त हो एवं समाज में ऐसा वातावरण तैयार करना जिसमें महिलाएं अपने स्वयं के निर्णय खुद ले सकें एवं समाज के विकास में पुरुषों के समान अपनी भूमिका का निर्वाह कर सकें जैसा कि 8 मार्च को विश्व में महिला दिवस के रूप में मनाया जाता है ताकि महिलाओं को पुरुषों के समान अधिकार प्राप्त हो परंतु भारत जैसे विकासशील देशों में महिलाओं को पुरुषों के समान अधिकार प्राप्त नहीं है।

समकालीन भारत में महिलाओं के सशक्तिकरण में बाधाएं:

- संवैधानिक तथा कानूनी प्रावधानों की जानकारी का अभाव
- पुरुषों को महिलाओं की अपेक्षा अधिक शक्तिशाली समझना
- महिलाओं को घरेलू कार्यों तक सीमित रखना
- बाल विवाह
- सार्वजनिक जीवन में सीमित सहभागिता
- लैंगिक भेदभाव करना
- बालिका शिशु वध एवं भ्रूण हत्या
- लिंगानुपात की समस्या लिंग आधारित
- महिलाओं का कुपोषण का शिकार होना
- दहेज प्रथा का प्रचलित होना

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- महिलाओं को शिक्षा के लिए प्रतिबंधित करना
- नियुक्ति करता का नकारात्मक दृष्टिकोण
- निरक्षरता
- पारंपारिक दृष्टिकोण
- आधुनिकरण का अभाव
- कार्यस्थल पर शारीरिक एवं मानसिक उत्पीड़न व यौन शोषण
- वेतन में असमानता
- अज्ञानता

आधुनिकरण एवं वैश्वीकरण के युग में नारी सशक्तिकरण बहुत ही जरूरी है क्योंकि विश्व में महिलाएं संख्या के आधार पर भले ही पुरुषों के समान हो लेकिन जब तक महिलाओं को पुरुषों के समान अधिकार नहीं मिलेंगे तब तक महिलाएं विकास में समान भागीदार नहीं हो सकती । भारत जैसे विकासशील देशों में यदि नारियों को सेक्स सशक्त करके औररोजगार के समान अवसर दिया तो भारत के विकास में महिलाएं अपनेमहत्वपूर्ण भूमिका अदा कर सकती हैं । निम्न महिला साक्षरता दर, महिला सशक्तिकरण म एक बहुत बड़ी बाधा है । महिलाओं को सशक्त करने के लिए उनका शिक्षित होना बहुत जरूरी है इसलिए नेपोलियन ने एकबार कहा था, 'मुझे 100

शिक्षित नारी दे दो तो मैं तुम्हें एक अच्छा एवं सुदृढ़ राष्ट्र दूंगा'

पंडित जवाहरलाल नेहरू जी कहते थे, 'लड़के की शिक्षा एक व्यक्ति की शिक्षा है परंतु लड़की की शिक्षा संपूर्ण परिवार की शिक्षा है।'

भारत में संवैधानिक प्रावधान

प्रावधान भारत के संविधान में महिलाओं को सशक्त करने के लिए निम्नलिखित प्रावधान हैं: अनुच्छेद 15 के अनुसार, लिंग के आधार पर कोई भेदभाव नहीं करना, स्त्री और पुरुषों को समान कार्य के लिए समान वेतन, सभीनागरिकों को समान रूप से आजीविका के पर्याप्त साधन प्राप्त करने का अधिकार हो

- अनुच्छेद 15(3) के अनुसार महिलाओं के हित में विशेष उपबंधों का निर्माण किया जाएगा
- अनुच्छेद 16 के अनुसार, महिलाओं को लोक सेवा में पुरुषों के समान अवसर दिया जाएगा
- अनुच्छेद 19 के अनुसार समान रूप से अभिव्यक्ति की स्वतंत्रता है
- अनुच्छेद 21 के अनुसार प्राण एवं दैहिक स्वाधीनता से वंचित नहीं किया जाएगा
- अनुच्छेद 23 के अनुसार क्रय विक्रय एवं बल आश्रम से संरक्षण दिया गया है
- अनुच्छेद 39 के अनुसार समान रूप से आजीविका का साधन उपलब्ध कराया जाएगा
- अनुच्छेद 42 के अनुसार काम की न्याय संगत और मानव चित दशाओं का तथा प्रसूति सहायता करना
- अनुच्छेद 47 के अनुसार महिलाओं हेतु पोषाहार जीवन स्तर एवं लोक स्वास्थ्य में सुधार हेतु प्रबंध करना
- अनुच्छेद 51 के अनुसार स्त्रियों के सम्मान के विरुद्ध प्रथाओं का त्याग करना

- न्यूनतम वेतन अधिनियम 1948
- विशेष विवाह अधिनियम 1954
- हिंदू विवाह अधिनियम 1955
- प्रसूति सुविधा अधिनियम 1961: किसी भी संस्था में महिला कर्मचारी को प्रसव या गर्भपात हेतु 80 दिन पूरे कर लेने के पश्चात निर्धारित अवकाश और अन्य चिकित्सा सुविधाएं दिया जाना अनिवार्य है।
- दहेज रोकथाम अधिनियम 1961
- भारतीय तलाक अधिनियम 1969
- कारखाना संशोधित अधिनियम 1976
- समान वेतन अधिनियम 1976: महिलाओं को समान काम के लिए पुरुषों के समान वेतन का प्रावधान किया गया है।
- मुस्लिम तलाक अधिनियम 1986
- स्त्री अशिष्ट निरूपण निषेध अधिनियम 1986: इस अधिनियम द्वारा महिलाओं के सम्मान को नुकसान पहुंचाने वाले विज्ञापनों तथा अन्य प्रदर्शनों पर रोक लगाई गई है।
- राष्ट्रीय महिला आयोग अधिनियम 1990: इस अधिनियम से **राष्ट्रीय महिला आयोग** का गठन 1992 में एक संवैधानिक संस्था के रूप में हुआ यह संपूर्ण देश में महिलाओं के संवैधानिक और कानूनी अधिकारों के संबंध में मामलों को देखती है।
- त्रिस्तरीय पंचायत व्यवस्था में 1993 में संशोधन अधिनियम 73 एवं 74 जिसमें महिलाओं को 33% आरक्षण दिया गया है
- **झूठे निदान तकनीक अधिनियम 1994:** गर्भावस्था के दौरान प्रसव के पूर्व ही जन्मे शिशु के भ्रूण के लिंग की जानकारी देने वाले चिकित्सीय विधि के उपयोग पर इस अधिनियम द्वारा रोक लगाई गई है
- **घरेलू हिंसा से महिला सुरक्षा अधिनियम 2005,** 26 अक्टूबर 2006 को लागू हुआ जिसमें मानसिक, भावनात्मक, शारीरिक हिंसा को पुनः परिभाषित किया गया है और इसे अपराधी कृतियों की श्रेणी में रखा गया है
- **महिलाओं से कार्यस्थल पर शारीरिक उत्पीड़न अधिनियम 2013**
- **महिला आरक्षण विधेयक 2008:** संसद में अनेक बार पेश होने तथा विरोध प्रदर्शन के बावजूद अभी संसद में पास होना बाकी है जिनके पास होने से महिलाओं को विधानसभा एवं संसद में 33 प्रतिशत सीटों के आरक्षण का प्रावधान है।

सारांश

भारत में ब्रिटिश काल से लेकर अब तक महिलाओं की स्थिति में सुधार के लिए अनेक संवैधानिक एवं सामाजिक विधानों के स्तर पर प्रयास किए गए हैं। इसके साथ-साथ अनेकों कल्याणकारी योजनाएं भी

चलाई जाती है, फिर भी देखा जा रहा है कि 21वीं सदी में महिलाओं के प्रति हिंसा, अत्याचार, अपराध, दहेज, बलात्कार जैसी समस्या सुलझने के बजाय दिन प्रतिदिन बढ़ती जा रही है। इसका सामाजिक मुख्य कारण सामाजिक संस्कृतिक अधिक है क्योंकि अभी भी समाज पर धर्म परंपराओं और पुरुष अधिकार आदि का प्रभाव है। इसके परिणाम स्वरूप कानून प्रभावशाली नहीं हो पा रहे हैं। **सिमोन दी बुआ ठीक ही कहा है कि औरतें पैदा नहीं होती, बल्कि बना दी जाती है।**

संदर्भ

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सामाजिकरण: संस्थाएं, प्रक्रिया एवं सिद्धांत

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प्रस्तावना

मनुष्य जन्म के समय ना तो सामाजिक होता है और ना ही असामाजिक परंतु जैसे जैसे वह अपनी आवश्यकताओं की पूर्ति के लिए समाज के संपर्क में आता है तो वह समाज के रीति रिवाजों, प्रथाओं, मूल्यों एवं संस्कृति को सीखना शुरू कर देता है और वह एक सामाजिक प्राणी बन जाता है। समाज के बिना बालक का विकास संभव नहीं है। अरस्तु ने कहा था कि देवता या पशु ही समाज से अलग रह सकता है किंतु पशु भी शायद समाज के बिना जीत ना रह सकेस इस प्रकार सामाजिकरण वह प्रक्रिया है जिसके द्वारा मनुष्य एक साधारण प्राणी से सामाजिक प्राणी के रूप में परिवर्तित होता है।

समाजीकरण का अर्थ

समाजीकरण का अर्थ है; व्यक्ति को सामाजिक प्राणी बनाना। सामाजिक प्राणी बनाने का अर्थ यह है कि व्यक्ति समाज में रहकर उसकी परंपराओं, मान्यताओं, रीति- रिवाज, आस्थाओं, संस्कृति आदि को ग्रहण करके अपने व्यक्तित्व का विकास करें। समाजीकरण के माध्यम से जहां एक और व्यक्तित्व का विकास होता है, वहीं दूसरी ओर संस्कृति का संरक्षण, संचार एवं प्रसार भी होता है।

परिभाषाएं

ग्रीन के अनुसार, 'सामाजिकरण वह प्रक्रिया है जिसके द्वारा बच्चा सांस्कृतिक विशेषताओं तथा आत्मपन को सीख कर व्यक्तित्व का निर्माण करता है।'

Parsons के अनुसार, 'व्यक्ति द्वारा सामाजिक मूल्यों को सीखने एवं आंतरिकरण करने की प्रक्रिया ही सामाजिकरण कहलाती है।'

दुर्खीम के अनुसार, बच्चों को नैतिकता की शिक्षा देना ही सामाजिकरण है।'

जॉनसन के अनुसार, 'सामाजिकरण सीखने की वह प्रक्रिया है जो सीखने वालों को सामाजिक भूमिकाओं का निर्वाह करने योग्य बनाती है।'

Kimball यंग के अनुसार, 'सामाजिकरण वह प्रक्रिया है जिसके द्वारा व्यक्ति सामाजिक और सांस्कृतिक क्षेत्र में प्रवेश करता तथा समाज के विभिन्न समूह का सदस्य बनता है और जिनके द्वारा उसे समाज के मूल्य और मांगों को स्वीकार करने की प्रेरणा मिलती है।'

उपरोक्त परिभाषा से स्पष्ट होता है कि सामाजिकरण सीखने की एक प्रक्रिया है जिसके द्वारा व्यक्ति समूह अथवा समाज की सामाजिक- सांस्कृतिक विशेषताओं को ग्रहण करता है, अपने व्यक्तित्व का विकास

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करता है और समाज का क्रियाशील सदस्य बनता है। सामाजिकरण द्वारा बच्चा सामाजिक प्रतिमान को सीख कर उनके अनुरूप आचरण करता है।

विशेषताएं

1. सामाजिकरण सीखने की प्रक्रिया है।
2. सामाजिकरण जीवन भर चलने वाली प्रक्रिया है।
3. सामाजिकरण निरंतर चलती रहती है।
4. सामाजिकरण गतिशील अवधारणा है।
5. सामाजिकरण अपने समाज के मूल्य, मापदंड, आदर्श को अंतरित करने की प्रक्रिया है।
6. अन्य समाजों के मूल्यों को सीखना सामाजिकरण के अंतर्गत नहीं आता है।
7. सामाजिकरण के द्वारा आत्म का विकास होता है।
8. सामाजिकरण के द्वारा संस्कृतियों का हस्तांतरण होता है।
9. सामाजिकरण समाज का प्रकार्यात्मक सदस्य बनने की प्रक्रिया है।
10. सामाजिक सार्वभौमिक प्रक्रिया है।

सामाजिकरण की संस्थाएं

जिन समूह या संस्थाओं के माध्यम से सामाजिकरण होता है, उन्हें सामाजिकरण की संस्थाएं या अभिकरण कहा जाता है। जो इस प्रकार से हैं:

अ) प्राथमिक संस्थाएं

1. **परिवार (Family):** शिशु का प्रथम परिचय परिवार से ही होता है। जब उसे समाज के मूल्य मापदंडों से उसका परिचय कराया जाता है क्योंकि बालक परिवार में ही जन्म लेता है और सर्वप्रथम परिवार के सदस्यों के ही संपर्क में आता है। इसे समाजशास्त्री सामाजिकरण के दृष्टिकोण से सबसे महत्वपूर्ण एवं मूलभूत संस्था मानते हैं। कुले ने इसे **मानव व्यक्तित्व की नर्सरी (Nursery of human personality)** कहा है। सभी समाजों में पिता साधक नेतृत्व (Instrumental Leadership) और माता भावात्मक नेतृत्व (Expressive Leadership) प्रदान करते हैं।
2. **पड़ोस (Neighborhood):** पड़ोस भी बालक के व्यक्तित्व में सुझाव, तारीफ, आलोचना आदि के माध्यम से विकास एवं सामाजिकरण में सहयोग करता है, लेकिन विशेषकर ग्रामीण पड़ोस।
3. **मित्र मंडली (Peer Group):** परिवार के बाद, बालक अपने हम उम्र साथियों के संपर्क में आता है। यह लोग अपने-अपने प्रस्थिति और वर्ग के मूल्यों से परिचित करवाते हैं, जिसके साथ बच्चा नियमों का पालन करना सीख जाता है। वह दूसरों के नियंत्रण में रहना और अनुशासन का पालन करना सीखता है और इस प्रकार नेतृत्व के गुण भी विकसित होते हैं। वह खेल में हार-जीत होने पर परिस्थितियों से अनुकूल करना भी सीखता है इस प्रकार खेल के दौरान वह पारस्परिक सहयोग, प्रतिस्पर्धा एवं स्वस्थ संघर्ष की भावनाओं को ग्रहण करता है। रिजमैन के अनुसार, आज का मनुष्य

दूसरों द्वारा अधिक निर्देशित (Others Directed) होता है जबकि ग्रामीण एवं आदि समाजों के लोग परंपरा (Tradition) व सब निर्देशित (Self-Directed) होते हैं।

4. **विवाह (Marriage):** विवाह के बाद लड़के लड़की को नए दायित्व एवं परिस्थितियों और भूमिकाओं को निर्वाह करना पड़ता है, निष्ठा रखनी होती है परिणामस्वरूप विवाह के बाद नई जिम्मेदारियों को ग्रहण करना होता है, उन्हें अंतरित करना होता है, इस प्रकार विवाह भी एक सामाजिकरण का महत्वपूर्ण संस्था हैं।
5. **नातेदारी समूह (Kin Group):** नातेदारी समूह में विवाह एवं रक्त से संबंधित सभी रिश्तेदार संबंधी आ जाते हैं। सभी संबंधियों के संपर्क से व्यक्ति कुछ न कुछ सीखता है। इस प्रकार विभिन्न भूमिका निर्वाह करनी होती है तो विभिन्न संबंधी और उनके बच्चे आपस में प्रभाव डालते हैं। जिसे वे आत्मसात करते हैं और उनका सामाजिकरण होता है।

ब) **द्वितीय संस्थाएं:** प्राथमिक संस्थाओं के साथ-साथ कुछ द्वितीय संस्थाएं भी सामाजिकरण में महत्वपूर्ण भूमिका अदा करती हैंसजो इस प्रकार है:

1. **राज्य (State):** राजा यह बताता है कि व्यक्ति से उसकी क्या अपेक्षाएं हैं और राज्य के निर्माण में उसकी क्या भूमिका हो सकती है राज्य की अपेक्षाओं के अनुरूप ही व्यक्ति अपने व्यवहार को निभाता है।
2. **शिक्षण संस्थाएं (Educational institutions):** शिक्षण संस्थाओं में हम स्कूल, कॉलेज एवं विश्वविद्यालय आदि सभी को शामिल करते हैं जिनमें बच्चा प्रमुख रूप से अध्यापकों, पाठ्य- पुस्तकों, साहित्य एवं कक्षा में अपने साथियों के साथ बहुत कुछ सीखता है। विद्यालय समाज का प्रतिनिधित्व करता है। इस प्रकार शिक्षण संस्थाएं व्यक्ति के व्यक्तित्व का विकास करने में महत्वपूर्ण भूमिका निभाती है।
3. **धार्मिक संस्थाएं (Religion Institutes):** व्यक्ति के जीवन में धर्म का गहरा प्रभाव होता है व्यक्ति में पवित्रता न्याय शक्ति दया ईमानदारी आदि गुणों का विकास धर्म के साथ ही होते हैं,। मंदिर,मस्जिद, गुरुद्वारे, चर्च, मठ, धर्म- ग्रंथ एवं साधु- संतों का प्रभाव लोगों के आचरण पर पड़ता है। पाप-पुण्य, स्वर्ग- नरक की धारणा लोगों को सामाजिक प्रतिमान के अनुरूप आचरण करने पर बल देती है।
4. **राजनीतिक संस्थाएं (Political Institutions):** यह संस्था व्यक्ति को आत्म बोध कराती है तानाशाही एवं प्रजातांत्रिक शासन में अलग-अलग प्रकार का समाजीकरण होता है। तानाशाही सरकार में जहां जनता को कम अधिकार मिलते हैं। वही प्रजातांत्रिक सरकार में जनता को अधिक अधिकार प्राप्त होते हैं एवं सरकार लोगों की भलाई शिक्षा कल्याण के लिए कार्य करती है।
5. **सांस्कृतिक संस्थाएं (Cultural Institutions):** यह संस्थाएं व्यक्ति को अपनी संस्कृति से परिचित करवाती है। इनके द्वारा व्यक्ति अपने प्रथाओं, परंपराओं, वेशभूषा, साहित्य, संगीत, भाषा, कला आदि संस्कृति से परिचित करवाती है और यह संस्थाएं उनके व्यक्तित्व के विकास में महत्वपूर्ण योगदान देती है।

6. **आर्थिक संस्थाएं (Economic Institutions):** यह संस्थाएं व्यक्ति को अपनी आवश्यकताओं की पूर्ति करने के लिए समर्थ बनाती है और सिखाती है कि बाजार में व्यक्ति को किस प्रकार से सहयोग प्रतिस्पर्धा एवं समायोजन करना है।

समाजीकरण की प्रक्रिया

समाजीकरण की प्रक्रिया बच्चे के जन्म के साथ ही शुरू हो जाती है और निरंतर चलती रहती है। Talcott Parson के अनुसार, 'बच्चा उस पत्थर के समान होता है जिसे जन्म किस सन में समाज रूपी तालाब में फेंक दिया जाता है जिसमें रहकर वह अपना सामाजिकरण करता है और समाज का अभिन्न अंग बन जाता है।' lundberg महोदय ने सामाजिकरण को एक सूत्र द्वारा प्रस्तुत किया है जो इस प्रकार से है:

$$[\text{सामाजिकरण} = \text{व्यक्ति} \times \text{समाज}]$$

सामाजिकरण से संबंधित महत्वपूर्ण अवधारणा:

- **सामाजिकरण (Socialization):** सामाजिकरण से तात्पर्य समाज के मूल्य मापदंडों का व्यक्ति द्वारा आंतरिकरण से है।
- **वि-सामाजिकरण (De&Socialization):** वि-सामाजिकरण से तात्पर्य सामाजिकृत व्यवहार को सप्रयास भूलने या छोड़ने से है।
- **पुनःसामाजिकरण (Re&Socialization):** पुणे समाजीकरण से तात्पर्य दोबारा नए मूल्य मापदंडों या आदर्शों को सीखना है।
- **नकारात्मक सामाजिकरण (Negative Socialization):** नकारात्मक समाजीकरण से अभिप्राय समाज द्वारा अस्वीकृत मापदंडों आदि को सीखना है जैसे चोरी अपराध गुंडागर्दी आदि।
- **ङ्कत्याशी या पूर्व-आभासी सामाजिकरण (Anticipatory Socialization):** इस अवधारणा का सर्वप्रथम प्रयोग आर के मर्टन ने किया व्यक्ति कई बार अपनी भविष्य में आने वाली भूमिकाओं का पहले से ही अनुमान लगा कर तैयारी करने लगता है। पहले से ही तैयारी की इस प्रक्रिया को ही पूर्वाभास ध्रत्याशी सामाजिकरण कहते हैं। जैसे; विवाह से पूर्व किसी लड़की का खाना पकाना, सिलाई, कढ़ाई, बुनाई आदि सीखना।

सामाजिकरण के स्तर

समाजीकरण का कार्य विभिन्न स्तरों से होता है इंसानों की संख्या के बारे में मनोवैज्ञानिक और समाज शास्त्रियों में काफी मतभेद है फ्रायड ने जहां 7 स्तर बताएं हैं वहीं पारसन और जॉनसन ने चार स्तर बताएं। इंसानों में बच्चों का सामाजिक दायित्व का निर्वाह करना, अन्य व्यक्ति के समान व्यवहार करना, आत्म का विकास करना एवं व्यक्ति का निर्माण करना सिखाया जाता है।

1. **मौखिक अवस्था (Oral Stage):** शिशु अपना सुख दुख मुंह के माध्यम से वह मुंह के हाव भाव से प्रकट करता है इसलिए इसे मौके अवस्था कहा गया है। स्तर फ्रायड ने प्राथमिक परिचय (Primary

Identification) कहां है। इस अवस्था में बच्चा मां के शारीरिक संपर्क से आनंद अनुभव होने लगता है। इस सोपानध्तर की अवधि जन्म से डेढ़ वर्ष तक होती है।

2. **गुदा अवस्था (Anal Stage):** इस अवस्था में बच्चे को शोध गुदा परीक्षण दिया जाता है ताकि उसे ज्ञान कराया जा सके कि बच्चे को कब, कहां शौच करना चाहिए। यह अवस्था डेढ़ वर्ष से लेकर तीन-चार वर्ष तक चलती है।
3. **पहचान या अ०डीपस अवस्था (Identification/Oedipus Stage):** बालक से यह अपेक्षा की जाती है कि वह अपने लिंग के अनुसार अपने आप को ढाल सके और बच्चा लड़के लड़कियों के बीच शारीरिक विविधताओं को समझने लगे। परंतु बालकों में इस अवस्था में यौन संबंधी प्रकार्यों का कोई ज्ञान नहीं होता। इस अवस्था में बच्चों में ऑडीपस (Oedipus Complex) इसमें पुत्र को अपनी मां से प्रेम हो जाता है और इलेक्ट्रो (Electro Complex) इसमें पुत्री का पिता के प्रति ज्यादा प्रेम होता है की भावना पैदा होती है। यह अवस्था लगभग 4 से 12 वर्ष तक चलती है।
4. **किशोरावस्था (Adolescence):** स्टैनले हॉल में किशोरावस्था को बड़े प्रतिबल, तनाव, तूफानों एवं संघर्ष की अवस्था कहा है। किशोरावस्था में बच्चा परिवार के अतिरिक्त पड़ोस, विद्यालय, खेल के साथियों और नए-नए लोगों के संपर्क में आता है। इन सभी के विचार और व्यवहार से उसे समायोजन करना होता है। वह अपनी संस्कृति के अनेक निषेध एवं यौन संबंधी नियमों का पालन करना सीखना है। इस अवस्था में उसे अनेक नई परिस्थितियों का सामना करना पड़ता है। उसे कई नए-नए अनुभव होते हैं। कई समाजों में तो किशोर की आर्थिक क्रियाओं में भी भाग लेना होता है। अपने आर्थिक जीवन की सफलता को उसके समाजीकरण निर्भर करती है। इस प्रकार इस अवस्था में सांस्कृतिक मूल्य एवं व्यक्तिगत अनुभवों के द्वारा किशोर में आत्म नियंत्रण की क्षमता भी पैदा होती है। इस अवस्था में सुपर ईगो की भावना भी बालकों में पाई जाती है। यह अवस्था 12 से 16 साल तक की होती है।

इन चार अवस्थाओं के अलावा भी सिगमंड फ्रायड तीन अन्य अवस्थाओं का वर्णन करता है जो इस प्रकार हैं:

5. **युवावस्था:** इस अवस्था में वह परिवार और बाहरी वातावरण में कई महत्वपूर्ण जिम्मेदारियों को निभाता है जैसे—एक पति, पिता, दामाद, अधिकारी आदि स कभी-कभी उसे भूमिका संघर्ष की स्थिति का भी सामना करना पड़ सकता है। क्योंकि व्यक्ति को इस अवस्था में अनेक नए-नए परिस्थितियां और उनसे संबंधित भूमिकाओं को निभाना पड़ता है।
6. **झौड़ावस्था:** इस अवस्था में व्यक्ति पर सामाजिक दायित्व और ज्यादा बढ़ जाते हैं सउस पर अपने बच्चों की शिक्षा-दीक्षा, विवाह आदि का भार पड़ता है। उसे मां-बाप के रूप में एवं ऑफिस में वरिष्ठ अधिकारी या सेवक के रूप में नई जिम्मेदारी संभाल नहीं होती है।
7. **वृद्धावस्था:** इस अवस्था में व्यक्ति में शारीरिक मानसिक और सामाजिक दृष्टि में कई परिवर्तन आ जाते हैं वह दादा, परदादा, नाना, ससुर आदि के रूप में कई नए पद ग्रहण करता है और उनके अनुभव के अनुरूप भूमिका निभाता है। यदि वह नौकरी कर रहा है, तो सेवा-निवृत्त कर दिया

जाता है। अब आर्थिक रूप से कम आने योग्य नहीं रहतासनई परिस्थितियों से अनुकूल न कर पाने की अवस्था में उसे कई तनाव को सहन करना पड़ता है। इस प्रकार हम देखते हैं कि व्यक्ति का सामाजिक जीवन पर्यंत चलता रहता है और वह कुछ न कुछ सीखता रहता है

समाजीकरण के सिद्धांत

व्यक्ति का सामाजिकरण किस प्रकार होता है? विभिन्न समाजशास्त्रियों एवं मनोवैज्ञानिक ने अपने सिद्धांत प्रतिपादित किए हैं। Anthony Giddens के अनुसार, 'सामाजिकरण का मूल स्व/आत्म के विकास से होता है। स्व कोई शारीरिक तत्वों ने होकर एक मानसिक तत्व है स्व का अर्थ है; व्यक्ति को अपने बारे में जानना है कि घमंड करना आदिस मनोविज्ञान में आत्म/स्व से अभिप्राय व्यक्ति को कि अपने बारे में जानना से हैं जबकि समाजशास्त्री स्व को व्यक्ति को अपने बारे में सामाजिक छवि है।

कूले का समाजीकरण का सिद्धांत

सी.एच कुले ने अपनी पुस्तक Human Nature And Social Order, 1902 में आत्म दर्पण का सिद्धांत का प्रतिपादन कियास वह इस सिद्धांत में मनुष्य को अत्यधिक महत्व देता है। Looking Glass Self शब्द को कूले ने थेकरे की वैनिटी फेयर (Vanity Fair) नामक कृति से लिया थेकरे के अनुसार संसार एक दर्पण है जो प्रत्येक व्यक्ति को उसका खुद का चेहरा प्रतिबिंबित करता है। बालक अपने बारे में वही सोचता है जो समाज उसके बारे में सोचता है। यही बालक का आत्म है। इस प्रकार आत्म का विषय सामाजिक अंतः क्रिया से विकसित होता है। कूले के शब्दों में, स्व वह होता है जो दूसरे व्यक्ति सोचते हैं। अहम सोचता है। इस सिद्धांत की प्रक्रिया को तीन चरणों में प्रस्तुत किया है:

- व्यक्ति वही सोचता है कि दूसरे उसके बारे में क्या सोचते हैं।
- दूसरों के निर्णयों के बारे में वह क्या सोचता है।
- मैं अपने बारे में सोच कर अपने आप को क्या मानता हूं।

Herbert मीड का सामाजिकरण का सिद्धांत

Herbert Mead का मैं और मुझे सिद्धांत व्यक्ति में आत्म चेतना का विकास किस रूप में होता है? इसे स्पष्ट करने के लिए मीड ने अपनी पुस्तक Mind, Self And Society, 1934 में मैं और मुझे जैसे शब्दों का प्रयोग कियास इसलिए इसके सिद्धांत को मैं और मुझे का सिद्धांत कहा जाता है।

- मैं, व्यक्ति द्वारा दूसरों के प्रति किए गए व्यवहार से है।
- मुझे, व्यक्ति द्वारा किए गए व्यवहार पर दूसरों की प्रतिक्रिया से हैं, जिसे व्यक्त करता है। मीड ने मुझे को ही महत्वपूर्ण माना है।

मीड ने सामाजिकरण के लिए सामान्य त अन्य प्रत्यय दियास उनके अनुसार सामान्य त अन्य (Generalized Other) यह व्यक्ति को अपने बारे में वह धारणा है जो समाज के अन्य सदस्य उसके बारे में रखते हैंस मुझे, सामान्य त अन्य है जबकि मैं, विशेषआकृत अन्य है।

दुर्खीम का सामाजिकरण का सिद्धांत

इमाइल दुर्खीम सिद्धांत को अपनी पुस्तक *Sociology and Philosophy* में प्रस्तुत किया स दुर्खीम ने सामाजिकरण के लिए **सामूहिक इतिनिधित्व** तथा **सामूहिक चेतना** को आधार मानकर स्पष्ट किया है। दुर्खीम के अनुसार, समाज में कुछ विचार, धारणाएं, भावनाएं होती हैं जिन्हें समाज के सभी सदस्य स्वीकार तथा मान्य करते हैं। इसलिए वह समूह का प्रतिनिधित्व करती है। सशुरु शुरु में इसका संबंध व्यक्ति चेतना से होता है। किंतु समय के साथ-साथ सभी लोगों के पारस्परिक अंतर-क्रिया के कारण सामूहिक चेतना का निर्माण होता है। जो सामूहिक प्रतिनिधियों को जन्म देता है। सामाजिक परंपराएं, धर्म, रीति-रिवाज, प्रथाएं, मूल्य एवं आदर्श सामूहिक प्रतिनिधित्व के उदाहरण हैं। सामूहिक प्रतिनिधियों का पालन करना सभी व्यक्ति अपना दायित्व समझते हैं। स इनके पीछे नैतिकता का दबाव होता है। समाज इन्हें मनवाने के लिए व्यक्तियों को बाध्य करता है। इन की अवहेलना होने पर सामूहिक प्रतिक्रिया होती है, दंड की व्यवस्था की जाती है। इस प्रकार समाज के रीति रिवाजों, प्रथाओं, कानूनों, संस्थाओं, धर्म एवं आदर्शवादी का सामूहिक जीवन में घोटक होने के कारण ही सामूहिक प्रतिनिधि कहा गया है। व्यक्ति इन सामाजिक प्रतिनिधियों को सीखता है, आत्मसात करता है और उनके अनुरूप अपने व्यवहार आचरण करता है। इससे उनका सामाजिकरण होता है। सव्यक्ति जो सामाजिक प्रतिनिधियों को आत्मसात करता है तो उनका सामाजिकरण होता है।

विलियम जेम्स का सामाजिकरण का सिद्धांत

जेम्स एक मनोवैज्ञानिक है जिन्होंने सामाजिकरण का अनुकरण सिद्धांत दिया जिसके अनुसार शिशु अपने आसपास के वातावरण में अंत क्रिया करके देख कर अपने व्यवहार को डालते हैं। स वह अपने बड़ों का अनुकरण करते हैं। स इसलिए बालक के व्यक्तित्व पर उसके पिता का और बालिका के व्यक्तित्व पर उसकी माता का प्रभाव स्पष्ट देखा जा सकता है।

फ्रायड का सामाजिकरण का सिद्धांत

सिगमंड फ्रायड (असामान्य मनोवैज्ञानिक) ने सामाजिकरण के अपने सिद्धांत को मानसी क्रियाओं के आधार पर समझाया है। वे यह मानते हैं कि मानव का समस्त व्यवहार लिबिडो (Libido) काम प्रवृत्तियों से तय होता है। ना कि समाज से। स फ्रायड ने समाज अकृत आत्म को समाज शास्त्रियों की अवधारणा को चुनौती दी और कहा कि स्व और समाज में कहीं से कोई संबंध नहीं है। वह यह मानते हैं कि मानव व्यवहार का तार्किक पक्ष, उसी प्रकार है जिस प्रकार किसी समुद्र में हिमखंड का बाहरी भाग होता है जिस प्रकार हिमखंड का अधिकांश भाग पानी में रहता है और उसी प्रकार मानव व्यवहार का अधिकांश व्यवहार अनदेखा, अनसुना वह चेतन शक्तियों द्वारा संचालित होता है। फ्रायड ने मानव के सभी प्रकार के व्यवहार को तीन भागों में बांटा है:

- ईद (Id): यह मूल प्रवृत्ति (Basic Instincts) और अचेतन मन का प्रतिनिधित्व करती है। ईद के सामने नैतिक-अनैतिक, अच्छे-बुरे का प्रश्न नहीं होता है। यह पाशविक प्रवृत्ति के बिल्कुल निकट होता है जो किसी भी रूप में अपनी संतुष्टि चाहता है। यह अचेतन मन में होती है जो असामाजिक भी है।

- ईगो (Ego) अहम: यह व्यक्ति के व्यवहार का चेतन एवं तार्किक पक्ष है। जो व्यक्ति को सामाजिक अपेक्षा और मान्यताओं के अनुसार व्यवहार करने की सलाह देता है और ईद पर नियंत्रण रखता है इसलिए फ्रॉड नहीं इसको पुलिसमैन की संख्या भी दी है।
- सुपर ईगो (Super Ego) परअहम: यह उच्चतम सामाजिक मूल्यों, अपेक्षाओं, आदर्शों का आत्मसात करवाता है और जिससे उसका अंतरात्मा का निर्माण होता है। यह अवचेतन मन का प्रतिनिधित्व करता है। इस प्रकार फ्रायड के समाजीकरण के सिद्धांत को हम एक उदाहरण से समझ सकते हैं। मान लीजिए, एक युवक किसी किसी सुंदर लड़की को देखकर उसको हर प्रकार से पाने की इच्छा रखता है ईद (ID) उसके मन में ठीक उसके विपरीत एक और बात आती है कि पराई लड़की की तरफ देखना पाप है। अहम, ईद और परअहम के बीच संतुलन का कार्य करता है। वह कहता है कि खूब पढ़ लिखकर सफल व्यक्ति बनेंगे तब इस से भी सुंदर लड़की से शादी होगी। इस प्रकार अहम, ईद और परअहम के बीच संतुलन का कार्य करता है। क्योंकि ईद अगर व्यक्ति पर हावी होता है तो समाज को खतरा हो जाएगा स वहीं अगर परअहम हावी हो जाए तो व्यक्तित्व असामान्य हो सकता है। अहम व्यक्ति का संतुलित पक्ष है जो व्यक्ति को समझाता है कि बिना समाज को नुकसान पहुंचाए अपनी इच्छाओं की पूर्ति किस प्रकार की जा सकती है।

निष्कर्ष

समाजीकरण की प्रक्रिया बालक के जन्म से लेकर मृत्यु तक निरंतर चलती रहती है। समाजीकरण एक सीखने की प्रक्रिया है जिसके द्वारा व्यक्ति समूह अथवा समाज की सामाजिक सांस्कृतिक विशेषताओं को ग्रहण करता है, अपने व्यक्तित्व का विकास करता है और समाज का क्रियाशील सदस्य बनता है। सामाजिकरण द्वारा बच्चा सामाजिक प्रतिमान को सीख कर उनके अनुरूप आचरण करता है इससे समाज में नियंत्रण बना रहता है। समाजीकरण दूसरे व्यक्तियों के साथ अंतः क्रिया करने के दौरान ही व्यक्ति सही व्यवहार करना सीखता है। वह यह भी सीखता है कि किस प्रकार के व्यवहार समाज द्वारा स्वीकृत हैं और किस प्रकार के निषिद्ध है। वह अपने अधिकारों कर्तव्य एवं दायित्व को भी सीखता है। सीखने का कार्य संचार भाषा के द्वारा सरलता से किया जाता है। क्योंकि मानव एक भावात्मक और बौद्धिक प्राणी है। अतः वह प्रेम पाने व प्रेम प्रधान करने का भी अनुभव प्राप्त करता है। भावात्मक वातावरण में सामाजिकरण शीघ्र होते हैं इस प्रकार सामाजिकरण के लिए अंतः क्रिया, भावात्मक स्वीकृति और संचार बहुत जरूरी है। Bierstead ने ठीक ही कहा है कि

व्यक्तित्व बना- बनाया नहीं मिलता।

संदर्भ

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उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की भाषिक सृजनशीलता एवं उनकी भौक्षिक उपलब्धि का अध्ययन

कु. अवंतिका शर्मा* और डॉ. आर. एल. निकोसे**

सारांश

प्रस्तुत शोध अध्ययन में उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि का अध्ययन किया गया है। शोध अध्ययन हेतु भण्डारा जिले के उच्चतर माध्यमिक स्तर के शहरी एवं ग्रामीण क्षेत्र के 150 विद्यार्थियों का चयन किया गया है। इस शोध पत्र में प्रदत्तों के संकलन हेतु डॉ.एस.पी. मल्होत्रा (कुरुक्षेत्र) तथा डॉ. सुचेता कुमारी (कुरुक्षेत्र) द्वारा निर्मित एवं प्रमाणित भाषिक सृजनशीलता परीक्षण (Language Creativity Test) एवं शैक्षिक उपलब्धि (Academic Achievement) हेतु संबंधित विद्यालयों की गुणतालिका रजिस्टर का प्रयोग किया गया है। सांख्यिकीय विश्लेषण हेतु टी-परीक्षण का प्रयोग किया गया है। प्राप्त परिणामों के विश्लेषण से स्पष्ट होता है कि छात्रों की भाषिक सृजनशीलता छात्रों की तुलना एवं ग्रामीण छात्रों की भाषिक सृजनशीलता शहरी छात्रों की तुलना में श्रेष्ठ है। यह भी पाया गया है, कि ग्रामीण छात्र एवं शहरी छात्र की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध है।

प्रस्तावना

शिक्षा जीवन की प्रगति एवं भौतिक और आध्यात्मिक सुखों का आधार है। शिक्षा के द्वारा मनुष्य अपने वातावरण और समाज में समायोजन कर समाज का उपयोगी अंग बन जाता है। शिक्षा के द्वारा ही मानव के आचार, व्यवहार में परिवर्तन होता है, और यही परिवर्तन जीवन को गति प्रदान करते हैं। शिक्षा मानव के सुख, समृद्धि एवं शांत जीवन की सृष्टि का सर्वोत्तम साधन है। शिक्षा ही वह ज्ञान है, जो बालक की बुराईयों को दूर कर उसके आंतरिक गुणों का विकास कर उसे निखारता है।

सृजनात्मकता मानव संस्कृति के उद्भव एवं विकास का मुख्य स्रोत रहा है। वर्तमान में वैज्ञानिक और प्रौद्योगिक विकास सृजनात्मक विचारों के कारण ही संभव हो सका है। संगीत, चित्रकला, कहानी-कविता या अन्य प्रकार की कलाएं जो हमें न केवल आनंद प्रदान करती हैं बल्कि जीवन के नए अर्थ भी प्रदान करती हैं, ये सब सृजनात्मकता के उत्पाद हैं।

सृजनात्मकता व्यक्ति की वह क्षमता है जो विज्ञान तकनीकी कला आदि सभी क्षेत्रों को प्रभावित करती है इसलिए प्रायः सभी देशों में इसे सामाजिक-सांस्कृतिक परिवर्तन, आर्थिक विकास तथा जीवन की गुणवत्ता में वृद्धि का प्रमुख कारण मानते हुए इसकी पहचान करने तथा विकसित करने पर बल

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दिया जाने लगा है। रूसो (1962) ने सृजनात्मकता की उपेक्षा को किसी देश के अर्द्धविकसित होने का कारण माना है। उनकी टिप्पणी है कि " प्रत्येक अर्द्धविकसित देश में आइन्स्टीन और फोर्ड मवेशी चरा रहे हैं अथवा पत्थर तोड़ रहे हैं। " सृजनशीलता के महत्व पर प्रकाश डालते हुए गिलफोर्ड (1976) ने यह कहा है कि "किसी राष्ट्र के कल्याण संतुष्टि एवं मानसिक स्वास्थ्य के लिए लोगों में सृजनशीलता के स्तर को उन्नत करने से बढ़कर कोई अन्य प्रभावकारी कारक नहीं है।" दशकों के शोध से शिक्षाविदों ने निष्कर्ष निकाला कि सृजनात्मकता केवल सामान्य सृजनात्मकता ही नहीं होती अपितु भिन्न-भिन्न विशेष क्षेत्रों से संबंधित होती है। फ्रीमेन (1976) ने पाया कि पृथक-पृथक क्षेत्रों में भिन्नता स्थापित करना आवश्यक है जिनमें समान तत्व होते हैं तथा प्रत्येक की अपनी विशेष जरूरतें होती हैं। गिल्लेफोर्ड एवं हौपफनर (1971) ने भी इसी बात पर जोर दिया तथा इंगित किया कि कला तथा संगीत में विशेषता के लिये भिन्न-भिन्न बौद्धिक योग्यताओं तथा भिन्न-भिन्न अवयवों का होना आवश्यक है। वैज्ञानिकों, तकनीशियनों तथा व्यापारियों में अपने अपने क्षेत्रों के अनुरूप प्रतिभा होती है। इसी प्रकार कवियों, उपन्यासकारों तथा लेखकों में भी विशेष प्रकार की सृजनात्मकता होती है जो कि भाषाई सृजनात्मकता कही जा सकती है।

सृजनात्मकता वस्तुतः मानव जीवन की अभिव्यक्ति है जो कि रेखाएं रंगों, आकृतियों, शब्दों एवं नाना प्रकार के अविष्कारों में सतत् प्रकाशित होती रहती है। सारांशतः कहा जा सकता है कि सृजनात्मकता व्यक्ति के क्रियाकलापों तथा कार्यनिष्पादन के लिए आवश्यक शक्ति है जो समाज में कार्य करने वाले प्रत्येक व्यक्ति में अथवा विद्यालय में अध्ययनरत प्रत्येक विद्यार्थी के कार्य व्यवहार में परिलक्षित रहती है।

समस्या कथन - उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि का अध्ययन।

चर

1. स्वतंत्र चर— भाषिक सृजनशीलता
2. आश्रित (परतंत्र) चर— शैक्षिक उपलब्धि

उद्देश्य

1. उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता का अध्ययन करना।
2. उच्चतर माध्यमिक विद्यालयों के छात्र एवं छात्राओं की भाषिक सृजनशीलता का तुलनात्मक अध्ययन करना।
3. उच्चतर माध्यमिक विद्यालयों के ग्रामीण एवं शहरी छात्रों के भाषिक सृजनशीलता का तुलनात्मक अध्ययन करना।
4. उच्चतर माध्यमिक विद्यालयों के छात्रों की शैक्षिक उपलब्धि का अध्ययन करना।
5. उच्चतर माध्यमिक विद्यालयों के छात्र एवं छात्राओं की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।

6. उच्चतर माध्यमिक विद्यालयों के ग्रामीण एवं शहरी छात्रों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।
7. उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि का अध्ययन करना।

परिकल्पना

1. उच्चतर माध्यमिक विद्यालयों के छात्र एवं छात्राओं की भाषिक सृजनशीलता में सार्थक अंतर नहीं है।
2. उच्चतर माध्यमिक विद्यालयों के ग्रामीण एवं शहरी छात्रों की भाषिक सृजनशीलता में सार्थक अंतर नहीं है।
3. उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध नहीं है।
4. उच्चतर माध्यमिक विद्यालयों के ग्रामीण छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध नहीं है।
5. उच्चतर माध्यमिक विद्यालयों के शहरी छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध नहीं है।

अनुसंधान विधि

अनुसंधान के स्वरूप के अनुसार इस अनुसंधान हेतु शालेय सर्वेक्षण पद्धति का उपयोग किया गया है।

जनसंख्या एवं न्यादर्श

जनसंख्या में भण्डारा जिले के उच्च माध्यमिक स्तर के शहरी एवं ग्रामीण क्षेत्र के छात्र-छात्राओं का समावेश किया गया है।

न्यादर्श का आकार एवं स्वरूप

क्षेत्र	छात्र	छात्राएं	कुल
शहरी क्षेत्र	30	45	75
ग्रामीण क्षेत्र	40	35	75
कुल	70	80	150

न्यादर्श का चयन न्यादर्श की यादृच्छिक नमूना चयन विधि

(Simple Random Sampling) द्वारा किया जाएगा।

अनुसंधान के उपकरण

प्रदत्त संकलन के लिए डॉ.एस.पी. मल्होत्रा (कुरुक्षेत्र) तथा डॉ. सुचेता कुमारी (कुरुक्षेत्र) द्वारा निर्मित एवं प्रमाणित भाषिक सृजनशीलता परीक्षण (Language Creativity Test) के हिन्दी प्रारूप का प्रयोग किया गया है।

प्रदत्त संकलन प्रक्रिया

अनुसंधानकर्ता द्वारा भाषिक सृजनशीलता परीक्षण यह प्रमाणित मानस शास्त्रीय साधन का उपयोग प्रदत्तों का संकलन करने हेतु किया गया। छात्रों को प्रस्तुत परीक्षण देकर उन्हीं से परीक्षण को भरवाया गया। छात्रों के शैक्षिक सम्पादन हेतु संबंधित संस्था के उच्चतर माध्यमिक विद्यालयों के गुणतालिका रजिस्टर से छात्रों के अर्धवार्षिक वार्षिक परीक्षा के अंक को लिया गया।

उपकरण का फलांकन

यह परीक्षण पांच क्षेत्रों में विभाजित किया गया है। यह पांच क्षेत्र— कथा वस्तु का निर्माण (Plot Building), संवाद लेख (Dialogue Writing), कविता का निर्माण (Poetic Diction), वर्णात्मक शैली (Descriptive Style) एवं शब्दावली शैली (Vocabulary Style) इस प्रकार है। कथा वस्तु निर्माण के क्षेत्र में 6 पद संख्या, संवाद लेखन में 3 पद संख्या, कविता के निर्माण में 3 पद संख्या, वर्णात्मक शैली में 4 पद संख्या एवं शब्दावली शैली में पदों की संख्या 11 है। इस प्रकार कुल 27 पदों की संख्या का समावेश इस परीक्षण में है। प्रत्येक पद में दिए गए प्रश्न को ध्यानपूर्वक पढ़कर विद्यार्थियों को प्रश्नों का समुचित उत्तर लिखना है। परीक्षण के पांच क्षेत्रों एवं कारकों के अनुसार अंकों का वितरण निम्न तालिका में दर्शाया गया है। इस परीक्षण को भरने हेतु विद्यार्थियों को 2 घण्टे 30 मिनट का समय दिया गया था।

तालिका

क्षेत्रों एवं कारकों के अनुसार अंक दर्शाने वाली तालिका

अनुक्रमांक	कारक	पदों की संख्या	प्रवाह	लचीलापन	मौलिकता	विस्तार	कुल
	क्षेत्र		Fluency	Flexibility	Originality	Elaboration	
	कथा वस्तु का निर्माण	7	210	70	70	70	420
	संवाद लेखन	3	15	15	15	15	60
	कविता का निर्माण	3	15	15	15	15	60
	वर्णात्मक शैली	4	20	20	20	20	80
	शब्दावली शैली	10	100	100	100	100	400
	कुल	27	360	220	220	220	1020

इस परीक्षण का विश्वसनीयता गुणांक (Reliability Coefficient) 0.65 एवं वैधता गुणांक (Validity Coefficient) 0.32 है।

इस परीक्षण में उपरोक्त तालिका को ध्यान में रखते हुए छात्रों ने परीक्षण में दिए गए प्रश्नों के उत्तर को पढ़कर अंकों को प्रदान किया गया। इस परीक्षण के अंतिम पृष्ठ पर दिए गए स्कोरिंग तालिका (Scoring Table) में क्षेत्र एवं पद संख्या को ध्यान में रखते हुए अंकों को प्रदान किया गया। इस प्रश्नावली के महत्तम प्राप्तांक 1020 है। इस परीक्षण में अंक प्रदान करते समय छात्रों के ज्ञान की गहराई (Depth) को ध्यान में रखा गया। छात्रों द्वारा पदों के सही उत्तर लिखने पर ही उचित अंकों को प्रदान किया गया।

सांख्यिकीय तकनीक

प्रस्तुत शोध में परीक्षणों से प्राप्त आकड़ों के विश्लेषण हेतु टी-परीक्षण का प्रयोग किया गया है।

प्रदत्तों का विश्लेषण

परिकल्पना क्रमांक- 1

उच्चतर माध्यमिक विद्यालयों के छात्र एवं छात्राओं की भाषिक सृजनशीलता में सार्थक अंतर नहीं है।

सारणी क्रमांक - 1

उच्चतर माध्यमिक विद्यालयों के छात्र एवं छात्राओं की भाषिक सृजनशीलता के प्राप्तांको का सांख्यिकीय विश्लेषण

क्रमांक	समूह	छात्र की संख्या	मध्यमान	प्रमाणिक विचलन	ज-मूल्य t-value	सारणी मूल्य	
		N	M	SD		0.05	0.01
1	छात्र	70	69.80	16.80	13.014	0.05	0.01
2	छात्राएं	80	83.40	20.25		1.98	2.61
						(सार्थक है)	(सार्थक है)

$$df = N1 + N2 - 2 = 70 + 80 - 2 = 148$$

उपरोक्त सारणी क्रमांक 1 से स्पष्ट है कि उच्चतर माध्यमिक विद्यालयों में छात्र के भाषिक सृजनशीलता के प्राप्तांक का मध्यमान 69.80 एवं प्रमाणिक विचलन 16.80 है, उसी प्रकार उच्चतर माध्यमिक विद्यालय के छात्राओं की भाषिक सृजनशीलता के प्राप्तांक का मध्यमान 83.40 एवं प्रमाणिक विचलन 20.25 तथा प्राप्त t-मूल्य का मान 13.014 है अर्थात् छात्र एवं छात्राओं को भाषिक सृजनशीलता के प्राप्तांक के मध्यमान में विचलनशीलता दिखाई देती है।

0.01 तथा 0.50 यह सार्थकता स्तर पर $df=148$ के लिए सारणी t-मूल्य क्रमशः 2.61 एवं 1.98 है। अर्थात् प्राप्त t-मूल्य का मान 0.01 एवं 0.05 यह सार्थकता स्तर के सारणी t-मूल्य से अधिक है। इसलिए प्रस्तुत परिकल्पना को अस्वीकृत किया जाएगा अर्थात् उच्चतर माध्यमिक विद्यालयों के छात्र एवं छात्राओं के भाषिक सृजनशीलता में सार्थक अंतर है, एवं छात्राओं की भाषिक सृजनशीलता छात्र की तुलना में श्रेष्ठ है।

परिकल्पना क्रमांक - 2

उच्चतर माध्यमिक विद्यालयों के ग्रामीण एवं शहरी छात्रों की भाषिक सृजनशीलता में सार्थक अंतर नहीं है।

सारणी क्रमांक - 2

उच्चतर माध्यमिक विद्यालयों के ग्रामीण एवं शहरी छात्रों की भाषिक सृजनशीलता के प्राप्तांक का सांख्यिकीय विश्लेषण

क्रमांक	समूह	छात्र संख्या	मध्यमान	प्रमाणिक विचलन	ज - मूल्य ज. अंसनम	सारणी मूल्य	
		छ	ड	क		0.01 स्तर	0.05 स्तर
1	ग्रामीण क्षेत्र	75	75.00	21.10	3.38	2.61	1.98
2	शहरी क्षेत्र	75	79.50	24.05		(सार्थक है)	(सार्थक है)

$$df = N1 + N2 - 2 = 75 + 75 - 2 = 148$$

उपरोक्त सारणी क्रमांक 2 से स्पष्ट है, कि उच्चतर माध्यमिक विद्यालयों के ग्रामीण छात्रों के भाषिक सृजनशीलता के प्राप्तांक का मध्यमान 75.00 एवं प्रमाणिक विचलन 21.10 उसी प्रकार उच्चतर माध्यमिक विद्यालय के शहरी क्षेत्रों के भाषिक सृजनशीलता के प्राप्तांक का मध्यमान 79.50 एवं प्रमाणिक विचलन 24.05 है, तथा प्राप्त t - मूल्य का मान 3.38 है। अर्थात् ग्रामीण एवं शहरी क्षेत्रों के भाषिक सृजनशीलता के प्राप्तांक में विचलनशीलता दिखाई देती है। 0.01 तथा 0.05 यह सार्थकता स्तर पर $df=148$ के लिए सारणी t - मूल्य क्रमशः 2.16 तथा 1.98 अर्थात् प्राप्त t - मूल्य का मान 0.01 एवं 0.05 यह सार्थकता स्तर के सारणी t - मूल्य से अधिक है। इसलिए प्रस्तुत परिकल्पना को अस्वीकृत किया जाएगा, अर्थात् उच्चतर माध्यमिक विद्यालय के ग्रामीण एवं शहरी छात्रों के भाषिक सृजनशीलता में सार्थक अंतर है, एवं ग्रामीण छात्रों की भाषिक सृजनशीलता शहरी छात्रों की भाषिक सृजनशीलता से श्रेष्ठ है।

परिकल्पना क्रमांक - 3

उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध नहीं है।

सारणी क्रमांक - 3

उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सहसंबंध का विशलेषण

क्रमांक	चर	समूह	df	प्राप्त r -मूल्य	सारणी r -मूल्य	
					0.01 स्तर	0.05 स्तर
1	भाषिक सृजनशीलता	सम्पूर्ण छात्र	148	0.70	0.20	0.15
2	शैक्षिक उपलब्धि					

उपरोक्त सारणी क्रमांक 3 से स्पष्ट है, कि उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सहसंबंध गुणांक का प्राप्त मूल्य 0.70 है तथा स्वतंत्र अंश (df) =148 के लिए 0.01 तथा 0.05 यह सार्थकता स्तर पर सारणी r - मूल्य क्रमशः 0.20 तथा 0.15 है। अर्थात् प्राप्त r मूल्य 0.05 तथा 0.01 यह सार्थकता स्तर के सारणी r - मूल्य से अधिक है, इसलिए प्रस्तुत परिकल्पना को अस्वीकृत किया जाता है। अतः उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध है, तथा छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में धनात्मक एवं उच्च स्तर का सहसंबंध है।

परिकल्पना क्रमांक - 4

उच्चतर माध्यमिक विद्यालयों के ग्रामीण छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध नहीं है।

सारणी क्रमांक - 4

उच्चतर माध्यमिक विद्यालयों के ग्रामीण छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सहसंबंध का विश्लेषण

क्रमांक	चर	समूह	df	प्राप्त r-मूल्य	सारणी r-मूल्य	
					0.01 स्तर	0.05 स्तर
1	भाषिक सृजनशीलता	ग्रामीण छात्र	73	0.62	0.30	0.23
2	शैक्षिक उपलब्धि					

$df = 75 - 2 = 73$

उपरोक्त सारणी क्रमांक 4 से स्पष्ट है, कि उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सहसंबंध गुणांक का प्राप्त मूल्य 0.62 है तथा स्वतंत्रता अंश (df) = 73 के लिए 0.01 तथा 0.05 यह सार्थकता स्तर पर सारणी t- मूल्य क्रमशः 0.30 तथा 0.23 है। अर्थात् r-मूल्य 0.05 तथा 0.01 यह सार्थकता स्तर के सारणी r-मूल्य से अधिक है, इसलिए प्रस्तुत परिकल्पना को अस्वीकृत किया जाता है। अतः उच्चतर माध्यमिक विद्यालयों के ग्रामीण छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध है, तथा ग्रामीण छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में धनात्मक एवं उच्च स्तर का सहसंबंध है।

परिकल्पना क्रमांक - 5

उच्चतर माध्यमिक विद्यालयों के शहरी छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध नहीं है।

सारणी क्रमांक - 5

उच्चतर माध्यमिक विद्यालयों के शहरी छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध नहीं है।

क्रमांक	चर	समूह	df	प्राप्त r-मूल्य	सारणी r-मूल्य	
					0.01 स्तर	0.05 स्तर
1	भाषिक सृजनशीलता	शहरी छात्र	73	0.75	0.32	0.25
2	शैक्षिक उपलब्धि					

$df = 75 - 2 = 73$

उपरोक्त सारणी क्रमांक 5 से स्पष्ट है, कि उच्चतर माध्यमिक विद्यालयों की शहरी छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सहसंबंध गुणांक का प्राप्त मूल्य 0.75 है, तथा स्वतंत्रता अंश (df) = 73 के लिए 0.01 तथा 0.05 यह सार्थकता स्तर पर r-मूल्य क्रमशः 0.32 एवं 0.25 है। अर्थात् प्राप्त r-मूल्य

0.05 तथा 0.01 यह सार्थकता स्तर के सारणी t -मूल्य से अधिक है, इसलिए प्रस्तुत परिकल्पना को अस्वीकृत किया जाता है। अतः उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं शैक्षिक उपलब्धि में सार्थक सहसंबंध है, तथा छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में धनात्मक एवं उच्च स्तर का सहसंबंध है।

निष्कर्ष

प्रस्तुत शोध के निष्कर्ष प्राप्त हुए हैं—

1. उच्चतर माध्यमिक विद्यालयों के छात्र एवं छात्राओं के भाषिक सृजनशीलता में सार्थक अंतर है, एवं छात्राओं की भाषिक सृजनशीलता छात्र की तुलना में श्रेष्ठ है।
2. उच्चतर माध्यमिक विद्यालयों के ग्रामीण एवं शहरी छात्रों के भाषिक सृजनशीलता, ग्रामीण छात्रों की भाषिक सृजनशीलता, शहरी छात्रों की भाषिक सृजनशीलता से श्रेष्ठ है।
3. उच्चतर माध्यमिक विद्यालयों के छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक में सार्थक सहसंबंध तथा छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में धनात्मक एवं उच्च स्तर का सहसंबंध है।
4. उच्चतर माध्यमिक विद्यालयों के ग्रामीण छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध है, तथा ग्रामीण छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में धनात्मक एवं उच्च स्तर का सहसंबंध है।
5. उच्चतर माध्यमिक विद्यालयों के शहरी छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में सार्थक सहसंबंध है, तथा शहरी छात्रों की भाषिक सृजनशीलता एवं उनकी शैक्षिक उपलब्धि में धनात्मक एवं उच्च स्तर का सहसंबंध है।

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प्राण एवं दैहिक स्वतन्त्रता तथा मृत्युदण्ड एक वैधानिक चिंतन

डॉ० एल. सी. साहू*

वर्तमान भारत में प्राण एवं दैहिक स्वतन्त्रता का अधिकार जीवन के हर पहलू को विस्तृत रूप से अपने में समाहित करता है। इस अधिकार के बिना स्वच्छ एवं स्वस्थ जीवन की कल्पना करना असम्भव है। भविष्य में आने वाली समस्या के निराकरण हेतु इस अनुच्छेद 21 को हमारे संविधान निर्माताओं ने मूल अधिकारों में रखकर अपनी भविष्यगायी दूरदर्शिता का परिचय दिया। यह अनुच्छेद किसी भी व्यक्ति को चाहे वह भारतीय हो या विदेशी प्राण एवं दैहिक स्वतन्त्रता के अधिकार से उचित, न्यायपूर्ण एवं युक्ति प्रक्रिया के आधार पर ही वंचित किया जा सकता अन्यथा नहीं। **मेनका गाँधी बनाम भारत संघ**¹ के मामले में सर्वोच्च न्यायालय द्वारा कहा गया था कि अनुच्छेद 21 न केवल कार्यपालिका के कृत्यों के विरुद्ध संरक्षण प्रदान करता है अपितु विधायिका के कृत्यों के विरुद्ध भी संरक्षण प्रदान करता है।

मृत्युदण्ड एक ऐसे सिद्धान्त पर कार्य करता है जो बदले की भावना पर कार्य करता है। यदि किसी व्यक्ति ने गम्भीर कृत्य (मृत्यु कारित) किया हो तो उसे मृत्यु दण्ड मिलना चाहिए। परन्तु वर्तमान वैज्ञानिक/सामाजिक परिवेश में उक्त धारणा में काफी परिवर्तन आने लगा है। अब यदि कोई व्यक्ति मृत्यु कारित है तो हमें देखना होगा कि वह कौन सी परिस्थितियाँ थी जिसके कारण व्यक्ति ने मृत्यु कारित की।

ऐसी परिस्थितियाँ मृत्युदण्ड पर प्रश्नावाचक चिन्ह, अधिरोपित करती। मृत्युदण्ड का प्राचीन **प्रतिकारात्मक सिद्धान्त** जो कि जैसे को तैसा के सिद्धान्त पर कार्य करता है,की अवधारणा उच्च न्यायालय एवं उच्चतम न्यायालय द्वारा निर्णीत विभिन्न मामलों में बदल गई है। **बच्चन सिंह बनाम स्टेट आफ पंजाब**² के मामलों में मृत्युदण्ड को इस आधार पर चुनौती दी गई कि वह भारतीय संविधान के अनुच्छेद 14,19, एवं 21 के प्रावधानों का उल्लंघन करते हैं। न्यायामूर्ति सरकारिया द्वारा बहुमत से दिये गये निर्णय में कहा कि प्रतिकार एवं प्रतिरोध फाँसी की सजा के दो पहलु नहीं है अपितु वे एक ही बिन्दु वाले है। मृत्युदण्ड दण्ड प्रक्रिया संहिता की धारा 354 (3) में दी गई व्यवस्था के अनुरूप दिया जाता है अतः यह अनुच्छेद 14,19 एवं 21 के उपबन्धों का उल्लंघन नहीं करता। अल्पमत में न्यायामूर्ति भगवती ने कहा कि यह अनुच्छेद 14 एवं 21 के विरुद्ध होने के कारण मृत्युदण्ड असंवैधानिक है। यह न तो किसी सामाजिक उद्देश्य को पूरा करता और न ही किसी संवैधानिक व्यवस्था में योगदान देता है अतः यह मनमानीपूर्ण है। **त्रिवेनीवेन बनाम गुजरात राज्य**³ के मामले में न्यायधीशों की पूर्ण पीठ ने कहा कि दण्ड का उद्देश्य अपराध को रोकने तथा अपराधियों में भय कारित करना है। अतः मृत्युदण्ड हत्यारों को सजा देना नहीं अपितु ऐसे अपराधों को रोकना है। **सुशील बनाम स्टेट ऑफ झारखण्ड**⁴ के मामलों में माननीय उच्चतम द्वारा निर्णीत किया गया था कि मृत्युदण्ड विरल से विरल मामलों में ही दिया जाना चाहिए। **सुभाष कुमार बनाम महाराष्ट्र राज्य**⁵ के वाद में उच्चतम न्यायालय द्वारा अभिनिर्धारित किया गया था कि मृत्यु दण्ड उन्हीं मामलों में ही दिया जाता जिसमें जघन्य तरीके या निर्दयता पूर्ण ढंग से हत्या की जाती है। यह जघन्यता किस प्रकार की है मामले के तथ्यों एवं परिस्थितियों

*एसोसिएट प्रोफेसर, विधि बुन्देलखण्ड कॉलेज, झाँसी।

पर निर्भर करती है। यदि किसी व्यक्ति द्वारा गोली मारकर हत्या की जाती है तो यह निर्दयतापूर्ण हत्या नहीं है। अतः अपराधी को मृत्युदण्ड नहीं दिया जा सकता है।

अनुच्छेद 21 एवं मृत्युदण्ड दोनों के अध्ययन करने पर लगता है कि दोनों ही एक दूसरे के विरोधी हैं, पर वास्तव में ऐसा नहीं है। अनुच्छेद 21 में किसी भी व्यक्ति को उसके प्राण के अधिकार से वंचित किया जा सकता है। यदि विधि द्वारा स्थापित प्रक्रिया का पालन किया गया है। यह विधि द्वारा स्थापित प्रक्रिया दण्ड प्रक्रिया संहिता की धारा 354 (3) में वर्णित है। इस प्रक्रिया के माध्यम से तथा वाद के तथ्य एवं परिस्थितियों को ध्यान में रखकर न्यायालय अपने विवेक से निर्धारित करता है कि मृत्युदण्ड दिया जा सकता अथवा नहीं। न्यायालय का यह विवेक भी साक्ष्य के आधार पर निर्भर करता है।

शिवाजी बनाम स्टेट ऑफ महाराष्ट्र⁶ के वाद में माननीय न्यायालय द्वारा अभिनिर्धारित किया गया था कि गम्भीर अपराधों में ऐसे उदाहरणात्मक दण्ड समय-समय पर दिये जाने चाहिए, जिनसे सामाजिक हित एवं लोकहित पर विपरीत प्रभाव पड़ता हो। मृत्युदण्ड के मामलों में दयालुता या सहानुभूति दिखाना आवश्यक नहीं हैं। मृत्युदण्ड दिये जाने से पहले अपराधी को भारतीय संविधान के अनुच्छेद 72 राष्ट्रपति द्वारा क्षमादान शक्ति एवं अनुच्छेद 161 राज्यपाल द्वारा क्षमादान की शक्ति के प्रावधान दिये गये हैं जिसका लाभ मृत्युदण्ड प्राप्त अपराधी आवेदन करके ले सकता है। इसके साथ ही संविधान के अनुच्छेद 134 में मृत्युदण्डादेश के विरुद्ध अपील के प्रावधान किये गये हैं। दण्ड प्रक्रिया संहिता की धारा 235 (2) में भी उपबन्धित है कि यदि अभियुक्त दोषसिद्ध किया जाता है तो न्यायालय अभियुक्त को दण्ड के प्रश्न पर सुनेगा उसके पश्चात् विधि के अनुसार दण्डादेश देगा। **मुनियापन्न बनाम तमिलनाडू राज्य⁷** के मामलों में माननीय सर्वोच्च न्यायालय ने कहा कि अभियुक्त को दण्ड के प्रश्न पर सुन लेने से उसका कर्तव्य पूर्ण नहीं हो जाता है, बल्कि न्यायाधीश को अभियुक्त को दण्ड के प्रश्न पर सुनते समय न्याययिक दृष्टिकोण से परे सामाजिक दृष्टिकोण पर भी विचार करना चाहिए।

विभिन्न देशों में मृत्युदण्ड के विषय में न तो ऐसे गम्भीर अपराधों के कम होने का या अपराधी को मृत्युदण्डा देने से गम्भीर अपराधों की संख्या में कमी होने के कोई संतोषजनक आँकड़ें नहीं हैं। लगभग 100 से अधिक देशों द्वारा अपने यहां मृत्युदण्ड को समाप्त कर दिया है। फिर भी ऐसे देशों में आज भी गम्भीर किस्म के असाध्य अपराध हो रहे हैं। अनुच्छेद 21 प्राण एवं दैहिक स्वतन्त्रता का अधिकार हमारे जीवन के लिये उतना ही आवश्यक है जितना कि समाज में निर्दयता भयावहता: गम्भीर योनिक, असाध्य अपराध को समाप्त करने के लिये अपराधी को जीवन के अधिकार से वंचित (मुक्त) करना है।

सन्दर्भ ग्रन्थ

1. ए० आई० आर० 1978 सु० को० 597
2. ए० आई० आर० 1980 सु० को० 898
3. ए० आई० आर० 1989 सु० को० 143
4. ए० आई० आर० 2004 सु० को० 394
5. ए० आई० आर० 2003 सु० को० 269
6. ए० आई० आर० 2009 सु० को० 56

7. ए० आई० आर० 1981 सु० को० 1220
8. भारतीय सवंधान – डॉ० जयनारायण पाण्डेय
9. दण्ड प्रक्रिया संहिता – डॉ० बसन्ती लाल वावेल
10. विधि शास्त्र के मूल सिद्धान्त– डॉ० अनिरुद्ध प्रसाद
11. भारतीय दण्ड संहिता – डॉ० मुरलीधर चर्तुवेदी
12. भारतीय सविंधान – डॉ० वी० एन शुक्ला

भारतीय संविधान में वाक् एवं अभिव्यक्ति की स्वतन्त्रता- एक विश्लेषणात्मक अध्ययन

डॉ० एल० सी० साहू*

वाक् एवं अभिव्यक्ति की स्वतन्त्रता एक प्रजातान्त्रिक शासन व्यवस्था की आधारशिला है इस अधिकार के बिना सच्चे अर्थों में शासन व्यवस्था नहीं चलाई जा सकती। सुचारू रूप से विधि व्यवस्था के संचालन हेतु यह आवश्यक है कि जनता उसकी अच्छाईयों एवं बुराईयों पर निर्भीक रूप से अपने विचार किसी भी मंच के माध्यम से अभिव्यक्त कर सके। इसी को ध्यान में रखकर हमारे संविधानविदों ने भारतीय संविधान के भाग-3 के अनुच्छेद 19 (1) (क) में वाक् एवं अभिव्यक्ति की स्वतन्त्रता के प्रावधान रखे। यह स्वतन्त्रता भारत के नागरिकों को प्रदान की गई है।

रमेश थापर बनाम मद्रास राज्य¹ नामक वाद में न्यायधीश पंतजलि षास्त्री ने कहा कि वाक् एवं अभिव्यक्ति की स्वतन्त्रता लोकतन्त्रात्मक शासन व्यवस्था की आधारशिला है। क्योंकि स्वतन्त्र राजनीतिक वार्ता के बिना जन इच्छा सम्भव नहीं है और लोकप्रिय सरकार के सम्यक संचालन के लिये यह पूर्णतः आवश्यक है। अनुच्छेद (19) (1) (क) में प्रदत्त स्वतन्त्रता अत्यन्तिक स्वतन्त्रता नहीं है इस पर भी निर्बन्धन लगाये जाना युक्ति युक्त है। किसी भी देश के नागरिक को ऐसे अधिकार प्रदान नहीं किये जा सकते जो समुदाय विशेष या देश के लिये हानिकारक हो, यदि व्यक्तियों के अधिकारों पर समाज अंकुश न लगाये तो उसका परिणाम विनाशकारी होगा²।

वाक् एवं अभिव्यक्ति से तात्पर्य ऐसे माध्यम से है जिसके द्वारा वह उन्हें दूसरों तक पहुँचा सकता है। यह माध्यम लेखों, संचार के साधनों, शब्दों चिन्हों या इसी प्रकार के अन्य माध्यमों से है। अभिव्यक्ति की स्वतन्त्रता में प्रेस की स्वतन्त्रता भी सम्मिलित है। विचारों के प्रचार एवं प्रसार के लिये स्वतन्त्रता उतनी ही आवश्यक है, जितनी कि परिचालन के लिये प्रकाशन की स्वतन्त्रता। **शिलान्यास पेट्रोकेमिकल्स लि० बनाम प्रो० ऑफ इण्डियन एक्स्प्रेस न्यूज पेपर बॉम्बे प्रा० लि०³** के मामले में निर्धारित किया गया था कि लोकहित की बातों को प्रकाशन करने का समाचार पत्रों को पूर्ण अधिकार है और उस पर पूर्व अवरोध नहीं लगाया जा सकता है। नागरिकों को जानने का अधिकार एक मूल अधिकार है और इस पर वर्तमान आसन्न खतरे के आधार पर निर्बन्धन लगाये जा सकते हैं। **श्री निवास बनाम मद्रास राज्य⁴** के मामले में न्यायालय ने कहा कि वाक् एवं अभिव्यक्ति की स्वतन्त्रता में केवल अपने ही विचारों के प्रचार एवं प्रसार की स्वतन्त्रता ही सम्मिलित नहीं है, बल्कि दूसरों के विचारों के प्रचार व प्रसार की स्वतन्त्रता भी सम्मिलित है, जो प्रेस की स्वतन्त्रता से ही सम्भव है।

प्रेस को स्वतन्त्रता देना लोकतन्त्र को मजबूती देना है यह व्यक्ति के व्यक्तित्व में निखार एवं स्थिरता तथा सामाजिक परिवर्तन बनाने में प्रभावी भूमिका का निर्वहन करता है तथा व्यक्ति के निर्णय लेने की क्षमता को विकसित करता है। लार्डमेन्सफील्ड ने कहा कि प्रेस की स्वतन्त्रता से तात्पर्य बिना सरकारी अनुज्ञा के विचारों को प्रकाशित करना बशर्ते कि ऐसे प्रकाशन से विधि का उल्लंघन न हुआ हो⁵।

*एसो.प्रो., विधि बुन्देलखण्ड कॉलेज, झाँसी।

मेनका गॉंधी बनाम भारत संघ⁶ के वाद में सर्वोच्च न्यायालय ने कहा कि अनुच्छेद (19) (1) (क) के अधिकार का प्रयोग नागरिक भारत में ही नहीं विदेश में भी कर सकता है किन्तु विदेश में भी वही निर्बंधनों के अधीन होंगे जो भारत में (19) (2) के अधीन लगाये जा सकते हैं। न्यायमूर्ति पी०एन० भगवती ने कहा कि अनुच्छेद (19) (1) (क) को किसी क्षेत्रीय सीमा का विषय नहीं बनाया जा सकता यदि पत्रकार जिसकी सूचना राष्ट्रीय या अन्तर्राष्ट्रीय घटनाओं पर आधारित है, चाहता है तो अनु० (19) (2) (क) की सुरक्षा का दावा कर सकता है।

एस० पी० गुप्त और अन्य बनाम भारत का राष्ट्रपति और अन्य⁷ के वाद में उच्चतम न्यायालय ने कहा कि अनु० (19) (1) (क) में सरकार के संचालन से सम्बन्धित सूचनायें जानने का अधिकार भी सम्मिलित है। केवल आपवादिक मामलों में जब देश की सुरक्षा तथा लोकहित में आवश्यक हो तभी उन्हें देने से मना किया जा सकता है। **रिसर्जेंस इण्डिया बनाम भारत संघ का निर्वाचन आयोग**⁸ के मामले में याची ने पंजाब विधान सभा चुनाव 2007 में मुख्य राजनैतिक दलों के अभ्यर्थियों का विश्लेषण किया था जिसमें अभ्यर्थियों ने षपथ पत्रों में बहुत सी बातों को प्रकट नहीं किया गया था। इस आधार पर नामांकन खारिज करने का अनुरोध किया था। परन्तु निर्वाचन आयोग ने ऐसा नहीं किया। उच्चतम न्यायालय ने निर्धारित किया कि नागरिकों को जानने के अधिकार के अन्तर्गत सूचना बहुत महत्वपूर्ण है। अतः रिटर्निंग ऑफीसर द्वारा नोटिस देने के बाद भी रिक्तियों को नहीं भरा जाता है तो नामांकन पत्र खारिज किये जाने योग्य है।

अतः अभिव्यक्ति जितनी सरल एवं संक्षिप्त महसूस होती है वैसी है नहीं। अभिव्यक्ति की स्वतन्त्रता में विचारों की धारणा खोजने, संसूचनाये, संचार, विचारों का प्रकाशन, गोपनीय टेलीग्राफिक सेवाएँ आदि अभिव्यक्ति की स्वतन्त्रता में शामिल मानी जानी चाहिये। **प्रभुदत्त बनाम भारत संघ**⁹ में अभिनिर्धारित किया गया था कि प्रेस की स्वतन्त्रता में सूचनाओं तथा समाचारों को जानने का अधिकार भी शामिल है। प्रेस को व्यक्तियों के साक्षात्कार के माध्यम से सूचनाएँ जानने की स्वतन्त्रता है। किन्तु जानने की स्वतन्त्रता आत्यन्तिक नहीं है और उस पर युक्ति युक्त निर्बंधन अधिरोपित किये जा सकते हैं।

प्रदर्शन या घटना को भी अनु (19) (1) (क) के अन्तर्गत संरक्षित किया गया है, बशर्ते कि वह हिंसात्मक न हों। **10 राधेश्याम बनाम पी०एन०जी० नागपुर**¹¹ के वाद में न्यायालय ने कहा कि हड़ताल अनु० (19) (1) (क) के अधीन मूल अधिकार नहीं है। अतः किसी भी व्यक्ति को हड़ताल करने से रोका जा सकता है। प्रदर्शन जब हड़ताल का रूप ले लेता है तब वह विचारों की अभिव्यक्ति का साधन मात्र नहीं रह जाता है।

अतः (19) (1) (क) में प्रदत्त वाक् एवं अभिव्यक्ति की स्वतन्त्रता पर अनु (19) (2) के निम्न आधारों पर प्रतिबन्ध लगाये जा सकते हैं। राज्य की सुरक्षा विदेशी राज्यों के साथ मैत्रीपूर्ण सम्बन्ध, लोक व्यवस्था, शिष्टाचार या सदाचार के हित में न्यायालय अवमान, मनहानि, अपराध उत्पीड़न भारत की सम्प्रमुता एवं अखण्डता। उक्त सभी प्रतिबन्ध युक्ति युक्त होना चाहिये अर्थात् प्रश्नगत प्रतिबन्ध युक्ति युक्त है और उद्देश्यों की कसोटी पर खरे उतरते हैं या नहीं। यदि प्रतिबन्ध मनमानी पूर्ण है या किसी आधार पर स्वतन्त्रताओं को हनन करने का प्रयास किया गया तो प्रतिबन्ध अयुक्ति युक्त माना जायेगा। वस्तुतः युक्ति युक्त प्रतिबंध क्या है यह न्यायालय द्वारा वाद के तथ्य एवं परिस्थितियों के आधार पर निर्णीत किया जायेगा।

मद्रास राज्य बनाम वी०जी राव¹² के मामले में न्यायाधीश श्री पंतजली षास्त्री ने अभिनिर्धारित किया था कि युक्ति युक्तता के मानदण्ड का निर्धारण उस अधिकार की प्रकृति जिसका उल्लंघन किया गया है लगाये गये

निर्बंधनों का अर्न्तनिहित प्रयोजन , बुराई की मात्रा और उसको दूर करने की अनिवार्यता , निर्बंधन लगाने के अनुपात में भिन्नता आदि समकालीन परिस्थितियों में बदलते रहते हैं।

अतः युक्तियुक्ता का निर्धारित मापदण्ड न होने के कारण न्यायालय द्वारा युक्ति युक्तता के निर्धारण में उस न्यायाधीश की सामाजिक, आर्थिक एवं निजी पूर्व अवधारणाएँ आदि इसे प्रभावित करते हैं। इस अनुच्छेद (19) (2) में युक्ति युक्त शब्द जोड़कर समय समय पर विधायिका के लिये तथा न्यायापालिका के लिये न्यायिक पुनर्वलोकन के द्वारा खोल दिये। इस प्रकार विधायिका एवं न्यायपालिका को एक ऐसे सामाजिक अभियांत्रिकी की भूमिका निभानी चाहिये जिससे व्यक्तिगत हित सामाजिक हित तथा लोकहित में सामंजस्य स्थापित किया जा सके।

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आधारहीन शिक्षा अन्धकार में भविष्य

मुकेश कुमार मीना*

“शिक्षा सिर्फ यह नहीं सिखाती कि रोजी कैसे कमाई जाए बल्कि यह जीने की कला भी सिखाती है। शिक्षा की जड़ कड़वी है, पर उसके फल मीठे हैं”- ‘रॉबर्ट पैन बारेन’

प्रस्तावना

शिक्षा जीवन पर्यन्त चलने वाली एक ऐसी प्रक्रिया है, जो मानव स्वभाव को व्यवस्थित करने में सशक्त भूमिका निभाती है। शिक्षा मानव जीवन के विकास का अमूल्य रत्न है। मानव के व्यवहार का निर्धारण शिक्षा के द्वारा किया जाता है। शिक्षा एक दीपक के समान है जो अज्ञान रूपी अन्धकार से ज्ञान रूपी प्रकाश की ओर ले जाती है। किसी भी राष्ट्र का आर्थिक, सामाजिक, सांस्कृतिक विकास उस देश की शिक्षा पर निर्भर करता है। वास्तविक रूप में शिक्षा का आशय—ज्ञान है परन्तु वर्तमान शिक्षा इस ज्ञान से कहीं कोसों दूर है। प्राचीन काल में गुरु ज्ञान प्रदान करते थे। लेकिन आज शिक्षक सिर्फ अतीत से प्राप्त जानकारी को आगे बढ़ाते हैं। जिसका कोई उपयोग और आधार नहीं है। आज शिक्षा ने व्यावसायिक रूप धारण कर लिया है। इस व्यावसायिकता की आँच में मानवीय संवेदनाएँ ध्वस्त हो रही हैं। आज हमारे देश के कर्णधार ऐसी शिक्षा ग्रहण कर रहे हैं, जिसका भविष्य अन्धकारमय ही है आज यह पंक्ति युवाओं के लिए अवश्य ही तर्कसंगत होगी

“शिक्षे! तुम्हारा नाश हो, जो तू नौकरी न दे सकी”

शिक्षा को पहले से ही एक सामाजिक आवश्यकता माना जाता रहा है क्योंकि शिक्षा ही वह साधन है जो बालक में अन्तर्निहित शक्तियों को ऊभार कर उन्हें पूर्ण विकसित करती है। प्राचीन भारतीय शिक्षा व्यवस्था में सैद्धान्तिक एवं पुस्तकीय ज्ञान की अपेक्षा व्यावहारिक जीवनोपयोगी एवं मूल्य केन्द्रित शिक्षा व्यवस्था प्रचलित थी। गुरुकुल में रहकर विधार्थियों में नम्रता, सहनशीलता, तथा सामाजिकता जैसे गुणों का विकास होता था। शिक्षण गोपरान्त दीक्षान्त समारोह के माध्यम से गुरु द्वारा शिष्यों से सत्य बोलने, कर्तव्य का पालन करने, माता—पिता एवं गुरु की सेवा करने का वचन लिया जाता था वही गुरु अपने शिष्यों के जीवन को सुखद, सफल और सार्थक बनाने का आशिर्वाचन देता था। आधुनिक युग में शिक्षा को भौतिक आवश्यकताओं की पूर्ति का साधन माना जा रहा है इसलिए शिक्षा को केवल विद्यालयों एवं संस्थाओं से उपाधि ग्रहण करने वाली शिक्षा मानकर चल रहे हैं। आज विधार्थी द्वारा शिक्षा प्राप्त करने का उद्देश्य 3 RS (reading, writing, arithmetic) पढ़ना लिखना तथा गिनना) तक ही सीमित रह गया है उसके भावी जीवन से इसका कोई मतलब नहीं है जबकि शिक्षा का वास्तविक अभिप्राय 7 RS (reading, writing, arithmetic, recreation, right-responsibility & relationship) पढ़ना, लिखना, गिनना, मनोरंजन, अधिकार, उत्तरदायित्व एवं संबंध होना चाहिए।

*शोधार्थी कैरियर पॉइन्ट विश्वविद्यालय, कोटा, राजस्थान।

वर्तमान शिक्षा पद्धति छात्रों को जीवन के व्यावहारिक पक्ष के लिए तथा आर्थिक दृष्टि से स्वावलंबी बनाने के लिए सम्पूर्ण रूप से तैयार करने में असफल है, आज युवा पीढ़ी अपनी कल्पनाओं को साकार रूप में देखने को उत्सुक है उचित शिक्षा के अभाव में रोजगार विहीन होकर दर-दर की ठोकरें खा रही है। भारी भरकम फीश देकर प्राप्त की गई शैक्षणिक योग्यता से मनमाफिक रोजगार प्राप्त करने में कोई लाभ नहीं मिल रहा है आज कि युवा पीढ़ी के समक्ष प्रमुख चुनौती रोजगार की है, रोजगार परक शिक्षा को बढ़ावा नहीं दिए जाने से बढ़ रही बेरोजगारी की समस्या नासूर बनती जा रही है। पढ़े लिखे बेरोजगारों की विशाल फौज को देखकर लोग अनायास ही कह देते हैं कि शिक्षा को रोजगार परक बनाया जाना चाहिए अर्थात् जिन क्षेत्रों में रोजगार की अधिकांश संभावनाएँ हैं, उनसे सम्बन्धित शिक्षा को बढ़ावा दिया जाना चाहिए। अपने देश की शिक्षा व्यवस्था पर टिप्पणी करते हुए स्वामी विवेकानंद ने भी कहा था कि केवल "पुस्तकीय ज्ञान से काम नहीं चलेगा। हमें उस दिशा की आवश्यकता है जिससे व्यक्ति अपने पैरों पर स्वयं खड़ा हो जाए"। उन्होंने व्यावहारिक शिक्षा पर बल दिया, सैद्धान्तिक शिक्षा का खण्डन किया और भारतीयों को सचेत करते हुए कहाँ कि तुम को कार्य के प्रत्येक क्षेत्र को व्यावहारिक बनाना पड़ेगा। सम्पूर्ण देश का सिद्धान्तों के ढेर ने विनाश कर दिया है।

सैद्धान्तिक शिक्षा की आलोचना करते हुए यास्क मुनि ने कहा कि "जो व्यक्ति वेदों को रट लेता है किन्तु उसका अर्थ नहीं जानता है, वह केवल एक कुली के समान वेदों का बोझ अपने सिर पर लादे फिरता है" केवल सैद्धान्तिक शिक्षा के बल पर आज कोई व्यक्ति अपना ढंग से जीवन-निर्वाह नहीं कर सकता क्योंकि अच्छा रोजगार पाने के लिए सैद्धान्तिक ज्ञान के साथ-साथ व्यावहारिक ज्ञान होना बहुत जरूरी है जिसका वर्तमान शिक्षा व्यवस्था में अभाव है। आज क्रियात्मक शिक्षा की ओर कोई ध्यान नहीं दिया जा रहा है शिक्षण संस्थाएँ केवल उपाधि वितरित करने वाली एजेन्सी बनकर रह गयी है जिसका परिणाम विद्यार्थियों/शिक्षार्थियों को भुगतना पड़ रहा है। आज गणित में एम. एस. सी उत्तीर्ण छात्र दुकानदार से पहले हिसाब नहीं कर पाता, भौतिकी में स्नातकोत्तर विद्यार्थी घरेलू बिजली का बल्ब ठीक से नहीं लगा पाता, कृषि में अधिस्नातक छात्र जौ और गेहूँ के फसल में अन्तर नहीं कर पाता और अर्थशास्त्र में एम.कॉम छात्र आय से अधिक व्यय कर जाता है। ऐसा क्यों ? यह दोष छात्रों का नहीं वर्तमान शिक्षा प्रणाली का है, जो अंग्रेजों की देन है। अंग्रेजों ने अपना मतलब सिद्ध करने के लिए शिक्षा व्यवस्था दी थी जो उनके लिए उस समय तो ठीक थी लेकिन आज हमारे लिए घातक सिद्ध हो रही है, यह शिक्षा व्यवस्था पुस्तकीय साहित्यिक और शास्त्रीय होने के कारण बालकों का केवल बौद्धिक विकास कर सकती है, व्यावहारिक ज्ञान का विकास नहीं। वास्तविक ज्ञान का विकास तो जब होगा जब शिक्षार्थी किसी कार्य को स्वयं अपनी इन्द्रियों का सदुपयोग कर के सीखेगा।

व्यावहारिक शिक्षा के सन्दर्भ में निम्न कथन उल्लेखनीय है— "व्यावहारिक शिक्षा जीवन के प्रत्येक क्षेत्र में पथ प्रदर्शन करती है, यह माता के समान पोषण पिता के समान हित शाधक, स्त्री के समान आनन्द प्रदाता, भौतिक संसार में यश और आध्यात्मिक संसार में मोक्ष प्रदान करती है"। वही आधारहीन सैद्धान्तिक शिक्षा छात्रों को अपंग बनाती है आज शिक्षित बालक तोते की भांति कविता रट लेगा और सुना देगा, एबीसीडी

सीखकर थोड़ी अंग्रजी बोल लेगा किन्तु वह अपनी फटी हुई कमीज न तो सिल सकता है और न हीं टूटी बटन लगा सकता ऐसा क्यों ?

व्यावहारिक ज्ञान व्यक्ति को हर मुसीबत से उभारता तथा सर्वत्र विजय कराता है। लेकिन वर्तमान भारतीय शिक्षा व्यवस्था में इसका अभाव है इसकी पूर्ति हेतु शिक्षण प्रक्रिया में सैद्धान्तिक ज्ञान के साथ व्यावहारिक ज्ञान प्रदान करने की सुनिश्चित व्यवस्था करनी होगी शिक्षण में उचित कौशलों का विकास करना होगा जिससे हमारा शिक्षण कार्य अवश्य प्रभावित होगा अब समय बदल गया है आज हमें मैकाले प्रदत्त शिक्षा प्रणाली की जरूरत नहीं है। अब हमें भारतीय परिपेक्ष्य में भारतीय ऋषिमुनियों के विचारों, संस्कृति, दर्शन व नीति में नई शिक्षा का ठोस धरातल तैयार करना होगा जिससे आगे चलकर के रोजगारोन्मुखी शैक्षिक प्राथमिकी के वातावरण का निर्माण हो सकेगा। वर्तमान समय में मनुष्य के समक्ष जीविका की समस्या एक प्रमुख गंभीर समस्या है इस समय शिक्षा ऐसी होनी चाहिए जिस से पढ़ लिखकर जिसे ग्रहण कर विद्यार्थी अपनी बेसिक आवश्यकताओं की पूर्ति कर सकें और आर्थिक रूप से सक्षम बने। शिक्षा का कार्य मनुष्य की व्यावसायिकता एवं व्यावहार कुशलता प्राप्त करने में सहायता देना होना चाहिए। शिक्षा के माध्यम से विद्यार्थियों को विभिन्न व्यावसायों का ज्ञान देना चाहिए, जिसके आधार पर आगे चलकर वह अपनी योग्यता के अनुसार किसी व्यवसाय को चुनकर अपनी जीविका कमाने लगे व उसमें सक्षम हो और अपनी आर्थिक आवश्यकताओं की पूर्ति के लिए दूसरों पर निर्भर न हों। आज भारत में जो शिक्षा व्यवस्था प्रचलित है वह लार्ड मैकाले की देन है। उसने भारतीयों को ऐसी शिक्षा प्रणाली दी जिससे ब्रिटिश साम्राज्य का प्रशासनिक कार्य चलाने वाले बाबूओं की फौज तैयार हो जाए। किन्तु आज समय की माँग है कि हमारी शिक्षा की रेलगाड़ी इकहरी पटरी पर न चलकर दुहरी पटरी पर चलें।

आज शिक्षा के लिए शिक्षा का जो वातावरण बना हुआ है उसे रोजगारोन्मुखी और उत्पादक शिक्षा में बदल दिया जाना अत्यन्त आवश्यक है, शिक्षा जब रोजगारोन्मुखी हो जायेगी तो कार्य अनुभव अधिक महत्त्वपूर्ण हो जायेगा जिससे कौशलों और अभिवृत्तियों का विकास होगा तो शिक्षा पूरी करने के बाद जीवन यापन करने के लिए छात्रों को नौकरी के लिए मारा-मारा नहीं भटकना पड़ेगा वह स्वरोजगार अपनाते के लायक हो जायेगा। रविन्द्रनाथ टैगोर ने कहा है कि "भले ही व्यक्ति चाहे पुस्तक पढ़ लिखकर पंडित बन जाए किन्तु उसकी शिक्षा तब तक अधुरी मानी जाएगी तब तक वह अपने हाथों से किसी अच्छे प्रायोजन के लिए उसका उपयोग न करें"। इसलिए अब समय आ गया है कि हमारी सरकार द्वारा जमीनी स्तर पर प्रयास किये जाए तथा वर्तमान शिक्षा व्यवस्था में एक ऐसा बड़ा परिवर्तन लाया जाए जिसे कार्यान्वित किया जा सके अर्थात् जिसे मूर्त रूप देना संभव हो। इस विषय में मेरा मत और मानना है कि इसके बारे में एक बार फिर से देश के प्रबुद्धजनों, शिक्षाविदों, राजनीतिज्ञों, शिक्षामनिषियों को सोचना चाहिए, चिन्तन करना चाहिए और एक ऐसी शिक्षा प्रणाली की शुरुआत की जानी चाहिए जो विशुद्ध भारतीय हो, जो गाँधी जी की बेसिक शिक्षा और विभिन्न आयोगों एवं समितियों द्वारा सुझाये गये अच्छे सुझावों को फाइलों से बाहर निकाल कर हमारी शिक्षा व्यवस्था में शामिल कर सकें जिससे हमारे देश की युवा पीढ़ी का भविष्य स्वर्णिम अक्षरों से लिखा जा सके वर्तमान में भी माननीय प्रधानमंत्री श्री नरेन्द्र मोदी जी ने भी पूर्व प्रधानमंत्री स्व. श्री राजीव गाँधी की तरह भारतीय शिक्षा व्यवस्था में सुधार हेतु इसरो के पूर्व अध्यक्ष श्री के. कस्तूरी रंगन

की अध्यक्षता में गठित समिति द्वारा सर्वे करवाया जा रहा है जिसकी अभी रिपोर्ट आना बाकी है लेकिन चाहे कितनी ही शिक्षा समिति, शिक्षा आयोग गठित किये जाए जब तक उनकी सिफारिशों को वास्तविक धरातल पर नहीं उतारोगे तो भारतीय शिक्षा व्यवस्था में परिवर्तन होना संभव नहीं है अंत में मैं अपने लेख का समापन स्वामी विवेकानंद के कथन से करना चाहूंगा "कि हमें उस शिक्षा की आवश्यकता है जिसके द्वारा उत्तम चरित्र का निर्माण हो, मस्तिष्क की शक्ति बढ़े, बुद्धि का विकास हो और देश के युवाओं को अपने पैरों पर खड़े हो सकने लायक बनाये।

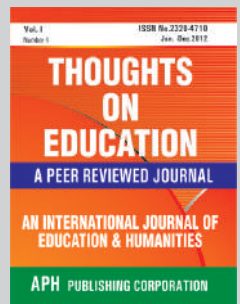
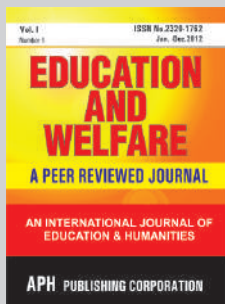
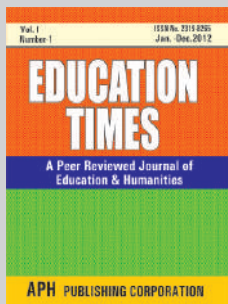
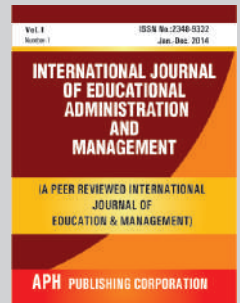
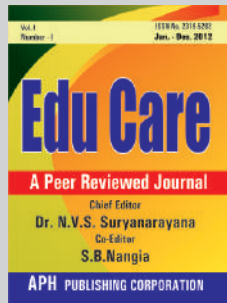
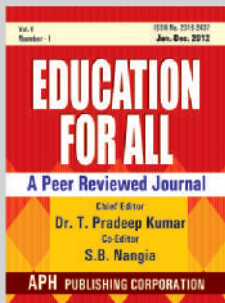
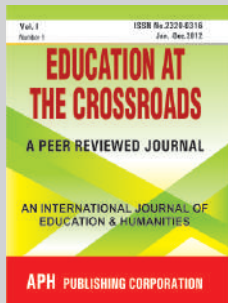
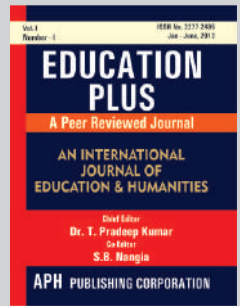
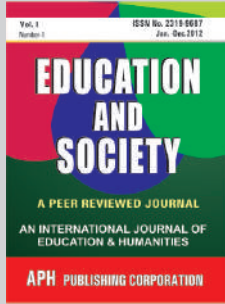
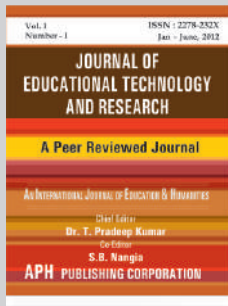
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