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Impact of Parental Model on the Vocational Maturity of Arts and Science Senior Secondary School Students

Dr. Sher Singh*

ABSTRACT

Background: The nature of parental involvement directly or indirectly affects the Vocational maturity of the adolescents at all the levels of education. Several theories exist to explain the concept of Vocational maturity and how it affects people's lives. Differences among people are inevitable. These theories give voice to the needs, demands, and changes of our growing world. Although many theories on career development have evolved over time, these few continue to dominate thinking and research within the field related to the career development process. The present study aims to study the impact of parental modelling on the vocational maturity of the Senior Secondary School students. The sample of 60 High School Students (30 arts and 30 Science) was the students from various streams studying in class 10+1 in the Distt Solan of Himachal Pradesh.

Method and Procedure: The present study was Descriptive and Correlational in nature Variables of the Study were Independent Variables i.e. Parental Model and Dependent variables i.e. Vocational Maturity. A convenience Random sampling was used in this study. The inclusion criteria were: voluntarily participating in this study and being 16–18 years. To collect the desired information and data standardized tools of (i). Vocational Maturity Scale – Dr. A.K. Srivastava (Kanpur) (ii). B. Parenting Scale- R.L. Bharadwaj, H. Sharma & A. Garg was used. The researcher made Visits to the school so that initial rapport can be established with the respondents. After employing the tools the requisite data was collected. **Statistical analysis:** Data was analyzed using the Statistical Package for Social Sciences (SPSS) for Window, version 15.0. Statistical methods included mean, SD and t test. The results were considered significant if p value was < 0.05.

Major findings: The study revealed that there is no significant difference was found between the Parenting model, Vocational Maturity and in terms of all the Dimensions Parental Model among the Senior Secondary School Arts and Science students. And more over no Correlation was found in the Vocational Maturity and Parenting model.

Conclusion: The Present study revealed that there is no significant difference between the parental modelling and vocational maturity of senior secondary school students. Now a days the education has become industrialised and high school students go for higher studies away from their home so the parenting does not affect the high school students much and also the gender biasness has decreased to a great level.

Keywords: Parental Modelling, Vocational Maturity, Arts and Science Senior Secondary School students.

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INTRODUCTION

Adolescents tend to have difficulty identifying their career interests. School Counselling provides career guidance and development for students as one of the major goals or missions in servicing the community. Yet there appears to be inadequate research on the development of career among high school students. Often, the assumption is that students can identify their abilities and understand how to integrate them into choosing a career. Another assumption exists which proposes that students possess knowledge of colleges and universities that can meet their needs.

Research identifies that how career interest can be linked to students' academic achievement. Counsellors and educators need to help students develop skills for their job search in careers that are congruent with their individualized career plan (Teng, Morgan, & Anderson, 2001). This involves a great deal of career and vocational education. Career education requires that students explore activities associated with career choices over a life span considering family, work, and leisure. This includes (a) job preparation, (b) awareness of careers and occupations, (c) the identification and examination of different life roles, and (d) understanding various types of biases in occupations. As a result, the primary focus becomes identifying the best possible career options. In addition, career education seeks to teach people job skills or to help individuals improve job skills.

Parents prove to be an essential part of adolescent career development. Family ties provide positive effects on student performance. Researchers defined a family-school collaboration "as a cooperative process of planning and problem solving involving school staff, parents, children, and significant others to maximize resources for students' academic achievement and social-emotional development" (Amatea, Daniels, Bringman, & Vandiver, 2004). Specifically in the area of career development, adolescents tend to use their family environment as a point of reference. Therefore, parents need to be equipped with the necessary information or resources so that they can provide feedback and opportunities for career exploration.

Parenting refers to the aspects of raising a child aside from the biological relationship parenting effects the vocational maturity in Senior Secondary School students. There is evidence that parenting does affect the personality development of Senior Secondary School students. Parent's emotional expression of love is associated with the children's personality outcomes. If they are caring and loving with less demand, children feel concerned by and wanted by them. Parents loving nature enhances children's self-concept, foster positive social and academic adjustment. It is revealed that parents who are highly responsible and loving are likely to have children who are not socially assertive and highly competent (Baumrind 1978).

As students move towards higher school education, families often assume that children and counsellors will work together to establish a career and post-secondary education plan, so they believe their role as parents decreases (Amatea, Daniels, Bringman, & Vandiver, 2004). High school education counsellors face the difficult task of working with a large number of students. Therefore, many students complete high school and are ignorant to college choice and career processes and decisions. These students tend to enroll in colleges or universities, hoping that time will allow them to make a decision and solidify their future. As a result, these students waste time, money, and effort, unsure of what to expect from life (Amatea, Daniels, Bringman, & Vandiver, 2004). Hence, school counsellors must recognize the needs of their students and provide information to parents so that the family assumes a more involved role in developing their child's or children's career path.

Traditionally, counsellors educate parents on how to continue the therapeutic process at home with their children. Hence, another essential goal of this project focuses on amplifying the positive effects family ties have on student performance by determining the impact parental involvement and influence has on the career development process. It cannot be over-emphasized that parents

prove to be an integral role to adolescent development (Zellman & Waterman, 1998). Adolescents experience difficulty identifying their career interests. Career interests have been linked to positive student achievement (Lehmann & Konstam, 2011).

Vocational maturity is the ability to make appropriate occupational choices that fit the subject's abilities, occupational interests and occupational preferences. Because of this maturity long term vocational adjustment is considered to be more likely. Parenting (or child rearing) is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood.

Keeping this in mind the present study aims to study the impact of parental modelling on the vocational maturity of the Senior Secondary School students. As parents' knowledge of career development increases, it will encourage youths to remain in school while supporting healthy norms.

SIGNIFICANCE OF STUDY

Parents prove to be an essential part of adolescent development in career choices. One of the goals is to amplify the positive effects family ties have on student career performance. Specifically in the area of career development, emerging adults tend to use their family environment as a point of reference. As parents become equipped with the needed information or resources, they can provide feedback and opportunities for career exploration. These students will provide information on their parents' involvement and influence during their secondary education. To determine how effective familial support can be influential in career development, the information will be cross-referenced with students' career decidedness. Ultimately, this research will identify how family influences the career decision-making processes and will educate professionals about how to incorporate the family as a way to avoid delays in identifying career paths among emerging adults.

The purpose of this study will be to use quantitative and qualitative research methods to obtain a deeper understanding of parental involvement in senior secondary school students' career decision-making and its influences on their career readiness and development. When professionals are educated about services they can provide to families, it empowers them to transfer the information to parents. Therefore, parents become better equipped to guide or enhance their children in making appropriate career choices.

As information in this field is gathered, it will assist future students in adequately defining their needs. Career education also provides a means for them to identify their career goals early and clarify their needs throughout their academia. Students tend to lose interest in school and education because they are unclear of their career goals. If students can be directed toward careers or interests early, then they will be motivated and have a sense of direction in completing their education. Consequently, this process will also empower students to discover that their skills, interests, and values can result in a valuable career.

OBJECTIVES

The main objectives of the study are:

1. To Study the Impact of Parental Model on the Senior Secondary School Arts and Science students.
2. To study Vocational Maturity of Senior Secondary School Arts and Science students.
3. To study the difference between the Arts and Science Senior Secondary School students in terms of Parental Model Dimensions:
 - (i) Rejection v/s Acceptance
 - (ii) Carelessness v/s Protection.

- (iii) Neglect v/s indulgence
 - (iv) Utopian expectation v/s realism
 - (v) lenient standards v/s Moralism
 - (vi) Freedom v/s Discipline
 - (vii) Faulty role expectation v/s realistic role expectation
 - (viii) Marital conflict v/s marital adjustment
4. To study the correlation between Parental Model and Vocational Maturity among the Senior Secondary School Arts and Science students.

HYPOTHESIS

1. There will be no significant difference between the Parenting model of the Senior Secondary School Arts and Science students.
2. There will be no significant difference between the Vocational Maturity of the Senior Secondary School students of Arts and Science.
3. There will be no significant difference between the Arts and Science Senior Secondary School students in terms of parental Model Dimensions:
 - (i) Rejection v/s Acceptance
 - (ii) Carelessness v/s Protection.
 - (iii) Neglect v/s indulgence
 - (iv) Utopian expectation v/s realism
 - (v) lenient standards v/s Moralism
 - (vi) Freedom v/s Discipline
 - (vii) Faulty role expectation v/s realistic role expectation
 - (viii) Marital conflict v/s marital adjustment
4. There will be no significant Correlation between the Parental Model scores and Vocational Maturity scores.

DESIGN OF THE STUDY

The present study was Descriptive and Correlational in nature

Variables of the Study:-

- I. Independent Variables i.e. Parental Model
- II. Dependent variables i.e. Vocational Maturity

SAMPLE

The study was conducted on a sample of 60 Senior Secondary School students. The sample of 60 Senior Secondary School Students (30 Arts and 30 Science) was the students of various streams in standard 11 studying in various schools of Distt Solan, Himachal Pradesh.

SAMPLING DESIGN

A convenience sample was used in this study. The inclusion criteria were: voluntarily participating in this study and being 16–18 years.

MEASUREMENTS

The following standardized tools were used for the present study:

(A) B. Parenting Scale- R.L. Bharadwaj, H. Sharma & A. Garg

(B) Vocational Maturity Scale – Dr. A.K. Srivastava

PROCEDURE OF DATA COLLECTION

Visits were made to the school by the researcher, so that initial rapport can be established with the respondents. After employing the tools the requisite data was collected and adolescent were assured that the information collected will be used only for research purpose.

STATISTICAL ANALYSIS

Data were analyzed using the Statistical Package for Social Sciences (SPSS) for Window, version 15.0. Statistical methods included mean, SD and t test. The results were considered significant if p value was < 0.05 .

RESULTS AND DISCUSSION

Table 1: Mean scores of parenting model of science and arts students

Sn	Students Group	N	MEAN	SD	T-Value	Level of Significance
1	Arts	30	40.25	3.98	0.6785	Not Significant
2	Science	30	43.78	5.15		

Table-1 shows that the scores of science students higher than that of arts students'. The mean scores of arts and science indicate that the parenting does not differ much in the two groups. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model of Arts and Science students is being accepted. Hence there is no significant difference in the parenting model of both the groups of students.

Table 2: Mean scores of rejection–acceptance of arts and science students

Sn	Students Group	N	Mean	Sd	T-Value	Level of Significance
1	Arts	30	216	28.3	0.7688	Not Significant
2	Science	30	227	34.2		

TABLE-2 indicates the mean scores in rejection vs. acceptance and it is clear that science are more accepted as compared to arts students, as it clear from the T- value table that this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental models dimensions i.e. rejection vs. acceptance of Arts and Science is being accepted. Hence there is no significant difference in the rejection vs. acceptance dimension of Arts and Science students.

Table 3: Mean scores of carelessness – protection of arts and science

Sn	Students Group	N	Mean	Sd	T-Value	Level of Significance
1	Arts	30	219	10.02	0.4559	Not Significant
2	Science	30	217	14.05		

Table-3 reflects the mean scores of carelessness vs. protection which shows that parents do not show any difference in protection of Arts and Science students; however the scores were higher in arts. By conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. carelessness vs. protection of arts and science is being accepted. Hence there is no difference in the carelessness vs. protection dimension of both the groups.

Table 4: Mean scores of neglect – indulgence of arts and science

Sn	Students Group	N	Mean	Sd	T-Value	Level of Significance
1	Arts	30	254	20.5	0.1785	Not Significant
2	Science	30	257	26.2		

Table-4 indicates the mean scores of neglect vs. indulgence which shows that indulgence of parents with Arts and Science develop whims and psychological inconsistencies in the latter as the scores were higher in Science students, by conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimensions i.e. neglect vs. indulgence of Arts and students is being accepted. Hence there is no significant difference in the neglect vs. indulgence dimension of Arts and Science senior secondary school students.

Table 5: Mean scores of utopian expectation – realism of arts and science

Sn	Students Group	N	Mean	Sd	T-Value	Level of Significance
1	Arts	30	220	30.9	0.2101	Not Significant
2	Science	30	223	35.3		

Table-5 signifies the mean scores of utopian expectation vs. realism which indicates that parents take into consideration the objective realities and capabilities of arts and science equally. However the scores were slighter higher in case of Science students and from table value it is clear that there is no significant difference at 0.05 level of confidence. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. utopian expectation vs. realism of Arts and Science students is being accepted. Hence there is no difference in the utopian expectation vs. realism dimension Arts and Science senior secondary school students.

Table 6: Mean scores of lenient standards–moralism of arts and science

Sn	Students Group	N	Mean	Sd	T-Value	Level of Significance
1	Arts	30	233	34.6	0.3109	Not Significant
2	Science	30	241	27.2		

Although the mean scores indicate that parents expect more moralistic attitude from Science than Arts students, by conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. lenient standards vs. moralism of Arts and Science is being accepted. Hence there is no difference in the lenient standards vs. moralism dimension of Arts and Science senior secondary school students.

Table 7: Mean scores of freedom – discipline of arts and science

Sn	Students Group	N	Mean	Sd	T-Value	Level Of Significance
1	Arts	30	189	8.05	0.2541	Not Significant
2	Science	30	177	12.6		

Table -7 shows the mean scores of freedom – discipline dimension which reflects that parents allow more freedom to Arts students and expect Science students to be more disciplined. By Table value this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the Parental model dimension i.e. freedom vs. discipline of science and arts is being accepted. Hence there is no difference in the freedom vs. discipline dimension of Arts and Science senior secondary school students

Table 8: Mean scores of faulty role expectation- realistic role expectation of arts and science

Sn	Students Group	N	Mean	Sd	T-Value	Level Of Significance
1	Arts	30	229	22.02	0.455	Not Significant
2	Science	30	235	25.01		

Table-8 indicates the mean scores of faulty role expectation- realistic role expectation indicate that science students show higher scores in realistic role expectation than arts by conventional criteria, this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. faulty role expectation vs. realistic role expectation of science and arts is being accepted. Hence there is no difference in the faulty role expectation vs. Realistic role expectation dimension of Arts and Science senior secondary school students.

Table 9: Mean scores of marriage conflict- marriage adjustment of arts and science

Sn	Students Group	N	Mean	Sd	T-Value	Level Of Significance
1	Arts	30	266	27.2	0.7850	Not Significant
2	Science	30	277	17.5		

Although the scores were higher in science but the mean scores indicate high scores in marital adjustment of Arts students and Science students. by the table value this difference is considered to be not statistically significant at 95% confidence interval. Thus the null hypothesis that there is no significant difference between the parental model dimension i.e. marital conflict vs. marital adjustment of Arts and Science is being accepted. Hence there is no difference in the marital conflict vs. marital adjustment dimension of Arts and Science senior secondary school students.

Table 10: Correlation between the parental model scores and vocational maturity

Sn	Variables	Correlational Value	Level of Significance
1	Parental Model	0.06221	Not Significant
2	Vocational Maturity		

The correlation was found to be **0.06221** this means there is zero relation or absolutely no relationship. Thus the null hypothesis that there is no significant correlation between the parental model scores and vocational maturity scores is being accepted.

CONCLUSION

From the present study it is concluded that there is no significant difference between the Parental modelling and Vocational maturity of senior secondary school students of Arts and science stream. Nowadays the education has become Modern, Hi -tech and industrialised and high school students go for higher studies away from their home so the parenting does not affect the high school students much and also the gender biasness has decreased to a great level.

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Examination Phobia and Its Measures

Dr. Sanjukta Padhi*

ABSTRACT

The examination fever descends on the scholars time and again. They could have studied diligently the whole year and revised the syllabus an honest number of times. But within the exam hall, when the question paper is handed out, they become anxious and nervous. The mind goes numb, and therefore the students struggle to recall the answers. Their hands and feet get cold, and their heart starts pounding. Fear of exams or phobia of exams is real. Scientifically, the fear of exams is named as 'Examinophobia'. It's a mental disturbance found in most of the scholars but often ignored by parents and teachers. The oldsters and teachers, more often than not, assume exam fear because the incapability of the scholar and discard its existence. Examinations are the integral part of any education system. Education systems of today become highly competitive due to grate emphasize on quality. In this achievement-oriented scenario students make tremendous effort to put out their maximum because exams and tests are gateway to hunt admission in higher education and ensure better jobs in labor market. So, the researchers and educationists are continuously struggling for finding the ways to maximize the performance of students by promoting better metal health and self-image. One step in this regard is to improve student's self-concept and reduced exams related anxieties. Students during their whole academic year naturally remain in constant worry and pressure of exams whether they are highly prepared or not. Though a little bit fear or anxiety due to examination is common, but when it get excessive and severe it is called examination phobia. It is the excessive worry or fear and anxiety regarding upcoming exams.

Keywords: Diligently, Examinophobia, oldsters, pounding, self-image, competitive.

INTRODUCTION

Moreover, it's considered that anxiety always comes from unidentified danger, while phobia is excessive fear of particular object, thing or situation that exceeds from the normal limits of fear. Students before and during examination experience large amount of fear and worry from upcoming exams due to the feeling of incompetence or poor preparation and also shows the symptoms of excessive anxiety and uneasiness due to unknown outcomes of the exams. So, we can say that extreme fear of examination is both an anxiety and phobia because literature shows both terms to precise students'extreme fear of examination. Basically test anxiety is the personality disposition that comes from cognitive and personality characteristics of the students.

The cognitive element of test anxiety is related to mental and thinking process of students (i.e. consequences of anxiety like, irrational and intrusive thought before and during examination). While different variables related to personality traits also predict test anxiety among students. Furthermore, it is admitted fact that environment and situational variables also influence human feelings and thinking. It also plays a vital role in shaping person's attitude towards other and also about him/

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herself. Moreover, a person develops the complex feelings of inner self by interacting with others (i.e. parents, siblings, teachers, and with peer group). From the above perspective of the event of self, person's self-concept refers to one's perception about him/herself. In other words it can be defined as; it is the mental representation of a person, by interpreting their experiences in relation to environment. It includes the feeling of self-confidence, self-worth, self-acceptance, competence and ability. However, these terms are overlapping to each other and often use interchangeably.

As discussed earlier, people in one's life play significant role in shaping self-concept so, the students' self-concept is the result of the behavior of others towards them in academic matters. Furthermore, it is also considered that other's behavior, expectations and student's personal variables heighten the examination related anxieties and phobia. Among the different factors, parent and teacher's attitude such as unrealistic expectations and harsh criticism play significant role in predicting examination phobia. Meanwhile, the students whose parents play supporting and encouraging role to accomplish the challenging tasks have more positive self-concept; have confidence in their academic capabilities and have less academic and exams anxieties. In contrast, parents who scold and punish their children for those tasks that they need not ability to try to instead of praising them for things that they can do mostly have low global self-concept. Furthermore, global self-concept that commonly known as self-esteem is the characteristic of self-confidence and self-assertiveness. Likewise, teacher's behavior has similar effect on students. Those teachers who provide positive reinforcement to their students accomplished school related task with more confidence and their ultimate success reinforce their self-confidence. Contrary teacher's negative behavior develops the sense of inferiority among students. Such sense of inferiority and lack of worthiness decreases the self-concept. Furthermore, self-concept and self-esteem also depend on the tendency of how much the students successfully achieve their academic tasks. Students likely believe that they can easily accomplish their tasks when they have been successful in their previous tasks. While poor performs in previous tasks leads towards poor competence believe that is also a cause of examination phobia.

Though, poor competence belief is linked with anticipated failure in exams but also with assuming examination as threatening. When the test anxious students come across evaluative threat, they exhibit pessimist and more negative thinking. Their negative self-perception about the results of exams interferes with their task accomplishment. Moreover, highly test anxious subjects reflect self-doubts in evaluative situation that leads to poor performance. In addition, debilitating test anxiety is positively correlated with students' self-doubts on their abilities and avoidance orientation to any evaluative tasks, while negatively correlated with the importance of ability. In this regard, one's self-concept plays an important role in predicting his/her academic performance. Students' academic self-concept is the evaluation of their abilities in specific academic domains. In addition, it is assumed that self-efficacy and self-concept cover many domains of self-perception and functioning because both measure one's perception about his/her abilities.

Moreover, it is also denoted that general perceived self efficacy and students' academic performance are positively correlated to each other. Research studies revealed that highly test anxious students score low at self-efficacy and the relationship between them is negative. In addition, As compared to non-test anxious students, test anxious students generally have low self-concept and self-assurance. Moreover, the correlation between self-concept and test anxiety is negative among the students of all age groups. It is also stated that their negative self-image is often develops due to failure in exams. However, among all the aspects of the self-concept educational and psychological researchers have widest interest in global self-concept that is self-esteem because positive self-concept mostly associated with better performance. Though, researchers sometime use this term interchangeably with self-concept but it is assumed that self-esteem is only a part and evaluative dimension of the self-concept. Moreover, students' self-concept is considered to be related to their

esteem and self-worth judgment, and both concepts are supported past judgments and consider examination as threat to them. It is well documented that high self-esteem increases academic performance and the relationship is negative between test anxiety and self-esteem.

Though self-esteem provides a dimension to measure self worth that is a part of global self-concept but to measure the multi-dimensional facets of self-concept for present study three dimensions (self-confidence, self-worth and competence/ ability believe) were taken to measure student's self-concepts in academic setting. Therefore, the primary purpose of this research is to test the hypothesis, examination phobia has a significant relationship with self-concept. Where student's self-concept is measured by the appraisal threat of exams to their self-confidence, self-worth and competence / ability believe. In addition, to test the relationship between different factors of student's examination phobia (that are lack of concentration, fear of teachers, previous class result, poor preparation and fear of losing affection of parents) with the overall self-concept and individually with self-confidence, self-worth and ability believe.

Although the fear of exams can occur at any age, it often starts during the first childhood and adolescence stage – the stages where the students' potential is tested through tests, examinations, and interviews. Though there might be numerous reasons for exam phobia, the causes of exam stress might be mainly thanks to the fear of failing an exam.

OTHER CAUSES COULD BE

- Excessive worry about exams
- Feeling doubtful about the evaluation process
- Worried about the results after the results. Especially, in households where parents aren't supportive if the scholar scores less
- High expectations from parents, relatives, and society
- Lack of confidence could lead on to a phobia of exams when exposed to a stressful situation
- Poor parenting might be one among the main reasons. The environment where the scholar grows affects the personality of the scholar. Within the house where parents always quarrel, the kid grows up as an insecure individual or an individual with low-esteem. During exams, this insecurity could create more stress and cause examinophobia.

Examinophobics suffer from hyper anxiety, severe examination stress, inability to concentrate, and sudden amnesia. These sorts of symptoms might cause negative consequences mentally also as physically. The scholar might suffer from vomiting and diarrhea. If the scholar is exposed to worry for an extended period of your time, it could lead on to depression also.

Exam fear or phobia of exams is prevalent but it's one among the smallest amount recognized disorders. The maximum amount because it is vital to know the fragile nature of this order, it's even more important to eliminate it, to take care of the great psychological state of youngsters.

Before the exam

- Regular study/routine study: rather than preparing for the exams at the last moment, having a schedule for studies and preparing regularly could help the kid to kick away the examination fear.
- Choose the proper time to study: night hawk or a morning person? If your child may be a morning person, let him/her do most of the study before lunch, on time in the dark. If s/he may be a night hawk, allow them to relax during the daytime and study in the dark.

- Ensure your child gets enough sleep: regardless of what proportion your child has studied, if s/he has not slept well, there are high chances that their mind might go numb during exams.
- Solve previous years' question papers: Most of the time, questions are repeated from past exam papers. Even otherwise, the previous years' question papers can offer you a thought about question paper pattern. This keeps the examination fear cornered because the child is mentally prepared for what to expect within the exam.
- Talk it out: Encourage the scholars to speak out if they don't understand certain things or feel stressed. Discussing the exam stress can provide a touch of relief to the scholars.
- Relax your mind: Yes, exams are a stressful phase. But if the kid would really like to observe a movie, or hear music each day before the exam, let him/her. This relaxes their minds.

During the exam

Deep breathing: The exam stress or phobia of exams can constrict the oxygen flow to the brain. Deep breathes can reverse this process and increase the oxygen flow to the brain. This causes the mind and body to relax.

Skip the difficult questions: If an issue within the test paper is difficult to answer, advise the kid to skip those questions, answer the better ones and are available back to the difficult questions later.

After an exam

- Don't discuss: the buddies of your child may need done better or worse within the exam. It's best to not discuss this.
- Nothing is often changed: regardless of how your child has performed within the examination, it can't be changed. So, its best to forget the past exam and steel oneself against the upcoming exams.
- There is no secret mantra to eliminate examination phobia. But with proper measures, it might be avoided. After all, time management, hard work, and learning from previous mistakes are the key factors for fulfillment

Many students suffer exam phobia. As the examination keeps approaching they begin showing some unusual behavior. They feel uneasy. They wish that the day would never come. When the day arrives, they feel distressed. This feeling of fear, distress, uneasiness and discomfort makes outburst within the sort of vomiting tendency, headache, feverish sensation, refusal of exam, fainting, excessive thirst, etc. What medical remedy can there be for such examination phobia? I do not think there is any.

The examinee himself is the physician for his own phobia. There are certain non-medical treatment measures for examination phobia. First, the examinee must know the usual causes of examination phobia. Lack of confidence can be the biggest cause of examination phobia. One must have adequate confidence in one's capacity. Lack of confidence lends feeling of nervousness to a person. When an examinee has less confidence in his ability, he feels that he cannot face the examination challenge. So he loses his morale. When he loses his morale he feels abnormally scared of the exam he's writing or is going to write down.

Lack of adequate preparation fairly often leads an examinee to exam phobia. If an examinee isn't clearly conversant in the syllabus, thorough with the chapters and lacks even general concepts of the chapters, he's very likely to develop a fear for the examination.

The tendency to escape any hardship of life also develops examination phobia in the students. Excessive love of ease and comfort may develop in a individual the tendency to fight shy of the difficulties of life. Family background may be the cause of the growth of such tendency in the children. Children should be given the opportunity to feel that life is not an easy sail. It is full of hardships.

Lack of positive aim and mission in life also sometimes develops examination phobia in the students. Children with positive aims and missions will never fear any challenge in life. They feel interested in facing competitions. Examinations may work as the measuring scale to assess how much fit they are for certain challenging work. Such students can never develop examination phobia. On the contrary the youngsters having the other mental set-up are bound to fear examination or any test in life.

Anxiety, depression, neuro-psychotic disorders, mal-adjustment with learning situations and environment can also be the causes for examination phobia.

To fight examination phobia students must inculcate abundant confidence in them. They must never feel that they are in any way inferior to others in capacity. They must neither be under- confident nor overconfident. They must have an optimistic vision that they will fare well in the examination

Like many psychological constructs, the more closely they're analyzed, the more problematic they become. For instance, research shows that a lot of highly test-anxious students make more effort than low test-anxious students as a compensatory mechanism; and a few test-anxious students have good study skills, some don't. Some of these components define test in terms of features, some in terms of effects and a few in terms of outcome. Writing about dyslexia, Tonnesson (1997) argues that only the feature principle should be used, which if applied to check anxiety, would rule out a number of the cognitive and behavioral aspects. This would leave only the affective component, which some have claimed is that the least important and will be dumped from the construct altogether (Wine, 1982; see Putwain, 2008a).

Recent models of test anxiety are process-orientated and emphasize how an excellent many variables interact within the appraisal of an examination. In Zeidner and Mathews' (2005) self-regulative model short-term distress is seen primarily because the results of negative self-beliefs, maintained by metacognitive strategies (such as heightened attention). Long-term distress is seen because the results of maladaptive person-situation interaction (e.g. negative feedback from others, and avoidance which successively results in a degradation in skills). The biopsychosocial model (Lowe et al., 2008) proposes that distal (within child/adolescent variables like intelligence, study skills and academic self-efficacy) combine with proximal (situational or interpersonal) variables to determine the degree of hysteria that's facilitating at low levels, becoming debilitating at higher levels. This estimation is predicated on a curvilinear relationship between test anxiety and performance, but this relationship isn't universally accepted. Some propose that facilitative and debilitating test anxieties are independent, in order that a student could also be high in one form and low in another (e.g. Putwain, in press).

CONCLUSION

Hence it's vital for each student to manage & prioritize his time. To do so he/ she should follow a schedule. That time table should lay special emphasis over difficult subjects like Sanskrit, Math's, and Science etc. There should be a special provision for revision during the examination months. To overcome stress a student should also maintain separate time slots to urge sufficient breaks in between. Eating healthy food, taking proper sleep, regular exercise or following some sport activities to keep them happy is also important for students to overcome exam phobia. Sincerity, regularity, concentration and time management will help overcoming Examination phobia.

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Institutional Climate of Secondary Schools of Jajpur District and its Effect on Students' Achievement

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ABSTRACT

The institutional climate refers to the atmosphere of the working place and is the index of work culture. A healthy climate works for motivation both in the field of teaching and learning. It ensures the best use of man power and resources. So, the Educational Institutions develop the interpersonal attraction in student-teachers. Research studies indicate that increased morale, self-esteem and confinement to the teaching profession is enhanced in a positive atmosphere of a cohesive group. The institutional climate as a source of inspiration ensures the best use of man power and resources that a work place could have. Institutional climate is the personality sketch of an institution. It plays a very important and crucial role in the development of personality of students. It also affects the level of satisfaction the various employees of the institutions derive from the institution. Clearly institutional climate is a multi-dimensional & influences many individuals, including students, parents, school personnel & the community. Additionally, institutional climate can significantly impact educational events, as Freiberg (1998) notes, "Institutional climate can be a positive influence on the health of the learning environment or a significant barrier to learning." Although this broad term has been researched for many years, a definition has yet to be formulated.

Keywords: Institutional Climate, Achievement, Infrastructure, Administration, Management.

INTRODUCTION

Institutional climate is the perceived attributes of an institution and its sub-systems are reflected in the way it deals with its members, associated groups and issues (Pareek, 2004). Institutional climate can be pictured as a personality sketch of the institution, as personality describes an institution (Sharma, 1982). The institutional climate may be defined as a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in that environment, which influences their motivation. The institutional climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behavior and can be described in terms of particular set of characteristics of the institution.

Thus institutional climate of Secondary Schools includes physical and material resources, emotional tone and attitudes of teachers, interactions between teachers and students, interaction among students, rules and regulations of the institutions. It also consists of clarity of aims and objectives of the institution, discipline, clear set of standards, excellence, fairness, participation, support, responsibility, safety, interest and environment. The institutional climate has four dimensions; physical climate, social climate, affective climate and academic climate.

An educational institution is said to be a temple of leaning. The teacher working in the institution reflects the nature of the society, culture and the progressive actions of the institution. In the institutions there is something inherently strong in the functionality of the teachers, students and the public. In fact it

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is in direct intimate contact, with realities of life of the society and the child. The functions of the institutions change with the changing need of the time. Long before, the institutions were considered to be places of manufacturing knowledge. Therefore, knowledge gained by the students was said to be bookish, mechanical, stereotyped like a dumb-driven cattle. The institutions were preoccupied with a mechanical system of examination only, by impregnating fear atmosphere in the children, but the institutions have undergone tremendous transformation both in India and the world at large. Moreover the nature of education depends upon the nature of the country. India being the largest democracy of the world, now is in active spirit to make education fruitful for the survival of mankind. If at all this is to be attempted, an utmost and sincere care is to be paid towards its teacher education systems, because Secondary Schools are the places where these can be cultured, transformed and accordingly schools can be geared along the right path.

A positive institutional climate therefore includes an identifiable, open and nurturing institutional ethos that attempts to foster a sense of responsibility and efficacy among students and staff. There is mutual respect and collaboration among administrators, teachers, students, parents and community. Above all, there is an atmosphere of conscious commitment to foster the well-being, academic achievement and civic development of students.

REVIEWS OF RELATED LITERATURE

Under this assumption, the investigator reviewed a lot of literatures by referring to a number of journals, periodicals, and Eric data bases, monographs, psychological bulletins, survey reports, Educational Index, Dissertation Abstract Internationals and browsing websites.

Samal (2002) during his investigation found that the 'autonomous' and 'controlled' climates are the best favorable climates while closed climate has adverse effects on development of scientific concepts among the primary level learners.

Parida (2004) studied the school environment in different rural, urban educational institutions and found a ladder of 2 level institutions like most advantaged and less advantaged institutions.

Bandhu (2006) analyzed effect of institutional climate on burnout among school teachers and reported that better climate (having openness and autonomy) is promoting job satisfaction by keeping burnout at low levels, whereas poor climate (paternal and closed) leads to higher levels of burnout and thus low levels of effectiveness.

Mohanty (2009) conducted a study on organizational climate of schools and its effects on leadership style of functioning of Heads of Institutions. The organizational climates were grouped under 3 categories of High, Average and Low depending upon the scores on the different components constituting the climate.

Raza and Arid's (2010) study examined the impact of organizational climate on performance of school teachers in Punjabi. The results of their study revealed principals perceived that esprit behavior of teachers and production emphasis behavior of principals were correlated to teachers' job performance.

Saikia and Goswami (2010) in a study on teacher freezingness have found school organizational climate to be its significant correlate at secondary stage, thereby meaning that school climate has a very strong bearing to make teachers more effective.

Babu and Kumari (2013) conducted a study on 'Organizational Climate as a predictor of Teacher'. This study found that there exists open climate in Government Schools whereas closed climate exists in private schools. The second finding of the study was that maximum numbers of effective teachers are in Government schools where open climate exists compared to private schools where closed climate exists. Third finding of the study was that maximum numbers of effective teachers are in open climate compared to closed climate.

Puri (2014) conducted a study on 'Organizational Commitment in relation to Organizational climate: A Study on Government Employees.' The study result revealed that in specific, significant positive

relation between factor 1 of organizational commitment and factor 2 of organizational climate shows that an employee would be called as committed if he is concerned about the organization's loss; goals, which organizations need to achieve; goodwill and development. Significant positive relation between factor 1 of organizational climate and organizational commitment in total shows that commitment is directly linked to team development where individual development is also considered, work is not a burden but pleasure and at the time of problem or conflicts, sufferer views are concerned before making any decision. Factor 2 of organizational climate is linked positively with organizational commitment in total which specifies that an employee strongly feels that image of the organization is reflected by superiors with whom they can learn many things and on whose capability they can have a trust.

Ghosh (2016) while conducting a study on relationship between organizational climate and Teacher Educators motivation to work and job satisfaction, categorized the schools under three heads like High, Average and Low level of institutional climates.

RATIONALE OF THE STUDY

The study is conducted keeping in mind the need and significance of positive institutional climate in different secondary schools and its influence on student achievement.

STATEMENT OF THE PROBLEM

The present problem has been undertaken to be researched into by the investigator. The problem is therefore stated as "Institutional Climate of Secondary Schools of Jajpur District (Odisha) and its Effect on Students' Achievement".

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the study.

- (i) To study the nature of institutional climate of Secondary Schools of Jajpur
- (ii) To compare the climates prevailing in Government and Non-Government Secondary Schools of Jajpur
- (iii) To study the impact of institutional climate on learning achievement

FORMULATION OF HYPOTHESES

The following hypothesis has been formulated in accordance with the stated objectives.

HO₁: There would be no significant difference in the institutional climate of different Secondary Schools.

HO₂: There would be no significant difference in the institutional climate of different Secondary Schools under Government and Non-Government management.

HO₃: There would be no significant difference in the achievement results of Secondary Schools owing to the difference in their institutional climate.

OPERATIONAL DEFINITIONS OF THE TERM USED

Institutional Climate: It refers to the condition, work culture and work force that foster development of individual characteristics. Here institutional climate in Secondary Schools has been studied in terms of five components considered to be generators of climate like headmaster of the school, teachers, students, administration and infrastructure

Achievement: Academic achievement of student result.

SCOPE AND DELIMITATION OF THE STUDY

The scope of present study is delimited to the Secondary Schools of Jajpur District of Odisha.

THE SAMPLE

A total of 120 Secondary School teachers have been selected from Jajpur District of Odisha, using stratified random sampling. Further 60 samples have been selected for Government schools and other 60 samples have been selected for Non-Government schools of Jajpur.

THE TOOL

For the study the investigator has followed Teacher Institutional Climate Inventory of Anand (1998) for assessing different school climate as institutions. The tool consists of the following.

1. Five components.

- (a) Principal (in this study used as headmaster)
- (b) Teacher Educator (here referred to as teacher)
- (c) Pupil Teacher (here as pupil)
- (d) Administration
- (e) Infrastructure

2. Achievement marks from the tabulation register for record of achievement.

The tool was administered in a relaxed environment. All the information collected relating to the institution climate and academic achievement and copulated in the datasheet for analysis.

RESULTS AND DISCUSSION

So far as the questionnaire on the Teacher Institution Climate Inventory of Anand (1998) has two parts. Part 'A', it questions about the general information of the teachers such as name, sex, qualification and name of His/her institution. Part 'B' consists of 100 questions which has options like Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Each of these dimensions consists of 10 statements out of which 5 are positive and 5 are negative. The cut off marks for positive items are 5, 4, 3, 2, 1 and accordingly for negative items are 1, 2, 3, 4, 5 respectively.

The respondent's total score and scores in 10 dimensions were calculated by simple summation.

Table 1

C-1	Total	Management	
		Government	Non-Government
330-339	2	2	0
320-329	3	3	0
310-319	9	5	4
300-309	11	5	6
290-299	13	7	6
280-289	15	7	8

C-1	Total	Management	
		Government	Non-Government
270-279	18	10	8
260-269	16	6	10
250-259	12	6	6
240-249	10	5	5
230-239	6	4	2
220-229	5	0	5
	N=120	N=60	N=60

After compilation of the score on institutional climate of Secondary Schools, it was observed that the scores on institutional climate of Secondary Schools ranged from 220-339. From the distribution presented in table no-1, it was observed that maximum scores clustered in the class interval of 270-279. Therefore the class interval 270-279 was considered to be model class interval. The similar trend is observed in the other entire sub sample.

Descriptive Measures on the Scores on Institutional Climate of Secondary Schools of Jajpur.

One of the objectives was to study the nature of institutional climate of Secondary Schools of Jajpur. For this purpose the descriptive measures like mean, median, mode and SD calculated and presented in table-2.

Table 2: Mean, Median, Mode and SD score of Anand

Variation	Subsample	Mean	Median	Mode	SD
Management	Govt.	271.8	272	272.4	24.55
	Non-Govt.	280.16	278.9	276.38	26.41
Sex	Male	225.3	226.7	227.2	23.3
	Female	270.7	284.3	230.8	27.2
A.A	Govt.	53.2	52	51.7	8
	Non-Govt.	62.5	60.2	56	10.2

On perusal of the above table it was observed that there exists some difference in the mean score of male (225.3), female (270.7), Govt. (271.8), Non-Govt. (280.16) and in academic achievement, the mean of Govt. is 53.2 and Non-Govt. is 62.5. The median of Govt., Non-Govt. (management), male, female, Govt., Non-Govt. (academic achievement) is 272, 278.9, 226.7, 284.3, 52 and 60.2 respectively. The mode of management, sex and academic achievement are 272.4, 276.38, 227.2, 230.8, 51.7 and 56 respectively. The SD score of management, sex and academic achievement are 24.55, 26.41, 23.3, 27.2, 8 and 10.2 respectively. In all the cases mean, median, mode and SD are deviated from normality. Hence the researcher concluded that deviation occurred might be due to the less number of samples taken in the survey for the present study.

Table 3: Summary of the test of significant difference between the mean score of Govt. and Non-Govt. Management.

Variation	Sub-sample	N	Mean	Median	Mode	SD	SE _D	't'	Remarks
Management	Government	60	271.8	272	272.4	24.55	4.654	1.796	Not Significant
	Non-Government	60	280.16	278.9	276.38	26.41			

Critical value of 't' with 118 at 0.01= 2.62 and 0.05=1.98

It is quite evident from the table-3 that 't' ratio (1.796) is less than the table value of 't' which is not significant at 1.98 at 0.05 level and 2.62 at 0.01 level. This means there was no significant difference between Government and Non-Government institutions.

CONCLUSION

By analyzing the above data, it can be generalized that though there is certain gap between the schools in terms of institutional climate and academic achievement but students enrolled in Non-Government schools perform better than the students studying in Government schools. This may be due to the infrastructure facilities and other factors available in the schools. It is also indicative of the fact that the institutional climate of Non-Government schools is better than the Government schools. If the institutional climate is good, then it can easily affect the achievement of the students. So in case of the present study, it was found that the academic achievement of the students of Non-Government schools is better than the Government schools. So this study may open the doors of future research and it should help to locate or identify the reasons of less achievement of Government schools compared to the Non-Government schools in Jajpur District.

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A Study on Attitude Towards Educational Technology among Students

Nuhman Shibili*

INTRODUCTION

The development of human resources is imperative as capital investment for the financial viability of a nation. Technical workforce is an essential condition to boost productivity. Training of skilled workers in professional and valuable way is a challenge faced by developed and developing countries alike in a world of swift technological change and increasing international contest. It has become obligatory for all the countries to go forward in technical education. Technical education is a wide-ranging term mentioning those facets of educational processes involving in accumulation to general education; the study of technologies and associated sciences and acquisition of practical skills, attitudes, understanding and knowledge, relating to occupation in numerous sectors of economic and social life the skilled manpower is trained at three levels; vocational education to train skilled manpower at first basic level; middle/ second ladder technical education prepares its graduates for supervisory roles, and higher level technical and professional education prepares the technologists and leaders.

MEANING & DEFINITION

Technology is the sum of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines to allow for operation without detailed knowledge of their workings. Systems (e.g. machines) applying technology by taking an input, changing it according to the system's use, and then producing an outcome are referred to as technology systems or technological systems.

The simplest form of technology is the development and use of basic tools. The prehistoric discovery of how to control fire and the later Neolithic Revolution increased the available sources of food, and the invention of the wheel helped humans to travel in and control their environment. Developments in historic times, including the printing press, the telephone, and the Internet, have lessened physical barriers to communication and allowed humans to interact freely on a global scale.

Technology has many effects. It has helped develop more advanced economies (including today's global economy) and has allowed the rise of a leisure class. Many technological processes produce unwanted by-products known as pollution and deplete natural resources to the detriment of Earth's environment. Innovations have always influenced the values of a society and raised new questions in the ethics of technology. Examples include the rise of the notion of efficiency in terms of human productivity, and the challenges of bioethics. Philosophical debates have arisen over the use of technology, with disagreements over whether technology improves the human condition or worsens it. Neo-Luddism, Anarcho-primitivism, and similar reactionary movements criticize the pervasiveness of technology, arguing that it harms the environment and alienates people; proponents

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of ideologies such as transhumanism and techno-progressivism view continued technological progress as beneficial to society and the human condition.

The use of the term “technology” has changed significantly over the last 200 years. Before the 20th century, the term was uncommon in English, and it was used either to refer to the description or study of the useful arts or to allude to technical education, as in the Massachusetts Institute of Technology. The term “technology” rose to prominence in the 20th century in connection with the Second Industrial Revolution. The term’s meanings changed in the early 20th century when American social scientists, beginning with Thorstein Veblen, translated ideas from the German concept of Technik into «technology.» In German and other European languages, a distinction exists between technik and technologie that is absent in English, which usually translates both terms as «technology.» By the 1930s, «technology» referred not only to the study of the industrial arts but to the industrial arts themselves.

In 1937, the American sociologist Read Bain wrote that “technology includes all tools, machines, utensils, weapons, instruments, housing, clothing, communicating and transporting devices and the skills by which we produce and use them.” Bain’s definition remains common among scholars today, especially social scientists. Scientists and engineers usually prefer to define technology as applied science, rather than as the things that people make and use. More recently, scholars have borrowed from European philosophers of “technique” to extend the meaning of technology to various forms of instrumental reason, as in Foucault’s work on technologies of the self

HISTORICAL BACKGROUND

Paleolithic era

The use of tools by early humans was partly a process of discovery and of evolution. Early humans evolved from a species of foraging hominids which were already bipedal, with a brain mass approximately one third of modern humans. Tool use remained relatively unchanged for most of early human history. Approximately 50,000 years ago, the use of tools and complex set of behaviors emerged, believed by many archaeologists to be connected to the emergence of fully modern language.

Neolithic era

An array of Neolithic artifacts, including bracelets, axe heads, chisels, and polishing tools Human’s technological ascent began in earnest in what is known as the Neolithic Period («New Stone Age»). The invention of polished stone axes was a major advance that allowed forest clearance on a large scale to create farms. This use of polished stone axes increased greatly in the Neolithic, but were originally used in the preceding Mesolithic in some areas such as Ireland. Agriculture fed larger populations, and the transition to sedentism allowed simultaneously raising more children, as infants no longer needed to be carried, as nomadic ones must. Additionally, children could contribute labor to the raising of crops more readily than they could to the hunter-gatherer economy. With this increase in population and availability of labor came an increase in labor specialization. What triggered the progression from early Neolithic villages to the first cities, such as Uruk, and the first civilizations, such as Sumer, is not specifically known; however, the emergence of increasingly hierarchical social structures and specialized labor, of trade and war amongst adjacent cultures, and the need for collective action to overcome environmental challenges such as irrigation, are all thought to have played a role.

Medieval and Modern

Main articles: Medieval technology, Renaissance technology, Industrial Revolution, Second Industrial Revolution, Information Technology, and Productivity improving technologies. Innovations continued through the Middle Ages with innovations such as silk-manufacture (introduced into Europe after centuries of development in Asia), the horse collar and horseshoes in the first few hundred years after the 5th-century fall of the Roman Empire. Medieval technology saw the use of simple machines (such as the lever, the screw, and the pulley) being combined to form more complicated tools, such as the wheelbarrow, windmills and clocks, and a system of universities developed and spread scientific ideas and practices.

PRESENT SCENARIO

The Classroom has changed dramatically in the past 20-40 years. But some of the key factors is how has technology changed the classroom, and how has it is integrated into the classrooms? Then we must consider how much does technology influences students learning ability and teacher's ability to include technology in the academic curriculum? In today's world technology is a very important part of our lives. Technology and education both has a relationship with teaching. In recent years technology in the schools has change. Computers and internet are becoming more common in schools and classroom.. Studies show test scores have showed little improvement overall since increased use in technology in education. However there are increases in aptitude and educational experiences are due to technology in the classroom. Many influences and usages of technology in classroom situations have created arguments within the education yet most experts can agree on technologies greatest contributions. Technology has changed the classroom dramatically and if integrated correctly it can be very beneficial and greatly impact the students learning ability. We are forced to use computers in today's world. Everything we use is computerized, so why not learn more and teach our children everything about computers and technology. When technology is used as a tool in the classroom it enhances students learning ability. Technology should assist out teachers with helping out students. Teachers and educators use to teach our students how to use technology and now we are using technology to improve academic achievement.

Technology plays a very important role in part of the change in our schools as it relates to student achievement. As students are introduced to technology it will widen the range of students selections as they learn. Implementing technology in the classroom will really make a difference in our children lives for the future. Technology tools and resources has become an essential part of the learning process which is a part of the outcome of successful academic achievement. Our children are our future and what we teach them today will reflect how this world will run tomorrow. So we should give our children all the tools they need to succeed and be great citizens in the world today, tomorrow and centuries from now. Implementation of technology in the classroom impacts how well the students progress and improve academically. Technology has been used in the classroom for over 20 years. Researchers have proven that technology motivates our students and they are more positive toward school activities. When technology is used as a tool to strengthen our students and connected with activities to build on their strengths it motivates our students to learn and succeed. Technology is something that our children are interested in mastering. A report by the US Dept. of Education (1995) related that students felt that the use of technology made them fell smarter and empowered them with knowledge that others didn't have. When given instructions through computers it allows the students to be in control of the learning process. Technology enhances students learning ability. Technology is not transformative on its own. Instead of focusing on isolated, skills-based uses of technology, schools should promote the use of various technologies for sophisticated

problem-solving and information-retrieving purposes (Means & Olson, 1995). Computers and the internet are technological tools that are utilized in the classroom and enhance the students learning ability. Technology in the classroom help students develops skills that will help them be more effective in today's world. Research indicates that students that utilize

IMPACT OF USING TECHNOLOGY IN EDUCATION

- Educational technology has a significant positive impact on achievement in all subject areas, across all levels of school, and in regular classrooms as well as those for special-needs students.
- Educational technology has positive effects on student's attitudes.
- The degree of effectiveness is influenced by the student population, the instructional design, the teacher's role, how students are grouped, and the levels of student access to technology.
- Technology makes instruction more student-centered, encourages cooperative learning, and stimulated increased teacher/student interaction.
- Positive changes in the learning environment evolve over time and do not occur quickly.

Studies show that schools that have technology based curriculums are successful in producing effective results for students; this includes higher test scores, improvement in student's attitude, motivation, and engagement. Technology in the classroom stimulates learning and motivates students. Students today are using technology as an instructional and communication tool to communicate and receive information or instructions from a teacher or textbook. This is allowing the student to make choices about how to produce and receive information. This helps the students to think about information and academic assignments that are usually led by the teacher curriculum. When technology is used as a tool to support students to perform a certain task it helps the students with their goals and decision making. It also allows them to evaluate their own progress.

Teachers are utilizing and incorporating technology into the academic curriculum which will also contribute to motivation in the classroom. Teachers should also develop clear goals and expectation for improvement in student learning. Integrating technology into the academic curriculum requires designing new and creative learning environments. The most important thing to remember when integrating technology in the classroom is it is a tool to assist in the classroom and students or teachers should not totally depend on it. Technology should not create social isolation and prevent students from learning critical basic skills. When students are given the opportunity to learn and use the computer effectively along with achieving their goals it gives the student freedom and makes them feel like they are in control. As a result, self esteem has increase and the students enjoy school more. This puts the student in a positive and creative learning environment which makes the students learning ability change and encourages and motivates the students to learn. There are fewer interruptions in the classroom and this gives the teacher more instructional time.

The instructional technological tools capture the attention of the students and the students find that the academic subjects are more interesting. The new technology programs and software that are designed today help student's motivation and develop their skills and knowledge. Using technological tools such as audio and video brings satisfaction and stimulates learning. Teachers are convinced that when the students attention is increased that it will increase motivation and the ability to recognize. This will eventually led to improvement in the students grades. There are so many ways that students and teachers in the classroom could utilize technology to be beneficial to the teachers and the students. A greater reliance on technology changes the relationship between

the student-teacher. When teachers and students utilize the computer, internet, and academic software activities they have the opportunity to explore problem solving, creative thinking and higher level writing and speaking skills.

Using Technology to introduce historical data and scientific material to students that otherwise would have needed to go to a museum or Science center are not only opening up new worlds of thought for students it is making knowledge more readily available for all students with access to computers that would not be able to afford field trips or books that are outdated. Soon it will be possible to activate all of the resources in school, at home, and in our communities to ensure that no child is left behind no matter how old. By familiarizing early learning with technology students are learning faster and in a broader sense with software geared at their age and learning levels. Well before school families with computers are obtaining software and hardware products to improve school readiness and gain a good foundation for education.

HOW TECHNOLOGY IMPACTS AND IMPROVES STUDENT ACHIEVEMENT

For more than 25 years, Apple has been the leader in bringing innovative technology to schools.

Our commitment to education encompasses a range of products and services designed to help schools maximize their investments in technology. At Apple, we believe the effective integration of technology into classroom instruction can and will result in higher levels of student achievement.

1. Mastering Fundamental Skills

This section explores whether the addition of technology in the classroom has helped students master the reading, writing, and math skills that provide a foundation for future learning.

2. Becoming Proficient Users of Technology

This section looks at how proficiency with technology affects students' ability to write better, express themselves more clearly, and understand presented material faster and with greater recall.

3. Preparing Students with 21st-Century Skills

This section explores the effectiveness of technology in K–12 classrooms in preparing students for later achievement in college and in the workforce at large.

4. Motivating Students to Higher Levels of Achievement

This section examines how technology can decrease absenteeism, lower dropout rates, and motivate more students to continue on to college.

PATT (Pupils' Attitudes Toward Technology)

Having investigated above the origins and causes of some of the perceptions and attitudes held toward technology education, I was then lead toward what research has been conducted in the area of pupil attitudes. In 1984 in the Netherlands research began in the area of pupils' attitudes toward technology. The PATT survey uses a Likert questionnaire to measure attitudes to statements surrounding technology. The factors measured were (1) General interest in Technology, (2) Attitude Towards Technology, (3) Technology as an Activity for both Girls and Boys, (4) consequences of Technology, and (5) Technology is difficult. According to Ardies (2013) the instrument has been validated and used in several countries around the world.

In 1998 Boser et al used the PATT survey in more technology education specific way. They noted that the questionnaire had not been used to assess if participation in a technology education program would change attitudes. One of the research problems of this study was a query on what impact the instructional approach used to deliver technology education affected pupils attitude, something Dakers (2005) alluded to with his hegemonic behaviorist theory and referred to by Dow (2006) when discussing implicit theories on pedagogy.

Students Attitude towards Technology Scale

1. The locality bases comparison reflects the difference in attitude on overall scale between public and private sector respondents. It was found that public and private sector respondents did not differ significantly in their attitude towards technology.
2. The technology wise comparison shows the difference in attitude on overall attitude scale among respondents of Civil, Electrical and Mechanical technologies. The attitude of Mechanical technology respondents is greater than the attitude of Electrical technology as well as the Electrical technology respondents is higher than Civil technology respondents in their attitude towards technology on overall attitude scale.

Students Attitude towards Technology (Sub-Scales)

1. It is evident from the findings that private sector respondents have higher attitude towards General interest in technology than public sector respondents. Similar pattern can be seen through the findings of all other sub-scales except the Consequences of Technology Scale on which public sector respondents have higher attitude than private sector respondents. Whereas, private sector respondents showed significantly higher Attitude towards technology scale than public sector respondents.
2. It can be concluded from the findings that Mechanical technology respondents have higher attitude towards General interest in technology scale than Electrical and Civil technologies respondents'. Similar pattern was seen on attitude towards the Concept of technology scale with significant difference.

CONCLUSIONS

The keys to raising student achievement are to provide students with a solid foundation of basic skills and to motivate them to learn. Technology can help accomplish this goal. It engages students and fires their imaginations. It helps teachers stimulate young minds in ways that make a profound and lasting difference. Numerous research studies on the impact of technology on student achievement have demonstrated this finding with remarkably similar results. Students, especially those with few advantages in life, learn basic skills—reading, writing, and arithmetic—better and faster if they have a chance to practice those skills using technology. Technology engages students, and as a result they spend more time on basic learning tasks than students who use a more traditional approach. Technology offers educators a way to individualize curriculum and customize it to the needs of individual students so all children can achieve their potential. Students who have the opportunity to use technology to acquire and organize information show a higher level of comprehension and a greater likelihood of using what they learn later in their lives. By giving students access to a broader range of resources and technologies, students can use a variety of communication media to express their ideas more clearly and powerfully. Students who regularly use technology take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-esteem.

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प्राचीन जैन कलाकृति की विशेषता एवं महत्त्व

डॉ. राजीव कुमार*

मानव सभ्यता के विकास के साथ-साथ कला का भी उद्भव एवं विकास हुआ। प्राचीन भारतीय कला अत्यंत समृद्ध एवं सुंदर है। निश्चित रूप से जैन कलाकृति इस समृद्ध परंपरा का महत्त्वपूर्ण अंग हैं। भारतीय कला की विशेषता है कि संस्कृति के उन्नयन एवं उसे सतत् रूप से अक्षुण्ण बनाए रखने में का महत्त्वपूर्ण योगदान रहा है। इसलिए तो धर्म के साथ कला को भी भारतीय संस्कृति का दर्पण कहा गया है। भारत की प्राचीन संस्कृति और इतिहास को जानने के लिए जैन साहित्य के साथ जैनकला का अपना महत्त्वपूर्ण है। जैनकला उन लोगों की सृष्टि है, जो ध्यानी वीतरागी अदिगम्बर अर्हन्तों को अपने जीवन का आदर्श समझते थे। वे मोक्ष सुख के समक्ष सभी ऐहिक सुखों को हेय दृष्टि से देखते थे, जो उन्हें साक्षात् परमात्मा का रूप मानते थे।¹ वस्तुतः जैन अनुयायियों की धार्मिक श्रद्धा एवं संलग्नता कितनी महान् थी इसका अंदाजा जैन कला की विशालता, बहुलता, विस्तार और बारीकी से लगाया जा सकता है। कला का कोई ऐसा अंग नहीं है, जिसे इन्होंने अपने भावों और भक्ति रस को दर्शाने के लिए अपना साधन न बनाया हो। लगभग पूरा भारत में जैन धर्म का प्रचार-प्रसार रहा है। दूर-दूर तक फैले तीर्थस्थान और अतिशय क्षेत्र जैन कला की हजारों नयी और पुरानी रचनाओं से भरे परे हैं। इन क्षेत्रों की समस्त रचनाएँ दर्शनीय और इतिहास के लिए अध्वयन करने योग्य हैं, किन्तु इनमें वे रचनाएँ अधिक महत्त्वपूर्ण हैं, जो अब अपने स्थानों में मौजूद न होकर केवल अनुश्रुतियों साहित्य के आधार अस्तित्व में हैं। इनमें अधिकांश जैनकला कृतियाँ ऐसी हैं, जो प्रकृति के वैभवपूर्ण और कारीगरी की चमक-दमक से ओत-प्रोत होने के साथ ही मानव-मस्तिष्क को भी प्रभावित करती हैं। कला का उद्देश्य केवल भावनाओं का यांत्रिक चित्रण न होकर मानवीय भावनाओं का परिष्कार और उत्कर्ष, जनसाधारण के आध्यात्मिक एवं नैतिक स्तर को ऊँचा उठाने का प्रयत्न, वातावरण की आंतरिक सजावट एवं परम्परागत आचार-विचार के आदर्शों को मूर्तिमन्त करने का संकल्प जैन कलाकृति है।²

जैन शिल्पियों द्वारा वास्तुकला, मूर्तिकला एवं चित्रकला आदि सभी रूपों में भावपूर्ण एवं बारीकीपूर्ण कारीगरी की गयी है, जिसके कारण जैनकला सुन्दर एवं आकर्षक दिखायी देती है। जैन अनुयायियों ने कला के अन्तर्गत अर्हन्तों के रहने के लिए हजारों वसतिका और विहार, गुफाएं और उपाश्रय, चौत्य और स्तूप, निसीदिकाएँ और चरणपादुकाएं तथा इनकी मूर्तियों की पूजा प्रतिष्ठा करने के लिए पर्याप्त संख्या में मंदिर और सहस्रकूट चौत्यालय बनवाये। इसके अतिरिक्त जैन कृतियों के प्रसार-प्रचार के लिए अनेको स्तम्भ और कीर्ति स्तम्भ निर्मित कराकर उन्हें तोरणों, स्तम्भों, आयगपट्टों, वेदियों, बाड़ों आदि से अलंकृत किया गया है।³ जैन कलाकृतियों में गुम्बज, तोरण, स्तम्भ, छत आदि में जो नक्काशी की गयी है वह मन को आकर्षित करने वाली हैं। उल्लेखनीय है कि जैन शिल्पियों ने कला के क्षेत्र में किसी विशिष्ट शैली को आधार नहीं बनाया बल्कि प्रादेशिक कला दृ. कौशल और परम्पराओं को ही आधार बनाया और एक तरह से उसका विकास भी

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किया। इन्होंने वैष्णव कला परम्परा को उत्तर भारत में तथा दक्षिण भारत में द्रविड़ कला परम्परा को आत्मसाथ किया। इसी प्रकार स्तूप निर्माण की प्रेरणा बौद्धों से ग्रहण की तो मंदिर के लिए वैदिक कला परम्परा को स्वीकार किया। परन्तु स्थानीय विचारों एवं पद्धतियों से प्रभावित होने के पश्चात् भी जैन कलाकारों ने अपनी कला कृतियों पर जैन संस्कृति की पूरी छाप छोड़ी। यही कारण हैं कि जैनकला को लोकधर्म और जैनधर्म का ऐसा पवित्र संगम माना गया है, जिसके दर्शन मात्र से दर्शक आत्मविभोर हो जाते हैं।

मूर्तिकला के अन्तर्गत जैन शिल्पियों ने तीर्थकरों की असंख्य प्रतिमाओं का निर्माण किया, जो कायोत्सर्ग एवं पद्मासन मुद्रा में हैं। ये मूर्तियां पत्थर, ताँबा, पीतल, सोना, चाँदी आदि की बनी हैं, जो आकार में छोटी से छोटी एवं बड़ी से बड़ी हैं। बड़ी प्रतिमाएँ कठोर चट्टानों को काट कर बनायी गयी हैं। इनमें ग्वालियर, एनूर, कारकल, श्रवणगोला एवं बड़वानी की मूर्तियाँ प्रमुख हैं। तीर्थकरों की मूल प्रतिमा के अतिरिक्त दिक्तीर्थी—जिन मूर्तियाँ, त्रितीर्जिन मूर्तियाँ एवं जिन चौमुखी प्रतिमा सर्वतोमद्रिका के रूप में भी निर्मित हुई हैं। ये मूर्तियाँ छत्र, चमर, सिंहासन, प्रभामंडल, वृक्ष आदि अष्ट प्रतिहार्यों से युक्त है। कुछ मूर्तियों के सिंहासनों पर धर्मचक्र बने हैं जब कि कुछ पर हिरण खड़े हैं। इसके अतिरिक्त कुछ प्रतिमाओं पर बैल, मृग, सर्प, सिंह आदि के चिह्न भी बने हैं। कुछ मूर्तियाँ अपने शासन देवी—देवताओं तथा कुबेर, नैगमेषी, हारिती तथा नवग्रहों से युक्त है। इन जैन मूर्तिकविषयक नियमों का प्रभाव अन्य धर्मों की कला पर भी पड़ा। इसकी पुष्टि जैनधर्म, बौद्ध धर्म में समान रूप से प्रचलित धर्मचक्र की संकल्पना से होती है। जैन, बौद्ध और हिन्दू मंदिरों जो अंतर दिखाई देता है, वह सम्प्रदाय विशेष की मान्यताओं और परम्पराओं के कारण निर्माण संबंधी न होकर मुख्य मंदिर में प्रतिष्ठित देवता, पार्श्ववती देवी—देवता तथा अपनी—अपनी पौराणिक कथाओं के अनुसार मूर्तियों के तक्षण आदि संबंधी हैं। इसकी पुष्टि खजुराहों के पार्नाश्वथ मंदिर निर्माण—योजना से होती है, जो कि हिन्दू मंदिर की निर्माण योजना से भिन्न है किन्तु वहाँ के हिन्दू—मंदिर भी स्वयं एक—दूसरे से भिन्न हैं। इसके अतिरिक्त खजुराहो स्थित जैन मंदिर में भी शिल्पगत अंतर परिलक्षित होता है। इस संबंध में कुछ विद्वानों का कहना है कि पूजा की विविध पद्धतियों के कारण ऐसा संभव हुआ।

यदि जैन चित्रकला पर गौर करे तो जैन कलाकारों ने भारत में प्रचलित स्पष्ट शैली एवं सांकेतिक शैली को अपनाया। स्पष्ट शैली के अंतर्गत जैन शिल्पियों ने 63 शलाका महापुरुषों की जीवनी, उनके पूर्वभव, पौराणिक आख्यान एवं ऐतिहासिक वृत्तों का चित्र—चित्रण कर यह दिखाने का प्रयास किया है कि मनुष्य को पाप एवं पुण्य के आधार पर मीठे और कड़वे फल भोगने पड़ते हैं। सांकेतिक शैली द्वारा पशु—पक्षी आदि के चिह्न बनाकर मंगलकारी मूर्तियों को विभिन्न स्थानों में प्रतिष्ठित किया गया। वृक्षों के चित्र द्वारा तीर्थकरों के तपस्वी जीवन को दर्शाया गया। स्वस्तिक, त्रिशूल और चक्र द्वारा उनके सिद्धांतों की शिक्षा दी है। जैन वास्तुकला, मूर्तिकला एवं चित्रकला अर्हन्तों के आदर्श की समर्थक हैं, उनकी संस्कृति के स्मारक तथा धर्म—प्रचारक हैं। जैनकला में कल्पना की अपेक्षा वास्तविकता को अधिक महत्व दिया गया है। यही कारण है कि इसमें प्राकृतिक शक्तियों, प्राचीन ऐतिहासिक काल्पनिक मानवी आकृतियों का निर्माण किया गया है। उल्लेखनीय है कि हिन्दू और बौद्ध धर्म के अध्ययन पर विद्वानों ने जितना बल दिया, उतना जैन धर्म पर नहीं दिया। फिर भी इसके प्रचुर साहित्यिक तथा पुरातात्विक अवशेषों के कारण प्राचीन भारतीय संस्कृति के विद्वानों में इसके प्रति आकर्षण था। जैन धर्म के प्रति कम आकर्षण के कारण इसकी दुरुह प्राकृत भाषा एवं अतिशय विभाजनप्रियता को माना

जा सकता है। इस धर्म का प्रारम्भ निरीश्वरवादी धर्म के रूप में हुआ परन्तु कालान्तर में तीर्थकरों और उनसे संबंधित देवी-देवताओं के पूजा अर्चना के परिणामस्वरूप जैन कला का विकास हुआ। जैन कलाकृतियों का अध्ययन परिस्थितियों का विश्लेषण किये बिना संभव नहीं क्योंकि ये कारक ही देश की कला-संस्कृति के वाहक हैं। ऐसा कहा भी गया है कि भारतीय कला लोगों कि धार्मिक मान्यताओं का ही साकार रूप रही है। किसी भी देश की सभी धर्मों से संबंधित कलाकृतियां पूर्व परम्परा में निर्मित कला परम्परा का निर्वाह करते हुए धर्म एवं सामाजिक धारणाओं में हुए परिवर्तनों से हमेशा प्रभावित रहा है।

जैन कलाकृतियों का अवशेष विभिन्न कालों में एवं विभिन्न स्थानों से प्राप्त हुआ है। जैन कलाकृतिओं को विभिन्न राज वंशों के साथ-साथ व्यक्तिगत रूप से संरक्षण मिला। जैन धर्म की प्रारंभिक मूर्तियाँ लोहानीपुर (पटना-बिहार) एवं चौसा (भोजपुर-बिहार) से मिली है। ई. सन् की प्रारंभिक शताब्दी में मथुरा के कंकाली टीले के उत्खनन से कुषाण कालीन ईंट निर्मित स्तूप के अवशेष, तीर्थकरों की प्रतिमाएँ, उनके जीवन की घटनाओं से अंकित पाषाण खण्ड, आयाग पट्ट तोरण, वेदिका स्तंभ आदि लेख सहित प्राप्त हुए हैं। लेखों से स्पष्ट होता है कि तत्कालीन समाज के व्यापारी तथा निम्न वर्ग के लोगों के बीच जैनधर्म सर्वाधिक लोकप्रिय था। यहाँ की तीर्थकर प्रतिमाओं में लटकती जटा,पार्श्व के सात सर्पफण, वृक्ष स्थल में श्रीवत्स चिह्न और शीर्ष भाग में उष्णीश एवं अष्ट-प्रतिहार्यों और ध्यान मुद्रा के प्रदर्शन की परम्परा आरम्भ हुई।

जैनकला के विकास में मथुरा के शासक वर्ग, व्यापारियों एवं सामान्य जनों का महत्वपूर्ण योगदान रहा। जैन प्रतिमा विज्ञान की दृष्टि से लाखनों एवं यक्ष-यक्षिणी युगलों, जीवन दृश्यों, विधाओं, 24 यक्ष-यक्षियों, 144 या 146 मांगलिक स्वप्नों, भरत, बाहुबली, सरस्वती, क्षेत्रपाल, 24 जिनों के माता-पिता, अष्ट दिक्पालों, नवग्रहों एवं अन्य देवों से संबंधित प्रतिमाएँ भी सर्वप्रथम मथुरा में ही निर्मित हुई। चौथी शती की आरम्भ से लेकर छठी शती के मध्य तक गुप्तों के शासन काल में अन्य धर्मों के साथ- साथ जैन कलाकृतियों का भी समान विकास हुआ। परन्तु आठवीं से बारहवीं शती के मध्य तक उत्तर भारत के आर्थिक, सामाजिक, धार्मिक एवं राजनीतिक प्ररिपेक्ष्य में जैनधर्म, कला स्थापत्य एवं प्रतिमा विज्ञान का विकास स्वतंत्र रूप से क्षेत्रीय एवं जनपदीय कला के रूप में हुआ, जिससे पूर्व के जैन कला केन्द्रों का मानचित्र ही बदल गया। गुप्त शासक, हिन्दू धर्म के अनुयायी होते हुए भी जैनधर्म एवं अन्य धर्मों के प्रति उदार थे। गुप्तों के पतन के पश्चात् हर्ष के शासन काल में भी जैन-कला दुर्बल अस्तित्व के साथ प्रचलित रही। हर्ष की मृत्यु के पश्चात् राजनीतिक दृष्टि से क्षेत्रीय शक्ति के अभ्युदय और आपसी संघर्ष के कारण ह्रास एवं विघटन का काल था, किन्तु इसके पश्चात् भी अन्य कलाओं के साथ ही जैनधर्म और कला का विकास आबाध गति से होता रहा। तुलनात्मक दृष्टि से देखे तो यह कहा जा सकता है कि मौर्य, मौर्योत्तर और गुप्त काल की तुलना में पूर्वमध्यकाल में सर्वाधिक उन्नति एवं विकास हुआ। इसकी पुष्टी प्रतिहार, चंदेल, चालुक्य, परमार राजवंशों तथा व्यापारियों, व्यवसायियों एवं जनसामान्य के सहयोग गुजरात, राजस्थान, मध्यप्रदेश, उत्तरप्रदेश, बिहार-बंगाल-उड़ीसा के उदयगिरि, देवगढ़, मथुरा, ग्वालियर, खजुराहो, ओसिया, दिलवाड़ा, कुम्भारिया, तारंगा, राजगीर, आदि स्थलों पर निर्मित जैन-मंदिरों एवं मूर्तियों से होती हैं। 6 दक्षिण भारत में भी उत्तर भारत की तरह जैनधर्म एवं इससे जुड़े कला-कृतियों का विकास हुआ। दक्षिण भारत में जैनधर्म से जुड़े कला की उपस्थिति का सर्वप्रथम प्रमाण मौर्यों के समय से मिलता है। मौर्य सम्राट चन्द्रगुप्त के नेतृत्व में भिक्षुओं के एक दल द्वारा जैनधर्म का

प्रचार-प्रसार श्रवणगोला से किया, जो कालांतर में सातवाहन, गंग, राष्ट्रकूट इत्यादि राजवंशों के प्रयाशों से आन्ध्र प्रदेश, कर्नाटक, महाराष्ट्र आदि राज्यों में फैल गया तथा इन क्षेत्रों में कलात्मक जैन मंदिरों का निर्माण किया। दक्षिण भारत में जैनधर्म और कला का सबसे अधिक विकास बादामी के चालुक्यों, एवं राष्ट्रकूट के शासन में हुआ। इस वंश के अनेक राजाओं ने जैनधर्म और कला को संरक्षण प्रदान किया।

छठी-सातवीं शदी के बाद से जैन वास्तुकला में मंदिरों का निर्माण वेशर शैली में होने लगा। इसमें मंदिरों का आकार समकोण और आयताकार बनाया जाता था। मंदिरों शिखर ऊपर पतले होते जाते थे और अंत में अर्द्धगोलाकार गुम्बज बना दिया जाता था। इस शैली में निर्मित जैन मंदिर बादामी, अयहोल, मामल्लपुर, कांची आदि स्थानों से प्राप्त होते हैं। जैन कला के सम्पूर्ण विशेषताओं से सहित विकसित स्वरूप पूर्व मध्यकाल में ही परिलक्षित होता है। इस काल के मंदिर अपनी निर्माण योजना में सादगीपूर्ण हैं। मंदिरों के निर्माण करते समय गर्भगृह के ऊपर वर्तुलकार शिखर और गर्भगृह के समक्ष खम्भों की पंक्ति पर बंद या खुला सभा मंडप निर्माण किया जाता था। स्तम्भों का आकार नीचे चौड़ा तथा ऊपर क्रमशः पतला होते जाता था। इस काल के मंदिरों में साज-सज्जा तथा कामुक दृश्यों का आभाव दिखायी देता है, जिसके कारण ये मंदिर गुप्तकालीन मंदिरों की योजना पर आधारित हैं। जैनधर्म के सिद्धांत और कथाओं को स्पष्ट करने के लिए जैनाचार्यों ने अपने हाथों से स्पष्ट और सांकेतिक शैली के रूप में चित्रों का निर्माण किया तथा जैनधर्मानुयायी शासकों ने अपनी कलाप्रियता का परिचय देने के लिए लक्ष्मी का सदुपयोग कर मंदिरों, गुफाओं तथा ग्रंथों में कुशल चित्रकारों द्वारा चित्रों का निर्माण कराया। इन चित्रों की परम्परा अजंता, एलोरा, वाघ एवं सित्तनवासल के भित्ति चित्रों से प्रभावित थी। यदि भारतीय चित्रकला का अध्ययन करें तो स्पष्ट होता है कि जैन चित्रकला 140वीं शताब्दी के पूर्व भित्तिचित्रों के रूप में प्रचलित थी। उसके बाद यह ताड़पत्रीय चित्रों के रूप में लघु शैली के रूप में विकसित हुई। इसका मुख्य कारण यह था कि भित्तिचित्रों का लेप, रंग एवं रेखाओं का उभार प्राकृतिक विकरालता को सह नहीं सकता था। जैन चित्रकला का समय 11वीं से 12 वीं शदी माना जाता है, 15वीं और 16वीं शताब्दी में अपना चरमोत्कर्ष पर था। इस प्रकार जैनकला भारतीय समृद्ध परम्परा का योतक है।

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Revamping Teacher Education in India

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ABSTRACT

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. Teacher education system is an important vehicle to improve the quality of school education. To re-energize and increase the competency of the teacher education program is a powerful means for the upliftment of educational standards in the country. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. The present paper will focus on certain glaring challenges which persist in our teacher education program and the remedial measures which include proper planning and utilization of human resources, qualified staff, adequate facilities of space and equipment, effective teaching practice and internship, quality improvement, research efficacy, professional competency, empowerment of teacher educators, the changing role of teachers, integration of ICT in teacher education etc.

INTRODUCTION

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can be achieved through proper education of its men. For such an educational system, we require efficient teachers. It is well known saying that the teachers are the nation builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behavior should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation.

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage."

Teacher Education system refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars who had no formal training to teach the subjects of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: Knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both.

Thus, the teacher education remained a neglect aspect in the Indian higher education system. There is lack of firmness in shaping up the kind of teacher education program the country needs;

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although being so vocal on the kind of teacher country needed. Majority of teacher education institutions are in private sector and they have failed to maintain the quality. With this state of view, system has thrown up many challenges and crisis before us.

ROLE OF STATUTORY BODIES

As per the present practice, National Council for Teacher Education (NCTE), statutory body for maintaining quality in Teacher Education Institutions sends visiting teams while giving recognition to colleges of Education. Once the recognition is granted, NCTE hardly bothers to check the functioning of the colleges unless there is some complaint. The colleges get a loose rope and compromise with quality. NCTE should regulate its operations & check the colleges every year to renew its recognition. This will go a long way in improving quality in Teacher Education Institutions.

MONITORING OF TEACHER-EDUCATION COLLEGES

The issue of monitoring of teacher education institutions is the most debated area of teacher education system. The National Council for teacher- education (NCTE) is the body which gives recognition to the teacher education institutions after NOCs from the concerned state governments and affiliating universities. Role of three agencies have not been clearly defined, due to lack of clarity and ambiguous nature of administration, teacher education system have failed to deliver the desired objective outcomes. Some of institutions have simply become money making centers and produce a certified but incompetent teacher which is a matter of great concern for all of us.

TEACHING PRACTICE IN TEACHER EDUCATION COLLEGES

Practice teaching is the most important part of teacher education program. One month internship program and 4 months teaching practice duration creates confusion in the minds of all the stake holders like students, college authorities and school authorities. Long duration of teaching practice program promotes truancy among students. As remedial measures internship and practice teaching should be clubbed together and should be reduced to 3 months of duration only.

QUALITY CONCERN OF COURSE

Quality in education relates to the quality of the work undertaken by a teacher, which has significant effect upon his or her pupils. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to teaching methods, content, organizations etc. more knowledge of theoretical principles is emphasized and teachers are not able to use these principles in actual classroom situations.

SELECTION PROCEDURE FOR COURSE

A permanent problem of the pre-service teacher education program is to select the suitable candidates and to deny admission to those who do not have aptitude and commitment to the teaching profession. The primary task of the teacher education program is to identify the candidates who have qualities like sincerity, honesty, commitment, fairness, impartiality and the subject and pedagogical knowledge that are pre requisite to become a successful teachers. The problem arises when those candidates enter this program who do not have desirable competencies and qualities required for such an important profession. Consequently, it results in the production of poor quality teachers in the education system, which is clearly reflected in poor pass percentage of teacher eligibility tests

conducted by all the states. The role of state governments and affiliating universities is also not supportive in this case. Although every year entrance test is conducted by the affiliating universities but then why candidates with no entrance test score and candidates with zero entrance test score were admitted in teacher education program.

STATUS OF TEACHER EDUCATORS IN PRIVATELY MANAGED INSTITUTIONS

The status of the teacher, since ancient times, has been regarded very high in Indian society, but the status of teacher educators is not very promising in teacher education institutions. The majority of private managements are reluctant to appoint qualified teacher educators' in their institutions as they have to pay them full salary. They generally prefer to appoint under qualified teacher educators in their institutions as they have to pay lesser salaries to them. The managements in private institutions don't pay their teachers according to UGC and NCTE norms. Privatization of teacher education system has failed to attract talent in this field.

PROFIT-ORIENTATION OF TEACHER EDUCATION INSTITUTIONS

In recent years, there has been a rise in the number of substandard teacher institutions. The grave malpractices in such institutions have been a matter of great concern. These institutions are charging very high fees from students. Practices in these institutions are highly undemocratic and unjust. Such practices not only bring a downfall in the teacher training but also encourage commercialization of teacher education. These institutions do not follow the university guidelines in the matter of staff recruitment, admission process, examination process, practice teaching and physical facilities.

SOME REMEDIAL MEASURES WITH RESPECT TO THE TEACHER EDUCATION SYSTEM

- Monitoring of teacher education institutions must be increased. National council of teacher education must play a greater role in monitoring the institutions. In recent years it has NCTE has become only affiliation giving agency.
- Government spending in the area of teacher education system must increase. At present all over the country there are 80 percent of the institutions are privately managed and we have only 20 percent of the in government sector. Teacher education system has become one most criticized sector in the higher education system of the country as per the preliminary draft of the new education policy 2020. Privatization of teacher education system has failed to achieve the desired objectives.
- Unplanned growth of teacher education institutions must be stopped, a proper area mapping must be done by the national council of teacher education institution before giving recognition to the new teacher education institutions. So that concentration of teacher education institutions in a particular area must be stopped.
- A proper survey must be conducted to find out the underperforming institutions and recognition of all the underperforming institutions must be withdrawn with immediate effect.
- A robust and sound legal system must be created within national council of teacher education and affiliating universities so that corrupt institutions cannot be able to find shelter from legal system.
- Selection process in the teacher education system as a trainee must be done strictly on the basis of teacher aptitude tests. Candidate's fails to score minimum marks in the tests must not be allowed to take admissions in the teacher education program..

CONCLUSION

As an integral part of educational system, teacher education in India has to be responsive to socio cultural ethos and national development. For this teacher education needs to undergo rapid change in keeping pace with the demand of learning and expectations of learners, community and society as a whole. Various efforts have been made to improve the teacher education. But these are not enough because gaps are still visible and wide. The role of teacher education is to mend the existing system with vision to grow as a noble profession and produce quality teachers for schools. It should aim to upgrade the standard of teacher education, enhance professionalism and produce quality teachers for schools, upgrade the social status of teachers and develop sense of commitment among them.

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Innovations in Learner Support Using ICT

Shinam Batra*

ABSTRACT

We live in highly digitalized world. The application for every service is available on smart phone and desktop. In education also from admission to counselling and placement services are available on a click of digital button and this plays very important role especially for Open and Distance learner. It seems very comfortable when we got answer of our enquiry on the smart phone. Our time, energy and money is efficiently saved. Books are now e-books and MOOCS are the new virtual gateways of knowledge and academic certificate accomplishments. Virtual Institutions are replacing physical Institutions of education. The bar of time and space is disappearing. Now the question remains is of achievement and accomplishments through ICT in education. This paper conceptually tries to evolve a innovation in learners support in terms of its power of providing equality and equity in education and side by side its effectiveness in paving ways for achievement and accomplishments in terms of graded success in acquiring quality education needed for success and happiness in life.

INTRODUCTION

ICT is guiding the world today. Access of ICT for e-services becomes very easy. ICT is a process of creation, saving, retrieval and dissemination of e-services. ICT in education must be for equity and equality in education. especially for open and distance learner. NCF 2005 talks about the use of ICT in education for the quality improvement and implementation of Government e- policies'. E-inclusion solely depends on ICT of education.

One of the major objectives of the education community is to explore how ICT and digitalization services can create adaptive open learning environments. The National Curriculum Framework-2005, which operationalizes and rationalizes the teaching-learning effort in schools, advocates that technology used as a tool to disseminate information tends to facilitate the teacher. It expresses a firm belief that teachers and children must be considered not merely as users but also as active collaborators' of technology in educational processes. It must be the mutual interactivity rather than one-way passive reception that would make the technology for educational. More than any other previous technologies, ICT and e-services are providing learners to access gigantic storages of knowledge beyond the school library. ICT and digitalized are shifting the emphasis in learning environments from teacher-centered to learner-centered; where teachers role move from being the key source of information and transmitter of knowledge to becoming guides and facilitators for student learning; and where the role of students shifts from one of passively receiving information to being actively involved and interactive in their own learning. So Emerging Technology is very significant for open and distance learners to improve the quality Education.

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Following Initiatives have been taken by the Government to provide Learner Support in the form of Emerging technology to improve quality of Education

NMEICT

The National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time any where mode.

National Digital Library of India

Ministry of Human Resource Development under its National Mission on Education through Information and Communication Technology has initiated the National Digital Library (NDL) pilot project to develop a framework of virtual repository of learning resources with a single-window search facility.

NROER

National Repository of Open Educational Resources (NROER) is a collaborative platform, which brings together everyone interested in school and teacher education. Initiated by the Department of School Education and Literacy, MHRD and managed by CIET, NCERT, offers digital and digitizable resources (audio, video, interactive images and documents) in different languages along with online activities.

Saransh Portal

Saransh is a tool for comprehensive self-review and analysis for CBSE affiliated schools and parents. It enables them to analyze students' performance in order to take remedial measures. Saransh brings schools, teachers and parents closer, so that they can monitor the progress of students and help them improve their performance.

E-Pathshala

E-Pathshala has been developed by NCERT for showcasing and disseminating all educational e-resources including textbooks, audio, video, periodicals and a variety of other print and non-print materials through website and mobile app. The platform addresses the dual challenge of reaching out to a diverse clientele and bridging the digital divide.

e-PG Pathshala

High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages at PG level is being developed under this initiative named e- PG Pathshala.

Online Labs (OLABS)

Online Labs (OLabs) for school lab experiments provides students with the ease and convenience of conducting experiments over the internet. It has been developed to supplement the traditional

physical labs and bridge the constraints of time and geographical distances. This not only reduces the costs incurred for conducting experiments in real time but gives a student the flexibility to explore and repeat experiments till they are thorough.

E-BASTA

C-DAC has created a framework to make school books accessible in digital form as e-books to be read and used on tablets and laptops. The main idea is to bring various publishers (free as well as commercial) and schools together on one platform.

GIS In School

A geographic information system (GIS) is a system designed to capture, store, manipulate, analyze, manage, and present spatial or geographic data. This is a Web GIS application to enable planning for the access, enrolment, retention, quality and monitoring aspects, integration of school infrastructure, facilities, budget & expenditure, child & teacher information, attendance, mid-day-meal program, results, school complexes along with required visuals, integrating.

Swayam Prabha

Educational Contents through for operationalizing 32 Direct to Home (DTH) Television Channels for providing high quality educational content to all teachers, students and citizens across the country interested in lifelong learning.

SWAYAM

Swayam is a programme initiated by Government of India and designed to achieve the three cardinal principles of education policy viz. access, equity and equality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join mainstream of the knowledge economy.

This is done through a platform that facilitates hosting of all the courses, taught in classrooms from Class 9 till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to any learner. More than 1,000 specially chosen faculty and teachers from across the country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology.

In order to ensure that best quality content is produced and delivered, nine National Coordinators have been appointed. They are:

1. AICTE (All India Council for Technical Education) for self-paced and international courses
2. NPTEL (National Programme on Technology Enhanced Learning) for Engineering
3. UGC (University Grants Commission) for non technical post-graduation education
4. CEC (Consortium for Educational Communication) for under-graduate education
5. NCERT (National Council of Educational Research and Training) for school education
6. NIOS (National Institute of Open Schooling) for school education
7. IGNOU (Indira Gandhi National Open University) for out-of-school students

8. IIMB (Indian Institute of Management, Bangalore) for management studies
9. NITTTR (National Institute of Technical Teachers Training and Research) for Teacher Training programme

Courses delivered through SWAYAM are available free of cost to the learners, however learners wanting a SWAYAM certificate should register for the final proctored exams that come at a fee and attend in-person at designated centres on specified dates. Eligibility for the certificate will be announced on the course page and learners will get certificates only if this criteria is matched.

National Policy on ICT in School Education

To devise, catalyze, support and sustain ICT and ICT enabled activities and processes in order to improve access, quality and efficiency in the school system. It aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socioeconomic development of the nation and global competitiveness.

National ICT Curriculum

National ICT Curriculum aims at realizing the goals of the National Policy of ICT in Schools Education and the National Curriculum Framework.

Shala Darpan

Shaala Darpan is an e-Governance platform for all Kendriya Vidyalayas in the country. It aims to improve quality of learning, efficiency of school administration, governance of schools & service delivery to key stakeholders namely students, parents, teachers, community and schools. Parents will get entire information at a united platform about their children in respect of attendance status, performance, health challenges and entire academic record from I to XII.

DIGITAL INDIA PROGRAM

It is a program launched by Government of India having a vision of transferring India in a digitally empowering society and knowledge economy.

The Digital India Program is based on basically 3 key vision areas:

Digital Infrastructure as a Utility to Every Citizen

- Availability of high speed internet as a core utility for delivery of services to citizens
- Cradle to grave digital identity that is unique, lifelong, online and authenticable to every citizen
- Mobile phone & bank account enabling citizen participation in digital & financial space
- Easy access to a Common Service Centre
- Shareable private space on a public cloud
- Safe and secure cyber-space

NATIONAL KNOWLEDGE NETWORK

National Knowledge Network (NKN) project is aimed at establishing a strong and robust Indian network which will be capable of providing secure and reliable connectivity. Globally, frontier research and innovation are shifting towards multidisciplinary and collaborative paradigm and require substantial

communication and computational power. In India, NKN with its multi-gigabit capability aims to connect all universities, research institutions, libraries, laboratories, healthcare and agricultural institutions across the country to address such paradigm shift.

National Award for Teachers Using ICT for Innovation in Teacher Education

To promote computer enabled learning and usage of ICT in teaching, In Government, Government aided Secondary and Higher Secondary Schools has provision for instituting the National Award for innovative use of ICT in teaching learning for Pre Service and In Service Teacher.

Emerging Technology for innovation in Learner Support to improve quality Education

Magic hand of emerging technology will create positive impact in the life of stakeholders of education especially of teachers and students as of following scope:

Easy Accessibility of technology for innovation in Learner Support to improve quality Education

ICT is successful only when it is easily accessible to all the stakeholders in education despite of age, caste, creed and equal opportunity would be provided to all with a sense of responsibility

Easy Availability of technology for innovation in learner Support to improve quality Education

Accessibility is possible after the proper availability of ICT so it should be free for all the stakeholders in education and should be available for 24*7 with a better internet speed which is still just a dream as most of the time and in many areas server remains down which hampers many activities.

Adoptability and Adaptability of technology to improve quality Education

ICT should be prevailed in the education in such a manner that It must be for all the stakeholders and they feel comfortable in adopting it in their educational life and can adapt them well where in most of the remote areas it is still a burden for the for all the stakeholders in education.

Technology for innovative Training to improve quality Education

Only infrastructure alone is not enough but proper training to all the stakeholders in using it and adapting with it is prime concern so that they can feel comfortable in digitalization world.

Technology for innovative Creatibility to improve quality Education

ICT can reach to new horizons when all the stakeholders may use it to create new productive things and ample information can be attained through ICT which enhances the knowledge of people but adaptability should be preferred if it is used for some new and productive creation.

Technology for Applicability to improve quality Education

ICT should be based on applicability. All the stakeholders could be able to apply it directly in their day to day educational life for various purposes.

Technology for Practicability to improve quality Education

Applicability of ICT depends upon the practicability that is whether it is practicable in real life or just virtualizes the things and takes people away from their real world.

Technology to solve educational Issues to improve quality Education

Most important issue for any country is its education system. So, digitalization should bring power to solve various educational issues like understanding difficult concepts in discussing lively with experts, managing administration etc.

Technology for Transferability to improve quality Education

ICT should contain such powers that it can be transferable from one app to other whatever and whenever required without much difficulty.

Technology for Transparency to improve quality Education

ICT can prove to be a great source of transparency in almost every field like education, business, medical etc. Hence, this can prove to be a boon in eliminating corruption and all types of evils from the society.

Uses of Technology for innovation in learner Support to improve Quality Education-2020

- Collaborative use of technology in educational processes support teacher work to make more effective than individual though teachers and students may need support in form of trainings and infrastructure in collaborating effectively.
- Diagnostic and Remedial use of technology and digitalization services can be particularly effective for lower achievement students, those with special educational needs and those from disadvantaged backgrounds in providing e- inclusive environment to enable them to map up with their peers.
- In collaborative interventions, technology is used as a tool and not as master to supplement the classroom teaching rather than of thinking as a replacement for it.
- Online capacity building programmes for teachers is an important component of successful ICT approaches. The implication is that such collaborative support should go beyond teaching skills in technology use and focus on the effective pedagogical use of the digitalized e-services to support teaching and learning objectives.

Overall the key implication is that the technology is solely a *catalyst* for change. Focusing on the change (and the process of change) in terms of learning is essential in supporting and collaborative effective use of digitalization services.

It can be concluded that technology is an important part of educational processes in twenty first century and is proved to be a boon in the life of students by providing them equity and equality in education through Distance and Open Education.. Although digitalized e-platforms

are provided by the government educational institutions and NGOs but we still need some extraordinary collaborative efforts which should be sensible enough to understand the varied needs of educational area and other aligned sectors related to educational field. For it just launching is not enough at all but requires management, prevailing sustainable efforts and support in order to reach in advantages.

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Cybercrime Awareness among the Pupil Teacher of Raipur District

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ABSTRACT

In this challenging situation on pandemic COVID-19 force the mass towards for online work. Students are spending more times in the internet for their study. Simultaneously this bio disaster provides more opportunity for the cybercriminals. The present study aimed to find out the cyber-crime awareness among the pupil teacher of Raipur district. The sample consists of 600 hundreds B.Ed. student of Raipur district. The researcher uses "Cyber Crime Awareness Scale" by S. Rajashekhar. CCAS-RS (English) and descriptive survey method to collect the data. The study found that rural area pupil teacher needs high level of awareness for cybercrime.

Keyword: Cybercrime, pupil teacher,

INTRODUCTION

The bio disaster COVID-19 which spawned an unprecedented dependency on internet. To prevent community spreading measure like self isolation and social distancing elevate the wider spread closures for educational institution. The educational institutions are depending on internet to provide teaching materials, live class and interactive video to maintain the continuity of education. On 15th April United Nations Children's fund (UNICEF), which is engaged in humanitarian aids for young one around the world said 'millions of children are at increased risk of harm as there live move increasingly online during lockdown in the COVID-19 pandemic' (sharma, 2020) This statement shows that the young generation are in high risk by internet exposures. In the shadow of COVID-19 the predators are ready to exploit the young and innocent those are unaware of cybercrime. It is the duty of school, teacher and also parents to aware our young ones about the cybercrime. Teacher is the person who directly interacting with the students each and every day. An efficient teacher must aware about the cybercrime and Do's and Do not's while working in the internet. It is the duty of a teacher to aware the pupils about new challenges specialy cybercrime.

REVIEW OF RELATED LITERATURE

(Sunder, 2018) Stated that female pupil teacher is more aware than the male pupil teacher. Only the teacher who help the student to aware about secure cyber resources and also harmful effect of using internet without sufficient preventing measure. (Josephine, 2017) Observe that female pupil teacher were more aware than the male pupil teacher. Urban area pupil teacher were significantly higher awareness in comparisons to rural area. (Chandra Shekhar, 2018)

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Study found that urban male pupil teacher possesses higher level of awareness than the rural area pupil teachers.

NEED AND SIGNIFICANCE OF THE STUDY

Students are easily influenced by the teacher. In this challenging situation teacher should apply tailor coping strategies to prevent the student from cybercrime. As teacher possess important role in the total educational system so it is highly recommended that teacher should know their level of cyber crime awareness.

OBJECTIVES

The objectives of the study are as follows

- To study the cybercrime awareness of the pupil teacher of Raipur district among the male and female.
- To study the cybercrime awareness of the pupil teacher of Raipur district among the urban male and rural male.
- To study the cybercrime awareness of the pupil teacher of Raipur district among the urban female and rural female.

HYPOTHESIS

The hypotheses of the study are as follows

- There is no significant difference between the cybercrime awareness of the pupil teacher of Raipur district among the male and female pupil teacher.
- There is no significant difference between the cybercrime awareness of the pupil teacher of Raipur district among the urban male and rural male pupil teacher.
- There is no significant difference between the cybercrime awareness of the pupil teacher of Raipur district among the urban female and rural female pupil teacher.

METHODOLOGY

Descriptive survey method was adopted in the present study.

SAMPLE

The researcher selects 600 samples (300 male and 300 female) B.Ed. students out of total population through random sampling technique for systematic and competitive analysis.

TOOL

The researcher selected and uses "Cyber Crime Awareness Scale" by S. Rajashekhar. CCAS-RS (English).

ANALYSIS OF DATA

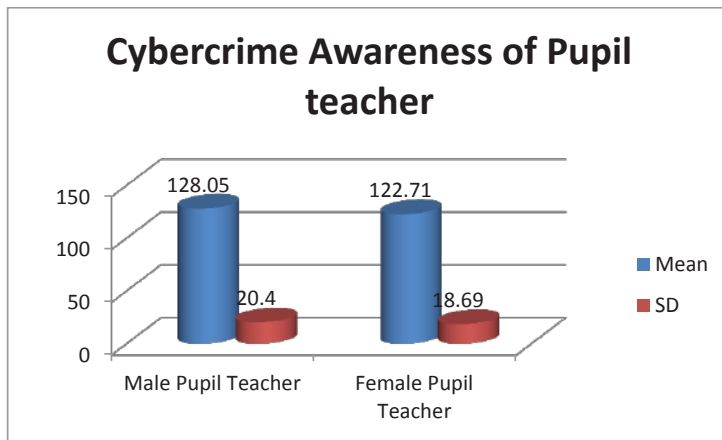
Hypothesis-1 There is no significant difference between the cybercrime awareness of the pupil teacher of Raipur district among the male and female pupil teacher.

Table 1.1: Cybercrime awareness among the male and female pupil teachers of Raipur district.

Variable	N	Mean	SD	Mean difference	t-test	Significance
Male	300	128.05	20.40	1.71	0.00087	Not significant
Female	300	122.71	18.69			

* Table value 1.96 with df 598 on 0.05 level of significance.

The table shows that male pupil teachers mean score on cybercrime awareness is 128.05, S.D. is 20.40. Where female pupil teachers mean score on cybercrime awareness is 122.71, S.D. is 18.69 the t-value between the male and female is observed 0.00087 at 598 degree of freedom. The level of significance is taken 0.05. Thus the calculated value of t is less than the table value 1.96. So hypothesis is accepted. It proves that there is no significant difference between the male and female pupil teachers awareness towards cybercrime. The study proves that gender plays no role in developing cybercrime awareness among the pupil teacher of Raipur district.



Bar graph 1.1: awareness among the male and female pupil teachers of Raipur district.

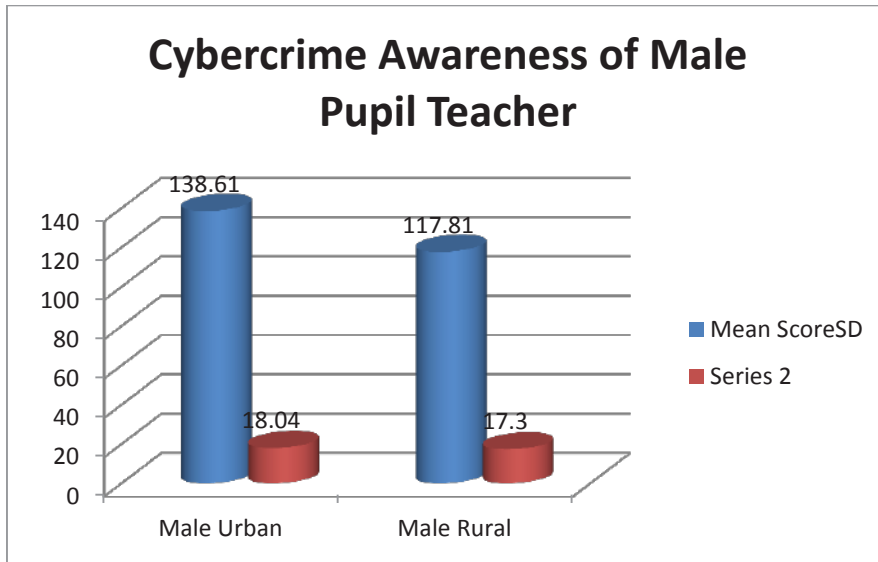
- **Hypothesis-2** There is no significant difference between the cybercrime awareness of the pupil teacher of Raipur district among the urban male and rural male pupil teacher.

Table 1.2: Cybercrime awareness among the urban male and rural male pupil teachers of Raipur district.

Variables	Group	N	Mean Score	SD	Mean Difference	t-value	Significance
Locale wise Gender	Male Urban	150	138.61	18.04	0.74	4.88	Significant
	Male Rural	150	117.81	17.30			

* Table value 1.96 with df 298 on 0.05 level of significance.

From the data shows that the obtained t-value is 4.88 which is more than the table value 1.96 with df 298 on significant at 0.05 level. It shows that the mean score of rural male (117.81) and urban male pupil teachers mean score was (138.61). It concludes that there is significant difference between rural male and urban male cyber crime awareness.



Bar graph 1.2: Cybercrime awareness among the urban male and rural male pupil teachers of Raipur district.

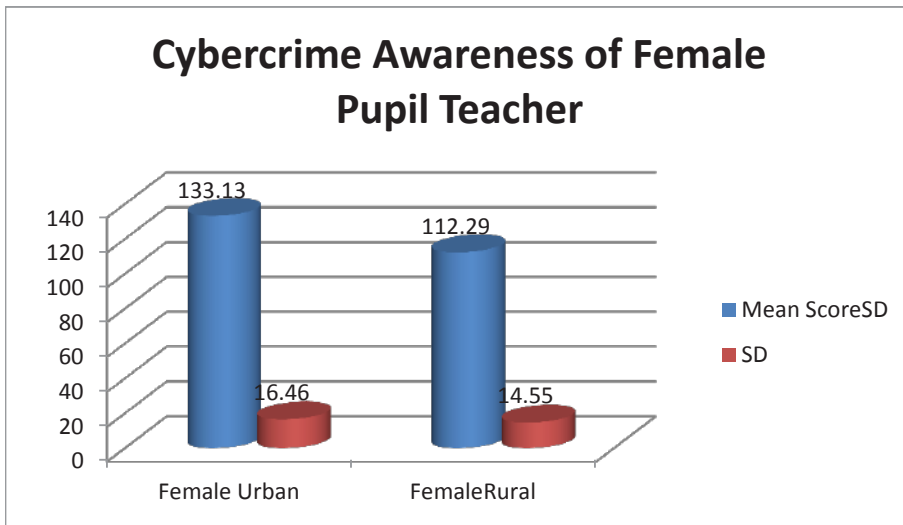
- **Hypothesis-3** There is no significant difference between the cybercrime awareness of the pupil teacher of Raipur district among the urban female and rural female pupil teacher.

Bar graph Table 1.3: Cybercrime awareness among the female urban and female rural pupil teachers of Raipur district.

Variables	Group	N	Mean Score	SD	Mean Difference	t-value	Significance
Locale wise Gender	Female Urban	150	133.13	16.46	1.91	5.90	Significant
	Female Rural	150	112.29	14.55			

* Table value 1.96 with df 298 on 0.05 level of significance.

The data shows that the obtained t-value is 5.90 which is more than the table value 1.96 with df 298 on significant at 0.05 level. It shows that the mean score of rural female (112.29) and urban female pupil teachers mean score was (133.13) It concludes that there is significant difference between rural female and urban female cyber crime awareness.



1.3- Cybercrime awareness among the female urban and female rural pupil teachers of Raipur district.

Educational Implication

The result of the study shows that demography plays a determinate role in the level of Cyber crime Awareness. Urban area pupil teacher might have got more opportunity about the modern advanced technology to aware themselves to face the daily life challenges than the rural area pupil teacher. Pupil teacher must aware about the harmful effects of internet unless you have sufficient preventing measure. Teacher must aware themselves and also students about the preventing measure like not to share the password publicly, use antivirus software, do not assess the unauthorized side, do not share your personal information in the internet, changing the password and keeping long password.

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Shashi Deshpande- A Feminist- Special reference to the Binding Vine

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ABSTRACT

21st century- an era of justice, for the equality liberty, rights, reservation, expression against exploitation and physical abuse on a socio- political, religious & cultural scenario has become a far cry to mark this period as 'Renaissance of Women'. History is its witness that in Patriarchal society from 'Sita' of Ramayana to 'Draupadi' in Mahabharata and many of 'Nirbhaya' in or outside huts (jhuggi's) or even in Posh colonies of aristocratic classes- the predicament of women is highly pathetic, pitiable, afflicted and shameful as an enigma of civil society. The deep distress of suppression and exploitation of fair sex at different aspects of civil life agitated many intellectuals of the whole world. As a result they began to pen against this discrimination and exploitation under the umbrella of 'Feminism' to preserve the status and existence in this narrow and nasty man dominated society. A movement called 'Feminism' emerged in 19th century for the first time unanimously by a group of people to eradicate this social evil of vanquishing the identity of Women.

The word 'Feminism' is derived from French word 'feminise' in 1837 by a French philosopher 'Charles Fourier'. 'Feminism' is defined as a socio- economic movement demanding legal and political rights and equality for women and question concerning women. There are several prominent literary, feminist works in India which substantiate the position of women on the curtain of society. They are Kamla Markandaya's "Nectar in a sieve" (1954), Nayantara Sehgal's "Rich Like Us" (1985), Ruth Jhabwala's "Heat and dust" (1975). Among all the Indian Feminists 'Shashi Deshpande' born in 1938 claims to be one of the best Feminist through her novels "Roots and Shadows" (1983), "The Dark hold no Terrors" (1980), "That Long Silence" (1988), "The Binding Vine" (1993), "A Matter of Time" (1996), "Small Remedies" (2000) and "Moving On" (2003). All of these the novel "The Binding Vine" typically sets forth the movement Feminism. In an interview Deshpande said "I am a Feminist in the sense that, I think we need to have a world, which we should recognise as a place for all human beings". There is no superior and inferior; we are two halves of one species "(R.S Pathak ed. 'The Fiction of Shashi Deshpande' pg 254).

In the novel "The Binding Vine" the novelist in the light of 'Feminism' broadly emphasised Women's submission, their muted voice, abuse of Women's body and indifferent attitude of society towards Women's suffering. The plot of the novel possesses three strands parallel to each other weaving the stories of three Women 'Urmila', 'Mira' and 'Kalpana'. Deshpande herself noticed "the biggest problem was weaving them (the stories) together bringing out what is common to all the three" (R.S Pathak pg 250). The novel is a psychological fiction in genre sets India in 1980's and there is no unity of time and action as the novelist involved the technique of flashback and stream of consciousness.

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The Plot majorly revolves around 'Urmila' the protagonist (a representative character of modern age) bemoaning at her daughter Anne's death. Urmil connects herself with her dead mother in law 'Mira' who is present in the novel through her poem written in Kannada and her diary in English. The Writings of Mira expressed the untold reality of her life as she was trapped in a suffocating relationship of marriage and the inert voice and agony of a young Woman of enthusiastic spirit remained silent. Another Woman Kalpana survivor of a terrible rape looked after by her pauper mother 'Shakutai' reminiscence of the past moved back and forth through flashbacks to contextualise the time period and action. However "The Past is always cleared because it is more comprehended". The themes of patriarchal power, love and marriage and Feminism form a sole structure of the novel with intricate plot. The eccentric violent action that is prevalent in the whole novel is "Rape"- burning of a soul.

Urmil "After the death of her baby daughter, a young woman in India find solace in helping the family of a Rape victim" (The Binding Vine pg 2). In the hospital 'Shakutai' appeals 'Dr. Bhaskar' not to disclose the report of 'Kalpana's Rape', points out that for a women reputation is everything and at the same time the abominable dogmas of society within which a woman breaths. She cries "don't tell anyone will never be able to hold up my head again, who marry the girl, we are decent people, Doctor" (The Binding Vine, pg 58).

Urmil was ambitious to publish Mira's account of suffering, which led to the conflict between Vanna (Mira's step daughter) and Urmil and ended their friendly relationship publishing of the journal would defame Vanna's Father's character. Mira was raped and hunted like a prey for her lecherous and lustful husband and always detested her mother's advice "never utter no, submit and your life will be a paradise" (The Binding Vine, pg 83). Being a mother shakutai wasn't ready to accept that her daughter 'Kalpana' is raped and says "It's not true, people are trying to blacken my daughter's name" (The Binding Vine, pg 58).

After investigation police revealed 'Prabhakar' as a rapist. But recorded 'Kalpana's' rape as a car accident to protect the dignity and honour of a woman- "think of the girl and her family, do you think it, do them any good to have it know the girl was raped? She's unmarried, people are bound to talk and her name would be smeared" (The Binding Vine, pg 88). Urmil being a sensible woman is embarrassed to notice that everybody was trying to undermine a rape case and says "she was hurt, she was injured, wronged by a man; she didn't do anything wrong, why can't you see that? Are you blind? It is not her fault, no not her fault at all" (The Binding Vine, pg 147).

Mira's plight was similar to that of 'saru's', the protagonist of "The Dark holds no Terror". Saru was sexually assaulted for she become a well reputed Doctor whereas her husband remain a Lecturer without any salary which is exactly co-related to Deshpande's quote in "That Long Silence" A Wife should always be few feet behind her husband. If he is 5'4" tall you shouldn't be more than 5'3" tall. If he is earning five hundred you should never earn more than four hundred ninety nine rupees. That's the only rule to follow if you want a happy marriage..... No Partnership can ever be equal. It will always be unequal, but take care it is unequal in favour of the husband. If the scales tilt in your favour, god helps you, both of you".

Marriage is considered to be a security for women in prevailing Indian Patriarchal society. 'Sulu' is incapable of producing a child and she is always frightened to lose her position in the house and in terror of being kicked out of the house and this strand of the story coincide with Inni's pain as a victim of patriarchy. Urmil's father separated Urmil from her mother and sent to her grandparent's house. As Inni speaks "I was frightened of you Urmil, I was too young. I was not prepared to have a child. .. He didn't say anything to me, he just took you away..... I begged him, Urmil, I cried. Nothing could make him changed his mind" (The Binding Vine. Pg 199-200). This marks horrifying patriarchal structure that sustains in our society which murders a woman's soul by a slow poison called 'suppression of

women by men'. In this context marriage seems to me as an uncaged imprisonment where a woman is supposed to be a woman of submission with unuttered tolerance and muted voice.

Thus the novel "The Binding Vine" is a struggle in solidarity of Women's suffrage where women question her existence in parlance of feminism to visualise the status- quo of women in a large perspective. The author asks a significant question "Should Women break their silence? If yes then how? Who will take the lead?". 'The Binding Vine' Deshpande's sixth published Novel escalates the presentation of torment torture of women with submissive forbearance but in deep antagonist for the status of patriarchy in society. The novel in consideration of "feminism" studies women suffering, discrimination, dehumanisation, oppression and segregation by man. As Zara Huda Faris explained "Women have traditionally been dehumanised by a male dominated society, which they call patriarchy; and that has always been better to be a man...." The subjugation of men upon woman sabotages the sovereignty and independence of women and subverts their intelligent, expertise and intellectual personality within the strings and chains of marriage and society. The imposition of unnecessary regulations and jurisdiction upon women to control and command is loathsome and detestable. The presence of women without man in the society is dishonourable. As Deshpande spoken "Women without men are totally different creatures"- 'small remedies'. And what society expects from a women." A Woman can never be angry; she can only be neurotic, hysterical and frustrated "- 'That Long Silence'.

The title 'The Binding Vine' therefore justifies the vine of Love, marriage, affection, commitment and at the same time exploitation, miserable and quandary state of woman. 'Vine' though delicate but it is of the tendency to extend its tendril likewise woman despite of all the audacities of life she is supposed to find 'spirit of life' in this imperfect and impertinent world where woman is forced to acquire the place of slavery. The anonymous, purposeless moments of togetherness and understanding binds us with each other. Although the consistent battling for establishing one's existence is a part and parcel of life but a human being is always desirous of the arrival of spring in his/her life and look for a life blossoming and booming and ringing the bells of happiness and laughter.

The concerned novel is prospering the feature of different strands of society through three stories more or less parallel in nature referring the struggling extant of women's stance in society in modern India. The author Shashi Deshpande is aptly justifiable as a feminist who picturised the better reality of women's life caricaturing ironically the darker and tragic edge of society lampooning ridiculous and indifferent behaviour of society towards woman. R.S Pathak is perfect in his comment for Deshpande "For her portrayal of the predicament of middle class educated Indian Women, their inner conflict and quest of identity, the author has been called a feminist". In real sense Mukta Atrey and Viney Kirpa are also quite right while speaking about Deshpande who "defines freedom for the Indian Woman within the Indian socio- cultural value system and institutions. She has steadfastly resisted the temptation of creating strong glorified female heroes, and has presented the Indian woman as facing the very real dilemma of having to choose between modernity and convention".

Therefore the novel "The Binding Vine" well demonstrate the place of women in society and castigates the ruinous department of society towards women. They are abused and ill- treated under the paternal patriarchy form of social organisation. The novelist on a wider perspective condemns the inhuman, heinous, brutal physical assault that woman faces frequently, but effaced due to meagre morality of men towards women. In the very beginning, the emotionally numb Urmi after realisation of her daughter's demise learns "What's broken cannot be mended". That irreparable loss that the three Women went through can never be recovered. So we can say only be presumptuous with full lucraliveness that the "Renaissance of Women" in the enlightenment of 'feminism' will transpire someday. It's a peremptory request of a significance section of society to call for Women's emancipation and empowerment and confinement and incarceration of orthodoxical and conventional

dominion of restricted and conservative mentality of society. To conclude with this I would say “Treat Woman as a human being not as a Material Being” so that no feminist bellow any ‘Mira’, ‘Urmi’, or ‘Kalpana’ in future.

KEYWORDS

1. Feminism
2. Discrimination
3. Rights
4. Reservation
5. Expression
6. Equality

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Scope of Information Technology in Tourism Productivity Enhancement in India- A Theoretical Insight

Dr. Saurabh Dixit*

Industrial revolution has amplified significance of automation over manual processes. Information Technology has changed the way, we do business.² Information Technology has deep impact on every business. Tourism as a service deals with intangible product. There are many issues require use of information, data processing, which can be refined, reshaped and restructured by Information Technology. I.T. can be used in many fields.¹

BACKGROUND

Tourism and travel industry is unstructured and mostly organizations are small and medium enterprises. Majority of companies are using readymade software's. Operations management started in manufacturing sector. So, it is a challenge to identify functions and work on operational restructuring. Data collected from Tourism and Travel Enterprises (TTEs) can give current uses pattern and perception of stakeholders. This paper is an effort to identify operations and suggest possible changes.

LIMITATIONS OF STUDY

As, TTEs are mostly small companies. There are budget constraints. Most of the applicants are costly and require more planning. A good and efficient team (at top management) with financial strength level is also required. Tourism industry is also sensitive to sudden changes like: weather related (Tsunami, Cyclone etc.), epidemic (SAARS, Spanish flue, plague) and economic scenario (recession), political (advisories issued by countries).

These kinds of re-engineering solutions can be given by governments, DMOs where tourism is major activity.

OPERATIONAL TECHNIQUES/ SOLUTIONS

Operations classification

Inter-organizational	Intra-organizational	Extra-organizational
Seat sharing between airplane companies	Itinerary designing, costing and marketing departs in a company	Airline company with IATA
Between travel agency and hotels	—	Travel Agents with IATO/ TAAI
Travel Agent and Ground Handling Agent (GHA)	—	Travel Agents with Government

In intra-organisational operations management can design and adopt operational system as per requirement.

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DEALING APPROACHES

We can classify functions and segregate into two categories i.e. human touch and information centric.

Marketing	Information centric
Transfers, check in, check out	Human touch
Commentary at destination	Human touch + information
Hospitality	Human touch
Pre-tour briefing	HT+IC
Food & beverages	HT
Bookings, reservations, issuing boarding pass	IC
Post tour feedback	IC
Events	HT+IC
Sell	HT+IC
Accounting, Satellite accounting	IC
Geographical Positioning System (GPS)	IC
Tourist traffic management	IC+HT
Room service	HC
Visit in Wild Life sanctuary	HC+IC (location tacking)
Business travel	HC+IC (secretarial assistance i.e. internet, virtual meeting etc)
Shows	IC (Laser show)
Shows (like: folk dances, folk songs)	HC (performance is human centric), booking can be done online
Shopping	HT+IC (display information, billing, inventory)
Adventure	HT (activity)+ IC (bookings, simulators for training)
Heritage+ history	HT (commentary)+ IC (information display, storytelling, picturisation of old era)
Fair & Festivals	HT(security) + IC (security, safety, publicity)
Meetings	HT+ IC

HT: Human touch

IC: Information centric

Business Process Re-engineering

Here, manual processes are studied and changed in to automated one. These processes are now time centric and productivity guaranteed after changes in the business process. As we known banks are using ATM machines after re-engineering of withdrawal process. Many airports have

boarding pass issuing system at the airport. These systems are working 24X7 with full productivity. Passengers are also happy to work on their own.

WEB ENABLED SERVICES (WES)

There are a number of services in tourism industry changed from manual mode to web based. These services are:-

Reservation

Reservation process was manual traditionally. Later, changed to computerized reservation. But, after mobile penetration, there is shift from PC à Laptop and finally to Mobile screen or small screen. Reservations systems are now consumer centric and available in the form of apps. A number of apps provide facility of railway and air reservation through apps.

Live running status check of trains and flights

Live status check is available in apps. You can check status of particular train, flights or cargo dispatched at one place. It works 24X7 and updated after regular interval of time.

Website

Information sharing, Customer handling through chatting, collecting customers data through website, prospecting web surfers. Website can be used in two ways i.e. information or notification and booking purposes (figure-01)

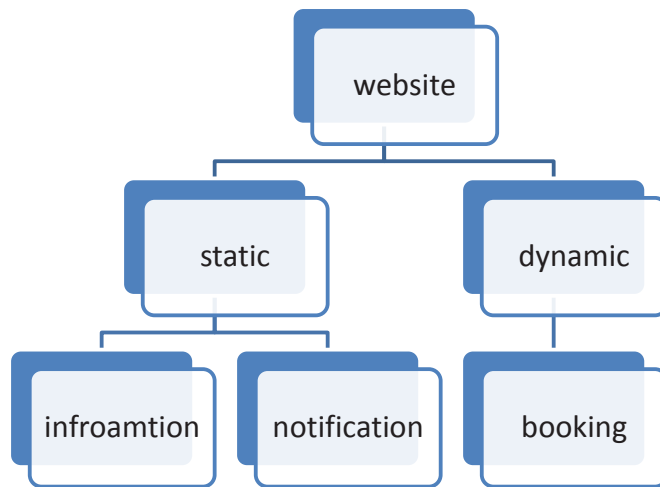


Figure 1: Use of websites in tourism

B2B functions

Many organizations sell hotels rooms to other travel companies. These rooms are purchased by booking agents. Airlines companies sell seats in bulk to their retailers or directly to customer also.

Check in

Check in process is also converted from manual to computerized one. Passengers can check in through website. Reporting time at the airport is reduced drastically by this process.

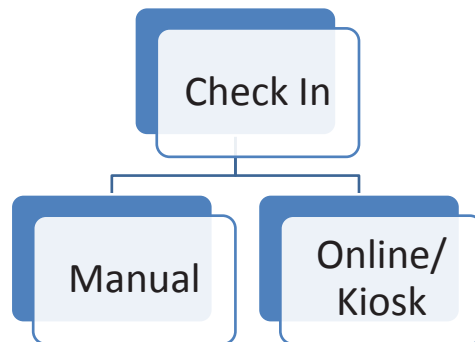


Figure 2: Check in

Benchmarking

Benchmarking means to change current services to standard one. Variables are selected from many products and model set of variables are incorporated to come out with standard solution. Benchmarking can introduce drastic changes in any tourism product in India. If a place adopt a set of basic services, then it will be a trend setter. Benchmarking has immense scope in hotels, rail journey, airlines, events, cargo & logistics etc.

Continuous improvement

Manali was a small village. When tourists started going there, people realized economic advantages and hotels, travel agencies, small shops started and now it's a well known tourist destination. IT helps to see, study and suggest points to improve in the long run. IT helps to develop a healthy tourism destination means a destination with balanced growth or sustainability. For example: carrying capacity can be calculated on regular basis and data collected by the system can be used to control tourist's traffic. It will help to control rush and crush, pollution, environmental impact as well as rush in hotels. Place will accommodate tourists as per availability of rooms.

Resources planning and management

IT is also used to plan resources required at one destination. A travel agent can calculate resources for a tour package and expedite and optimize costing part. This helps to develop a good professional package. In simplest form resource planning can be done by using electronic spreadsheet and project management softwares.

Quality

Degree of excellence in services. It is related to product and services. It can be defined as distinctive attributes in hotel services, tour package, train travel etc. Ability of tourism service to meet tourist expectations. Travel company's services are qualitative if it is up to expectation.

Quality Control

Defective out is quality control. It can be very expensive. There is some extra cost for quality control. Quality control is done after the production of services.

Quality assurance

There is assurance that quality is maintained by the company. There is assurance of sighting tiger in a wildlife sanctuary or there is assurance that tourist will be able to see snowfall.

Total Quality Management

To eliminate causes of production related defect is TQM. It can be expedited by commitment, culture, co-operation, customer focused or customer centric, control and continuous improvement.

Commitment	COMITMENT OF TOUR GUIDE or travel agent
Culture	Work culture of a travel company
Co-operation	Co-operation between tour guide and tourists
Customer focused or customer centric	Hotels must serve as per the requirements of tourists
Control	Good control over time of services at airport, in-flight services and check out
and continuous improvement	Every time tourists must get better experience

There is time restriction for pilgrims going to *Tirupati*. If coach or any other vehicle reaches early, they have to pay fine for over speeding.

Traffic control system (TCS)

Highways have been changing collection of toll tax from manual to automate. Speed is also checked on few routes. Concept of routing can be devised in few wildlife sanctuaries to safe guard from crowding at one point.

Service

One restaurant in *Bangaluru* has been using ROBOT for service. It is a new experiment, but, has advantages like: fast service and fix SoP.

Economic Order Quantity (EoQ)

It's a challenge for a company to find out when to place order for procurement for a particular requirements. Majorly resources are intangible in tourism, events and travel; so it planning on EoQ helps much and ensures economy of product by charting out details about number of procurements at what time. These functions are mostly computerized and available in the form of software.

Enterprise Resources Planning (ERP)

Enterprise resources planning ensures that all functions, departments are integrated with each other and data is stored at one place only (in fact it can be stored as mirror copy to avoid accidental

deletion). ERP consumes money and efforts both and there may be chances of delay at one link. Like: Money for accommodation will be transferred only after VISA processing. It also integrates accounts and store functions.

New Tourism product development

As such, we have only few planned tourism products in India as far as tourism destinations are concerned. But, information technology has crucial role in the form of resources planning, scheduling, budgeting, controlling. New product's viability can also be calculated by using modern techniques. India has *Akshardham Mandir*, Statue of Unity and *Hanuwantia* as new tourism destinations. Statue of Unity uses technology for virtual shows.

FINDINGS AND CONCLUSION

There is good scope to improvise tourism operations by using information technology. But, it is in nascent stage in India. Technology is mainly used for bookings, reservations, searching place, price and comparison of cost; Point of Sell (PoS) etc. But, there will be better use in future in the areas of crisis management, new product planning and control of tourism destinations.

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Significance and Relevance of Magna Carta : 800 Years Before and Today

Dr. Wijeesh Ronit Saimon*

ABSTRACT

What is Magna Carta and why is it so important? Magna Carta was a document agreed to by King John of England and the magnates of the realm on June 15, 1215. Even though the document did not seem special at the time, Magna Carta came to be used throughout English history in both symbol and substance for the rule of law and the advancement of liberty. Although Magna Carta is seldom referenced in the law today, its importance throughout history is immense. Magna Carta is often considered the first serious beginning of western constitutionalism. This is a question, in various forms, that we often read as Head of History. What is the point of learning about something that happened nearly 800 years ago? 'Magna Carta' is "Great Charter" and this great charter still has huge significance for us today as it is directly relevant on so many areas of our lives, especially those concerning bill of rights in U. S. (fundamental rights in India) and the establishment of the Human rights Act in the world. This study analyses first of all the significance of Magna Carta from today's perspective on international level and the importance of the rules.

The rules as we know today in modern societies have their base in the Magna Carta from 1215. In that time people declared that the rights of the king and nobles must be limited and that was the first step toward as we know today "democracy". The rights incorporated in the Magna Carta defined the limits what a state can do and also set boundaries in order to achieve equality between the state and the individual. The rights proclaimed with Magna Carta found their path in the French Revolution from 1789 as "Liberty, Equality and Fraternity" became symbol of democratic freedom and afterwards gave value in the conventions and other international instruments. The main purpose that was achieved with Magna Carta from today's perspective is that the rules have been implanted in the conscience of people, so they learn to obey and practice them. The Magna Carta rights are integral part of international conventions and on that way they have been taken from the states on national level so they become inevitable incorporated segment of the constitution and the laws of states. During the 20th century, a more complex world brought problems unthinkable in the medieval period but even so, when the holocaust and the horror of World War II led the members of the UN to adopt the Universal Declaration of Human Rights, Eleanor Roosevelt, one of its key thinkers, described it as the 'international Magna Carta' for human kind, demonstrating the origins of its ideas lay in the historic document of 1215. Perhaps just as important was the fact that the Magna Carta was being quoted with relevance in one of the most important documents of its time and that everyone could readily understand the ideas behind it. The Magna Carta had become a sort of beacon for fighting against oppression and lack of rights and it is this which makes it so relevant today whether we are discussing terrorism, dictatorships or the lack of basic rights in countries varied As with the past few

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years, Pakistan, Afghanistan, Iraq, Nigeria, and Syria suffered the highest levels of terrorism and North Korea, China is suffered from dictatorship.

Magna Carta marks the beginning of the process that would define the limits of what a state can do and cannot do, and it began to chart the boundaries of the relationship between the state and the individual. That is a process that is still under way, and is a perennial challenge for governments most especially for democratic governments.

Magna Carta has endured ever since as perhaps the world's first and best declaration of the rule of law, a thrilling instance of a people' limiting a rule's power by demanding right for themselves. The importance of Magna Carta can be seen also from the perspective of many other international documents regarding the limitation of the power in favor of the guaranteed human rights. In this sense, we must emphasize the importance of Magna Carta in the creation of the Constitution of the United States of America. The founders of USA while they were drafting the Constitution and the Bill of Rights, adopted certain concepts found in Magna Carta and Its influence can be seen in Part III of the Indian constitution which contains fundamental rights, described as the Magna Carta of India. The more general notion of a written statement of fundamental law binding upon the sovereign state. Also, Americans embedded principles of Magna Carta into the laws of their states and later into the Constitution and the Bill of Rights. The Fifth Amendment to the Constitution stipulates " no person shall... be deprived of life, liberty or property, without due process of law" is a direct descendant of Magna Carta's guarantee.

Magna Carta was also inspiration for the French revolution in 1789. The ideas of the French Revolution, coined in the phrases "Liberty", "Equality" and "Fraternity", triggered an enormous enthusiasm all over the Europe such as the thoughts that the individuals must be liberated from their old restricting contexts of village communities, guilds, monasteries and large families. The privileges of nobility and church should be abolished. Everybody should become free and equal individuals only bound together as brothers in the nation. "Man is born free and everywhere he is in chains: declared Jean-Jacques Rousseau in his "The Social Contract". The revolutionary French constitution was precisely such a contract, which allowed the free individuals to pursue their selfish goals restricted by the framework of the society contract only.

The problem with which world is facing nowadays is the fact that all states, even the most democratic, have natural tendency to accumulate more power that they need, and to impose more restrictions that are strictly and sensibly necessary. But the answer to every problem is not a new law, and the answer to every risk is not a new restriction. If laws become too numerous, or intrude too deeply into our private lives, than it may be necessary to review and even unmake laws previously thought useful. In June 2015 we celebrated 800 years from the proclamation of Magna Carta. It's precisely from the capacity it's had over this 800-year period of functioning as a rallying cry, a symbol An ideal of the rule of law that it's important. As we look No other document in world history has been able to function in so many times and places as the epitome of that ideal. In that sense we must point the fact that Magna Carta became "law", it created rights bestowed by the King, it has been constructed and applied ever since and it is the source of much that is good in government and public administration – including democracy, the rule of law, the separation of powers, the independence of the judiciary, trial by jury, equality before the law and even habeas corpus.

The importance of Magna Carta can be seen also in the fact that those rights survived 800 years from their proclamation. They passed over different circumstances, many civil and world wars, many destruction of the humanity and also many changes in the constitutional order of many states in the world, but still remember of the rights of Magna Carta. Hence, the conclusion is that those rights still can give knowledge to people, to remind us that we need to obey and apply them and

the most important that no one is above the law, no matter if it is a king, a president or member of Parliament, Government or even judge.

Some of the rights that derived from Magna Carta are still on force nowadays and they still apply. One of them is the rule 40 which address to: “To no one will We sell, to no one will we deny or delay right or justice”. This means that everyone is equal before the law and no one is above the law. Everyone has right to seek for justice before independence judiciary, to have faith and to believe in judicial system.

The significance of Magna Carta lies not so much in the text, but in the principles behind the text the values and concepts that support it, the idea of Magna Carta itself. The rule of law is one of those concepts and its modern meaning may conveniently be described in the words of the Secretary-General of the United Nations, António Manuel de Oliveira Guterres in 2017 “For the United Nations, the rule of law refers to a principles of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards. It requires, as well, measures to ensure adherence to the principles of supremacy of law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness and procedural and legal transparency.

The greatest contribution from the legal system regarding the rule of law toward peace in the world has been the principle that all nations should live under the Rule of Law. The concept of Rule of Law – that laws should be enacted by democratically elected legislative bodies and should be enforced by independent judiciaries – is fundamental to a free society. The knowledge that there are certain basic human rights of the individual that are enforceable even against the state has been the hallmark of our system of governance.

As it was stated before, in this paper, the rule of law has its basis in Magna Carta. This concept, fundamental to democratic forms of government, asserts that all-including a king, prime minister, or president-must abide by the laws of the nation. While Magna Carta does not specifically state that the king is subject to the rule of all, the provisions of this document establish that principle by imposing limits on the king’s power. The fact that the barons are given the authority to enforce this document in Chapter 61 of the original version reinforces the principle that the king could no longer ignore or violate established laws, traditions, or customs, nor could he arbitrarily infringe on the rights of his subjects. The king would be compelled to abide by the rule of law. Beside the rule of Magna as one constitutional principle, Magna Carta is the origin of many other such as: right to a jury, the right to a speedy trial, freedom from unlawful imprisonment, protection from unlawful seizure of property, the theory of representative government, the principle of no taxation without representation and the most important, the concept of fundamental law—a law that not even the sovereign can alter.

CONCLUSION

This study analyses first of all the significance of Magna Carta from today’s perspective on international level and the importance of the rules incorporated in the documents. The Magna Carta is considered one of the first steps taken in England towards establishing parliamentary democracy. In the century after Henry III’s version of the Magna Carta, parliament interpreted the document’s message as a right to a fair trial for all subjects. During the Stuart period, and particularly in the English Civil War, the Magna Carta was used to restrain the power of monarchs at a time when monarchs on the continent were supremely powerful. The Magna Carta has provided inspiration and support for progressive development in governance worldwide since at least its 17th century

resurrection. It has been invoked in the context of more charters of rights as we now understand them in 1948 in the United Nations Eleanor Roosevelt, the champion of the Universal Declaration of Human Rights described that instrument as a “declaration that may become the international Magna Carta for all men everywhere”.

As it was mentioned in the paper, the fact that Magna Carta this June 2015 celebrated its 800th birthday that from one sides that democracy is still alive and still exists. The ideas of Magna Carta for triumph of liberties over tyranny and limits upon sovereign power, the rule of law, independence of judiciary, rights to property etc, shows us that the rules from Magna Carta are still important and impose some rights that should be respected, but from the other side, the fact that Magna Carta exists 800 years means that there are rights which are not respected, the rights of individuals are diminished.

Nowadays there are many examples of states that became too authoritarian and over years have abused and eroded fundamental human rights and historic civil liberties. We need to restore the rights of individuals in the face of encroaching state power. Regarding the situation, we must admit that in this period we are facing with serious doubts about the rule of law and does it functioning in our state are especially when it comes to independence of judiciary. We must return the faith of citizens into the judicial organs and for that purpose we must remind ourselves what the Constitution of Republic stipulates regarding the independence of judiciary and their autonomy.

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Systems Analysis in Comparative Politics: David Easton and Beyond (An Approach to the Analysis of Political Systems)

Dr. Wijeesh Ronit Saimon*

ABSTRACT

David Easton's systems analysis is how a political system persists in the context of stability and change. Easton approaches this issue by linking the political system to its environment in an input output relationship. The emphasis is on the system's behavior regarding incoming demands and support, and the effects of these inputs as map out the consequences of behavior within a political system for the system itself and not just for its environment. Easton describes his approach as a flow model of the political system in which political processes are understood as continuous and interlinked flows of behavior. This study will examine the dynamics entailed in Easton's political systems analytic and considers their efficacy in the face of newly emerging ecologies. A main question of the study is to evaluate the theoretical adequacy of Easton's approach to contemporary conditions.

DAVID EASTON'S SYSTEM APPROACH

David Easton presented the input-output analysis in his article "The Analysis of Political Systems" published in "World Politics" in 1957. It is like a small box consists of two sets of inputs, one output and feedback mechanism to the input side. On the input side, Easton includes demands and supports. Demand is the name of pressure which flow from the environment to the political system to bring about a change in the allocations of score values. And support is the second input. It is the energy in the form of actions or orientation promoting and resisting a political system. But here the question arises what it does for society. The answer is policy-making. Here comes Easton's concept of outputs. Outputs are the decisions or policy made by authorities. Further the policies made by the authorities are supported by the people or not. Thus the response or reaction of public to the outputs are feed-back into, the input system. Again the system convert it into output. This cyclic process of input, output and feedback mechanism constitute the Easton's input-Output analysis, which make decision for the society.

INTRODUCTION

The concept of political system has acquired wide currency because it directs our attention to the entire scope of political activities within a society. System approach to political institutions and processes by the behavioural school has given birth to this new concept. Ever since the Greek philosophers spoke on Political Science, different institutions and processes which have in them some similarities explain the political institutions and processes which have in them some similarities and a difference. In the contemporary world, however, a number of American political scientists have

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set-forth the systems approach as the most useful framework in this context. The credit for applying this approach in Political Science goes to David Easton, G. A. Almond and Morton A. Kaplan. This approach has served as a convenient tool for macro analysis of political phenomena. But, the exponents of this approach differ in their visualization of the political system.

EVOLUTION

The concept of Systems Theory dates back to 1920s. Ludwig Von Bertalanffy is regarded as the earliest exponent of the general systems theory. He employed this theory for the study of Biology. It is only after the Second World War, the social scientists demanded for the unification of sciences for which they took the help of the systems theory. However, when the general systems theory in its abstract form traced back to natural sciences like Biology, in its operational form they are found in Anthropology. Then it was adopted in Sociology and Psychology. It was in the mid sixties that the systems theory became an important tool in analysis and mode of inquiry in Political Science. Among political scientists, David Easton has been the first to apply this theory to political analysis. It may be noted that this theoretical developments in Social Anthropology have had a profound impact on Political Science. The name of two sociologists, Robert K. Merton and Talcott Parsons are noteworthy in this respect. They had made significant contribution to systems framework. In Political Science, while David Easton and G. A. Almond have applied systems analysis to national politics Morton A. Kaplan has applied it to International politics.

MEANING OF POLITICAL SYSTEM

In order to understand the concept of political system, we must know what a system is. According to Ludwig Von, "it is a set of objects together with relations between the objects and between their attitudes." Morton A. Kaplan says, ".....it is a set of interrelated variables, as distinguished from the environment....." An analysis of these definitions shows that system embodies the idea of group of objects or elements stating some characteristics process. Briefly speaking, a system implies the interdependence of parts and a boundary of one component in a system change, all other components and these systems as a whole are affected. Thus, systems mean a group of individuals or things which interact with one another and the environment around.

There are different types of systems, like solar system, social system, economic system, cultural system, organic system, mechanical systems etc. However, there is a difference in the elements of other social systems from those of social system. Save the social system, in all other system, the elements are totally involved. But in social systems, the individuals are not totally involved. Only a particular of the individual is involved.

Pre-requisites

There are three basic pre-requisites of the general system theory, namely,

- (i) Concepts of a descriptive nature,
- (ii) Concepts intended to highlight the factors which regulate and maintain the system and
- (iii) Concepts concerning the dynamics of the system.

Concepts of a descriptive nature include those concepts which differentiate between open systems and closed systems or between organic and non-organic systems. Understanding of the working of the internal organization of the system, the concept of the boundary, inputs and outputs also fall under this category. Concepts intended to highlight the factors that regulate and maintain systems particularly deal with conditions responsible for regulating and sustaining the functioning

of the systems. These also involve many process variables like feedbacks, repair and reproduction entropy. On the other hand, concepts concerning dynamics of the system refer to the changes which involve fine distinction between nations of disruption, desolation and breakdown along with the study of such concepts as systemic crisis, stress, strains and the decay.

Many scholars have tried to give a precise meaning to the concept of political system. Common to most of their views is the association of political system with use of legitimate physical coercion in societies. According to Max Weber, "Political system is a human community that successfully claims the monopoly of the legitimate use of physical force within a given territory". Weber also says that the legitimate force is the thread that runs through the action of the political system, giving it its special quality and importance and its coherence as a system. Laswell and Kaplan consider political system as shaping and sharing or power with the help of threat or actual use of 'severe deprivations' for non-compliance. Robert Dahl defines political system as "Any persistent pattern of human relations that involves power, rule or authority".

The aforesaid definitions of the political system have been severely criticized by Almond. According to him: Max Weber only provides a definition of a state that a political system. Lasswell and Kaplan fail to explain the concept, "severe deprivation" as such he has failed to distinguish between the political systems and other systems. To Almost Robert Dahl also has failed in distinguishing political systems and other systems which also has failed in distinguishing political systems and other systems which also has failed in undistinguishing political systems and other systems which also has failed in distinguishing political systems and other systems which also enjoy power.

Easton's views on Political System

David Easton defines political system as "Authoritative allocation of values with threat or actual use of deprivations to make them binding of all". An examination of Easton's definition shows that it implies three things:

- (i) Allocation of values
- (ii) Allocation as authoritative and
- (iii) Authoritative allocation is binding on society, which are the chief concern of the political system. As such, to David Easton, political system means systems of interaction in any society through which binding or authoritative allocations are made.

Almond's views

Almond defines political system as, "The system of interaction to be found in independent societies which perform the functions of integration and adaptation both internally and externally by means of employment of more or less, legitimate physical compulsion". This definition indicates three important aspects of the political system, namely;

- (i) A political system is a concrete whole which influences and is influenced by the environment. It uses legitimate force as a measure of last resort,
- (ii) There is no interaction between roles and play, and
- (iii) Existence of boundaries.

Comprehensiveness means that the political system includes all systems. Out of these above aspects, we find that the definition of Almond ascribes three characteristics to the political system:

- (i) Comprehensiveness,
- (ii) Interdependence and
- (iii) Existence of boundaries.

Comprehensiveness means that the political system includes all types of interactions that take place among the roles and structures of the systems. Further, political system includes both formal and informal institutions as well as processes. Interdependence means close connections between the components or elements of the political system. A change in one element produces changes in all other elements. Boundary implies a line of demarcation between the political systems and other systems. According to Egeue Mehan, Almond's definition of political systems combines Weber's definition of the state, Easton's conception of authoritative allocation and Talcott Parson's view of the functions of political system in the society.

System and Sub-system

Before analyzing the features of the political system we must make a distinction between systems and sub-systems. According to Robert Dahl, one system can be an element, or subsystem of another system. For example, earth is a subsystem of the universe. Accordingly, the legislature is a subsystem of the political system and the political system is a sub-system of the social system. It should be noted that the systems theory has been applied to political analysis in three different ways;

- (i) Political system is viewed as a "guided missile" seeking political goals,
- (ii) Political system is viewed as "converter" of inputs into outputs and
- (iii) Political system is considered as "kind of structures" performing particular types of functions.

According to the first concept, political system acts like a guided missile, which automatically hits the target. Its components operate in a way that automatically adjusts the course of the system in the light of pressures, both internal and external, towards its goal. In regard to the second concept, political system essentially functions as a converter. It converts the inputs into outputs. The third concept refers to the structural function analysis of Almond. Originally this was developed by Talcott Parsons and Marion Levy. However, Almond has adopted it in political science. This concept indicates that the political system is composed of particular for the maintenance of the system.

Characteristics of Political System

The political system has the following characteristics:

1. It has its own boundary.
2. It lives in environment.
3. The political system is an open and adaptive system.
4. It is self regulatory in character.
5. It is comprehensive in nature.
6. It is composed of certain structures having specific functions.
7. There is interdependence of the parts of the political system.
8. Political system is an ongoing system and dynamic in character.

Political system, according to Easton, is the most inclusive system of behavior in a society for the authoritative allocation of values. It functions within certain boundary. It is this boundary that separates the political system from other social systems. Easton lays down four criteria on the basis of which the political system can be differentiated from other social systems.

These are:

- (i) the extent of distinctions of political roles and activities from other roles and activities, or conversely, the extent to which they are all embedded in limited in limited structures, such as, the family or kinship groups,

- (ii) The extent to which occupants of political roles from a separate group in the society and possess a sense of internal solidarity and cohesion.
- (iii) The extent to which other hierarchies, based upon wealth, prestige or other non-political criteria and
- (iv) The extent to which the recruitment processes and criteria of selection differ for the occupants of political as contrasted with other roles.

Political system lives in environments. In other words, political life as a system of behavior is situated in the environment. The environment of the political system comprises of social and physical surroundings. Environment of the political system can be categorized into two types: intrasocietal and extra societal. Further, intrasocietal environment may be subdivided into ecological, biological, personality and social environments. Extra societal environment is also equally subdivided. Intrasocietal environment refers to the environment that lays out side the national system. It means environment at the international level. It includes political system of all other countries and international political organizations like the UN, International Court of Justice, etc and the international economic, social, cultural and demographic systems.

All political systems are both open and adaptive in character. Since political systems live in environment, it is open to influence from the environment. Political system is always exposed to influence from the intra and extra societal environments. It is constantly receiving from other systems, to which it is exposed to a stream of events and influences that shape the conditions under which its members act. Such influences put pressure on the functioning of the political systems, which are stresses of the system. However political systems continue to persist even in the face of such stresses. Stress refers to the challenges that disturb the normal functioning of the political system, sometimes to the extent of its total failure. Sometimes stress may arise within the political system does not mean that there will be no change in the system. On the other hand, every political system undergoes changes. The degree of change determines the persistence or failure of the system. As long as the political system regulates the stresses, the political system continues to persist. It does so even through bringing changes within the system itself. Hence, a changed political system is said to persist.

Political system is a self-regulating system. It can change, correct and readjust its processes and structures in face of activity which threatens to disrupt its own functioning. A political system even copes with the disturbances by seeking to change its environment. Consequently, the exchanges between its environment and itself are no longer stressful. It may be noted that a political system has the capacity for creative and constructive regulation of disturbance. It has, therefore dynamism of its own. It has a purpose of its own. It continues to move according to its fundamental purpose, as it is self-regulating. There are a large number of mechanisms in the political system on the basis of which the political system tries to cope with the environments. It has regulatory mechanisms of its own through which it can either push back the stresses or allow creeping into the system which may retard its velocity as well as volumes. There are four broad types of regulatory mechanism and reduction mechanism.

Political system is comprehensive in character it includes all kinds of institutions, roles and functions as well as processes which are political in nature. In other words, both formal and informal structures, processes and functions concerning political life of a man come under the preview of the political system. As such, it comprises the executive, legislature, judiciary, political parties, pressure groups, interest groups, the press, radio, television elites etc who perform roles relating to the political sphere of mankind.

According to G. A. Almond, all political systems are composed of certain structures and these structures perform same kind of functions. And these functions are essential for the survival of the

system these structures are well differentiated and some of such structures combine, a sub-system or a system emerges. It may be noted that political structures are 'multi-functional' in nature.

Political system performs a number of functions which are required to keep the system in working order. These are functional requirements of the system. According to Almond, political systems can be compared in terms of their structures and functions and accordingly can be classified as traditional, transitional and developed. Generally, a political system performs, two types of functions input and output functions. When David Easton divides input functions into demands and supports. Almond talks of interest articulation and interest aggregation, though initially he included in it both political socialization and recruitment and political communication. On the other hand, Easton refers to policy decisions as output functions, whereas, Almond points out to rule application and rule-adjudication as the output functions of the political system.

It is already pointed out that the political system is composed of certain structures. These are essential elements of the political system. There is interdependence among these elements or parts. It means when one part is affected; disruption in the working of any one part affects the normal functioning of the entire system. There is close inter-connectedness among these elements, which make it a system. As such, Almond says "political system is that system of interaction which is found; in all independent societies, which performs the functions of integration and adoption.

Political system is an ongoing system. It continues to exist as long as it regulates the stresses successfully. In order to do so, it performs the capability functions, as Almond redress to. It is the ability of the political system to sustain in front of the challenges. The capability functions of the political system are categorized into four types, namely, extractive capability, regulative capability, distributive capability, symbolic capability and responsive capability. Through such capabilities the political system maintains itself, if necessary brings changes in its structures and functions. Hence, the political system is dynamic.

Today the term 'political system' has been preferred to the term state or government because it includes both formal informal political institutions and processes those continue to exist in a society. Systems approach to political institutions by the behavioural school has given birth to this new concept. The credit for applying this approach in Political Science goes to David Easton, G. A. Almond and Morton A. Kaplan. However, the concept of systems theory dates back to 1920s when Ludwig Von applied this theory for the study of Biology. Then the theory was adopted in Anthropology, Sociology, Psychology and Political Science. Easton happens to be the first political scientist to employ this theory in explaining political phenomena. Morton A. Kaplan made this theory more popular in explaining international issues. According to this theory, political behavior is conveyed as a system and the political system is defined as "Authoritative allocation of values with threat or actual use of deprivations to make them binding on all". It is the

system of interactions to be found in independent societies which performs the functions of integration and adaptation both internally and externally by means of employment of, more or less, legitimate physical compulsion. A political system has three important characteristics, namely, comprehensiveness, interdependence and existence of boundaries. However the features of a political system are openness, adaptiveness, comprehensiveness, self-regulating, ongoing etc. It is composed of a number of structures which have specific functions. These functions are categorized as input and output functions. A political system performs these in order to maintain itself.

Input-out analysis of David Easton

David Easton is the first political scientist who introduced the concept of system to politics, together with a vocabulary of inputs and outputs, demands and supports and feedback during the

early 1950s. He considered the political system as the basic unit of analysis and focused on the infra-system behavior of different systems as chief areas of investigation through the application of system theory.

EASTON'S DEFINITION

Easton defines political system as “a set of interaction, abstracted from the totality of social behavior, through which values are authoritatively allocated for a society”. As such, political system is one among other forms of social systems. It is that part of the social system through which ‘authoritative allocations of values are made’. Easton’s systems analysis is also known as input-output analysis, or conversion process. To him, political system receives inputs from the environments in form of demands and supports and converts these into outputs in form of policies or decisions. Input-output analysis considers the political system as both open and adaptive. The chief focus of this approach is on the nature of communication and transaction that take place between the political system and other systems that stands around it. The political system is exposed to various influences from other systems and accordingly reacts to such influences. Input-output theory therefore, systematically, or scientifically makes a study of the relationship between the political system and its total environment.

It should be noted that it is authoritative allocation as distinguished from mere allocation that makes it political in nature. Hence, all the roles and structures that constitute to make authoritative allocation as distinguished from mere allocation may be said to constitute the political system. According to Easton, “The Political system is the most inclusive system of behavior in a society for the authoritative allocation of values”. Political system functions within a certain boundary, and it is this boundary which separates political system from other social systems.

ENVIRONMENT OF THE POLITICAL SYSTEM

Political system lives in environment, which means political life as system of behavior dissertated in environments. The environment of the political system comprises of social and physical surroundings. Easton divides environment into two broad categories intra-societal and extra societal. Intra-societal environment comprises that part of the social and physical environment that lies outside the boundaries of a political system and yet within the same society. Intra-societal environment is further sub-divided into four types –

- (a) Ecological
- (b) Biological
- (c) Personality and
- (d) Environment.

Ecological environment refers to the physical environment and non-human organic conditions of human existence. Physical environment means geographical environments like climate, territory, topographic features like forests, rivers, mountains and physical resources, techno-human organic conditions, on the other hand, refer to the nature, location, and accessibility of good-supply and other flora and fauna that can be utilized by the members of a political system. Biological environment includes the genetic and hereditary traits of the individuals. So far as the political system is concerned, elements of cooperation and rationality inherited by an individual help the former to endure. Personality environment refers to the personality of a political system, and also outside it. Further, the other social systems that include the cultural, economic, religious, demographic systems etc. generally influence the functioning of any types of political system.

The extra societal environment, on the other hand, stands not only outside the political system but also outside the national boundary. In other words, it is the international environment which includes political systems of other countries and international organizations like the U.N., SEATO, NATO, International Court of Justice, and the International economic, social, cultural and demographic systems as well.

REGULATORY MECHANISM

The political system is always exposed to the aforesaid environment and therefore it is influenced by the environments. The political system, according to Easton, is linked with its environment through the process of inputs and outputs. Influences of these flow into the political system put stress on the political system. Swerves are the challenges that disturb the normal functioning of the system, sometimes to the extent of its total failure. Stress may arise within the political system through authoritative allocation of values so that the system continues to persist. The system has its own regulatory mechanism as it is self-regulatory in character. There are four broad types of regulatory mechanism, namely, gate keeping, cultural, communication and reduction mechanisms.

Gate keeping mechanism operates at the boundary of the political system. It is designed to regulate the flow of wants, or demands from entering the system and becoming articulated demands. Cultural mechanism prevents any kind of demands which contradict the norms, culture, values or practices that are prevailing in a particular kind society. Through communication mechanism, on the other hand, the political system establishes certain communication channels through which demands are persuaded or pressurized to flow through in the process. The political system also has a number of reduction processes (mechanism) by which demands may be forced to convert themselves into specific issues without which they would not be able to feed to conversion process of the political system in a proper way

INPUTS OF POLITICAL SYSTEM

It should be noted that if the stresses are communicated to the political system in the form of inputs, chiefly, there are two types of inputs

- (a) Demands and
- (b) Supports.

Demands and supports are received by the system from the environments-both intra-societal and extra societal.

Demand is an expression of opinion that an authoritative allocation with regard to particular subject matter should or should not be made by those responsible for doing so.

Demands upon the political system may be sub-classified into four types like,

- (a) Demands for laws, educational opportunities, transportation, roads, health facilities, security etc;
- (b) Demands for the regulation of behavior like provision for public safety, control over markets, rules pertaining to traffic control, etc;
- (c) Demands for the participation in political processes-right to vote, to hold office to organize political association etc.
- (d) Demands for information and communication, like, demands for the affirmation of norms, communication of policy intent from and degrees for intensity. These demands are communicated to the political system through such agents as religious leaders, elites, caste leaders, political parties, pressure groups, mass media etc.

Support, on the other hand, means giving obedience and showing loyalty to the political system and its processes.

There are also four types of supports that correspond to the demands, namely,

- (a) Material,
- (b) Obligatory
- (c) Participatory and
- (d) Symbolic supports.

The citizens services at different political institutions. Obligatory supports include obedience to rules, laws and regulations. While participatory supports refer to exercise of franchise contesting in the elections and participation's decision making processes symbolic supports include giving attentions to government communication manifestation of deference, or respect to public authorities, symbols and ceremonials.

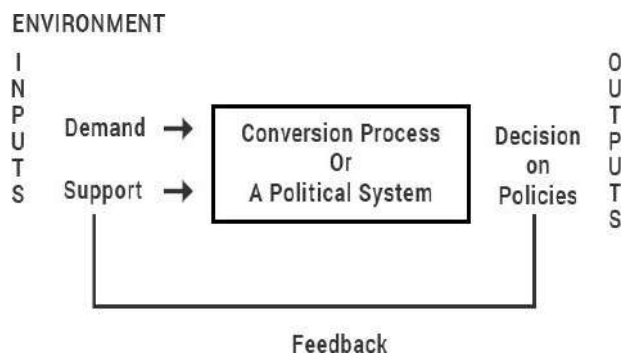
It should be noted that if the political system and the elites acting in their roles are to process demands effectively, supports must be received from other social systems, and also from individuals acting in the political system. Generally speaking, demands affect the policies or goals of the system, while supports provide the resources which enable a political system carry out its goals. According to Easton, supports can be classified into two types (a) specific and (b) diffuse supports. Support is specific when it is for a particular cause. It is diffuse, when it is in the form of loyalty, obedience of laws, or payment of taxes.

OUTPUTS OF POLITICAL SYSTEMS

Outputs, on the other hand, as already stated are the 'decisions' and actions of the political system. There are four types of transactions on the output side, which correspond closely to the supports. These are extractions, regulations of behavior, allocation of goods and symbolic outputs. Outputs not only help to determine each succeeding round of inputs that finds its way into the political system. This process is described as the feedback loop.

Feedback is an important type of response to suppress stress in a political system. It is a dynamic process through which information about the reactions of the people on the decision of the system is communicated back to it, in such a way, as to affect the subsequent behavior of the political system. Since a political system, according to Easton, is primarily interested in persistence, this information is essential to the authorities who take decisions for the system. David Easton calls it a 'Flow model' of the political system as the political processes involve a continuous and interlinked flow of behavior.

Easton's explanations can be put forth in the following diagram.



The aforesaid model is self explanatory. It is from this diagram we see that influences from the environments constantly flow into the political system in form of inputs, which are converted within the system into outputs in form of policy decisions. The reactions of the society to such policy-decisions are again transmitted to the political system in form of inputs through the feedback loop. The whole reactions are again transmitted to the political system as Easton brings us to the conclusion that for him, the political system is basically, 'the input- output mechanism dealing with political decisions and the activities associated with these conditions'.

Merits of Easton's Approach

Easton's analysis has been accepted as scientific and most systematic. His method of analysis has the merit of going beyond the equilibrium approach. It recognizes change and dynamism in the system. He draws clear distinction between system maintenance and system persistence, though he concentrates more on the study of system persistence. He has emphasized on the preservation of essential variable within their 'critical ranges'. His conceptual framework consists of standardized set of concepts. According to Oran Young, 'Easton's analysis'

- (a) Rejection of traditional concepts,
- (b) Use of new concepts,
- (c) Setting fourth of comprehensive conceptions and
- (d) Emphasis on inter-disciplinary endeavor in theory construction.

CRITICISMS

On the other hand, Easton's analysis has been criticized on certain grounds by different scholar. It is rightly said that his theory has less applicability in a dictatorial model of political system. Orex Young says that his model does not help us to analyze the problem of distribution power among men and closes in society. It does not answer the question posed by Lasswell as to the distribution of power between whom, where and why. R. H. Chilcote observes that his analysis can be criticized on three aspects.-

- (i) Conceptual prospectors,
- (ii) Operational possibilities and
- (iii) Ideological orientations.

CONCLUSION

However, it must be admitted that Easton's model of political system is a major tool of political analyses. It provides us with a broad framework for analysis of political roles. It has established a systemic approach to the study of political behavior.

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वैश्विक महामारी में भारत की अंतरराष्ट्रीय स्तर पर उदारवादी नीति : कोविड-19 के संदर्भ में

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विश्वव्यापी महामारी से पूरी दुनिया चिंतित है और कई स्तरों पर इसकी रोकथाम के लिए कोशिशें जारी हैं अधिकतर देशों में इस विश्वव्यापी महामारी ने बड़ी संख्या में लोगों को संक्रमित किया है और आज एक भयावह आपदा की स्थिति पैदा हो चुकी है भारत के प्रधानमंत्री नरेंद्र मोदी ने अंतरराष्ट्रीय स्तर पर मानवतावादी व उदारवादी नीति अपना कर इस समस्या के प्रभाव व प्रसार से विभिन्न देशों के लोगों को बचाने की दिशा में सराहनीय पहल की है प्रधानमंत्री नरेंद्र मोदी भारत की उदार छवि की प्रतिबद्धता को पुनर्जीवित करने के लिए सचमुच इच्छुक हैं।

यह सही और स्वागतयोग्य हैं अगर सचमुच में राजनीतिक इच्छाशक्ति है, तो इस प्रयास के साथ और आगे बढ़ा जा सकता है।

यह आगामी दिनों में ही पता चल सकेगा कि इस दिशा में क्या प्रगति हो रही है ऐसा राजनीतिक, आर्थिक, सामाजिक व अन्य विभिन्न तकनीकी सहयोगों के बारे में भी कहा जा सकता है कोरोना वायरस की रोकथाम की कोशिशों के भारत के अनुभवों से अन्य देश फायदा उठाना चाहते हैं और जानकारी साझा करना चाहते हैं, इसके लिए भी हमें कुछ दिन इंतजार करना चाहिए एक ओर कोरोना की तात्कालिक और गंभीर चुनौती को देखते हुए ऐसे प्रयास स्वागतयोग्य हैं, वहीं दूसरी तरफ हमें अमेरिका, यूरोप, ब्रिटेन, एशिया की वर्तमान स्थिति विशेषकर भारत और पाकिस्तान के संदर्भ में पृष्ठभूमि को देखने की आवश्यकता है।

भारत और अन्य देशों में विभिन्न सरकारों की नीतियों को लेकर आंतरिक स्तर पर जन भावनाओं का दबाव रहता है द्विपक्षीय और बहुपक्षीय सहयोग की संभावनाओं और आशाओं पर इन दबावों का बहुत प्रभाव पड़ता है हाल में भारत सरकार के कुछ निर्णयों की बड़ी तीखी प्रतिक्रिया कुछ पड़ोसी देशों में हुई है।

कोरोना वायरस से विश्व की लड़ाई में अचानक से भारत की अहमियत बढ़ गई मुझे ये लगता है कि भारत की यह अहमियत संकट के समय में उसकी उदार छवि को और प्रभावी बना सकती है भारत में बनने वाली मलेरिया की दवाई हाइड्रॉक्सीक्लोरोक्वीन की मांग सुपरपावर अमेरिका से लेकर तकनीक की दुनिया में अपनी धाक रखने वाले इजरायल तक कर रहे हैं भारत ने सबको यह दवाई उपलब्ध कराई और सबने तारीफ भी की यहां तक कि जो कश्मीर पर पाकिस्तान के साथ थे वो भी भारत से ये दवाई मांग रहे हैं शायद मलेशिया और तुर्की कश्मीर पर अब उस तरह से पाकिस्तान की तरफदारी न कर पाएं भारत अब तक 13 देशों को इस दवा की आपूर्ति कर चुका है और अभी भी दुनिया के कई देश इसके लिए कतार में हैं भारत कुल 55 देशों को हाइड्रॉक्सीक्लोरोक्वीन की सप्लाई कर, कर रहा है जिसमें अमेरिका-ब्रिटेन से लेकर युगांडा जैसे देश शामिल हैं।

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भारत हाइड्रॉक्सीक्लोरोक्वीन का सबसे बड़ा उत्पादक देश है और हर साल 5 करोड़ डॉलर के मूल्य का निर्यात करता है अंतरराष्ट्रीय स्तर पर हाइड्रॉक्सीक्लोरोक्वीन उत्पादन में अकेले भारत की 70 फीसदी की हिस्सेदारी है अफ्रीका के कुछ देशों और लैटिन अमेरिकी देशों को मानवता के नाते दवाई निर्यात करने के फैसले को लेकर भी भारत की तारीफ हो रही है ब्राजील के राष्ट्रपति जैर बोल्सानारो और इजरायल के प्रधानमंत्री बेंजामिन नेतन्याहू ने भी हाइड्रॉक्सीक्लोरोक्वीन भेजने के लिए शुक्रिया अदा किया। यूके समेत कई अन्य देश भी भारत का आभार व्यक्त कर चुके हैं।

हाइड्रॉक्सीक्लोरोक्वीन को कोरोना वायरस की लड़ाई में खेल परिवर्तक (गेमचेंजर) बताने वाले अमेरिकी राष्ट्रपति डोनाल्ड ट्रंप ने भी भारत का गुणगान किया ट्रंप ने ट्वीट किया, असाधारण वक्त में दोस्तों के सहयोग की जरूरत और बढ़ जाती है। हाइड्रॉक्सीक्लोरोक्वीन पर फैसले के लिए भारत और भारत के लोगों को शुक्रिया प्रधानमंत्री नरेंद्र मोदी के नेतृत्व में भारत कोरोना से लड़ाई में पूरी मानवता पर उपकार कर रहा है।

प्रधानमंत्री नरेंद्र मोदी ने भी ट्रंप के ट्वीट के जवाब में दोनों देशों के बीच मजबूत संबंधों पर जोर दिया प्रधानमंत्री नरेंद्र मोदी ने लिखा, मैं आपसे पूरी तरह सहमत हूँ मुश्किल वक्त दोस्तों को और करीब लाता है भारत-अमेरिका की साझेदारी पहले से भी ज्यादा मजबूत हुई है भारत कोरोना वायरस से लड़ाई में मानवता की हरसंभव मदद करेगा हम इस लड़ाई को मिलकर जीतेंगे कोरोना वायरस की त्रासदी आने के बाद से प्रधानमंत्री नरेंद्र मोदी ने दुनिया के कई देशों से संपर्क किया और इस लड़ाई में एकजुटता दिखाई मार्च महीने में प्रधानमंत्री नरेंद्र मोदी ने दक्षिण एशियाई सहयोग संगठन (साक) देशों के लिए कोरोना वायरस फंड का ऐलान किया और एक करोड़ डॉलर देने की पेशकश की भारत नेपाल, भूटान, श्रीलंका, अफगानिस्तान, बांग्लादेश, मालदीव, मॉरिशस और सेशेल्स को भी भारत हाइड्रॉक्सीक्लोरोक्वीन दवा भेजेगा कश्मीर पर खुलकर पाकिस्तान का समर्थन करने वाले देश तुर्की और मलेशिया ने भी भारत से इस दवा को भेजने का अनुरोध किया है दोनों देशों के साथ भारत के कूटनीतिक रिश्ते पिछले कुछ समय से काफी तनावपूर्ण हो गए थे भारत ने दवा की एक बार भेज दी है और मलेशिया सरकार ने दूसरी बार भेजने की अपील की है भारत की इन कोशिशों से दुनिया में भारत की कूटनीतिक स्थिति भी मजबूत हो रही है।

कुछ हद तक भारत ने कई देशों से साख (गुडविल) कमाई है विभिन्न देश इस बात को जानते हैं कि चीन पीपीई (पर्सनल प्रोटेक्टिव एक्विपमेंट) और वेंटिलेटर्स का जरूरत से ज्यादा उत्पादन करता है लेकिन भारत उससे अलग है, वह पैसे कमाने के लिए नहीं बल्कि अंतरराष्ट्रीय सद्भावना और एकजुटता के लिए वास्तविक कुर्बानी दे रहा है। ये मदद भारत के लिए दूसरे देशों में सद्भावना तो पैदा करेगी लेकिन महामारी नियंत्रित होने के बाद देश किस तरह से कूटनीतिक रिश्ते आगे बढ़ाते हैं, उस परिदृश्य में ये एक महत्वपूर्ण पहलू साबित हो सकता है इसलिए मुझे ये नहीं लगता है कि इस चीज को बहुत बढ़ा-चढ़ाकर पेश करने की जरूरत है हां, इतना जरूर है कि भारत भी जब इन देशों से कोई मदद मांगेगा तो उसकी इस उदारता को नजरअंदाज नहीं किया जा सकेगा।

प्रधानमंत्री नरेंद्र मोदी ने कहा था, "हम अलग-अलग होकर नहीं, बल्कि एक साथ मिलकर ही कोरोना वायरस का अच्छी तरह मुकाबला कर सकते हैं " उन्होंने विभिन्न देशों को भारत द्वारा जनवरी के मध्य से भारत में प्रवेश करने वाले सभी लोगों की जाँच के बारे में भारत द्वारा उठाये गए कदमों की जानकारी दी

थी सबसे महत्वपूर्ण बात यह थी कि प्रधानमंत्री नरेंद्र मोदी ने "कोविड-19 आपात् निधि" की स्थापना का सुझाव भी दिया इस निधि के लिए भारत ने +10 मिलियन डॉलर का आरंभिक योगदान भी किया उन्होंने कोविड-19 से प्रभावित देशों से भारतीय नागरिकों के साथ-साथ पड़ोसी देशों के नागरिकों को भी बाहर निकालने में मदद की इससे यही स्पष्ट होता है कि भारत सरकार "पहले पड़ोस" की अपनी घोषित नीति का पालन संकट के समय भी करती है सचमुच भारत ने अपने नागरिकों के साथ-साथ बांग्ला देश, म्याँमार, श्री लंका और नेपाल के नागरिकों को भी स्वदेश वापस लाने में मदद की भारत-पाक दुश्मनी के बावजूद भारत ने पाकिस्तानी छात्रों को भी वुहान (चीन) से स्वदेश लाने की पेशकश की थी, लेकिन पाकिस्तान ने इस पेशकश को स्वीकार नहीं किया।

भारत ने संकट काल में सहायता की जो उदार पेशकश की है उसे महामारी के मौजूदा फैलाव से भी आगे बढ़कर जारी रखा जाए भारत अपने सकल घरेलू उत्पाद (GDP) का लगभग 3.66 प्रतिशत (सार्वजनिक) स्वास्थ्य सेवाओं पर खर्च करता है और फ्रांस जैसे देशों के मुकाबले उसका (सार्वजनिक) स्वास्थ्य तंत्र बहुत कमजोर है फ्रांस और जर्मनी अपने सकल घरेलू उत्पाद (GDP) का क्रमशः 11.5 और 11.1 प्रतिशत खर्च करते हैं भारत का यह प्रतिशत सार्क के कुछ सदस्य-देशों के बराबर है या फिर उनसे भी कम है इसलिए भारत और एशिया के सहयोगी देश बहुत ही सीमित संसाधनों और बहुत कम कोरोना आपात् निधि के साथ इस विश्वव्यापी महामारी से लड़ने में जुटे हुए हैं इस निधि में भारत, मालदीव (+200,000) और भूटान (+100,000) की निधि शामिल है लेकिन स्वास्थ्य ढाँचे की सीमाओं के बावजूद सफलता प्राप्त करके भारत ने यह सिद्ध कर दिया है कि वह कठोर कदम उठाकर कोरोना वायरस की रोकथाम करने में सफल रहा है।

सार्क के सभी सदस्य-देशों की स्वास्थ्य प्रणालियों के सामने इसी तरह चुनौतियाँ और कमियाँ हैं और इटली और स्पेन जैसे देशों में हर रोज होने वाली हजारों मौतों के गंभीर संकट को देखते हुए इन सभी देशों की स्वास्थ्य प्रणालियाँ गंभीर संकट के कारण चरमराने लगी हैं निश्चय ही भारत और अन्य देशों ने इन उपायों को सही ढंग से लागू किया है और इसके कारण कोरोना वायरस का यह संकट टल भी सकता है विश्वव्यापी महामारी से लड़ने के लिए मोदी की यह रणनीति और अन्य देशों द्वारा प्रदर्शित चिंता एक बेहद सकारात्मक राजनीतिक कदम है भले ही प्रधानमंत्री मोदी और भारत के लिए यह कदम छोटा हो, लेकिन अंतरराष्ट्रीय स्तर पर यह बहुत बड़ा कदम है, क्योंकि कोरोना वायरस जैसे विश्वव्यापी महामारी के लिए अंतरराष्ट्रीय राजनीतिक सीमाएँ कोई मायने नहीं रखतीं इसलिए इसमें सहयोग बढ़ने की अपार संभावनाएँ निहित हैं।

जब मोदी ने क्षेत्रीय दक्षिण एशिया सहयोग संघ (SAARC) के अपने समकक्ष साथियों के साथ वर्चुअल बैठक की थी और इस बैठक के दौरान इस विश्वव्यापी महामारी से बचने के लिए क्षेत्रीय स्तर पर समन्वित उपायों पर चर्चा की गई थी 11 मार्च को भारतीय अधिकारियों ने भारत में विदेशियों का प्रवेश रोकने के लिए एक महीने के लिए आधिकारिक तौर पर सभी वीजा निलंबित या रद्द कर दिए और विदेश की यात्राओं को रोकने के लिए चेतावनी जारी कर दी और विदेश से भारत आने वाले सभी लोगों के लिए 14 दिनों का संगरोध (क्वारेन्टाइन) लागू कर दिया भारत ने कोविड-19 से प्रभावित देशों की सूची जारी करते हुए तमाम देशों के लोगों के भारत में प्रवेश पर रोक लगा दी इस सूची में यूरोप अधिकांश देश शामिल थे।

कोरोना के खिलाफ भारत और विभिन्न देशों के प्रयास पर्याप्त हैं या नहीं, यह वक्त बताएगा, पर इस संकट के समय प्रधानमंत्री मोदी की पहल और विभिन्न देशों के लिए चिंता का सार्वजनिक प्रदर्शन सकारात्मक राजनीतिक घटना है। यह प्रधानमंत्री मोदी और भारत का छोटा-सा कदम भले था, पर अंतरराष्ट्रीय स्तर पर यह बहुत बड़ा कदम है, लेकिन यह देखना अभी बाकी है कि भारत मौजूदा वैश्विक महामारी से निपटते हुए अंतरराष्ट्रीय स्तर पर राजनीतिक अर्थव्यवस्था में पुनः अपनी अहमियत परिभाषित करने में सफल होता है या नहीं।

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COVID-19 महामारी भारत में उच्च शिक्षा क्षेत्र में प्रभाव और रणनीति

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सार (ABSTRACT)

वर्तमान वैश्विक महामारी (कोविड-19) जिसका हम सामना कर रहे हैं के परिणामस्वरूप, दुनिया भर में विश्वविद्यालय और महाविद्यालय के प्रोफेसरों और छात्रों को उनके घरों तक सीमित होने के लिए मजबूर कर दिया है। उच्च शिक्षा अलग-थलग है, और संकाय और छात्र पूरी तरह से तकनीक-मध्यस्थता शिक्षण सीखने के नए मानदंड से जूझ रहे हैं। भारत में मानव संसाधन विकास मंत्रालय (MHRD) और विश्वविद्यालय अनुदान आयोग (UGC) ने उच्च शिक्षण संस्थानों (HEI) को निर्देश दिया कि लॉकडाउन के बीच शिक्षण और शिक्षण प्रक्रिया के लिए आभासी मंच (Virtual platforms) का उपयोग करें। देश भर में कई उच्च शिक्षण संस्थानों ने पहली बार ऑनलाइन शिक्षण विधियों की शुरुआत की है। इसके विपरीत, सवाल यह है कि पूरे देश में इन प्रयासों के कार्यान्वयन की स्थिति क्या है और कौन से कारक इसे प्रभावित कर रहे हैं?, हालांकि यह अध्ययन बताता है कि इस तरह के प्रयास विकासशील देशों में एक चिंता का विषय है। छात्रों का एक बड़ा वर्ग जो पहले से ही गरीबी रेखा पर है, ऐसी सुविधाओं का उपयोग करने के लिए हार्डवेयर, गैजेट्स और उपकरणों से वंचित हैं। ऑनलाइन व्याख्यान में भाग लेना उन हजारों, लाखों छात्रों के लिए एक सपना है, जो गरीबी रेखा पर है, व न्यूनतम इंटरनेट कनेक्टिविटी के साथ देश के ग्रामीण क्षेत्र और आदिवासी बेल्ट से संबंधित हैं।

उच्च शिक्षा के लिए यह समझना आवश्यक है कि छात्रों के बुनियादी ढांचा और आवश्यक तकनीकी संस्थानों, और क्षेत्रों में समानता नहीं है। कोविड-19 एक मानवीय संकट के रूप में उभरा है जिसने सर्वव्यापी रूप से लगभग हर चीज को प्रभावित किया है। महामारी से उपजी अनिश्चितता सांख्यिकीय अनुमानों से परे है। विश्व व्यवस्था की सामान्यता को बहाल करने के प्रयास प्रयोगों, शोधों और सहयोगों के माध्यम से अपनी प्रगति पर हैं। कोविड-19 के खिलाफ लड़ाई में अंतिम सफलता एक दवा के आविष्कार के बाद ही सकारात्मक परिणाम हो सकती है। इस बीच, विकल्प सामाजिक दूरी बनाए रखना और अन्य निवारक रणनीतियों का पालन करना है। हालांकि, यह समय महत्वपूर्ण परीक्षण, नवाचारों और उपलब्ध तंत्रों के उचित उपयोग के लिए पर्याप्त अवसर लेकर आया है, जिन्हें पहले लागू किया जाना मुश्किल था। एक आशाजनक व्यवस्था जो हम देख सकते थे वह उच्च शिक्षा के क्षेत्र में है, हालांकि इस तरह के प्रयासों की भयावहता विकासशील देशों में एक चिंता का विषय है। भारत में, मानव संसाधन विकास मंत्रालय (MHRD) और विश्वविद्यालय अनुदान आयोग (UGC) ने उच्च शिक्षण संस्थानों (HEI) को निर्देश दिया कि लॉकडाउन के बीच शिक्षण-शिक्षण प्रक्रिया के लिए आभासी मंच (Virtual platforms) का उपयोग करें। देश भर में कई उच्च शिक्षण संस्थानों ने पहली बार

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ऑनलाइन शिक्षण विधियों की शुरुआत की है। इसके विपरीत, सवाल यह है कि पूरे क्षेत्र में इन प्रयासों के कार्यान्वयन की स्थिति क्या है और कौन से कारक इसे प्रभावित कर रहे हैं? देश के विभिन्न हिस्सों के रुझान संकेत देते हैं कि इस तरह के प्रयास कार्यान्वयन स्तर पर गंभीर हैं। सिवाय, सरकार के कुछ उच्च शिक्षण संस्थानों, साथ ही निजी क्षेत्र और अन्य संस्थानों में वर्चुअल प्लेटफॉर्म का प्रबंधन करने के लिए अच्छी तरह से सुसज्जित नहीं हैं। ऑनलाइन सीखने की प्रक्रिया के कार्यान्वयन के लिए कई उच्च शिक्षण संस्थानों के पास बुनियादी ढाँचा और तकनीकी परिदृश्य नहीं है। बड़ी संख्या में शिक्षकों और छात्रों ने कभी ऑनलाइन शिक्षण-शिक्षण के तौर-तरीकों का प्रयास नहीं किया। उसी के अचानक कार्यान्वयन ने छात्रों और शिक्षकों के बीच भ्रम और अनिश्चितता पैदा की है। उच्च शिक्षण संस्थानों जिसमें पहले से ही ऑनलाइन लर्निंग मोडेलिटी के घटक होते हैं, लॉकडाउन और दूर से सीखने से ज्यादा प्रभावित नहीं थे। हालांकि, वास्तविकता यह है कि ऐसे संस्थान भारत और विकासशील देशों में संख्या में मामूली हैं।

कोविड-19 के बीच निराशाजनक तथ्य यह है कि भारत में उच्च शिक्षण संस्थानों का एक बड़ा हिस्सा और विकासशील देश उन शैक्षिक तकनीकों को तैयार करने के लिए सक्षम नहीं है जिनका दुनिया के अन्य हिस्सों में अच्छा उपयोग किया गया है। दूसरी ओर, कई शिक्षण संस्थानों ने शिक्षण-अधिगम प्रक्रिया के लिए उचित रूप से अपने लर्निंग मैनेजमेंट सिस्टम (सूडै) होने के बाद भी ऐसे उपायों का उपयोग नहीं किया है। इसके बजाय, प्राथमिकता शिक्षण और मूल्यांकन के पारंपरिक तरीके के लिए थी।

महाविद्यालय (कॉलेजों) का मामला फिर से गंभीर है, जहां बुनियादी ढांचे और तकनीकी कारक संभावित बाधाओं के रूप में रहते हैं। ऑनलाइन मोड में शिक्षण-शिक्षण गतिविधियों को जारी रखने पर सरकार के लॉकडाउन और उसके बाद के निर्देशों की घोषणा ने भारत के अधिकांश उच्च शिक्षण संस्थानों में भ्रम पैदा किया है। अनुमान यह भी रेखांकित करते हैं कि ऑनलाइन कक्षाओं का संचालन करने वाले अधिकांश उच्च शिक्षण संस्थानों में छात्रों की आशाजनक भागीदारी नहीं है। निश्चित रूप से, सरकारी और निजी क्षेत्र के कुछ प्रमुख संस्थान में भागीदारी है।

आइए देखें कि संस्थागत और ढांचागत बाधाओं के अलावा इस महत्वपूर्ण समय में आभासी मंच में छात्रों को शामिल करने के लिए बाधा के रूप में क्या कार्य करता है। अनिवार्य रूप से, सामाजिक-आर्थिक और क्षेत्रीय कारक ऑनलाइन प्लेटफॉर्म तक पहुंचने और उसकी रिकॉर्डिंग करने में महत्वपूर्ण भूमिका निभाते हैं। छात्र ग्रामीण इलाकों से संबंधित हैं, संकाय द्वारा दूर स्थान से आयोजित लाइव इंटरैक्टिव सत्र में भाग लेने के लिए उच्च गति के इंटरनेट कनेक्शन के बारे में नहीं सोच सकते हैं। देश भर के विभिन्न विश्वविद्यालयों और कॉलेजों के सहकर्मी भी ऑनलाइन पहुंच के लिए प्रमुख बाधा के एक ही मुद्दे को रेखांकित करते हैं। क्या यह एकमात्र बाधा है जिसका हम सामना कर रहे हैं? जवाब न है। छात्रों का एक बड़ा वर्ग जो पहले से ही गरीबी रेखा पर है, ऐसी सुविधाओं का उपयोग करने के लिए हार्डवेयर, गैजेट्स और उपकरणों से वंचित हैं। इस प्रकार, वर्तमान में उपलब्ध प्रयास सामाजिक और आर्थिक रूप से वंचित छात्रों की न्यूनतम भागीदारी वाले शहरों और कस्बों के कुलीन और मध्यम वर्ग के छात्रों के लिए काफी हद तक सुलभ हैं। ऑनलाइन व्याख्यान में भाग लेना उन हजारों छात्रों के लिए एक सपना है, जो न्यूनतम इंटरनेट कनेक्टिविटी के साथ देश और क्षेत्र के ग्रामीण और आदिवासी बेल्ट से संबंधित हैं। छात्रों की विविधता का एक ही तथ्य, विशेष रूप

से सार्वजनिक रूप से वित्त पोषित उच्च शिक्षण संस्थानों में, निचले स्तर की भागीदारी का प्रमुख कारण है। लॉकडाउन के बीच, ऑनलाइन मोड में परीक्षा आयोजित करने के प्रस्ताव थे, और कुछ पहले से ही प्रयोग कर चुके हैं। हालांकि, भारत में सरकारी निकायों के हालिया संकेत बुनियादी ढांचे और छात्रों से संबंधित कारकों पर विचार करते हुए ऐसे उपायों की दूर की संभावनाओं को रेखांकित करते हैं। सार्वजनिक विश्वविद्यालयों के कई शिक्षकों ने ऑनलाइन परीक्षा आयोजित करने के विचार पर भी चिंता जताई है। वास्तव में, तकनीकी कारकों और छात्रों की विविधता के कारण भारत में इसे लागू करना एक कठिन कार्य है।

निस्संदेह, कोविड-19 अब अनिश्चितता बनी हुई है। अभी तक कोई सुराग नहीं है कि भविष्य की शैक्षिक गतिविधियों के लिए आगे की कार्रवाई के पाठ्यक्रमों को कैसे नियोजित किया जाए। शैक्षिक निकाय और उच्च शिक्षण संस्थानों गंभीरता से शैक्षणिक कैलेंडर और अन्य तंत्र के संशोधनों पर काम कर रहे हैं ताकि शिक्षण गतिविधियों को बनाए रखा जा सके। हम इस महामारी से क्या सीख सकते हैं, विशेष रूप से उच्च शिक्षा के लिए? हम भविष्य में इसी तरह की परिस्थितियों का सामना करने के लिए उच्च शिक्षण संस्थानों को कैसे लैस कर सकते हैं या अन्यथा शिक्षा की गुणवत्ता में सुधार कर सकते हैं? इसका समाधान तकनीकी, सामाजिक और आर्थिक है।

सबसे पहले, शिक्षण-शिक्षण और उसके प्रबंधन में प्रौद्योगिकी एकीकरण आवश्यक है। ऑनलाइन शिक्षण के क्षेत्र में अब प्रकट होने वाले प्रयास एक अंतरिम व्यवस्था नहीं होनी चाहिए। प्रयास को मुख्यधारा की सीखने की प्रक्रिया में निरंतर और एकीकृत किया जाना चाहिए। ऑनलाइन रिक्त स्थान के उपयोग का अर्थ केवल ऑनलाइन शिक्षण नहीं है बल्कि, यह एक व्यापक विचार है, जहां एलएमएस लर्निंग मैनेजमेंट सिस्टम द्वारा मूल्यांकन सहित संपूर्ण वितरण और शिक्षण का प्रबंधन किया जाना है। यह वर्तमान मूल्यांकन तंत्र के संशोधन पर गंभीरता से काम करने का समय है, जिसमें अपर्याप्त मूल्यांकन के साथ अंतिम अवधि की परीक्षाओं पर अधिक ध्यान केंद्रित किया गया है। एलएमएस और अन्य आभासी प्लेटफार्मों का उपयोग निरंतर आकलन के लिए बेहतर किया जा सकता है जो अधिक व्यावहारिक, क्षेत्र-आधारित और अनुप्रयोग-उन्मुख हैं, जो छात्रों की महत्वपूर्ण और रचनात्मक सोच को समृद्ध करता है। इस तरह के उपायों में कदम रखना भी छात्रों और शिक्षकों के उचित उन्मुखीकरण के साथ होना चाहिए, छात्रों के कार्यों की मौलिकता और उचित मूल्यांकन तंत्र सुनिश्चित करना।

विकासशील देशों में सरकारों और उच्च शिक्षण संस्थानों को सामाजिक-आर्थिक रूप से वंचित छात्रों को सशक्त बनाने पर ध्यान देना चाहिए। ऐसे छात्रों को इलेक्ट्रॉनिक उपकरणों की खरीद और उन तक पहुँच के लिए छात्रवृत्ति और सहायता के रूप में सहायता प्रदान की जानी चाहिए जो मिश्रित तरीके से सीखने की सुविधा प्रदान करते हैं। विश्वविद्यालयों और कॉलेजों को भी छात्रों की संख्या के अनुपात में ऐसी सुविधाओं को बढ़ाना चाहिए। क्षेत्रीय संतुलन को बनाए रखने के लिए ध्यान दिया जाना चाहिए, विशेष रूप से ग्रामीण और आदिवासी बेल्ट में स्थित उच्च शिक्षण संस्थानों के लिए बढ़ी हुई धनराशि के रूप में सहायता प्रदान की जानी चाहिए वर्तमान संकट जिसका हम सामना कर रहे हैं, कोविड-19 के परिणामस्वरूप, उच्च शिक्षा में वितरण और मूल्यांकन की वर्तमान प्रणाली के विनियोग को सक्षम करना चाहिए। प्रौद्योगिकी एकीकरण, निर्विवाद रूप से, विकासशील देशों में भारत और अन्य देशों में शिक्षा के आधुनिकीकरण के लिए आवश्यक

है। इसी समय, ऐसे प्रयासों को सामाजिक-आर्थिक कारकों पर विचार करना चाहिए, जिसमें क्षेत्र-विशिष्ट मुद्दे और छात्र विविधता शामिल हैं।

संक्षेप में, एक दशक से अधिक समय से भारत ने विश्वविद्यालय के छात्रों के लिए ई-लर्निंग (एक पारंपरिक कक्षा के बाहर शैक्षिक पाठ्यक्रम का उपयोग करने के लिए इलेक्ट्रॉनिक तकनीकों इंटरनेट का उपयोग करना रहा है। ज्यादातर मामलों में, यह एक कक्षा, कोर्स, प्रोग्राम या डिग्री को संदर्भित करता है जो पूरी तरह से ऑनलाइन वितरित किया जाता है।) की ओर कदम बढ़ाए हैं। यह अब और अधिक महत्वपूर्ण हो गए हैं, क्योंकि विश्वविद्यालयों ने कोविड-19 महामारी के कारण अनिश्चित काल के लिए उच्च शिक्षण संस्थानों को बंद कर दिया है। लेकिन सवाल यह है कि यह व्यवस्था कितना प्रभावी है। ऑनलाइन उच्च शिक्षा लगभग एक दशक से अधिक समय से है। इसने पूर्व-कोविड- युग में पारंपरिक शिक्षा प्रणाली को क्यों नहीं संभाला यह पहले से ही एक आदर्श क्यों नहीं है जब पूर्व-कोविड युग में बड़े पैमाने पर व्यवसाय पहले से ही ऑफलाइन से ऑनलाइन हो गए, तो उच्च शिक्षा ऑनलाइन क्यों नहीं हुई है कई दक्षता और प्रभावशीलता के कारणों ने इस लहर को प्रभावित किया है, बेशक, पोस्ट कोविड- युग में भी, ऑफलाइन या पारंपरिक शिक्षा मॉडल अप्रचलित नहीं होंगे, मिश्रित कक्षा सीखने की वर्तमान प्रणाली और ऑनलाइन मोड का एक संयोजन जो मिश्रित तरीके से सीखने की सुविधा प्रदान करते हैं संस्थान और शिक्षक, सामग्री और संदर्भ के अनुसार दो विवेकपूर्ण रूप से मिश्रण करेंगे जो एक आदर्श प्रणाली होगा। हालांकि कोविड- 19 महामारी ने विश्वविद्यालयों को अपने पाठ्यक्रम ऑनलाइन लाने के लिए मजबूर किया है। इस बात से इंकार नहीं किया जा सकता है। कोविड-19 के बाद हम एक नए मॉडल के उभरने की उम्मीद कर सकते हैं यह एक नए शैक्षिक प्रतिमान के साथ सिर्फ एक कदम है। यह आगामी दिनों में ही पता चल सकेगा कि इस दिशा में क्या प्रगति हो रही है यह बहुत सराहनीय कदम है, लेकिन यह देखना अभी बाकी है कि भारत के ग्रामीण व दूरस्थ आदिवासी क्षेत्रों में कितना प्रभावी एवं सफल होता है।

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A Study of Learning Readiness of High Secondary School Students

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RESEARCH SUMMARY

The objective of present research was to study the learning readiness of the high secondary school students. The study was conducted based on their gender, area and standard of study. Wherein, the students studying in the Gujarati medium high secondary schools of Ahmedabad city were taken as population and studied. Self-designed learning readiness test tool was used as research tool in the present study and data was gathered using the tool by survey method. The hypotheses were tested using **t-test** as per the gathered data and their findings were appraised. The learning readiness of the girls was found high according to their gender based learning readiness. The learning readiness of the students from Village area was found high according to their area based learning readiness. The learning readiness of the students studying in 12th standard was found high according to their standard of study based learning readiness.

A STUDY OF LEARNING READINESS OF HIGH SECONDARY SCHOOL STUDENTS

Introduction

A man possesses many inborn abilities since their birth. Their abilities experience a sense of excitement while coming in contact with the external environment. With the impact of external environment, they feel sensation through their senses. This sensation reaches to the central point of their mind and is analyzed there. Hence, the man experiences perceptible knowledge. This way, the inborn abilities of man are used frequently. The development of a man is done as a result of frequent use of these abilities. Later usage becomes easier after first time usage. A child gains new methods of working and behaving as his age increases. He becomes mature due to the process of development. Thus, change of a type happens in the behavior of a child at the end of such experiences and training. This means that the capability of doing physical and mental activities which were not there in a child by birth, is gained by him as a result of experience and training. Such gained abilities or the usage of such abilities in integration with the atmosphere of by-birth abilities will be called as a process of learning. This means that the experiences that are gained by a child at different stages of his life, we will call such experiences as study in terms of psychology. Experiences are our reactions with the situations. Furthermore, the reflections of man's previous experiences fall on the future experiences also and as a result of that, his future experiences may change as well. Hence, the man's reactions change due to the process of study.

The researcher has decided to conduct research to know the learning readiness of the students studying in higher secondary schools in the present study.

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Problem Statement

A STUDY OF LEARNING READINESS OF HIGH SECONDARY SCHOOL STUDENTS

Definitions of Key Words

Learning Readiness

- **Theoretical Definition**
Readiness is a psychological event according to the educational principle of Thorndike. It is necessary to have the readiness of the experimental character for the catalyst to flow in the marrow. And generates complexity if it is not the same. Only satisfactory events can be learnt. This principle of Thorndike creates the readiness principle. This is called as learning readiness when this process is integrated with the learning process.
- **Practical Definition**
The learning readiness of the students studying in the higher secondary schools will be considered as their scores on the learning readiness test created and standardized by the researcher in this research.

Objectives of the Research

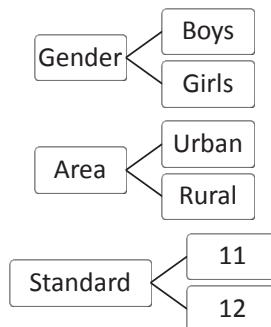
Some objectives were decided before the commencement of this research. That are as below.

- To create and standardize the learning readiness test prepared for the students studying in the higher secondary schools.
- To study the learning readiness of the students studying in the higher secondary schools in context with their gender.
- To study the learning readiness of the students studying in the higher secondary schools in context with their area.
- To study the learning readiness of the students studying in the higher secondary schools in context with their standard.

Variables of the Research

Variables included in this research are shown below.

- Independent Variable



- Dependent Variable
Learning Readiness

Hypotheses of the Research

Below mentioned null hypotheses are created for the present research.

- Ho₁** There will be no significant difference between the average scores on the learning readiness test of the boys and girls studying in the higher secondary schools.
- Ho₂** There will be no significant difference between the average scores on the learning readiness test of the students from City area and students from Village area studying in the higher secondary schools.
- Ho₃** There will be no significant difference between the average scores on the learning readiness test of the boys and girls from City area studying in the higher secondary schools.
- Ho₄** There will be no significant difference between the average scores on the learning readiness test of the boys and girls from Village area studying in the higher secondary schools.
- Ho₅** There will be no significant difference between the average scores on the learning readiness test of the students of 11th standard and the students of 12th standard studying in the higher secondary schools.
- Ho₆** There will be no significant difference between the average scores on the learning readiness test of the boys and girls studying in 11th standard in the higher secondary schools.
- Ho₇** There will be no significant difference between the average scores on the learning readiness test of the boys and girls studying in 12th standard in the higher secondary schools.

Population and Sampling of the Research

Population

The students studying in the Gujarati medium higher secondary schools of the Ahmedabad city will be selected as the population in the present research.

Sampling

In this research, the selection of the students was done using stratified randomized selection method and cluster selection method and hence, the sampling will be done using multilevel sample selection method.

Importance of the Research

- The level of learning readiness of the students can be known through the study of present research.
- The similarity or the difference between the learning readiness among the girls and the boys can be known.
- The learning readiness of the students belong to different areas can be known.

Research Tool

Below mentioned tools will be used for data collection in the present research.

(i) Learning Readiness Test

Learning readiness test will be used after completion of its design and standardization process.

RESEARCH METHOD

Surveying method will be used in the present research as the objective of the research is to study the learning readiness of the students studying in the higher secondary schools of Gujarat state which is a very large population for data collection.

Limitations of the Research

Present research will only be limited for the students studying in the higher secondary schools in Gujarati medium.

Method of Data Collection

Students studying in the higher secondary schools in all the Ahmedabad city were selected as sample in the present research and their principals were met personally by the researcher with permission, were given the learning readiness test and then data collection was done.

Technique of Data Interpretation

The hypotheses were evaluated by the calculation of t-ratio which was done on the basis of the numerical calculations done on the scores of learning readiness test.

Ho₁ There will be no significant difference between the average scores on the learning readiness test of the boys and girls studying in the higher secondary schools.

V	N	M	SD	SED	T
Boy	57	279.0877	50.1518	7.9834	1.753639
Girl	43	288.6395	29.03717		

It is clear from the table 1.1 that the value of t-test is less than the tabular value of the same at level 0.05 and hence, the null hypothesis that there will be no significant difference between the average scores on the learning readiness test of the boys and girls studying in the higher secondary schools is accepted at level 0.05.

Ho₂ There will be no significant difference between the average scores on the learning readiness test of the students from city area and students from village area studying in the higher secondary schools.

V	N	M	SD	SED	T
City	55	279.0364	50.73325	8.214454	1.217366
Village	45	288.2778	30.50556		

It is clear from the table 1.2 that the value of t-test is less than the tabular value of the same at level 0.05 and hence, the null hypothesis that there will be no significant difference between the average scores on the learning readiness test of the students from city area and the students from village area studying in the higher secondary schools is accepted at level 0.05.

Ho₃ There will be no significant difference between the average scores on the learning readiness test of the boys and girls from City area studying in the higher secondary schools.

V	N	M	SD	SED	T
Boy	29	270.1379	62.79865	13.08969	0.152792
Girl	27	289.7593	30.89478		

It is clear from the table 1.3 that the value of t-test is less than the tabular value of the same at level 0.05 and hence, the null hypothesis that there will be no significant difference between the average scores on the learning readiness test of the boys and girls from City area studying in the higher secondary schools is accepted at level 0.05.

Ho₄ There will be no significant difference between the average scores on the learning readiness test of the boys and girls from Village area studying in the higher secondary schools.

V	N	M	SD	SED	T
Boy	29	288.431	32.94502	8.940174	1.45411
Girl	16	286.750	26.07681		

It is clear from the table 1.4 that the value of t-test is less than the tabular value of the same at level 0.05 and hence, the null hypothesis that there will be no significant difference between the average scores on the learning readiness test of the boys and girls from Village area studying in the higher secondary schools is accepted at level 0.05.

Ho₅ There will be no significant difference between the average scores on the learning readiness test of the students of 11th standard and the students of 12th standard studying in the higher secondary schools.

V	N	M	SD	SED	T
11	55	285.7727	29.03631	6.651298	1.653813
12	44	286.8636	35.666		

It is clear from the table 1.5 that the value of t-test is less than the tabular value of the same at level 0.05 and hence, the null hypothesis that there will be no significant difference between the average scores on the learning readiness test of the students of 11th standard and the students of 12th standard studying in the higher secondary schools is accepted at level 0.05.

Ho₆ There will be no significant difference between the average scores on the learning readiness test of the boys and girls studying in 11th standard in the higher secondary schools.

V	N	M	SD	SED	T
11 Boy	33	284.4394	32.48611	7.832012	1.404492
11 Girl	22	286.8636	25.43036		

It is clear from the table 1.6 that the value of t-test is less than the tabular value of the same at level 0.05 and hence, the null hypothesis that there will be no significant difference between

the average scores on the learning readiness test of the boys of 11th standard and the girls of 11th standard studying in the higher secondary schools is accepted at level 0.05.

Ho₇ There will be no significant difference between the average scores on the learning readiness test of the boys and girls studying in 12th standard in the higher secondary schools.

V	N	M	SD	SED	T
12 Boy	24	285.5	41.73328	11.15992	0.268819
12 Girl	21	290.5	33.03728		

It is clear from the table 1.7 that the value of t-test is less than the tabular value of the same at level 0.05 and hence, the null hypothesis that there will be no significant difference between the average scores on the learning readiness test of the boys of 12th standard and the girls of 12th standard studying in the higher secondary schools is accepted at level 0.05.

FINDINGS

Findings of the present study are as follows.

- (i) It is found from the average scores of the learning readiness test of the students studying in the higher secondary schools that between the average scores of boys and the girls, the learning readiness of girls is higher.
- (ii) It is found from the average scores of the learning readiness test of the students studying in the higher secondary schools that between the average scores of the students from city area and the students from village area, the learning readiness of the students from village area is higher.
- (iii) It is found from the average scores of the learning readiness test of the students studying in the higher secondary schools that between the average scores of the boys from city area and the girls from city area, the learning readiness of the girls from city area is higher.
- (iv) It is found from the average scores of the learning readiness test of the students studying in the higher secondary schools that between the average scores of the boys from village area and the girls from village area, the learning readiness of the boys from village area is higher.
- (v) It is found from the average scores of the learning readiness test of the students studying in the higher secondary schools that between the average scores of the students studying in 11th standard and the students studying in 12th standard, the learning readiness of the students studying in 12th standard is higher.
- (vi) It is found from the average scores of the learning readiness test of the students studying in the higher secondary schools that between the average scores of the boys studying in 11th standard and the girls studying in 12th standard, the learning readiness of the girls studying in 11th standard is higher.
- (vii) It is found from the average scores of the learning readiness test of the students studying in the higher secondary schools that between the average scores of the boys studying in 12th standard and the girls studying in 12th standard, the learning readiness of the girls studying in 12th standard is higher.

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Effect of Inquiry Based Instruction on Academic Achievement of Secondary School Students

Dr. Rajinder Kaur Gill* and Amrita Sodhi**

ABSTRACT

The present study has been designed to study the effect of Inquiry Based Instruction on academic achievement in science of secondary school students. A pre-test and post-test design was administered in order to analyze and interpret the data on the mean gain academic achievement scores in science of experimental and control groups. The total sample of 60 students of senior secondary school situated in south west district of New Delhi was drawn. In order to obtain two matched group of students, Dr. Jalota's general Intelligence Test was used. Two groups were formed consisting of 30 students each. The findings of the study revealed that the Inquiry Based Instruction was more effective than the traditional teaching approach. Furthermore, it also exhibits that mean gain score of high student's intelligence of experimental group was significantly higher than the control group.

INTRODUCTION

Inquiry based Instruction has its origins in antiquity, and is discernible in the teaching of Confucius and Socrates. The vision for education outlined in Alberta Education's (2010) emphasizing Inquiry based Instruction has a long ancestry in the west. This spirit of inquiry has a strong historical antecedent in Ancient Greece and the questioning method employed by Socrates when engaging in dialogue with his interlocutors. Ross (2003) wrote that "in the Socratic method, the classroom experience is a shared dialogue between teacher and students in which both are responsible for pushing the dialogue forward through questioning". In this understanding of inquiry, both the teacher and the student ask probing questions meant to clarify the basic assumptions underpinning a truth claim or the logical consequences of a particular thought. Richard Suchman coined the term Inquiry training model in 1960's.

While this spirit of inquiry within the Western tradition may have emerged in Ancient Greece, the term itself can be traced back to the middle of the 13th century through the Latin word *inquirere*, which literally means "to seek for." This spirit of inquiry and scientific discovery took hold on a wider scale during the European Enlightenment beginning in the 18th century (Friesen, 2013). In the modern era, these historical threads of inquiry found a home in the work of John Dewey in the early part of the 20th century. As one of the key leaders of the progressive movement in education, Dewey, who had worked as a science teacher, encouraged teachers to use inquiry as the primary teaching strategy in their science classrooms. Modeled on the scientific method, the particular process of inquiry Dewey (1910) advocated involved "sensing perplexing situations, clarifying the problem, formulating a tentative hypothesis, testing the hypothesis, revising with rigorous tests, and acting on the solution" (Barrow, 2006, p. 266). Dewey was critical of transmission-based pedagogies that emphasized acquiring facts at the expense of fostering modes of thinking and attitudes of the mind related to the ways scientific knowledge

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is created. Philosophers as early as Spinoza in the 17th century purported that knowledge is found in the manipulation of ideas rather than the transmission of facts. However, he was largely responsible for promoting 'learning by doing' (Dewey, 1938). McMaster University, Canada, has been teaching using IBL for over twenty years (McMaster University, 2007). Despite a lengthy history, the literature base for IBL is at best patchy and diffuse, and although there are several recent volumes that describe the teaching and provide readers with a range of examples (Alford, 1998; Bateman, 1990; Lee, 2004; and Weaver, 1989), most literature appears in pockets amidst educational and disciplinary journals.

Inquiry based Instruction is a pedagogy which enables the students to acquire knowledge and the key attributes is the learning stimulated by inquiry. It is a child-centred approach where a child moves to self directed learning and an active approach to learning. Inquiry learning involves developing questions, making observations, selecting methods for experimentation collecting, analysing, interpreting data and finally outlining possible explanations. It is an approach to teaching and learning that places the students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002).

According to Prince and Felder (2006), "In Inquiry based Instruction students are presented with a challenge, such as a question to be answered, an observation or data set to be interpreted, or a hypothesis to be tested and accomplish the desired learning in the process of responding to that challenge". Fleron and Hotchkiss (2014), "Inquiry based Instruction is an approach to teaching and learning in which the classroom environment is characterized by students being the active participant while the teachers' role is decentralized".

Traditional science classrooms are teacher centered with demonstrations and lectures, while inquiry-based classrooms are supported by the learners' real world experiences (Colburn, 2007). Also, traditional science instructional strategies limit the creativity of both students and teachers. As a result, science teachers need to employ alternative instructional strategies to improve student's achievement (Ellis, 2001). Ollendik (2003) revealed that academic achievement is defined as the Knowledge and Skills that an Individual learns through direct instruction. Achievement test measures what a person has learned, where as aptitude test assess a person's potential of learning. Subramanyam (2008) states that academic Achievement is usually defined in three ways –the grades the students earn in the School, their performance on standardized tests of achievement, or the number of years of schooling completed. According to Kaur (2011) academic achievement means successful accomplishment or performance in a particular area or areas.

Many studies have been taken up on Inquiry based instruction in teaching learning process. Gormally and Brickman (2009) studied the effect of Inquiry based learning on academic achievement. The science literacy assessment was a 30 question multiple-choice. The science literacy assessment test reliability, using a Cronbach Alpha analysis, was $\alpha = 0.73$ for Spring 2007, showing high performance in post test. Taylor and Bilbrey (2012) conducted a research on the effectiveness of Inquiry based Instruction on 5th grade science and mathematics school students in Alabama, USA. The school changed the science and mathematics curriculum for a period of 3years. A statistical analysis showed significant improvement in the academic achievement of students. Mishra and Yadav (2013) studied the effect of Inquiry Based Instructions on the achievement of 7th grade science students of Shri kanwartara High School of khargone district of M.P. Sixty students were randomly selected and further divided into two groups of 30 each. The t-value showed significant difference in the academic achievement of both the groups. Wells and Matthews (2015) conducted a review of various studies pertinent to SBAE, inquiry-based learning theory, and student achievement. In total, 45 ($N = 45$) resources were identified and used as a part of this study. They found that inquiry-based learning

has been a long-standing staple in SBAE, particularly in terms of increasing the achievement of agriculture students. Hariyanto and Joyaotmojo (2019) develop English learning materials based on Inquiry approach to study students' academic achievement. Result of statistical test between pretest and posttest in experimental class showed the significance level was $0.000 < 0.05$. The result of paired T test in control class was $0.007 < 0.05$. The result of independent sample test between experiment and control class showed that the significance level was $0.004 < 0.05$. It can be concluded that inquiry-based learning materials can be a tool to promote students' academic achievement.

SIGNIFICANCE OF THE STUDY

Science is a subject of experiments. No concept is accepted without a proof and a proper explanation supported by experimentation, whether it is physics, chemistry or biology. They are very close to the world we live in. There is nothing which the student has to study virtually; all things have evident proof behind its acceptance. The idea of teaching science by inquiry method allows students to encourage, explore and experiment with their own concepts about science. Thus the present study is undertaken so that there is conceptual clarity among students, thereby leading to better understanding of the subject matter by relating it to the real world and experiencing how things are happening around him. From review of literature it is very clear that studies have been conducted on higher level of education and the investigator is of the view that conceptual clarity and understanding is more important at primary and secondary stage of education. It will help students to play the role of the researcher and think in the direction which promotes research in different fields in higher classes which will ultimately lead to the progress of the country. This will motivate the students to take up research Thus this study will help students to approach the topic from the point of inquiry, thus leading them to more information, views and providing them with the raw material needed to construct knowledge. It will help in concept clarity, understanding and thus academic achievement increases.

OBJECTIVES

1. To compare the mean gain scores of academic achievement of 7th class students of experimental and control group.
2. To compare the mean gain scores of academic achievement of 7th class students with respect to their high and average intelligence.

HYPOTHESES

1. There is no significant difference in the mean gain scores of academic achievement of 7th class students of experimental and control group.
2. There is no significant difference in the mean gain scores of academic achievement of 7th class students with respect to their high and average intelligence.

SAMPLE

The sample of the study was comprised of 60 students of 7th class of R.D.Rajpal Public School, New Delhi, affiliated to Central Board of Secondary Education, New Delhi. In order to obtain two matched group of students, Dr. Jalota's general Intelligence Test was administered on 100 students of class 7th. On the basis of intelligence test 60 school students were selected and divided into two different groups i.e. experimental and control group of 30 students each. Both experimental and control groups will be further divided into two groups i.e. 15 in high intelligence, 15 in average level respectively.

DESIGN

The study was experimental in nature. A pre-test post-test design was employed. The experimental group was taught through Inquiry based Instruction and control group was taught through traditional approach. In the present study, Inquiry based Instruction was an independent variable and academic achievement was a dependent variable.

TOOLS USED

The tools used in the study were:

1. Group Test of General Mental Ability by Dr. S.S. Jalota was used for matching the groups on the basis of intelligence.
2. Academic Achievement Test in Science was developed by the investigator.
3. Twenty lesson plans based on Inquiry based Instruction prepared by the investigator.

PROCEDURE

After the sample was selected and the students were allocated in the groups for different instructional approaches, the experiment was conducted in three phase as following:

Phase I: Pre- Experimental Stage: A pre-test of Academic achievement test was administered to the students of both the experimental and control group. The answer sheets were scored to acquire the information regarding the previous knowledge of the students.

Phase II: Experimental Stage: The treatment was given to the experimental groups in this stage. The experimental groups were taught through Inquiry based instruction. 20 lessons based on Inquiry based instruction in science were taught to students. On the other hand, the control group was exposed to conventional teaching. The content was selected from prescribed C.B.S.E. science text book for class 7th. Same topics were taught to all groups by same teacher.

Phase III: Post-Experimental Stage: After the completion of the course, post-test (same academic achievement test) was administered to the students of both groups. The answer sheets were scored with the help of scoring key. The scores of experimental and control group were correlated in accordance with their pre-test and post-test scores. The difference between pre-test and post-test scores was the gain achievement scores.

ANALYSIS AND INTERPRETATION OF THE RESULTS

The analysis of the data was subjected to statistics such as, mean, standard deviation and t-ratio techniques.

Results

The results are presented in Table1 and 2.

Table 1: Showing t-ratio of mean gain academic achievement scores between experimental and control group.

Group	N	Mean	S.D.	t-ratio	Significance Level
Experimental Group	30	9.34	2.48	3.68*	0.01
Control Group	30	7.29	2.01		

*Significant at the 0.01 level of significance
(Critical Value 2.00 at 0.05 and 2.66 at 0.01 levels, df 58)

Table 1 exhibits that the experimental group has mean gain score 9.34, which is higher than the mean gain score of 7.29 of control group. The t-ratio for analyzing the significance of difference in mean gain achievement scores of experimental group and control group is 3.68, which is significant at the 0.01 level of significance, as compared to table value (t, 58). Consequently, the hypothesis H1: There will be no significant difference in the mean gain scores of academic achievement of 7th class students of experimental and control group, is rejected. Hence, the results point out that experimental group taught through Inquiry based instruction outperformed control group taught through traditional methodology as indicated by the higher mean gain achievement scores in science of experimental group. The results were supported by Gormally and Brickman (2009), Mishra and Yadav (2013), Wells and Matthews (2015) and Hariyanto and Joyaotmojo (2019).

Table 2: Showing t-ratio of mean gain academic achievement scores between high and average intelligence students.

Group	N	Mean	S.D.	t-ratio	Significance Level
High Intelligence	30	9.96	2.55	2.80	0.01
Average Intelligence	30	7.14	1.98		

**Significant at the 0.01 level of significance
(Critical Value 2.00 at 0.05 and 2.66 at 0.01 levels, df 58)

Table 1 exhibits that the high intelligence students has mean gain score 9.96, which is higher than the mean gain score of 7.14 of average intelligence students. The t-ratio for analyzing the significance of difference in mean gain achievement scores of high intelligence students and average intelligence students is 2.80, which is significant at the 0.01 level of significance, as compared to table value (t, 58). Consequently, the hypothesis H2: There will be no significant difference in the mean gain scores of academic achievement of 7th class students with respect to their high and average intelligence, is rejected. In that event, the results point out high intelligence students outperformed average intelligence students on mean gain achievement scores in science. The results are supported by Wu and Hsieh (2006) who conducted a study on sixth graders science students and found that there was significant difference in their academic achievement, especially of those who were lower test achievers. Bailey (2018) found that that the students of experimental group outperformed the students of control group as there was enhancement their history learning and improved understanding of the concepts. It also showed that high, average and low academic abilities students gained on post test scores, but they exhibit different achievement rates which lead to conclusion that the program had influenced their achievement differently based on their academic abilities.

FINDINGS

1. The mean gain academic achievement scores of experimental group taught through Inquiry based Instruction was significantly higher than the mean gain score of control group taught through traditional approach in science.
2. The mean gain academic achievement score of high intelligence, when taught through Inquiry based Instruction was significantly higher than the mean gain score of average intelligence students.

EDUCATION IMPLICATIONS

After completion of this experimental study some suggestions were given for teachers, teacher educators, administrators, curriculum developers, researchers and students as well.

- Inquiry based Instruction was found to be effective in enhancement of learner's cognitive and affective outcomes such as academic achievement in science as compared to traditional teaching approach. So, educators must integrate these instructions in their teaching learning process which will help students to acquire the concepts effectively and thus improve their comprehension power and thought process.
- Faculty development programs, refresher and orientation courses should be conducted from time to time so that the in-service educators could be given knowledge how to carry out the Inquiry based lessons.
- Administrators should enrich their libraries and laboratories with latest instructional materials so that execution of Inquiry based instruction can be effective.
- Curriculum developers should develop instructional material in such a way that understanding of different concepts and principles can take place at faster rate in students.
- Government should take step forward to provide Inquiry based curriculum facilities to government as well as to private schools at low cost.

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Scientific Attitude and Academic Achievement in Biological Science of VIII Class Students

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ABSTRACT

The present paper aimed at studying the scientific attitude and academic achievement in biological science of VIII class students. A sample of 120 VIII class students from 6 schools managed by government and private were selected. The researcher adopted scientific attitude scale developed by Dr. S.C. Gakhar and Dr. Amandeep Kaur and prepared an achievement test in biological science taking into consideration the prescribed academic standards in VIII class biological science text book for 50 marks. It is evident from the study that with the impact of scientific attitude, the academic achievement is increased and there is a positive correlation between scientific attitude and academic achievement in biological science of VIII class students.

INTRODUCTION

Science is not a new thing in this world. It is the intellectual heritage of man which has come down to us. Since man became aware of his surroundings and started pondering over the natural phenomena in which he found himself engulfed. This knowledge of physical world not only changed his environment but also his outlook and approach to the problems that he faced in his everyday life. Up to the middle ages, science was considered a part of philosophy and as such was called “natural philosophy”. Since sixteenth century, science started taking quick strides, while it was mostly the product of the intellectual, interest of gifted individuals who worked almost independently in their fields. The importance of attitude may be inferred from the fact that attitudes determine behavior.

A definition of science views -“Science as a body of knowledge, a way of investigation and a way of thinking in the pursuit of an understanding of nature”.

Scientific knowledge, in those days, exerted little influence on the common man. But since the turn of this century, even the man in the street becomes aware of the impact of science on the society and new age of science.

The development of any county is based on the scientific knowledge. Progress in science depends upon continuous scientific investigations. No doubt, well-organized and well-equipped laboratories are essential but probably the most important factor in this research is the attitude and character of persons working in the laboratories. These persons make plans, devise and conduct experiment and draw suitable inferences from experimental results. The attitude has an effect upon students’ selections of different subjects and also on their interest and achievement in the scientific knowledge. Generally attitudes are considered as the degree of positive or negative effect. Positive or favorable attitude facilitates the learning of subjects while a negative attitude results in poor learning and achievement.

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India is one of the developing countries. Science education is very important for her to face the challenges of the time. There is a revolutionary change in means of Communication, Transportation, Agriculture, Engineering, and Power etc. The impact of science is seen in agriculture, industry, health, modern civilization, and so on.

SCIENTIFIC ATTITUDE

Definition

A set of emotionally toned ideas about science, scientific method related directly or indirectly to a course of action in the literature of science education, the term implies such qualities of mind as intellectual curiosity, passion for truth, respect for evidence and an appreciation of the necessity for free communication of science.

- C.V. Good Dictionary edu.1973.

The national curriculum for primary and secondary education (NCERT, 1988) emphasizes the need for inculcation of scientific temper among the students in the following word "Education should help the individual not only in acquiring knowledge and its application but also in developing a scientific temper and rational word. Science educators are interested in the development of scientific attitude among the students. Fragment changes in the science curriculum consistently aim at the development of scientific attitude among the students.

Open-mindedness, a desire for accurate knowledge confidence in procedures for seeking knowledge and the expectations that the solution of the problem will come through the use of verified knowledge.

Dimensions Elements of Scientific Attitudes

The present study selected following nine dimensions of the scientific attitude they are

1. Curiosity
2. Open mindedness
3. Faith in scientific method
4. Cause and Effect relationship
5. Critical mindedness
6. Seeks Evidence
7. Objectivity
8. Suspended Judgment
9. Aversion to Superstition

ACADEMIC ACHIEVEMENT

Academic achievement is an essential parameter, which guarantees how pupils perform in their academics. Academic achievement is not a single entity rather it is the grouping of multiple activities, which is manifested by students in number of activities. Academic performance is a combination of scholastic and co-scholastic activities. The co-curricular activities are as important for students as the curricular and examinations.

According to Oxford Advanced Learners Dictionary (2000) "Achievement is a thing that somebody has done successfully, especially using his/her own effort and skill. Academic achievement in this sense will mean in learning the contents of books taught in the school".

NEED AND SIGNIFICANCE OF THE STUDY

Scientific attitude is the most important outcome of science teaching temper is an attitude mind which calls a particular outlook and pattern of behavior. Very less learning will be the effect if a student is taught science as long as he does not have a positive attitude to science and scientific concepts.

Upper primary is the base for secondary and senior secondary classes. The learners learned the concepts of science in this stage are importance in the development of scientific attitude. The investigator has realized that the achievement of the upper primary school students in science subject is depends on their scientific attitude so the investigator will study the level of scientific attitude possessed by the standard students and also find out the relationship between achievement in biological science

This study will help the educators, teachers to inform about the present status of student's scientific attitude in relation to develop the academic achievement and to formulate curricular plans to improve the scientific attitude as well as academic achievement in VIII class students.

STATEMENT OF THE PROBLEM

The research problem will be stated as "Scientific Attitude and Academic Achievement in Biological science of VIII class students."

OBJECTIVES OF THE STUDY

- To study the scientific attitude of the VIII class students.
- To study the Academic Achievement in Biological science of VIII class students.
- To find out the relationship if any between Scientific attitude and Academic achievement in Biological science of VIII class students.
- To study the effect of demographic variables on the scientific attitude and academic achievement of VIII class students.

HYPOTHESES OF THE STUDY

- There is no significant difference in the Scientific attitude of VIII class students.
- There is no significant difference in the Academic Achievement in Biological science of VIII class students.
- There is no significant relationship between Scientific attitude and Academic Achievement of VIII class students.
- There is no significant difference in the effect of various demographic variables on the Scientific attitude and Academic Achievement in Biological science of VIII class students.

OPERATIONAL DEFINITIONS OF TERMS

- **Scientific attitude:** In the present study, scientific attitude refers to the scientific attitude and scientific temper how help them in the academic achievement in biological science of VIII Class students.
- **Achievement in Biological science:** In the present study Achievement refers to the extent to which the students of VIII Class students grasping the subject matter of biological science.

LIMITATIONS OF THE STUDY

- The study is limited to VIII standard school level only.
- The study is limited to find out the academic achievement in Biological science of VIII Class students only.
- The study is limited to Private and Government schools only.
- The study is limited to Warangal district only.
- The study is confined to 120 students as its sample

SAMPLE OF THE STUDY

The researcher has selected the sample by using simple random sampling technique sample of 120 VIII class students were selected for the present study.

VARIABLES OF THE STUDY

Variables are the conditions or characteristics that the investigation manipulates, controls or observes the following variables were taken up in the present study.

1. **Independent variable:** Scientific attitude
2. **Dependent variable:** Academic achievement in Biological science.
3. **Demographic variables:**
 - (a) Locality: Rural and Urban areas
 - (b) Management: Government and Private Schools
 - (c) Gender: Male and Female students

RESEARCH TOOL USED FOR THE STUDY

The researcher has taken a standardized scientific attitude scale prepared by Dr. S.C. Gakhar and Dr. Amandeep Kaur. It consisting of 61 statements under the following 9 dimensions they are

1. Curiosity	6 items
2. Open mindedness	10 items
3. Faith in scientific method	13 items
4. Cause and Effect relationship	5 items
5. Critical mindedness	1 item
6. Seeks Evidence	10 items
7. Objectivity	9 items
8. Suspended Judgment	2 items
9. Aversion to Superstition	5 items
Total	61 items

To measure the academic achievement of VIII class students in Biological science. The researcher will prepare a test in Biological science taking into consideration the prescribed academic standards in VIII class Biological science text book for 50 marks.

STATISTICAL TECHNIQUES USED

The investigator will use the following statistical techniques

1. **Mean:** It is the simplest but most useful to measure the central tendency. It is nothing but average of the scores. It is useful to analyze the scientific attitude scores and academic achievement in biological science scores of VIII class students

2. Standard deviation: square root of average squared deviation is known as standard deviation. It is used to measure the variances in scientific attitude scores and academic achievement scores in biological science scores of VIII class students
3. t-test: It is a parametric test. It is useful to test the significance difference between two means of two groups (Independent variables). The demographic variables will be analyzed by this t-test.
4. Co-efficient of correlation: It is useful to find out the relationship between two variables. They are scientific attitude scores and academic achievement scores in biological science scores of VIII class students

ANALYSIS OF DATA

Table 1: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Curiosity

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
1	Curiosity	Male	26.28	1.627	0.754	N.S (0.05)
		Female	26.08	1.253		
		Government	26.00	1.375	1.77	N.S (0.05)
		Private	26.48	1.531		

It is clear from the above table that the Mean value of the Male students is 26.28, mean value of the Female students is 26.08 and their standard deviation (S.D) values are 1.627 & 1.253 respectively.

The calculated t-value is 0.754 which is less than the table value (1.98) at 0.05 level. Hence the null hypothesis is accepted.

It may be concluded that there is no significant difference between Male & Female, Government and Private VIII Class students towards scientific attitude with reference to curiosity.

Table 2: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Open Mindedness

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
2	Open mindedness	Male	40.02	2.825	1.970	N.S (0.05)
		Female	41.12	3.247		
		Government	41.04	2.940	2.170	S (0.05)
		Private	39.80	3.181		

It is clear from the above table, i.e. Mean value of the male students is 40.02, mean value of the Female students is 41.12 and their standard deviation (S.D) values are 2.825 & 3.247 respectively.

The calculated t-value is 1.970, is less than the table value (1.98) at 0.05 level. Hence null hypothesis is accepted.

It may be concluded that there is no significant difference between Male & Female VIII Class students towards scientific attitude with reference to Open mindedness.

It may be concluded that there is a significant difference between Government & Private VIII Class students towards scientific attitude with reference to Open mindedness.

Table 3: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Faith in Scientific method

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
3	Faith in Scientific method	Male	55.83	5.918	2.226	S (0.05)
		Female	58.07	5.038		
		Government	56.84	3.030	0.278	NS (0.05)
		Private	57.13	8.221		

It is clear from the above table, i.e. Mean value of the male students is 55.83, mean value of the Female students is 58.07 and their standard deviation (S.D) values are 5.918 & 5.038 respectively.

The calculated t-value is 2.226, is greater than the table value (1.98) at 0.05 level. Hence null hypothesis is rejected.

It may be concluded that there is a significant difference between Male & Female VIII Class students towards scientific attitude with reference to Faith in Scientific method.

It may be concluded that there is no significant difference between Government & Private VIII Class students towards scientific attitude with reference to Faith in Scientific method.

Table 4: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Cause and Effect Relationship

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
4	Cause and Effect Relationship	Male	21.17	2.539	2.182	S (0.05)
		Female	22.85	5.408		
		Government	22.43	4.783	1.378	NS (0.05)
		Private	21.33	3.287		

It is clear from the above table, i.e. Mean value of the male students is 21.17, mean value of the Female students is 22.85 and their standard deviation (S.D) values are 2.539 & 5.408 respectively.

The calculated t-value is 2.182, is greater than the table value (1.98) at 0.05 level. Hence null hypothesis is rejected.

It may be concluded that there is a significant difference between Male & Female VIII Class students towards scientific attitude with reference to Cause and Effect Relationship.

It may be concluded that there is no significant difference between Government & Private VIII Class students towards scientific attitude with reference to Cause and Effect Relationship.

Table 5: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Critical Mindedness

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
5	Critical Mindedness	Male	4.45	0.723	0.734	NS (0.05)
		Female	4.55	0.769		
		Government	4.58	0.641	1.521	NS (0.05)
		Private	4.37	0.878		

Interpretation

It is clear from the above table, i.e. Mean value of the male students is 4.45, mean value of the Female students is 4.55 and their standard deviation (S.D) values are 0.723 & 0.769 respectively.

The calculated t-value is 0.734, is less than the table value (1.98) at 0.05 level. Hence null hypothesis is accepted.

It may be concluded that there is no significant difference between Male & Female, Government and Private VIII Class students towards scientific attitude with reference to Critical Mindedness.

Table 6: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Seeks Evidence

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
6	Seeks Evidence	Male	40.65	4.919	1.374	NS (0.05)
		Female	41.82	4.367		
		Government	42.61	3.748	4.395	S (0.05)
		Private	39.02	5.170		

Interpretation

It is clear from the above table, i.e. Mean value of the male students is 40.65, mean value of the Female students is 41.82 and their standard deviation (S.D) values are 4.919 & 4.367 respectively.

The calculated t-value is 1.374, is less than the table value (1.98) at 0.05 level. Hence null hypothesis is accepted.

It may be concluded that there is no significant difference between Male & Female VIII Class students towards scientific attitude with reference to Seeks Evidence.

It may be concluded that there is a significant difference between Government & Private VIII Class students towards scientific attitude with reference to Seeks Evidence.

Table 7: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Objectivity

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
7	Objectivity	Male	32.70	5.634	1.114	NS (0.05)
		Female	33.93	6.470		
		Government	34.54	6.944	2.885	S (0.05)
		Private	31.35	3.585		

Interpretation

It is clear from the above table, i.e. Mean value of the male students is 32.70, mean value of the Female students is 33.93 and their standard deviation (S.D) values are 5.634 & 6.470 respectively.

The calculated t-value is 1.114, is less than the table value (1.98) at 0.05 level. Hence null hypothesis is accepted.

It may be concluded that there is no significant difference between Male & Female VIII Class students towards scientific attitude with reference to Objectivity.

It may be concluded that there is a significant difference between Government & Private VIII Class students towards scientific attitude with reference to Objectivity.

Table 8: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Suspended Judgment

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
8	Suspended Judgment	Male	8.17	1.729	2.069	S (0.05)
		Female	8.78	1.530		
		Government	8.84	0.892	3.159	S (0.05)
		Private	7.89	2.321		

Interpretation

It is clear from the above table, i.e. Mean value of the male students is 8.17, mean value of the Female students is 8.78 and their standard deviation (S.D) values are 1.729 & 1.530 respectively.

The calculated t-value is 2.069, is greater than the table value (1.98) at 0.05 level. Hence null hypothesis is rejected.

It may be concluded that there is a significant difference between Male & Female, Government and Private VIII Class students towards scientific attitude with reference to Suspended Judgment.

Table 9: Shows the Difference between Male and Female, Government and Private VIII Class Students towards Scientific Attitude with reference to Aversion to Superstition

S. No	Dimension	Variables	Mean values	S.D values	t-test value	Level of significance
9	Aversion to Superstition	Male	19.43	3.170	1.151	NS (0.05)
		Female	20.12	3.330		
		Government	20.23	2.315	1.96	NS (0.05)
		Private	19.04	4.294		

Interpretation

It is clear from the above table, i.e. Mean value of the Male students is 19.43, mean value of the Female students is 20.12 and their standard deviation (S.D) values are 3.170 & 3.330 respectively.

The calculated t-value is 1.151, is less than the table value (1.98) at 0.05 level. Hence null hypothesis is accepted.

It may be concluded that there is no significant difference between Male & Female, Government and Private VIII Class students towards scientific attitude with reference to Aversion to Superstition.

Table 10: Table showing the difference between Scientific Attitude and Academic Achievement in Biological Science of VIII Students.

S. No	Variable	Sample (N)	Correlation (p) value	Level of Correlation
1	Scientific attitude	120	0.9	High positive correlation
2	Academic Achievement	120		

Interpretation

It may be concluded that there is significant difference between scientific attitude and Academic achievement in Biological Science of VIII class students.

CONCLUSION

Based on the findings it can be concluded that most of the students are having high scientific attitude.

- It is clear that, all most all the VIII Class students are curious to know the new information.
- Most of the students are having Open mindedness and faith in scientific method.
- All most all the students are able to understand the Cause & effect relationship.
- Most of the students are able to Seek evidence to believe the information or new facts.
- Majority of the students are able to suspend judgment in the absence of sufficient data.
- Majority of the students believe in superstitions. Half of the students are undecided in Aversion of superstitions.
- The students of VIII Class showed their academic performance in Biological science.
- There is a positive correlation between scientific attitude and academic achievement in Biological science of VIII Class students.

- Based on this it can be concluded that with the impact of scientific attitude, the academic achievement is increased i.e. there is a positive correlation between Scientific Attitude and Academic Achievement in Biological science of VIII Class.

EDUCATIONAL IMPLICATIONS

- Teachers must have Scientific attitude and they have to encourage students to have scientific attitude in their daily life. In particular, the study suggested that teachers have to incorporate dimensions of scientific attitude in teaching learning process and curriculum.
- Teachers have to develop the scientific attitude among the students to increase the performance in academic achievement
- Teachers have to pay attention on the students to increase the scientific attitude with reference to Curiosity, Open-mindedness, Faith in scientific method, Cause and Effect relationship, Critical mindedness, Seeks Evidence, Objectivity, Suspended Judgment, Aversion to Superstitions.
- Teachers have to develop the awareness about superstitions in students who are studying and understanding science and not able to ignore the superstition beliefs.
- Teachers have to develop the awareness about superstitions through the role plays, skits etc.
- Teachers and parents have to pay attention to development their attitude towards science which is useful to develop their academic performance.
- To improve scientific attitude among students of VIII Class students there is a need of modification in school curriculum, text book, pedagogy.
- An integrated approach of curriculum development should be adopted strategically so as scientific attitude may be inculcated at every stage.
- The findings and conclusions of this study may help a lot in the fulfillment of goals of scientific education in this direction.

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A Study on the Psychological Executive Functions among Adolescents of Parents with Mental Illness

Dr. Faisal P. N.*

ABSTRACT

The objectives of the study were to find out the levels of Psychological Executive Functions of adolescent students of Parents with mental illness. As many as 200 adolescent students of parents with mental illness were utilized. Personal Data Sheet, Self executive function scale (EFS) constructed and standardized by the author himself were utilized for the study. The results revealed that the overall executive functions of adolescent students are high. The executive functions of adolescents in terms of ten dimensions of executive functions among adolescents also high.

INTRODUCTION

The term Executive Functions has become a common buzzword in education and psychology as well as neuropsychology. Executive Function is a term used to describe a set of mental processes that help us connect past experience with present action (NCLD, 2009). It is also known as Cognitive Control and Supervisory Attention System and it is aptly described as an umbrella term for the management, regulation and control of cognitive processes including working memory, reasoning, task flexibility, and problem solving as well as planning and execution. The executive system is a theorized cognitive system in psychology that controls and manages the cognitive processes which enabled an individual for managing oneself and one's resources in order to achieve a goal. It is broadly defined as the ability to plan and complete a task and to maintain the appropriate problem-solving set for attainment of a future goal. It involves the neuro-logically-based skills involving mental control and self-regulation. The executive functions all serve a command and control function, they can be viewed as the 'conductor' of all cognitive skills. Help to manage life tasks of all types and let an individual organize an activity. The individual have problems with executive functioning, comes with the problem of disorganization. Executive functioning is involved in planning complex cognitive behaviours and expressing one's personality . It allows an individual to differentiate among conflicting thoughts, filter out unimportant information, anticipate future consequences of current activities and work toward a defined goal. And, above all executive functions interfere with judge's perspective in the impulses that could lead to socially unacceptable outcomes.

From the above descriptions, the connection between effective executive function and academic success among children is cleared. All executive function skills describe critical skills for academic success especially at the secondary level. For many students, the lack of one or several of these executive function skills can adversely affect their ability to succeed in school. Educators know that it is ineffective to teach study skills independent from the learner who uses them (Aloyzy & Luciam, 2006). Similarly, teaching strategies for executive function will be most effective if they are incorporated

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into the classroom needs of the learner have been determined. By focusing on how students learn, one can then address what students learn, at the same time providing students with transferable skills for college and career. Hence many researchers investigated the nature and importance of executive function processes, and reviewed explicit strategies for improving them.

DEFINING EXECUTIVE FUNCTION

Different researchers and practitioners have their own definitions as well as favorite lists on Executive Functions, although the overall concept is basically the same. Some definitions of different authors are given below. Executive Function is a term used to describe a set of mental processes that help us to connect past experience with present action. Executive Function Deficits (EFD) means difficulty with mental skills or cognitive processes needed to accomplish tasks. Children with EFD often have trouble planning ahead, prioritizing, monitoring, starting activities, and shifting from one task to another (National Council for Learning Disability –NCLD- 2015).

Executive Function can be defined as a higher cognitive process that involves communication and organization across multiple brain sites and pathways. It is the interconnecting virtual pathway that brings all aspects of brain functioning together. Features of executive function are the ability to set goals, plan to complete a task, prioritize tasks, organize time, materials and information, shift approaches flexibly, hold and manipulate information in working memory, and to monitor one's own progress (Meltzer, 2010) Executive function skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses. Executive Functions is an umbrella term which includes organizational skills, planning future-oriented behavior, self regulation that is ability to control and monitor one's behavior and activities, selective attention vigilance and inhibition (Pennington, 1991)

HISTORICAL PERSPECTIVE

Although research into the executive functions and their neural basis has increased markedly over recent years, the theoretical framework in which it is developed is not new. In the 1950s, the British psychologist Donald Broadbent drew a distinction between “automatic” and “controlled” processes, a distinction characterized more perfectly by Shiffrin and Schneider in 1977, and introduced the idea of selective attention, to which executive functions are closely related. In 1975 the US psychologists Michael Posner used the term cognitive control in his book entitled “Attention and Cognitive Control”. The work widely influenced researchers during 1980s. The scholars such as Michael Posner, Joaquin Fuster, Tim Shallice, and their colleagues conducted wide spread studies during this period and later Trewor Robbins, Bob Knight, Don Stress and others laid much of the groundwork for recent research into executive functions. For example, Posner (1980) proposed that there is a separate “executive” branch of the attention system, which is responsible for focusing attention on selected aspects of the environment. The British neuro-psychologist Tim Shallice suggested that attention is regulated by a supervisory system, which can override automatic responses in favours of scheduling behavior on the basis of plans or intentions. During this period itself, a consensus of opinion formed that the control system which stationed in the most interior portion of the brain that is the prefrontal cortex (PFC). Psychologist Alan Baddeley (1983) had proposed and developed a similar system as a part of his ‘Model of working memory’ and argued that there must be a component which he named the ‘Central Executive System’ that allows information to be manipulated in short-term memory and eventually support mental as well as cognitive functioning. The study on these skills

went on in different perspectives for many years, the educational thinkers as well as psychologists have been focuses on executive functioning and which represents a significant advancement in the understanding of children as well as adults and their unique profile of strengths and weaknesses.

ROLES AND IMPORTANCE OF EF

Thinking about what life is like for someone with weak executive functioning gives us a better understanding of the way these core skills affect a person's ability to manage life tasks. The executive system is thought to be heavily involved in handling novel situations outside the domain of some of our 'automatic' psychological processes that could be explained by the reproduction of learned schemas or set behaviors. Psychologists Don Norman and Tim Shallice (2001) have outlined five types of situations in which routine activation of behavior would not be sufficient for optimal performance. Situations in which Executive Function needed for optimal performance That are given below.

Situations in which EF needed for Optimal Performance Norman and Shallice (1996)

1	Those that involve planning or decision making..
2	Those that involve error correction or troubleshooting.
3	Situations where responses are not well-rehearsed or contain novel sequences of actions
4	Dangerous or technically difficult situations.
5	Situations that require the overcoming of a strong habitual response or resisting temptation.

Executive Function is related to motivated pre-potent responses. A pre-potent response is a response for which immediate reinforcement (positive or negative) is available or has been previously associated with that response. The executive functions are often invoked when it is necessary to override these pre-potent responses that might otherwise be automatically elicited by stimuli in the external environment. For example, on being presented with a potentially rewarding stimulus, such as a tasty piece of chocolate cake, a person might have the automatic response to take a bite. However, where such behavior conflicts with internal plans (such as having decided not to eat chocolate cake while on a diet), the executive functions might be engaged to inhibit that response. Although suppression of these pre-potent responses is ordinarily considered adaptive, problems for the development of the individual and the culture arise when feelings of right and wrong are overridden by cultural expectations or when creative impulses are overridden by executive inhibitions.

Executive function is like the CEO of the brain. It's in charge of making sure things get done from the planning stages of the job to the final deadline. It consists of several mental skills that help the brain organize and act on information. These skills enable people to plan, organize, remember things, prioritize, pay attention and get started on tasks. They also help people use information and experiences from the past to solve current problems. The multifarious functioning of executive system in an individual can be explained as six steps. This also a way to understand child's difficulties, in the process of executive functioning works. If executive functioning is working well and the task is fairly simple, the brain may go through these steps in a matter of seconds. Six steps by which functioning of executive system in an individual are: Analyze a task. Figure out what needs to be done, Plan how to handle the task Get organized, Break down the plan into a series of steps, Figure out how much time is needed to carry out the plan, Set aside the time Make adjustments as needed and Finish the task in the time allotted

NEUROBIOLOGICAL BASIS OF THE CONCEPT

The Brain mechanisms responsible for Executive function constitute the neurobiological foundation of the concept. The behaviours associated with executive function are mediated in the frontal lobe, lies directly behind the forehead. It is found at the crossroads of the neural pathways that convey information from the limbic system and parietal areas of the brain. The frontal lobe oversees a substantial amount of brain activity, and comprises almost one-third of the neo-cortex. The most forward area of the frontal lobe is called the prefrontal cortex. Behaviors mediated by the prefrontal cortex appear early in life and seem to parallel the developmental trends of normal cognitive development. The executive functions have been seen as regulated by the prefrontal regions of the frontal lobes. Nowadays the idea is further developed that the prefrontal areas of the frontal lobe are necessary but not solely sufficient for carrying out these functions. Even though articles on prefrontal lobe lesions commonly refer to disturbances of executive functions and vice versa, it is the sensitivity but not for the specificity of executive function measures to frontal lobe functioning. This means that both frontal and non-frontal brain regions are necessary for intact executive functions. The frontal lobes need to participate in basically all of the executive functions.

FUNCTIONS ASSOCIATED WITH THE PREFRONTAL CORTEX (PFC)

Neuro-imaging and lesion studies have identified the functions which are most often associated with the particular regions of the prefrontal cortex. The major areas of the prefrontal cortex along with its functions are briefly described in the following; Dorsolateral Prefrontal Cortex (DLPFC): It involved with “on-line” processing of information such as integrating different dimensions of cognition and behaviour. As such, this area has been found to be associated with verbal and design fluency. The major EF dimensions related are: ability to maintain and shift set, planning, response inhibition, working memory, organizational skills, reasoning, problem solving and abstract thinking.

Anterior Orbito Cingulate Cortex (ACC): Major function of this region is regulates emotional drives, experience and integration. Associated EF dimension to this area include inhibition of inappropriate responses, decision making and motivated behaviours. Lesions in this area can lead to low drive states such as apathy, abulia or akinetic mutism and may also result in low drive states for basic needs as food or drink and possibly decreased interest in social or vocational activities and sex.

Orbito Frontal Cortex (OFC): It plays a key role in impulse control, maintenance of set, monitoring ongoing behaviour and socially appropriate behaviours. The orbito-frontal cortex also has roles in representing the value of rewards based on sensory stimuli and evaluating subjective emotional experiences. Lesions can cause dis-inhibition, impulsivity, aggressive outbursts, sexual promiscuity and antisocial behaviour.

Cortical, Sub-cortical and brain stem sites: The frontal lobes have multiple connections to cortical, sub-cortical and brain stem sites. The basis of higher-level cognitive functions such as inhibition, flexibility of thinking, problem solving, planning, impulse control, concept formation, abstract thinking, and creativity often arise from much simpler than lower-level forms of cognition and behaviour.

Lateral prefrontal cortex: Involved with conflict processing. The role of prefrontal cortex in the functioning of Executive Functions have been described as the medial part of the PFC in situations where executive functions are likely to be engaged. For example, where it is important to detect errors, identify situations where stimulus conflict may arise, make decisions under uncertainty, or when a reduced probability of obtaining favourable performance outcomes is detected.

THE TEN DIMENSIONS OF EXECUTIVE FUNCTION

The executive functions are diverse, but related and overlapping, set of skills. With the light of a number of researches have been conducted in this area, the specific abilities related to various domains are identified and categorized under the umbrella term of Executive Functioning. The important executive function components along with the issues by its absence are briefly explained below.

1. Task initiation

This is the ability to get started on something, planning and prioritizing. The specific tasks come under this dimension are ability to begin a task or activity and to independently generate ideas, responses, and problem-solving strategies. Children who struggle with these skills have problems with planning and prioritizing. Without having a plan for a task, it is hard to know how to start. Children with task initiation problems can come across as lazy or as simply procrastinating, often just overwhelmed, freeze and do nothing.

2. Cognitive flexibility

The term cognitive flexibility refers to the ability to adapt to unfamiliar or unexpected situations, to combine concepts creatively, and to integrate different representations (Cartwright, 2008). Cognitive flexibility allows students to consider issues from multiple perspectives, draw inferences and conclusions, interpret subtle language, and seek other strategies for comprehending, expressing ideas, to shift word problems into mathematical representations, turn algorithms into graphic representations, and to interpret data sets in a variety of models. It includes the ability to roll with the punches and come up with new approaches when a plan fails. Children who struggle with these skills find it difficult to change course. The inflexible children think very concrete ways, don't see other options or solutions. Get panic and frustrated when they're asked to do so.

3. Setting and achieving goal

Goal setting becomes foundational to success in all areas. This is assists in determining the series of tasks which complete in order to achieve the desired result or goal. This include by learning how to set reasonable, achievable goals, students motivation to continue increases along with their sense of empowerment to accomplish a difficult task and one can follow a step-by-step approach to completing the assignment. Children struggling with these skills feel helpless, not knowing where to start, or perhaps a general paralysis induced by being overwhelmed by the task. Without concrete goal setting skills, a student may remain anxious and overwhelmed at the prospect of a complex, long range task.

4. Response inhibition

This is the ability to stop and think before acting. Otherwise known as Impulse control. This includes the ability to stop one's own behavior, actions and thoughts at the appropriate time. The flip side of inhibition is impulsivity, weak impulsivity effect ability to stop action in time, then it is called impulsive behaviour. Impulsivity can be a symptom of ADHD. Students who struggle in this area have trouble with impulse control may blurt things out. They may do unsafe things without thinking it through. They're likely to rush through homework without checking it. They also may quit a chore halfway through to go hang out with friends and have trouble following rules consistently.

5. Planning organization and time management

This dimension of executive function has include composite skills. The dictionary defines organizing as to 'form as' or 'a whole' consisting of interdependent or coordinating parts, especially for harmonious or united action. In the school setting, these interdependent parts include time, space, materials and ideas, each of which may require different strategies in order to improve performance.

6. Abstract reasoning and concept formation

Abstract Reasoning is an ability to reconstruct in consecutive order of main ideas, ability to comprehend the drift of an abstract passage. Ability to classify and find out similarities. Nearly all persons use classificatory schemas to reduce, clarify and adjust to environmental and interpersonal events, to develop such schemas it is necessary to search for similarities in meaning among some elements. Most people would recognize that an apple and a banana are alike because they are both fruits. This process of developing classificatory schemas is referred to as abstract reasoning or abstract intelligence (Meltzer, 2007).

7. Working memory

All learning depends on students ability to hold and manipulate information in working memory. The capacity to hold information in mind for the purpose of completing a task. "Working memory is proposed to be the central cognitive control process that focuses the mind, directs mental efforts, accomplishes tasks, and ignores distractions." (Ed Perna, 2002). Both in and out of school, many variables affect how information is committed to memory, how long it will be retained, and how easily it can be retrieved. These include: the nature of the information, its connection to an existing mental schema, the emotional environment of the information and the student's level of attention. Children who have weak working memory skills have trouble with multi-step tasks. They have a hard time remembering directions, taking notes or understanding something explained, the child has trouble with working memory, frequently say, "I forgot what I was going to say".

8. Attention control

Attention is Sustained concentration on a specific stimulus, sensation, idea thought or activity. It enabling one to use information processing systems with limited capacity to handle vast amounts of information available from the sense organs and memory stores. Attention span is the length of time for which a person can attend to something.

9. Controlling emotions and social behavior

This dimension of Executive Function includes the ability to manage feelings by focusing on the end result or goal. Emotional control and impulse control are closely related. Temperamental differences among children, varying levels of language competence, cultural expectations, social context, and parenting styles all affect a student's ability for emotional self-regulation. The ability to modulate emotional responses by bringing rational thought to bear on feelings. Frustration, anxiety, feeling overwhelmed due to academic, personal and social challenges. The presence of strong emotions can override the effectiveness of all of the previously described executive function strategies, as well as impair learning by inhibiting concentration, memory and retrieval. Children who struggle with emotional control often have trouble accepting negative feedback. They also may

overreact to little injustices. They may struggle to finish a task when something upsets them. This may describe more than the 17% of young people in the U.S. who suffer from learning, emotional, or behavior disorders.

10. Self-Monitoring, regulation and meta cognition

Self-monitoring as an executive function refers to students' ability to recognize how, when and why to use a certain strategy. The ability to evaluate the effectiveness of the strategy, to revise their use of the strategy, and to continue to adjust based on the demands of the task (Meltzer, 2010, 160). This is the ability to keep track of and evaluate performance on regular tasks. Effective self-monitoring skills will lead to greater independence after high school. Children who struggle with these dimensions have trouble self-monitoring, lack of self-awareness. They may not even realize the own strategies. They often don't know how to evaluate their completed work.

EXECUTIVE FUNCTION DISORDERS (EFD)

Executive dysfunction is not a term that currently is used to describe a disability, because routine tasks largely might be unaffected by EF disorder and also it is not a unitary concept (Shallice, 1982). Not every student with an executive function deficit will show difficulty in the same way, but have serious negative consequences. The executive dysfunctions make any task requiring these skills could be a challenge. Task that requires planning, organization, memory, time management and flexible thinking becomes are hardly complete. There is no single behavior that can tie to executive dysfunction. For example, it is quite obvious what reading-impaired patients cannot do, but it is not so obvious what exactly executive-impaired patients might be incapable of. In similar manner, it does not always fully engage outside of real-world situations. Sometimes a patient with severe day-to-day executive problems may still pass paper-and-pencil or lab-based tests of executive function considering problematic behaviors associated with executive dysfunction (Damasio, 2011).

Executive functioning issues the term used in psychological literature can produce a wide range of symptoms. Depending on which skills the child struggles with the most and the particular task area. According to McCue and Chase (1993) executive function problems can include the following difficulties they are: establishing vocational goals, acknowledging obstacles to success, shifting focus, following rules, failure in planning ahead and completing a planned acts, anticipating needs or requirements, correcting tasks approach or behavior in the face of obvious failure, identifying and implementing alternate strategies, judging inadequate performance, organizing in sequence, structuring activities, ignoring distractions, limited grooming, impulsivity and emotional liability, keep track of time, Make sure work is finished on time, Apply previously learned information to solve problems and analyze ideas and Look for help or more information when it is needed etc. Children who are weak executive skills, performing even a simple task can be challenging. Remembering a specific word may be as big a struggle as planning tomorrow's schedule (Sautter, 1986).

DIAGNOSIS OF EXECUTIVE FUNCTION DISORDER

Diagnostic and Statistical Manual (DSM) has not a recognized category as executive function disorder, just as experts haven't decided how executive dysfunction should be defined on its own. DSM outlines the criteria and symptoms that psychologists and other professionals use to make a formal diagnosis. That doesn't mean there isn't a way to identify executive dysfunctioning. The process

of correct diagnosing the difficulties is a group effort. Consisting that keeping track of symptoms and behaviour. Typically, children must have symptoms for at least six months before a health-care professional will recommend further steps. The major steps that normally held in diagnosing executive dysfunction are the following. Get a medical exam first. If the Consultation of a doctor rule out medical causes. The second step is consult with a licensed clinical social worker or child psychologist and gather information from medical and school records through several interviews and talks. The tests provide a better picture of the child's true potential in major EF areas, Observation and interview are using to find out the interaction with other people and the world around. After collecting all the information, the professionals may not be able to give a formal diagnosis. But they can provide more information about the specific areas of difficulties.

METHODOLOGY OF THE STUDY

The study aimed to find out the levels of executive Functions (EF) in terms of total score of Executive Functions and for its ten dimensions. That is to investigate on the nature of distribution of executive function score among adolescent student of parents with mental illness. The Research Variables used in the study are executive functions of adolescents of parents with mental illness as distributed in ten dimensions. The Tools used for data collection in the present study were Personal Data Sheet, Executive Function Scale (EFS) constructed and validated by the author as a part of the present study. Executive Function Scale (EFS) measure Executive Functions as distributed in ten dimension of the adolescent students. Stratified Random sampling technique was used for sample selection. In the present study, As many as 200 adolescent students of parents with mental illness have been drawn as sample for the study.

NEED AND SIGNIFICANCE OF THE STUDY

Due to increased focus on what students learn, the systems for how students learn have been neglected by the present education practices. As a result, previously successful or slightly marginal students begin feeling overwhelmed and incompetent. Although the student's academic ability has not changed, inability to complete homework, take notes or hand in assignments on time, and organize time and materials to meet competing demands of multiple teachers and extracurricular involvements can begin affecting his or her academic progress. For students with executive function weaknesses, their conceptual reasoning abilities may be stronger than their output and productivity. As these students enter middle and high school, their difficulties become more evident, due to the mismatch between their skills and the curriculum demands. (Meltzer, 2010). While family or peer dynamics can impact a students' academic performance at any age, adolescent developmental changes combined with new awareness of the family and school environment can trigger emotional responses which gradually affect the ability to learn. In such cases, strategies that enhance executive function may be more effective.

DISCUSSION OF THE RESULT

In order to study the extent of Executive Functions of adolescents the investigator administered Executive Function scale to the sample of 200 adolescents of schizophrenic parents. The Executive Function Scale (EFS) consisted of 10 dimensions. The maximum score that can be obtained by a respondent for executive function is 400 and minimum score is 0. The descriptive statistics like mean, median, mode, standard deviation, skewness and kurtosis of total scores of Executive Function scores of adolescents of parents with mental illness for the total sample (N=200) were calculated and presented in tables below.

Table:1 Descriptive statistics for Executive Function of adolescents (N=200)

Statistical Parameters	Executive Function
Mean	206.7
Median	208.0
Mode	205
Standard Deviation	15.9
Skewness	-0.24
Kurtosis	0.22
Minimum	159.0
Maximum	269.0
Percentage	51.67

The table above shows that the mean score of overall executive function for the sample is 206.7, the median value is 208.0. The standard deviation is 15.9, skewness -0.24 Kurtosis is 0.22 Minimum score of EF is 159.9 and maximum score is 269.0. The maximum value of the Executive Function score is 400 and value of the value of arithmetic mean of the total sample is 206.7 and the standard deviation is 15.9 and the percentage is 51.67. This shows that the executive function scores of adolescent is just above the average level. As the measure of central tendencies (mean, median, and mode) cluster around nearer scores, it can be seen that the distribution of executive function scores for the whole sample is almost normal. The median value is 208.0 means that fifty percent of adolescents students scored above 208.0 and fifty percent of adolescent scored below median score in their executive functioning. The negative skewness (-0.24) suggests that the distribution are slightly negatively skewed. It can be interpreted that relatively more scores lie on the right side of the distribution in the case of Executive Function that the concentration of frequencies is around the lower scores. The index of Kurtosis is lower than 0.263 which mean the distribution is near normal and Leptocurtic. The minimum and maximum score of Executive Function of adolescent is 159.0 and 269.0 respectively.

Table 2: Number and percentage adolescents with respect to the levels of executive function

Categories	High executive function (HEF)	Average executive function (AEF)	Low executive function (LEF)
Norms	M+∞ and above	M+∞ to M-∞	M- ∞ and below
Number	27	148	25
Percentage	13.5%	74%	12.5%

Table 5.5 shows that 74% of adolescents of schizophrenic parents have average level of Executive Function 13.5% have high Executive Function and 12.5% have low Executive Function. The result indicates that majority of students have average level of Executive Function.

Table 3: Descriptive statistics for executive functions with respect to ten dimension of Executive Function

Dimensions of Executive Functions	Mean	SD	Median	Skewness	Kurtosis	Minimum	Maximum	percentage
Task initiation	18.6	4.1	19.0	-0.32	0.32	10.0	29.0	46.5
Cognitive flexibility	22.2	3.8	23.0	-0.60	0.21	6.0	31.0	55.5
Setting and achieving goals	21.8	3.1	22.0	-0.20	0.17	8.0	29.0	54.5
Response inhibition	19.9	4.2	19.0	0.67	0.24	10.0	33.0	47.75
Planning organization and time management	20.7	3.3	21.0	-0.32	0.36	10.0	30.0	51.75
Abstract reasoning and concept formation	19.1	5.1	19.0	0.05	0.29	10.0	28.0	47.75
Working memory	22.1	4.6	21.0	0.69	0.31	10.0	36.0	55.25
Attention control	20.2	5.4	21.0	-0.44	0.30	6.0	37.0	50.5
Controlling emotions and social behaviour	21.1	3.3	22.0	-0.86	0.14	6.0	27.0	52.75
Self monitoring, regulation and metacognition	20.5	3.8	21.0	-0.42	0.11	6.0	29.0	51.25

Above table shows the mean, median, mode, standard deviation, measure of skewness and kurtosis of the dimension wise scores of executive function (Task Initiation, Cognitive Flexibility, Setting and Achieving Goals, Response Inhibition, Planning Organization and Time Management, Abstract Reasoning and Concept Formation, Working Memory, Attention Control, Controlling Emotions and Social Behaviour Self monitoring Regulation and Metacognition) of the total sample. As the measures of central tendency (mean, median mode) of each of the obtained scores of the dimensions of Executive Function cluster around nearer scores the whole sample is almost normal with respect to all the ten dimensions of Executive Function. The percentage of Attention Control obtained is neither high nor less and the percentage of Task Initiation, Response Inhibition, Abstract reasoning are below average, the percentage of Cognitive Flexibility, Setting and Achieving Goals, Planning Organization, Working Memory, Controlling Emotions and Self regulation Metacognition are above average. The negative value of the skewness of the all dimensions except abstract reasoning and working memory indicate that concentration of the frequencies is around higher scores while the positive skewness with respect to abstract reasoning and working memory shows that the frequencies is around lower scores. Since the index of kurtosis for scores is less than 0.263 indicates that the distribution is near normal and leptokurtic with respect to all the above dimensions of executive function.

Table 4: Number and percentage adolescents with respect to the levels of ten dimensions of the Executive Function

Dimensions of Executive Function	High (HEF)		Average (AEF)	Low (LEF)	Total
	N	P			
Task initiation	N	35	111	57	200
	P	17.5%	55.5%	27%	100
Cognitive flexibility	N	25	146	29	200
	P	12.5%	73%	14.5%	100
Setting and achieving goals	N	26	147	27	200
	P	13%	73.5%	13.5%	100
Response inhibition	N	24	117	59	200
	P	29.5%	58.5%	29.5%	100
Planning organization and time management	N	23	152	25	200
	P	11.5%	76%	12.5%	100
Abstract reasoning and concept formation	N	29	103	68	200
	P	14.5%	51.5%	34%	100
Working memory	N	34	119	46	200
	P	17%	60%	23%	100
Attention control	N	24	122	54	200
	P	12%	61%	27%	100
Controlling emotions and social behaviour	N	11	160	29	200
	P	5.5%	80%	14.5%	100
Self monitoring, regulation and metacognition	N	4	159	37	200
	P	2%	79.5%	18.5%	100

The table above shows the different levels of various dimensions of Executive Function of adolescents. The maximum value of each of the dimensions of the Executive Function is 40 and minimum is 0.

Task Initiation (EF1): The table reveals that among adolescents parent 55.5% (111) have average level in their Task Initiation score. 17.5% (35) have high and 27.0% (54) low level of Task Initiation dimension of Executive Function. **Cognitive flexibility (EF2):** The table reveals that among adolescents of 73.0% (146) have average level in their Cognitive Flexibility score. 12.5% (25) have high and 14.5% (29) low level of cognitive flexibility dimension of Executive Function. **Setting and Achieving Goals (EF3):** The table reveals that among adolescents 73.5% (147) have average level in their Setting and Achieving Goal score. 13% (26) have high and 13.5% (27) low level of Setting and Achieving Goal dimension of Executive Function. **Response Inhibition (EF4):** The table reveals that among adolescents 58.5% (117) have average level in their Response Inhibition score. 29.5% (24) have high and 29.5% (59) low level of Response Inhibition dimension of Executive Function.

Planning Organization (EF5): The table reveals that among adolescents parent 76% (152) have average level in their Planning Organization and Time Management score. 11.5% (29) have high and 12.5% (25) low level of Planning Organization and Time Management dimension of Executive Function. **Abstract Reasoning (EF6):** The table reveals that among adolescents 51.5% (103) have average level in their Abstract Reasoning score. 14.5% (29) have high and 34% (68) low level of Abstract Reasoning dimension of Executive Function. **Working Memory (EF7):** The table reveals that among adolescents of schizophrenic parent 60% (119) have average level in their Working Memory score. 17% (34) have high and 23% (46) low level of Working Memory dimension of Executive Function. **Attention Control (EF8):** The table reveals that among adolescents of schizophrenic parent 61% (122) have average level in their Attention Control score. 12% (24) have high and 27% (54) low level of Attention Control dimension of Executive Function. **Controlling Emotions (EF9):** The table reveals that among adolescents of schizophrenic parent 80% (160) have average level in their Controlling Emotions score. 5.5% (11) have high and 14.5% (29) low level of Controlling Emotions dimension of Executive Function. **Self Regulation Metacognition (EF10):** The table reveals that among adolescents of schizophrenic parent 79.5% (159) have average level in their Self regulation metacognition score. 2% (4) have high and 18.5% (37) low level of Self regulation metacognition dimension of Executive Function.

FINDINGS, IMPLICATIONS AND CONCLUSION

From the analysis of Section 11 it is inferred that the Executive Function of adolescents of schizophrenic parents is average. Majority of the adolescent students of schizophrenic parent (74%) have average Executive Functioning, 13.5% have above average executive function score and 12.5% have below average. The investigator while reviewing the studies related to Executive Function of adolescents of parents with mental illness found that the parents' mental illness caused low executive function among children. The result of the study conducted by Valcon, Helen, Davis & Debora et al., (2017) revealed that a Low development rate of executive function during later childhood and adolescents of parents having mental illness. This is also supported by the studies Ozonoff et al. (2004) pointed out that any dysfunction of the ES affects the impairment and resulted low level of child's Executive Function. The results of the present study reveals a similar inference and shows that the executive function of adolescents of schizophrenic parents is low

The dimension wise analysis result indicate that mean score of the dimensions of Task Initiation, Response Inhibition, Abstract reasoning are below average, the mean score of Cognitive Flexibility, Setting and Achieving Goals and Working Memory, Planning Organization, Controlling Emotions Attention Control and Self regulation Metacognition are just above average. Debora, (2017) found a low growth of different executive function elements among children having parents with mental illness Various components of Executive Function like Plan, prioritize, schedule, initiate and complete an activity in a timely manner, Managing time and meeting deadlines. The irregularities in prefrontal cortex and neurons which produce dopamine may inferred as the reason for this low executive function among children having parents with mental illness, The PFC regulates attention and behaviour through networks of interconnected pyramidal cells which are highly dependent on their neurochemical environment. Small changes in the catecholamines, norepinephrine or dopamine, can have marked effects on PFC function (chemical imbalance). Norepinephrine and dopamine are released in the PFC according to the child's arousal state. Too little Norepinephrine and dopamine during fatigue or boredom. or too much are produced during stress. This condition will impair PFC function. The Optimal amounts are released when the child is alert and interested. In the case adolescents of schizophrenic parents will experience a less alert, low arousal and uninterested state due to adverse

home environment and least motivated mostly negatively affected parenting behaviour. Dopamine, the main neurotransmitter of the Executive System, plays an essential role in the frontal cortex in mediating Executive Function. Dopamine neurons participate in the modulation of expectation, reward, memory, activity, attention, drives and mood. Disturbances in the dopaminergic system form the basis of much low level in executive function. Cohen & Carlezon (2007) Parker (2016) while investigating the reason for low level of executive function supported the above inferences.

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Life Skills Training and Adolescents with Disabilities: A Review Study

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ABSTRACT

Life skills as defined by World Health Organization, refers to 'a flexible approach' followed by people in order to adapt themselves to the unique demands placed by various circumstances in life. The definition further emphasizes the need for having 'forward lookingness' in order to find solutions to challenging problems. Adolescence is a period of a major shift-from childhood to adulthood therefore often viewed as a time of stress and strain by individuals. It is a period of creativity and experimentation marked by changes at the physical, social, emotional and cognitive levels. Adolescents have the zeal to bring a change in all aspects of their life thereby creating a better place to live however they need structured instruction and guidance. The aim of the present study was to understand the need for Life Skills Education and training needed by adolescents especially for those having some form of disability to improve their daily functioning thereby promoting empowerment and better adjustment in society. Review of secondary sources of data and available literature was chosen as the methodology for the present study. Literature and reports at both national and international level were reviewed and critically analysed to understand the need of Life Skills training for adolescents with special needs. The findings reveal that such training is highly needed by the group as it supports the development of 'positive behaviour' and 'adaptive skills' thereby helping them to redefine their interpersonal relationships, developing respect for self and others, maintenance of self-regulation, gaining better employment and livelihood opportunities and reducing the overall vulnerability posed due to the physical stage of development and limitation manifested due to the underlying disability. This study supports the role of Life Skills Education in development of coping skills and will hence prove beneficial to educators, parents, care givers, society and curriculum planners to include Life Skills as an integral part of curriculum for children and adolescents with special needs.

Keywords: Adolescents, Adolescents with disabilities, Coping skills, Development, Life Skills Education, Life Skills Training, Review study

INTRODUCTION

The adolescent stage is a phase in the life cycle when an individual faces several challenges and vulnerabilities. The adolescents are often seen to have this attitude "**No one understands me!**" or "**I cannot make myself understood**", or sometimes "**I know but I cannot help it**". This is the time when they need support; care and proper training thereby helping them acquire skills

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needed for effectively coping with the challenges of growing up and the changing socio-emotional milieu. Acquisition of certain skills like knowledge, attitudes and good moral values help adolescents prepare and adapt for effective living (Khera & Khosla, 2012). According to Jaya et al. (2018) Life Skills for children with disabilities can be viewed as an integral part of education which will facilitate independent living and also help them gain creative experiences.

The Central Board of Secondary Education (CBSE) lays great stress on the role of both curricular and co-curricular education in promoting holistic development of adolescents. It has laid emphasis on the need for Life Skill Education as a compulsory part of the Indian educational system. Thus life skills training can be viewed as a program aimed at development of ability and exploring the potential skills available (Rahyubi, 2012 cited in Jaya et al. 2018). These skills are also influenced by a person's thinking process and attitude, which further impact and influence one's perception of the social environment. Such skills therefore act as guiding factors towards analysing and believing one's own capacities. An individual needs to be trained in these skills for effective participation in the society. Life Skills are defined as:

"The abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life"—World Health Organization (WHO)

Life skills include core skills that promote independent and critical thinking, positive interpersonal communication, the ability to empathize with others, and the capacity to cope with challenges thereby leading healthy and productive lives. These skills are listed out in figure-1.



Figure-1: Life Skills
(Source: WHO)

Table-1: Life Skills and their meaning

Self-awareness—Developing an understanding of one’s own self, character, strengths, weaknesses, desires, needs and abilities.

Empathy—Developing an attitude of care and concern for others, their viewpoints, desires, needs and feelings.

Critical Thinking—Developing the ability to analyse information in an objective manner.

Creative Thinking – Developing novel ways of finding solutions to challenging problems utilizing both convergent and divergent modes of thought process.

Decision making—Developing the ability to take correct decisions and make right choices based on logical, analytical, creative and critical thinking.

Problem Solving—Developing the ability to resolve problems and challenges which are the cause of various physical and mental stresses.

Interpersonal Relationships—Developing positive and healthy relations with others which are needed for out physical and mental well-being.

Effective Communication—Developing the ability to express ourselves clearly to others through verbal or non-verbal means in order to seek help or give advice according to situational demands.

Coping with stress and emotions—Developing the ability to cope with one’s own thoughts, emotions, stress by identification and providing timely and appropriate response.

(Source: Adapted from Life Skills Education, CBSE)

CHALLENGES OF ADOLESCENT LIFE

As individuals enter the adolescent stage they are suddenly exposed to various social and peer pressures which may promote high risk taking and antisocial behaviours like drug addiction, casual relationships, alcoholism, delinquency etc. These may result in psycho-social problems in adult life like depression, fear, anxieties, bipolar disorders and even mental illness. Adolescents lack the efficacy to deal with the chaos and uncertainties of future, thereby making them more vulnerable and easy victims of social abuse. The society is dynamic in nature and with changing social nature, the educational system also changes. Education acts as tool to help pupils’ lead productive lives and the modern educational system aims at equipping learners with abilities and capacities to deal effectively with various challenges of life. The education provided in school is the basis for formulation of the personality of a student. Educators have the responsibility to model good behaviours for learners of all ages especially adolescents. The Life Skills Education and CCE manual for classes IX and X by CBSE has listed out some major issues and challenges faced by adolescents:

1. Adolescents lack skills and self-awareness and thus develop poor self-image and personal identity. This hinders their self-development and career growth.
2. They face frequent mood changes and are found utterly confused due to their inability to understand their ‘emotional turmoil’. They also often lack supportive care and counselling facilities.
3. They are in a phase of transition which results in re-definition of their social relationships and interpersonal outlook. They lack clarity regarding their changed social roles and are in need to understand social boundaries and importance of mutual respect.

CHALLENGES OF ADOLESCENTS WITH DISABILITIES

Disability is viewed by ICF as an umbrella term for restrictions in participation and performance of age appropriate activity. The social model of disability views it as a construct which occurs due to negative interaction between the individual with a health condition or impairment and the surrounding physical, attitudinal and social environment (Graham, Schultz & Mitra et al.) Adolescents with disabilities have varying characteristics, strengths, needs and face numerous challenges due to activity limitations. The studies report that adolescents with disabilities and special healthcare needs experience greater incidents of feeling anxious and depressed; arguing and temper tantrums; victims of bullying etc. They face greater social inequalities resulting out of factors such as poor households disadvantaged due to poverty, low parental educational levels, and poor inclusive practices (Characteristics of Adolescents with disabilities, hhs.gov)

OBJECTIVES OF THE STUDY

The following objectives were framed for the present study:

- To understand the need for Life Skills training with special reference to adolescents.
- To formulate the benefits of Life Skills training.
- To find out the core Life Skills required by adolescents with disabilities.

RESEARCH QUESTIONS

In order to answer the objective framed for the present study, the following research questions were designed:

- Q-1: What is the need for Life Skills training for adolescents?
- Q-2: What are the benefits of Life Skills training?
- Q-3: What are the core Life Skills for adolescents with disabilities?

The national and international studies reviewed for the present paper were located from databases such as SAGE, NCBI, ERIC, IEEE Explorer and some open access journal websites using search key words like adolescents, disabilities, life skills etc. The complete text and abstract of the papers were reviewed.

FINDINGS OF THS STUDY

Need and Importance for Training in Life Skills

Kaur (2011) found that students can make use of life skills to make better choices of living and such skills also guided them on the correct path. Khera & Khosla (2012) mention the need for Life Skills Education in promoting positive wellbeing and survival in daily life. They emphasized the need to include Life Skill Education in general curriculum. Pillai (2012) proposed effective social engagement of adolescents in day to day functioning of the house and provision of appropriate training activities in school will promote development of life skills among the adolescents. Joseph (2014) studied the impact of Life Skill training on the improvement of emotional intelligence among students of six different higher secondary schools studying in the XI standard in Chennai. The study included a sample size of 503 and the inventory titled 'Mangal Emotional Effect of Life Skill Training on Resilience among School Adolescents' (Mangal & Mangal, 2009) was used to identify the correlation between the two components. The statistical analysis revealed that the presence of positive correlation. Kumar (2017) states that Life skills training can promote better response to

critical situations and helps in the development of active self-respect, enhancing social interaction skills, maintaining social relationships, and take effective decisions.

Finding-1: Thus we can view adolescence as a stage of great change and emotional turmoil where the adolescents are in greater need for Life Skills Programs in a supportive and caring learning environment such as that provided by schools.

Finding-2: The various benefits of Life Skills Training can be understood as follows:

- Development of positive, adaptive and flexible approach among the learners.
- Better resolution of conflicts and problems.
- Formation of healthy and positive interpersonal relationships with peers, elders, family members and others.
- Promotes better management of societal and peer pressures.
- Promotes development of positive personality traits and value system of an individual.
- Allows development of constructive behaviour mechanism thereby handling stress and criticism effectively.
- Promotes development of an empathetic attitude towards others.
- Promotes mental and physical well-being for adolescents.
- Promotes better inclusion in the society for adolescents with disabilities.

Finding-3: The core Life Skills needed by adolescents with disabilities can be understood as grouped into two major categories based on the reviewed literature. The **social skills** training should include self-awareness, empathy, interpersonal skills, effective communication, coping with stress and emotions. While the **thinking skills** constitute of creative thinking, critical thinking, problem solving and decision making. Research studies show that training in such skills help in development of independent living skills and vocational skills among the adolescents and children with special needs (Jaya et al., 2018). Such skill training will lead to better inclusion and vocational opportunities'.



Figure-2: Core Life Skills: A combination of Social Skills and Thinking Skills

CONCLUSION

Hence it can be mentioned that Life Skills Education is one of the key requirements in today's school curriculum in special and inclusive schools. The psychological push factors can be easily tackled through proper and timely training in Life Skills for adolescents with or without disabilities (CBSE). The adolescent years are in greater need for Life Skills training owing to the vulnerabilities, numerous changes and emotional turmoil faced by children in the particular age group. Life Skills Educational Program should be integrally linked with the school curriculum and imparted to children of all age groups especially adolescents for promoting better adjustment and Quality of Life.

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Provisions for Undertrials under Various National Indian Commissions and Reports

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“Prison as a subject of legislation has been placed under *Entry 4 in List-II* (State list), of the *Seventh Schedule of the Constitution of India*. Hence, prisons in different States vary in their organization, rules and models. All the States have their own manuals based upon the *Prisons Act 1894*, which is a Central legislation”.¹ Important reports of National commissions and Committees of India have been discussed below:

SEVENTY EIGHTH REPORT OF LAW COMMISSION (1979)

“*Seventy-eighth Report of Law Commission of India* is relating Congestion of Undertrial Prisoners in Jails. One point that is emphasized by the *Seventy-Eighth Law Commission* is that there needs to be an expansion of the surety principle for less-serious offenders.”²

Some of important recommendations of the commission are as follows;

- In dealing with the problem, three types of prisoners have to be considered; I. Persons being tried for non-bailable offences, in respect of whom the court have declined to pass an order for their release on bail, II. Persons being tried to non-bailable offences, in respect of whom court have passed order for bail but who, because of the difficulty of finding appropriate surety or because of some other reason, do not furnish the bail bond, III. Persons who are being tried for bailable offences but who, because of the difficulty of finding appropriate surety or some other reasons, do not furnish the bail bond, IV. For reducing the burden of undertrial prisoners on jail, all the above three categories should be dealt with”.³
- **Disposal of Cases;** I. “For dealing with the problem of large number of undertrial prisoners, implementation of recommendations made in the *77th Report of the Law Commission* (delay and arrears in trial courts) is a measure of the first importance”;⁴ II. “Cases in which the accused persons are in jail should be given preference and the target for their disposal should be four months-instead of six months recommended in the *77th Report*; III. In order to prevent interested parties from prolonging pendency of cases, a certain amount of strictness is necessary to ensure prompt disposal; IV. Trial Magistrates should furnish periodical statements of cases in which the accused are in custody and which are not concluded within the prescribed time; V. In times of some agitation, numerous persons defy law and court arrest, causing a sudden spurt in the number of undertrial prisoners. Most of them would not offer bail. Such persons should be put up for trial soon after their arrest in order to avoid congestion in jails; VI. Quite a substantial number of persons who are being proceeded against in security proceedings for keeping peace and for good behaviour are detained in jail as undertrial prisoners because of their inability to furnish the requisite bond. The cases against those persons should be heard with due promptness and dispatch. Efforts should be made to conclude these proceedings within 3 months; VII. Inordinate delay in the investigation of cases should be avoided. The diversion of police officials concerned with investigation to other duties relating to law and order should be avoided®. It causes

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delay in investigation, as pointed out in 77th Report; VIII. Investigation of cases should be completed as soon as possible. The law provides that if an investigation is not completed within the specified period, the accused should be released on bail, thus highlighting the need for prompt investigation; IX. Where the accused is in jail, adjournments of cases should not be granted unless absolutely necessary”.⁵

- **Expansion of the Category of Bailable Offences;** I. “Certain offences under the Indian Penal Code, as listed in the Report, which are at present non-bailable, should be made bailable. The *Code of Criminal Procedure, First Schedule, Part I*, should be amended accordingly”;⁶ II. “Offences under laws other than the Indian Penal Code punishable with 3 years’ imprisonment should be made bailable with the exception of offences under the *Official Secrets Act, 1923. The Code of Criminal Procedure, 1973, First Schedule, Part II*, should be amended accordingly”.⁷ **Amount of Bond;** III. “The statutory requirement that the amount of bond shall not be excessive should be observed; IV. There is, however, no need to impose a statutory ceiling on the amount of bail”.⁸ **Release on Bond Without Sureties;** V. “In regard to bailable offences, *section 436(1), Code of Criminal Procedure, 1973*, which empowers the officer or court to “discharge” a person on bond without sureties, should be amended by adding an Explanation to the effect that where a period of one month expires after arrest without the accused furnishing sureties, that shall (in the absence of reasons to the contrary as recorded) be a fit ground for release on bond without sureties. The word ‘discharge’ should be replaced by the word ‘release’⁹; VI. “In regard (non-bailable offences, a discretion should be given to the officer or court to release a person on bond without sureties. *Section 437(1), Code of Criminal Procedure, 1973* should be amended for the purpose; VII. A definition of ‘bail’ should be inserted¹⁰ as *section 2(aa) in the Code of Criminal Procedure, 1973* to make it clear that references to “bail” include references to a person released on bond without sureties, where such release is permitted by the Code, VIII. Further, in *sections 395(3) and 439(I)(a)* of the Code, power to release on bond without sureties should be expressly provided for”.¹¹

OBLIGATION TO APPEAR AND SURRENDER

- “A provision should be inserted in the *Code of Criminal Procedure, 1973* to the effect that a person released on bail shall be bound to appear and to surrender to custody.
- There should be inserted in the *Indian Penal Code* a Provision creating a new offence punishing violation of the obligation so undertaken with imprisonment upto 2 years or fine or both.
- The new offence to be created as above should be—
 - (i) cognizable;
 - (ii) non-bailable;
 - (iii) triable by any Magistrate.
 - (iv) The *Code of Criminal Procedure, 1973, First Schedule, Part I*, should be appropriately amended for the purpose”.¹²

ARRANGEMENTS FOR DETENTION

- “There should be separate institutions for the detention of undertrial prisoners, the induction of a large population of undertrial prisoners in a building essentially meant for convicts being undesirable. However, the creation of such institution is a matter of long-term planning

and of financial implications. Other steps to reduce the number of undertrial prisoners may therefore have to be taken.

- The question of providing for bail hostels for persons who, though ordered to be released on bail, cannot offer bail, has not been considered in the Report as a part from its financial implications and need for long-term planning, its prospects in the present conditions are rather remote.
- A lot needs to be done to improve the conditions of detention in prisons. The Report, however, refrains from going into this matter, being outside the scope of the reference”.¹³

2. THE 142ND REPORT OF THE LAW COMMISSION OF INDIA(1991)

“The 142nd Report of the Law Commission of India has given ample justification for the introduction of plea bargaining into Indian jurisprudence¹⁴. It argued that;

- It is not just and fair to treat the accused who wants to plead guilty at par with the one who claims to be tried at considerable time cost and money cost to the community.
- It is desirable to infuse life in the reformatory provisions embodied in *section 360* of the Code and in the *Probation of Offenders Act* which remain practically unutilized at present.
- Plea bargaining would be preferred by the accused rather than the prospect of remaining an undertrial prisoner for the following reasons:
- End of uncertainty;
- Saving in litigation cost;
- Saving in anxiety cost;
- Being able to know his fate and to start life afresh;
- Saving avoiding visits to lawyer’s office and to court on appointed dates.
- It will reduce the backbreaking burden of the court without detriment to the public interest;

It will reduce congestion in jails; In the USA nearly 75% of the total convictions are secured as a result of plea bargaining. Under the present system 75% to 90% of the criminal cases if not more, result in acquittals”.¹⁵

THE 154TH REPORT OF THE LAW COMMISSION OF INDIA (1996)

The 154th Report of the Law Commission of India (1996) “focused on the CrPC, and devoted a separate *chapter XIII* on ‘Plea Bargaining’ and *Chapter XXI* to ‘Speedy Justice’. The right to speedy trial is recognised as a common law right flowing from the Magna Carta in UK, USA, Canada and New Zealand, though this view is not accepted in Australia”.¹⁶ “In its 154th Report, the Law Commission strongly recommended that the plea bargaining concept be introduced, at least as an experimental measure, for offences which are liable for punishment with imprisonment of less than 7 years, including the offences covered by *section 320* of the Code.

Elaborate recommendations were included the followings”¹⁷:

- “There should be a separate cadre for the Investigating Agencies in every District and an officer of such Agency should be in charge of the case throughout, till the conclusion of the trial. He should be enjoined the responsibility of production of witnesses, production of accused and for assisting the prosecuting agency.
- There should be a proper co-ordination between the Investigating Agency and Prosecuting Agency.
- A Directorate of Prosecution may be established in each State for co-ordinating the prosecution work.

- Adequate number of Public Prosecutors/Assistant Public Prosecutors should be appointed by the Government *u/s 24 and 25 of the CrPC*.
- *Sections 377 and 378 of CrPC* should be amended to provide for filing of appeals in the Sessions Court against the judgment of the Magistrate in respect of enhancement of punishment or against the order of acquittal".¹⁸
- "The Summons procedure may be dispensed with and all Summons cases should be tried summarily except those which, by virtue of their nature or circumstances of the offences or the case, warrant a regular full trial when the court finds that the summary procedure is not salutary. Suitable amendment may be made in *section 260 of the Code*.
- The statements/documents relied upon by the prosecution in a police case should be supplied to the accused at the time of the filing of the charge sheet.
- The listing of cases should be done in such a manner that the witnesses who are summoned are examined on the day they are summoned and adjournments should be avoided meticulously.
- Adequate allowances should be paid by the State to the prosecution witnesses.
- In order to reduce the 'docket explosion' in the courts, State should enact legislation on *Nyaya Panchayats* to suit the local needs and conditions. The *Andhra Pradesh Nyaya Panchayat Bill, 1995*, may be adopted as a model on the composition, powers and jurisdiction of the *Nyaya Panchayats*".¹⁹
- "The court should frame the charge against the accused after deep deliberation. Accused should be given an opportunity to produce any materials even at charge stage which could clinch the issue and the court should take into consideration such matter at this stage itself.
- The IO should be vested with the authority to compound offences that are punishable under law at the investigation stage itself.
- The concept of plea bargaining should be introduced as an experimental measure for offences which are liable for punishment with imprisonment of less than 7 years and/or fine. However, plea bargaining should not be available to the accused involved in social/economic offences of a grave nature and offences against women and children.
- Accused are often responsible for delaying trials so that prosecution witnesses are not examined. Hence, the suggestions made by the Law Commission in its *77th report* regarding delay in respect of civil cases may be made applicable to criminal cases also".²⁰
- "Priority should be given to the trial of old cases.
- Effective steps should be taken to ensure prompt service of summons or execution of warrants issued by the court.
- Lack of police personnel to escort the accused to the court is yet another cause for the delay. Therefore, special machinery has to be provided with proper vehicles for producing the accused in the courts on the appointed dates".²¹

RECOMMENDATIONS OF THE 177TH LAW COMMISSION REPORT (MAY 1999)

"The *177th Report of the Law Commission* submitted to the government on the law relating to arrests stated that the best way to reduce the number of undertrial prisoners is to regulate arrests. The Commission suggested three major changes to be brought about in the *Criminal Procedure Code*"²²:

- "No person shall be arrested for offences that are at present categorised as bailable and non-cognizable. For offences under the category of non-cognizable offences no arrest shall be made by the police and no court shall issue an arrest warrant.

- In respect of offences treated as bailable and cognizable, no arrests shall be made but an “appearance notice” shall be served on the accused directing him to appear at the police station or before the Magistrate as and when required.
- “Offences punishable with seven years of imprisonment and treated at present as non-bailable and cognizable would be treated as bailable and cognizable offences”.²³ “The Law Commission’s recommendations need speedy implementation together with the other above mentioned measures to build popular confidence in the law enforcement system as being capable of creating harmony in society”.²⁴ All the above three reports of law commissions were concerning the Plea bargaining.

NEED FOR SPEEDY JUSTICE- SOME SUGGESTIONS: LAW COMMISSION REPORT NO. 221ST (APRIL 2009)

“Mounting of arrears of cases in courts, particularly in High Courts and District Courts, has been a cause of great concern for litigants as well as for the State. It is a fundamental right of every citizen to get speedy justice and speedy trial which also is the fundamental requirement of good judicial administration”²⁵. In this Report, “the law commission has made few proposals which when given effect to, will be helpful not only in providing speedy justice but also in controlling frivolous, vexatious and luxurious litigations. The Law Commission took up the study *sue moto* and recommends the following amendments:

- “Amendment of *section 80 and Order V of CPC* and also the concerned Court’s Rules. In order to shorten delay, it is necessary that provisions parallel to section 80 CPC be introduced for all kinds of civil suits and cases proposed to be filed by a litigant;
- Amendment of *sections 378, 397 and 401 CrPC*;
- *In complaint cases also, appeal against an order of acquittal* passed by a Magistrate to the Sessions Court be provided, of course, subject to the grant of special leave by it.
- Where the District Magistrate or the State does not direct the Public Prosecutor to prefer appeal against an order of acquittal, the aggrieved person or the informant should have the right to prefer appeal, though with the leave of the Appellate Court.
- There should be only one forum for filing revisions against orders passed by Magistrates, that is, the Sessions Court, instead of two alternative forums as now provided.
- The Legislature should specifically categorize revisable orders, instead of leaving the matter to confusion caused by various interpretations of the expression “interlocutory order”.
- Amendment of *Transfer of Property Act 1882*- It should be made mandatory that the consideration for every sale shall be paid through Bank Draft”.²⁶

‘EXPEDITIOUS INVESTIGATION AND TRIAL OF CRIMINAL CASES AGAINST INFLUENTIAL PUBLIC PERSONALITIES’ - REPORT NO.239 (MARCH 2012)

The Law Commission report i.e. *Report No. 239* on ‘Expedition Investigation and Trial of Criminal Cases Against Influential Public Personalities’ (March 2012) “based on Writ petition submitted to the Supreme Court of India *Virender Kumar Ohri Vs. Union of India & Others*²⁷, expressed its deep concern about the inordinate delays in the investigation and prosecution of criminal cases that involving serious offences and in the trial of such cases in the Courts and is a blot on justice system”.²⁸

Lack of expertise and sustained effort in investigation and non-utilization of scientific methods of investigation is resulting in low rate of convictions and even implication of innocent accused persons”.²⁹

“This report has given various recommendations regarding speedy investigation, quality of investigation and documentation”³⁰, “Some measures that are directed to be taken by the Police after FIR is received/recorded”³¹, “Measures to be taken after the Court is seized of the matter (during trial)”³², “Need for ear-marked Police personnel for Court duties”³³, Strengthening Prosecution Machinery”³⁴, “Increase in the number of courts and filling up of vacancies promptly”³⁵ that can also be taken into consideration and applied accordingly in cases of undertrials too.

ARREARS AND BACKLOG: CREATING ADDITIONAL JUDICIAL (WO) MANPOWER- REPORT NO. 245 (JULY, 2014)

The present report in a way deals with the issue of arrears and delay and problem of judicial (wo)manpower planning- a problem that for quite many years remained ignored. Undermining this, the Law Commission, in its *120th Report: “Manpower Planning in Judiciary: A Blue Print”* had observed-

The Commission was of the view that the question of judicial manpower planning had generally been ignored in India’s planned development. The developing science of manpower planning has not attracted the attention of policy opinion makers in the field of administration of justice in India. All reorganization proposals are basically patch work, ad-hoc, and unsystematic solutions to the problem”. Importantly, the report, while confessing its limitations and inability said: “Commission itself is in no position, given the fact of its present structure, to provide this kind of technical analysis only on which sound programme of change can be envisaged. Of course, the Commission has done the next best thing and elicited extensive opinion of those knowledgeable in the field and the general public. But we must admit that, all said and done, this is a very poor substitute for sound scientific analysis.”³⁶

“The Commission in its present report recommended that there was strong justification to increase the then existing ratio from 10.5 judges per million to at least 50 judges per million of Indian population. The present report is based on analysis of institution, disposal and pendency figures upto 2012. However, the present report is an attempt to deal with the problem somewhat more analytically and scientifically.”³⁷ The Commission has finally arrived at making following suggestions and recommendations”:

RATE OF DISPOSAL METHOD

“That, given the existing availability of data, the Rate of Disposal Method and formulae be followed for calculating adequate judge strength for Subordinate Courts, instead of Judge-Population or Judge-Institution Ratio, Ideal Case Load Method or the Time Based Method”.³⁸

NUMBER OF JUDGES TO BE APPOINTED ON A PRIORITY BASIS

“That, data obtained from High Courts indicates that the judicial system is severely backlogged, and is also not being able to keep pace with current filings, thus exacerbating the problem of backlogs. The system requires a massive influx of judicial resources in order to dispose of the backlog and keep pace with current filings. The data indicates the need for taking urgent measures for increasing judge strength in order to ensure timely justice and facilitate access to justice for all sections of society.

That, as per the resolution of the Advisory Council of the National Mission for Justice Delivery and Legal Reforms, the resolution of the Chief Justices and Chief Ministers Conference, 2013, and public addresses of the Prime Minister and the Law Minister, the current judge strength is being doubled over the next five years.

Given the large number of judges required to clear backlog and the time that it will take to complete selection and training processes and to create adequate infrastructure, the Law Commission recommends that the recruitment of new judges should focus, as a matter of priority, on the number of judges required to breakeven and to dispose of the backlog, in a 3 year time frame".³⁹

INCREASING THE AGE OF RETIREMENT OF SUBORDINATE COURT JUDGES

"That, in order to meet the need for a large number of appropriately trained Subordinate Court Judges, the age of retirement of Subordinate judges be raised to 62. The benefit of increase in the retirement age is made available to judicial officers in terms of the directions of the Supreme Court in *All India Judges' Association v. Union of India*".⁴⁰

CREATION OF SPECIAL COURTS FOR TRAFFIC/POLICE CHALLAN CASES

"That special morning and evening Courts be set up for dealing with Traffic/Police *Challan* cases which constituted 38.7% of institutions and 37.4% of all pending cases in the last three years, before the Subordinate Judicial Services. These Courts should be in addition to the regular Courts so that they can reduce the case load of the regular Courts. In addition, facilities be made available for online payment of fines as well as the payment of fines at designated counters in the Court complex. This measure will further reduce pendency before such Special Courts. Recent law graduates may be appointed for short durations, e.g., 3 years, to preside over these special traffic Courts. These special Courts should only deal with cases involving fines. Cases which may involve imprisonment should be tried before regular Courts in order to ensure fair process".⁴¹

"That, if Special Traffic/Police *Challan* Courts are not created, the number of judges required in the regular cadres should be further increased to take into account traffic and police *challan* cases".⁴²

PROVISION FOR STAFF AND INFRASTRUCTURE

"That, adequate provisions be made for staff and infrastructure required for the working of additional Courts".⁴³

PERIODIC NEEDS ASSESSMENT BY HIGH COURTS

"Though the present report is based on analysis of institution, disposal and pendency figures upto 2012; needless to say, over time these figures are likely to change, affecting the requirement for additional Courts to keep pace with filings and disposals. The Law Commission does not have sufficient information to predict by how much institution is likely to vary in the coming years. Therefore, the High Courts may be required to carry out Periodic Judicial Needs Assessment to monitor the rate of institution and disposal and revise the judge strength periodically, based on institutions, disposals, pendency and vacancy, using the formula given above".⁴⁴

"That, in the light of revelation before the Commission about the lack of uniformity in data collection and concerns with the quality of data recorded and provided by High Courts, the Commission strongly recommends that High Courts be directed to evolve uniform data collection and data management methods in order to ensure transparency and to facilitate data based policy prescriptions for the judicial system".⁴⁵

NEED FOR SYSTEM-WIDE REFORM

“That a systemic perspective encompassing all levels of the judicial hierarchy, is needed for meaningful judicial reform. Taking measures for the timely disposal of cases at all levels of the judicial system, including by monitoring and increasing judge strength throughout the system; encouraging Alternative Dispute Resolution Methods, where appropriate and more efficient allocation and utilization of resources is required to fulfill the goal of providing timely justice to litigants. In particular, the Commission emphasizes the urgent need to increase judge strength in High Courts to ensure that appeals/revisions from additional cases disposed of by the newly created Subordinate Courts, are dealt with in a timely manner, and that the already heavy backlog in the High Courts is adequately addressed. Therefore, a piecemeal approach to delay reduction should be eschewed in favour of a systemic perspective”.⁴⁶

Therefore, the Commission seeks to highlight an urgent need to fix rational, non-mandatory time frames for different types of cases, and use such time frames as a basis for setting judge performance standards, litigant expectations, and making more robust policy recommendations for the judiciary”.⁴⁷

CONCLUSION

Thus, “Though in an ideal world, the implementation of the above recommendations would help to alleviate the plight of the undertrial dilemma in India. But in reality, a number of these proposals have failed to translate into actual policy changes despite being repeatedly advocated over the past many decades highlights a lack of political will, insufficient devotion of resources to make such substantive alterations, and no uniform enforcement of those few initiatives that have been codified.⁴⁸ Such problems are all too familiar to those who study the Indian legal system”.

However, despite various enactments, provisions and recommendations made by the various committees and commissions, the weal of undertrials has not been ending up. Undertrials have to spend more time in the judicial custody than their pronounced sentences. Acquittal after confinement is a serious violation of human rights. It seems as Indian Government has been accustomed to constitute some committees or commissions to appease the anguished public and lay their reports under the carpet when the matter is tranquilized. So are our courts too. The Reports of various Commissions and Committees have never been with so far. The comments or action taken by government on these reports have not published. The Committees and Commissions without commitment are nothing but tranquilizing and appeasing exercise only.

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Non- Performing Assets (NPAS) Problem and Insolvency and Bankruptcy Code, 2016

Mr. Chandra Mohan Bairwa*

INTRODUCTION

“It is not by augmenting the capital of the country, but by rendering a greater part of that capital active and productive than would otherwise be so, that the most judicious operations of banking can increase the industry of the country.”

- Adam Smith

This research paper provides an analysis of the development of Bankruptcy and Insolvency laws in India. The paper identifies critical shortcomings in individual laws and discusses the lack of harmonisation. The role of a weak framework for insolvency and bankruptcy in promoting a bank oriented economy is discussed. The paper summarizes, using empirical data, the impact of inefficient and inadequate insolvency framework on resolution timelines and recovery rate.

Author analyses the recently passed Insolvency and Bankruptcy Bill and concludes that the Bill in its current form encourages liquidation at the cost of financial restructuring. The Insolvency and Bankruptcy Code may prove to be the long awaited and much needed panacea for the banks ridden with Non-Performing Assets. For quite some time now, Indian Banks have been suffering with the malaise of rising NPAs and suffering from the inordinate delays in recovering their debts due to the multiplicity of laws governing the bankruptcy laws.

Insolvency and Bankruptcy Code done to consolidate all the existing laws related to insolvency in India and to simplify the process of insolvency resolution. Insolvency is the inability of the individuals or corporates to repay their debts. Bankruptcy is nothing but a legal declaration of insolvency. There was no single law dealing with insolvency and bankruptcy in India. The liquidation of companies and individuals were handled under various Acts. It led to an overlapping jurisdiction of different authorities like High Court, Company Law Board, Board for industrial and financial reconstruction and Debt recovery tribunal. This overlapping jurisdictions and multiplicity of laws made the process of insolvency resolution very cumbersome in India.

KEY HIGHLIGHTS OF INSOLVENCY AND BANKRUPTCY CODE 2016

Previously the average time to resolve the insolvency was around four years which is cut down to six months by this code. This insolvency and bankruptcy code 2016 will attract further foreign investment with proven results of effective and speedy functioning of the insolvency and liquidation process. Hence it will be a key factor to sustain economic growth in the country through foreign investments. This would also give banks and other investors' confidence in putting their money into Indian entrepreneurs.¹ The code is applicable to companies, limited liability firms, other firms, and individuals. This insolvency and bankruptcy code 2016 includes two processes that is Insolvency Resolution and second is liquidation.

The insolvency and bankruptcy code 2016 has considered the Mallya saga and have attempted to address cross border insolvency as well. The properties considered for insolvency resolution and

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liquidation under the code are money, goods, actionable claims, land. This could be either in India or outside. With help of Central Government, the code can also be re-enforced outside the country. This insolvency and bankruptcy code 2016 **is mother of all laws** as it consolidates and surpasses all the laws of revival, restructuring, winding up and reorganization of any sick or debt oriented industry. The insolvency and bankruptcy code 2016 also provides an opportunity for professionals like advocates, lawyers, Chartered Accountants, Company Secretaries, Cost Accountants and Valuers to become Resolution Professionals by obtaining the license under the code and practice.

The code includes the process to be followed to declare an individual, company or a partnership firm to be insolvent. Under insolvency and bankruptcy code 2016 both debtor and creditor can initiate the recovery procedure of the bad loans. Insolvency and bankruptcy board is the regulator for governing the insolvency and bankruptcy code 2016 proceedings. IBBI includes ten members who are from finance ministry and law ministry. Insolvency and bankruptcy code 2016 have announced two tribunals who shall be authorized to resolve the insolvency issues and thus will pronounce the judgement. One of them is National Company Law Tribunal which will take care of insolvency and bankruptcy code 2016 proceedings for companies and another is Debt Recovery Tribunal which will govern the insolvency and bankruptcy code 2016 proceedings for the individuals.

CORPORATE INSOLVENCY RESOLUTION PROCESS UNDER THE BANKRUPTCY CODE AND ITS IMPACT ON THE COMPANIES

In case a corporate debtor makes a default in repayment of dues of the creditors, the financial creditors, an operational creditor or a corporate debtor through Corporate applicant or any authorised member, a person who has the controlling capacity over the financial affairs of the corporate debtor has the power to start the insolvency resolution process. In order to initiate the resolution process, an application has to be made to National Company Law Tribunal²

A ten days demand notice³ in case of Operational Creditors) has to be given to the corporate debtor by the Operational Creditors before he approaches the NCLT⁴. However, an operational creditor can directly approach the NCLT if the corporate debtor does not repay the outstanding dues or fails to show any existing difference. The new code states that the insolvency process of a Corporate Debtor must be concluded within 180 days from the date of initiation in the NCLT⁵. The claims of the Creditors shall be frozen for a period of six months on admission of application by NCLT. During this time, the NCLT shall listen to the options to revive and decide the future course of action. It is further clarified that unless a resolution plan is made or liquidation process is initiated, no legal claim shall be sought against the corporate debtor in any other forum or Court⁶. When the application for insolvency is accepted⁷ the NCLT within fourteen days appoints an Insolvency Resolution Professional (IRP) on receiving a confirmation from Board of Insolvency and Bankruptcy. The appointed IP then takes up the responsibility of the debtor's properties and functioning. He also collects all the information that is relevant with regard to the financial condition of the debtor from information utilities. IP is appointed for a term of thirty days only within which he does all the necessary scrutinization⁸. The next step is to make a public announcement about the commencement of corporate insolvency process so that claims from any other creditors can also come forward, if any. A creditor's committee is constituted by the IRP post receiving any claims by public announcement⁹.

In the event any financial creditor is a related party of the defaulting debtor, such a creditor will not have the right to represent, participate or vote in the committee of creditors so constituted by the IP. In order to be a part of the Creditor's Committee, the average dues of the operational creditors must be at least ten percent of the debt. The Committee of Creditors shall first seven days

of its incorporation decide through seventy five percent votes whether the interim IRP should be used as a Resolution Professional or should be replaced with someone else. After the Committee finalizes the Resolution Professional he is appointed by the NCLT¹⁰. The Resolution Professional so appointed can be replaced anytime by the Creditor's Committee with a majority of seventy five percent votes. In the interim, i.e. till the appointed of any new Resolution Professional, the Creditor's Committee can take decisions with regard to insolvency resolution by seventy five percent majority voting. In the event majority (75%) of the financial creditors are of the view that the case is very complex and more time extension is required, the NCLT may grant a one-time extension of up to a maximum of 90 days over and above the pre decided tenure of 180 days. It shall be the sole responsibility of the Resolution Professional to manage and conduct the corporate insolvency resolution procedure during such a term¹¹. To enable the resolution applicant for preparing a resolution plan, the Resolution Professional shall compile a statistics note. A resolution applicant can be defined as an individual who has the duty and responsibility to submit a resolution plan to the Resolution Professional. The Creditor's Committee further receives the plan from the Resolution Professional for its approval.

On the resolution being approved, the next step by the Creditor's Committee is to come up with options on restructuring which can be either coming up with a modified repayment plan or to simply liquidate the properties of the company in order to recover dues. If the Creditor's Committee fails to take any binding decision with regard to the repayment by the debtor, the debtor's assets are liquidated in order to pay back the creditors. If there is a plan prepared for resolution, the same shall be sent to NCLT for approval and implementation.

NON-PERFORMING ASSETS (NPAS) PROBLEM IN INDIA

A standard asset is a performing asset. It regularly produces income for the bank. NPA are classified under the following heads:

1. **Sub-Standard Assets** : All those assets that is loans and advances which are considered as non-performing for a period of more than 90 days but less than 12 months are called as Sub-Standard assets. For less than 90 days, they are included in Special Mention Account.
2. **Doubtful Assets**: All those assets in the Sub-Standard Assets category which exceed the period of 12 months are called as Doubtful Assets.
3. **Loss Assets**: All those assets which cannot be recovered are called as Loss Assets.[9]

AN EXAMPLE OF NPA

When the borrower stops paying interest or principal on a loan, the lender will lose money. Such a loan is known as Non-Performing Asset (NPA). Indian Banking industry is seriously affected by Non-Performing Assets. In the best interest of our readers, we have come up with a comprehensive post on NPAs, in which analyze the entire issue in detail. We will also list out the entire steps taken by Government and RBI to counter the situation. Suppose State Bank of India (SBI) gives a loan of Rs. 10 crore to a company (Kingfisher Airlines). Consider that they agreed upon for an interest rate of say 10% per annum. Now suppose that initially everything was good and the market forces were working in support to the airline industry, therefore, Kingfisher was able to service the interest amount. Later, due to administrative, technical or corporate reasons suppose the company is not able to pay the interest rates for 90 days. In that case, a loan given to the Kingfisher Airlines is a good case for the consideration as NPA.

EFFECT OF NON-PERFORMING ASSETS ON INDIAN ECONOMY

The day to day operations in the account becomes difficult as bank starts adjusting money deposited against the dues. The approach of the banker towards the borrower is more of lender borrower rather than financier customer relation. The borrower is in a helpless situation and at the mercy of the lender bank, demoralizing the borrower. Indian bank's gross non-performing assets or bad loans, stood at Rs 10.25 Lakh Crore as on 31 March 2018 as on 31 March 2017. In quarter the pile has grown by Rs 1.39 Lakh Crore or 16 percent from Rs 8.86 Lakh Crore as on 31 December 2017. This chunk now accounts for 11.8 percent of the total loans given by the banking industry. For financial year 2018, the total bad loans of these banks rose by a whopping Rs 3.13 Lakh Crore. Taking Note of the alarming bad loans situation, The NDA government last year announced a Rs 2.11 Lakh Crore bank recapitalization plan to pull out state run banks from the mess. As much as 90 percent of the above mentioned sticky assets are on the books of government owned banks. A break up of the NPA shows that 21 public sector banks saw their bad loans pile grow by Rs 1.19 Lakh Crore (or 15.4 percent) to Rs 8.97 Lakh Crore in the March 2018 quarter compared to December 2017's figures. While that of 18 private banks surged by Rs 19,446 Crore or 17.9 percent to Rs 1.28 Lakh Crore in the March 2018 quarter from Rs 1.09 Lakh Crore in the December 2017 quarter. After making provisions the net bad loans of these banks stood at Rs 5.18 Lakh Crore in the March 2018 quarter as against Rs 4.69 Lakh Crore in the December 2017 quarter. Industry leader the State Bank of India (SBI) which tops NPA chart has logged an increase of Rs 24,286 Crore in bad loans in the March quarter to Rs 2.23 Lakh Crore.

The Nirav Modi Scam hit Punjab National Bank (PNB) has reported the maximum rise of Rs 29,100 Crore in gross NPAs to Rs 86,620 Crore in the March quarter. Barring the Bank of India (BOI) and Oriental Bank of Loans during the quarter while Bank of India's gross bad loans declined by Rs 1,920 Crore in the March quarter that of OBC was down by Rs 1417 Crore. Among private banks, the gross NPAs of ICICI Bank and Axis Bank have risen significantly. ICICI Bank's bad loans pile grew by Rs 8,024 Crore or 17.4 percent in the March 2018 quarter to Rs 54,063 Crore, Axis Bank's widened by Rs 9,248 Crore or 37 percent to Rs 34,249 Crore in the March 2018 quarter from Rs 25,001 Crore during the December 2017 quarter.

CONCLUSION AND SUGGESTION

The Insolvency and Bankruptcy Code 2016 is a welcome initiative for creditors, investors and debtors alike. The streamlining of procedures, simplification of the insolvency process and fast-tracking of recovery are hallmarks of the code which, if passed, will have a palpably positive affect on India's lending climate. The ease of doing business is one of the most important necessities in India and that India currently holds 130th position only. The new law also empowers the creditors to decide whether the said defaulter is declared insolvent or not. But such power is also controlled and governed by the courts in India. Ease of business and good governance are the two most business imperatives in the current situation of the state and this code goes a long way into achieving that.

These are the possibilities intervention into the issue of creditor order in the direction of favouring those creditors who would make significant progress by individually enforcing receivables still prior to commencement of insolvency proceedings; furthermore, enabling full write-off of receivables as early as the moment a debtor's bankruptcy is declared, while taxing an incidental yield from insolvency proceedings after it is collected and thirdly, a change in the way over-indebtedness is defined in the insolvency act so that this definition is clearer and therefore usable also in the normal economic environment. Especially this third change would entail significant intervention into the

current economic environment in the country, but it would nevertheless probably lead especially towards its cultivation. Banks which are considered as one of the creditors in both the cases can approach NCLT for the Corporate Debtors or the DRT in case of Individuals/Firms opting for the Liquidation and Bankruptcy wherein the Insolvency Professional shall be appointed to evaluate the financial position and weigh the options available for if possible any recovery or rescue of the Debtor.

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A Critical Appraisal of Health Care Programmes for Rural Women towards a Better India with Special Reference to U.P.

Dr. Manisha Gupta*

INTRODUCTION

Women, the word sounds so powerful. Since eternity, women have played a role more important than men and that is no exaggeration. It has been said that, you teach a female and you build up a nation and truth can't be closer than that. Women have always carried the burden of being a wife, mother, sister all on their own and we need not to explain how magnificently they have carried this position. Pandit Jawaharlal Nehru had once said, "*You can tell the condition of a nation by looking at the status of its women*". However, things have not remained the same in the recent past. The social fabric has acquired completely new dimensions. The women are considered less powerful and important than men.. India in last few decades has remained more of a male-dominated society. Women suffer from hunger and poverty in greater numbers and to a great degree than men. At the same time, it is women who bear the primary responsibility for actions needed to end hunger and improve education, nutrition, health and family income. How ironical situation Is this? The Indian constitution grants women equal rights with men, but strong patriarchal traditions persist, with women's lives shaped by customs that are centuries old.

Looking through the lens of hunger and poverty, there are many major areas of discrimination against women in India:—

- **Malnutrition:** India has exceptionally high rates of child malnutrition, because in India women eat last and least throughout their lives, even when pregnant and lactating. Malnourished women give birth to malnourished children and this way cycle perpetuates.
- **Poor Health:** Females receive less health care than males. Many women die during childbirth. Working conditions and environmental pollution further deteriorate women's health.
- **Lack of Education:** Families are far less likely to educate girls than boys, and far more likely to pull them out of school, either to help out at home or from fear of violence.
- **Overwork:** Women work longer hours and, yet their work is unrecognized. Men report that "women, like children, eat and do nothing."
- **Unskilled:** Women's primary employment is in agriculture which is an unskilled job.
- **Mistreatment:** In recent years, there has been an alarming rise in atrocities against women in India, in terms of rapes, assaults and dowry- related murders. Female infanticide and sex elective abortions are additional forms of violence that reflect the devaluing of females in Indian society.
- **Powerlessness:** While women are guaranteed equality under the constitution, legal protection has little effect in the face of prevailing patriarchal traditions.. Legal loopholes are used to deny women inheritance right.

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In the light of the above points one can say women live a miserable life and belongs to a marginalized society. It is more prevalent with the rural women in comparison to urban women.

Urban women in India always had more advantages and opportunities than women residing in rural places. Like better education, better economic resource, and more availability of required things for urban women. Rural women are facing problems in getting even basic facilities in every field primarily in Health care sector which is the major concern area of this paper. With the dismal picture of health care in India, not much can be expected in favor of rural women as user of the health system. The present paper is a humble attempt to critically analyze the Health status of rural women.

Health is defined by the World Health Organization (WHO) as a state of complete physical, mental, and social well being. This definition is accepted by all the signatories to the Alma-Ata Declaration on health adopted by the thirty-first World Health Assembly in 1978. This declaration gave the call of 'Health for All by 2000 AD' and accepted that Primary Health Care was a key to attaining this goal.

Health is thus not only about disease and medical care system but also about the environment around us, which influences the mental and physical state of a person. It is multidimensional phenomenon (Hema and Muraleedharan: 1983). The World Development Report[1993] considers good health as an input for increasing productivity, leading to economic growth. The National Council of Applied Economic Research considers health status as "an important indicator of the level of economic development" and it includes mainly mortality and morbidity (NCAR: 1992).

So, we see, Health care is right of every individual but lack of quality infrastructure, dearth of qualified medical functionaries, and non- access to basic medicines and medical facilities thwarts its reach to 60% of population in India. A majority of 700 million people lives in rural areas where the condition of medical facilities is deplorable., Hence, Rural Health care has become one of biggest challenges facing the Health Ministry of India'

Uttar Pradesh is one of the largest, densely populated, and backward states of India which has a socio-economical and thus health related problems for women. Considering the grim picture of the fact the present paper endeavors to critically analyze the health conditions of rural women in up.

Though a lot of policies and programs are being run by the Government but the success and effectiveness of these programs is questionable due to the lack of awareness of Govt. policies and their implementation in rural areas of the districts of up.

PROGRAMS AND POLICIES OF GOVERNMENT

If we glance some of the important programs of government are-

Pre Alma Ata Declaration

- National Health and Development Committee (1946) known as the "Bhore Committee", stressed on understanding of people's health and its importance in improving national productivity.
- 1948 Sokhey Committee Report on National Health. Also known as "Sokhey Committee", which recommended state to set up plans for the protection of helpless and dependent mother and child. The striking feature of the committee was the recognition of women's economic role and concern for their health in relation to the environment.
- 1952 Community Development Programme
- 1962 Mudaliar Committee Report on Health Survey and Planning
- 1966 Mukherjee Committee Reports on Basic Health Services
- 1967 Jungalwalla Committee Report on Integration of Health Services
- 1973 Kartar Singh Committee report on Multipurpose Health Workers

- 1975 Shrivastav Committee Report on Medical Education and Support manpower
- 1977 Rural Health Scheme: Community Health Volunteer Scheme-Village Health guides

Alma Ata Declaration and beyond

- 1978 Alma Ata Declaration – Health For All by 2000
 - 1980 ICSSR and ICMR Report – “Health for all- An alternate Strategy”
 - 1983 Mehta Committee on Medical Education Review
 - 1983 First National Health Policy
 - 1987 Bajaj Committee on Health Manpower Planning, Production and Management
 - 1996 Bajaj Committee on Public Health Systems
 - 2000 National Population Policy
 - 2002 Second National Health Policy
 - 2005 National Rural Health Mission (NRHM] The key core strategies under NRHM are——
1. Train and enhance capacity of Panchayat Raj Institutions (PRIs) to own, control and manage public health services.
 2. Promote access to improved health care at household level through the village level worker, ASHA
 3. Health plan for each village through Village Health Committee of the Panchayat.
Supplementary Strategies under mission-
 4. Regulation for private sector including the informal Rural Medical Practitioners (RMPs) to ensure availability of quality service to citizens at reasonable cost.
 5. Promotion of Public Private Partnership for achieving public health goals.
 6. Mainstreaming the Indian System of medicine (AYUSH) revitalizing local health traditions.
 7. Reorienting medical education to support rural health issues including regulation of medical care to medical ethics.
 8. Effective and viable risk pooling and social health insurance to provide health security to the poor by ensuring accessible, affordable, accountable and good quality hospital care.

NRHM and Convergence with different health related sectors

Common District Health society is created under NRHM to promote the convergence within the health department of various different disease related activities. The indicators of health depend as much on drinking water, female literacy, nutrition, early childhood development, sanitation, women’s empowerment etc. Realizing the importance of wider determinants of health, NRHM sought to adopt a convergent approach for interventions under the umbrella of the District Plan. The Anganwadi Centre under the ICDS and Village Health and Sanitation Committees at the village level would be the principal hub for the health action.

Convergence with Indian System of Medicine (AYUSH)

The officially recognized codified traditional medical systems are Ayurveda, Yoga & Naturopathy, Unani, Siddha and Homeopathy. AYUSH is the Government approved acronym used to represent these systems. On 29.09.2014 Department of AYUSH, Ministry of Health and Family Welfare, Government of India has launched National AYUSH Mission (NAM) during 12th Plan for implementing through States/UTs.

National Health Policy 2015 Preventive and Promotive Health; addressing the wider social & environmental determinants of health The health policy identifies coordinated action on seven priority areas for improving the environment for health. These include:

1. The Swachh Bharat Abhiyan, This program was launched on 2nd October 2014 with a target to have clean India by 2nd October 2019.
2. Balanced and Healthy Diets: This would be promoted through action in Anganwadi centers and schools and would be measured by the reduction of malnutrition, and improved food safety.
3. Addressing Tobacco, Alcohol and Substance Abuse: (Nasha Mukti Abhiyan) Success would be judged in terms of measurable decreases in use of tobacco, alcohol and substance abuse.
4. Yatri Suraksha: Deaths due to rail and road traffic accidents should decline through a combination of response and prevention measures that ensure road and rail safety.
5. Nirbhaya Nari- Action against gender violence ranging from sex determination, to sexual violence.
6. Reduced stress and improved safety in the work place would include action on issues of employment security, preventive measures at the work place.
7. Action would be taken on reducing indoor and outdoor air pollution and measured through decreases in respiratory disease especially in children, and other pollution related illnesses.

OTHER GOVERNMENT PROGRAMS ARE

- Beti Bachao Beti Padho Yojna which was launched on 22nd January 2015 whose main aim is to generate awareness of welfare service meant for girl child and women.
- Bal Rashmi.
- The IEC Rajlaxmi and Jan Mangal Project.
- Immunization Programmes in India
- Polio Eradication Programme
- Major Nutrition Programmes in India
- Integrated Child Developmental Services
- Mid-Day Meal Scheme (MDMS)
- The Navjat Shishu Suraksha Karyakram (NSSK)
- Safe water and Basic Sanitation Programmes in India
- Access to Toilets
- Sewerage and sanitation:
- Technology for Rural Health Care- Several organizations are working alongside the government and NGOs to help relieve the burden on the public health system using mobile technology. India has over 900 million mobile phone users and this fact can be leveraged to employ better practices in even the remote areas..

Gram Vaani started in 2009. Using simple technologies and social context to design tools, we have been able to impact communities at large. Forty rural radio stations are able to manage and share content over mobiles and the web. Women Sarpanches in Uttar Pradesh shared learning and opinions on their work with senior government officials.. Through simple education and discussion programs on mobile we make the marginalized communities aware of best practices in healthcare.

- The different Five-Year Plans as from the First Plan 1951-56 to the Twelfth Plan 2012-17, health planning in India has been shaped by different strategies of overall development.

- In 2018, the administration of Prime Minister Narendra Modi launched, a new public health insurance program (Ayushman Bharat), colloquially known as “Modicare.” The program is supposed to automatically cover hospitalization costs of up to 500,000 Indian rupees (USD\$7,025) per year, per family for the poorest 40 percent of Indian society—some 500 million people—and establish 150,000 health and wellness centers throughout India by the end of 2020.
- The Indian government is consequently pushing for extensive reforms in medical education. In August 2019, it succeeded in getting through parliament a major reform package, the National Medical Commission Bill, 2019—legislation Modi hailed as a milestone achievement to “curb avenues of corruption and boost transparency ... accountability and quality in the governance of medical education.”
- The NITI Aayog report, ‘Healthy States, Progressive India’ outlines India’s performance in health and highlights the varied complexities and challenges therein, as well as the scope for improvement. Recognizing the complexities in understanding the problems of healthcare access at the federal level, the NITI Aayog uses a Health Index as a pillar for tracking health goals.
- To improve public healthcare infrastructure and management, the Uttar Pradesh government has been open to partnerships with international institutions like the World Bank and private foundations like the Gates Foundation. An example is the World Bank assisted, Uttar Pradesh Health System Strengthening Project (UPHSSP). This aims to enhance medical health care facilities in the state with a grant of 170 million US Dollars
- There are also several ongoing public health projects and programs supported by the Gates Foundation under its 2012 agreement with the state government to improve health, agriculture and financial services to the poor.

Though the above policies of Government accepted health as an important area of women’s development but receive the lowest priority when it comes to health. There is a low utilization of public health facilities in Uttar Pradesh. The health system views women as ‘mother not as women’. Most of the strategies of both public and private sector centers around mother- MCH, family planning, child survival, safe mother hood etc. Tragically this too is not adequately provided. High maternal mortality rates, unsafe motherhood, unhygienic births, diseases like TB, malaria, dysentery, cancer etc., are common reasons for mortality in most of the urban, slum and especially in rural areas. Practically these policies are not of much utility as a woman has not realization of their own power and potential.

FINDINGS OF SOME RELEVANT STUDIES

- Studies in Uttar Pradesh (Khan and Others: 1989) indicate that female children are discriminated when it comes to the allocation of food within household. Marked differences exist between what is fed to boys and girls, the discrepancy increases with age. According to figures obtained from the National Nutrition Monitoring Bureau, in the age-group of 10-15 years, boys are fed 31 gm of pulses a day. Girl gets only 25 gm a day. As a boy grows and takes a sedentary or active job, the gap in the degrees of nutrition widens even more. For instance women in a sedentary job get 403 gm of cereals a day. A man in a similar job gets 475 gm. (NNMB: 1980).
- Even when women are aware of the importance of a nourishing diet during pregnancy, cultural and economic constraints deny them access to better nutrition (Khan et al: 1988).
- Levels of anemia are higher in such states as Bihar and Uttar Pradesh where feeling beliefs in ‘eating down’ inhibit adequate diets among women (Agarwal: 1987), and rural in areas where hookworm infestation is endemic (Ramachandran: 1989).

- The consequences of maternal anemia for infants are equally acute in terms of prenatal mortality, low birth weight and failure to thrive (Mathai, 1989; Ramachandram: 1989). Moreover, women's poor health and nutrition's status can also lead to repeated miscarriages, fetal wastage and infertility
- Chatterjee (1990) estimates that deaths of young girls in India exceed those of young boys by over 300,000 each year and every sixth infant death is specifically due to gender discrimination. Of the 15 million baby girls born in India each year, nearly 25 percent will not live to see their 15th birt
- All nutritional programmes are directed towards the needs of pregnant and lactating mothers. However, in spite of these programmes, there is nutritional deficiency in women starting from infancy to pregnancy and then again after crossing the child bearing age. Poor nutrition of girls, especially in childhood and adolescence, has serious consequences (Jejeebhoy): 1994
- A better strategy would be widen the focus of the Programme and provide micronutrient supplements and nutrition education to adolescent girls and all women rather than only those who are pregnant (Pachuri: 1995)..
- (Rao: 1998). Rural communities adhere more rigorously to customary laws and norms of social stratification that perpetuate biases against rural women-biases which impact the allocation of assets, power, rights, status, and opportunities Rural women have less access to basic resources (e.g. social, health, educational, and agricultural service systems) compared to their male counterparts. Moreover, biases result in rural women being treated with contempt, humiliated, violated, and discriminated against, which leads to their lowered self-esteem and feelings of fear and loneliness.
- (Solomon, S. et al: 1998).Pregnancy often follows soon after marriage, which carries a higher risk of complications for adolescences as their reproductive systems are not fully developed. Women who marry at a young age, who often drop out of school, also have less of an opportunity to learn about their sexual and reproductive health and rights and how to access related ser
- The NNMB surveys (1980) documented low intakes of Vitamin A and iron among girl children and adolescents. Vitamins A deficiency is likely to be firmly linked to high mortality and morbidity in children, and to be an underlying cause of high levels of respiratory and genitourinary tract infection in women.
- (Johnston: 2003).Literacy and education also play a role in rural women's reduced health status.
- Shukla K.P 2003 conducted the study on nutritional status on National Status on Adolescents Girls in Rural Area of Varanasi. Major findings of the study were –A considerable proportion of adolescent girls had clinical nutritional deficiency diseases. Two-third study subjects were undernourished. Anemia was significantly found and there is a need to promote sound eating habits, personal hygiene related habits in rural adolescent
- (Shah: 2005). Poverty also plays a role in rural women being forced to partake in activities that increase their exposure to HIV and other
- National Rural Health Mission (NHRM 2005-12) is a government flagship program launched on 12th April 2005 in 18 States across the country to provide effective health care to the rural population especially the disadvantaged group by improving across, enabling community ownership and demand for services and strengthening public health system for efficient delivery. One of the key components of NRHM was to create a bond of female health volunteers named "Accredited Social Health Activist" (ASHA) in each village within the identified states.

- (Dasgupta: 2006) India's maternal mortality rates in rural areas are among the world's highest. From a global perspective, Indian accounts for 19 percent of all lives births and 27 percent of all maternal deaths. There seems to be a consensus that higher female mortality between ages one and five and high maternal mortality rates result in a deficit of females in the population.
- (Burnad: 2006). The violence that many rural women faces at the hands of their husbands and other family members is one of the most physically and psychologically damaging experiences faced by them.
- Nair & panda (2011) conducted the study and found that although India was able to improve some majors of maternal health since enactment of NHRM in 2005, country was still far behind most emerging ec
- Kimuna 2012 conducted the study and found that poorest women fared worst among middle and high-income women. Researchers believe that reason for higher rates of domestic violence come from greater familiar pressures resulting from poverty.
- Rawat CMS, Garg SK, Singh JV, Bhatnagar M conducted the study to find out prevalence of anemia in adolescent girls of rural Meerut. Findings were- a significant association of anemia with socio-economic status, type family, father occupation, mother education, family size stressed the need to develop strategies for intensive adult education, nutrition education and dietary supplementation including anemia prophylaxis.

Access to healthcare services is a critical task, and rural residents face a variety of access barriers. According to Healthy People 2020, access to healthcare is important for:

- Overall physical, social, and mental health status
- Disease prevention
- Detection, diagnosis, and treatment of illness
- Quality of life
- Preventable death
- Life expectancy

Rural residents often encounter barriers to healthcare that limit their ability to obtain the care they need. The barriers to healthcare access in rural areas are-

1. Distance and Transportation:- Rural populations are more likely to have to travel long distances to access healthcare services.
2. Health Insurance Coverage:- Individuals without health insurance have less access to healthcare services.
3. Social Stigma and Privacy Issues:-patients can feel fear or shame such as counseling or HIV testing etc.
4. Workforce Shortages
5. Healthcare workforce shortages impact healthcare access in rural communities.
6. Women's ignorance about Government policies.
7. Women's ignorance about diseases and their serious consequences.
8. Women's ignorance about environment and environmental pollution.
9. Women's ignorance to retain their autonomy and freedom to sustain the resources of survival.
10. Women's lack of resources to medical aids.
11. Grip of orthodoxy and superstition.
12. Idea of guilt and shame.
13. Lack of rationale insight.

CONCLUSION

The data shows that one of the leading causes of death in UP is diarrheal diseases. This raises concern about the ability of the public health institutions to treat common ailments such as diarrhea. UP, Bihar, and Jharkhand are the lowest ranked states in terms of overall quantity and quality of public health infrastructure in India.

Hence, we see improving access to information through a range of health education strategies has been a significant component of all the national health programs in India. This includes information about immunization schedules, dissemination of treatment protocols such as for TB, Diarrhea, leprosy and communication for behavioral changes to prevent HIV/ AIDS and other life style diseases. The Pulse Polio Immunization Programme and the Leprosy Control Programme have been cited as having successful social mobilization components utilizing several innovative approaches for effective communication.. National Health Policy – 2015 acknowledges the limited accountability of existing health education programs. The NRHM promotes health education on a sustained basis in multiple ways. It urges ASHA, ANM, AWW and VHSCs in coordination to organize village health and nutrition days. Many states have organized Health Melas (Fairs) to spread health awareness to masses.

If we have to restore the real health conditions for women, we have to eliminate the ignorance through organized methods. Education plays a pivotal role like communicating government policies, good information about conducive and healthy environment, imparting the idea of cleanliness, scientific and rational attitude to health.. The mission of Make in India will be accomplished with educational awareness programs. It will give new suggestions and recommendations for the policy makers because a big segment of population of women is illiterate and not living good and healthy life, so to make reforms and seek the attention of policy makers it is essential that this segment of population should be added in the government policies of diversified population especially the rural women of Today, India is the world's largest democracy, with a population of over 1.37 billion people in 2019. Given current trends, India is expected to overtake China's population by 2027. The country's literacy rates have risen to 69.1 percent, with male literacy at 75.7 percent and that for females, 62 percent. The country's burden of disease, for one, specifically non-communicable diseases, has risen in recent years. Yet, India's expenditure on health remains stagnant at approximately 2.25 percent of total central budgetary expenditure. This figure comes to just over one percent of Gross Domestic Product (GDP), well below the 2.5-percent goal set by the National Health Policy of 2017. Indeed, the country's contribution to the global healthcare infrastructure is highly inadequate, despite the highest-ever budgetary allocation of INR 690 billion to health for 2020-21, a six-percent rise from 2019-20

As the Indian government strives to provide comprehensive health coverage for all, the country's rapidly developing health system remains an area of concern. There are disparities in health and health care systems between poorer and richer and underfunded health care systems that in many cases are inefficiently run and under regulated.

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Effectiveness of Structured Writing Technique in Learning Chemistry at Higher Secondary Level

Dr. R. Muthaiyan* and R. Kabeer**

INTRODUCTION

The technology plays a large role in education; any predictions concerning the future of education must include an analysis of technological trends. The students must know how to use computers and be familiar with various types of technology. Technology capable students will demand the adaption of technology. The purpose of this paper is to know how to use the technology in school education particularly in science education and then to extrapolate these trends in an attempt to predict the future of technology and education, the process of developing new digital tools need, therefore, to engage with the new aims of science education and the science curriculum, and to develop resources that can be used by teachers both in facilities key aspects of scientific thinking and in building bridges between schools and with the wider social and scientific communities

INFORMATION MAPPING

Information mapping is trademarked method to write and structuring the information. The method has been among us for more than 25 years and is one of major the influences on technical writing and through it is considered extraordinarily successful in handling information in large documentation settings, it has not been without in controversy and discontent, not in the least because of trademark.

STRUCTURED WRITING

Structured writing as a set of tools and techniques to be used by writers during the writing phase of the project.

PRINCIPLES FOR STRUCTURING INFORMATION

Information mapping consist of a seven principles to organize the information effectively.

S.No	Principles	Explanation
1	chunking	group content into small manageable unit, made information digestible, easy to comprehend
2	relevance	put together what is relevant for each other
3	labeling	give a meaningful title (label) to each check, labels show organization, logically and sequentially
4	consistency	Use the same labels, titles, formats and /or structures for the similar subjects.
5	integrated graphics	use illustrations, figures and tables in an integrated manner

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S.No	Principles	Explanation
6	accessible details	Use details/illustrations/classifications wherever needed, complete abstract presentation with concrete examples.
7	hierarchy of chunking and labeling	Organize accessible structure for content chunks by grouping them in large chunks and labeling them. Checks without a frequency and label are difficult to find understand. This principle calls for creating structure to provide accessibility to the chunks. This structure gives the reader a chance to learn the "biggest structure". But also access progressive layer after layers of details.

NEED AND IMPORTANCE OF THE STUDY

Students are expected to understand chemistry at a deeper level and to knowledge both to the teachers and to each other, structure writing assignments may help to increase the reading skills of students interest in science as a field of study or to focus their attention on academic goals and study skills, but they do not directly contribute to the goal of helping students to do and understand chemistry.

Structured writing means that the art of putting cohesive words an paper in a meaningful way need not be scary, daunting or out of reach for an students.

Structured writing must have in place a facility for rapid revision and updating as well as cost effective initial development. The structured writing paradigm has to be updated and revised. Because the basic units of organization, the information blocks are easily isolatable from each other.

Structure writing shares the use of words and sentences with other forms of writing.

STATEMENT OF THE PROBLEM

"Effectiveness of structured writing technique in learning chemistry at higher secondary level"

OBJECTIVES OF THE STUDY

1. to select suitable content in chemistry at higher secondary for structure writing
2. to develop a suitable structures writing package in chemistry of students studying in XII th standard
3. to validate the developed package
4. to study the effectiveness of structured writing techniques on achievement in chemistry

HYPOTHESIS

There is no significant difference between the mean scores of experimental group taught through structured writing techniques and controlled group taught through conventional method.

SCOPE OF THE STUDY

The scope of the study is the syllabus prescribed in the area of chemistry by the text book society, government of Tamil nadu at higher secondary level.

LIMITATION OF THE STUDY

1. At higher secondary level there are two standards owing to the constraint of time and money only plus one is taken for the study
2. At higher secondary level there are many units and owing to the constraint of time and money only two units are considered.

VARIABLES USED FOR THE STUDY

The independent and depended variables selected for the present study are as follows

Independent variables

The independent variables selected for the study

1. structured writing techniques and
2. traditional method of chemistry teaching

Dependent variable

The achievement score in chemistry was taken the dependent variable for the study.

RESEARCH PROCEDURE

In the present study, experimental research method was adopted for its suitability and accuracy.. Two groups of students, namely the experimental and group were taken for the study.

The control group was taught through conventional method of teaching and structured writing techniques were used for experimental group.

SAMPLE OF THE EXPERIMENT

The sample selected for this experiment was simple random sample. The researchers selected two groups from XIth standard in sayanapuram and nemili government higher secondary schools. One group was taken as experimental group (sayanapuram) and the other group was taken as control group (nemili).

TOOL USED

The researcher has selected the achievement test in chemistry (ATC) was used them to collect the data for this study.

STATISTICAL TECHNIQUES USED IN THE STUDY

The researcher used the following statistical techniques for analyzing the data.

1. mean and standard deviation
2. 't' Test

HYPOTHESIS TESTING

There is no significant difference between pre-test and post test mean scores of the achievement in chemistry of the experimental group and the control groups. The hypothesis was tested using 't' test.

pre-test							
group	N	Mean	S.D	SE _D	m1-m2	t-value	significant level
control group	40	44.38	5.84	1.3330	0.38	0.2851	N.S
Experimental group	40	44.76	6.08				
N.S = Not Significant							
Post-test							
control group	40	47.76	5.24	0.9153	51.07	55.7959	significance at 0.01
Experimental group	40	98.83	2.46				

It is inferred from the above table the computer value of 't' (0.2851) between the control group and the experimental group with respect to their pre- test is less than the control values 2.02 and 2.71 at 0.05 and 0.01 level of significance. Hence, it is not significant. Consequently the null hypothesis is not to be rejected and it can be said that, there is no significant difference between the pre tests mean scores of the achievement in chemistry of the control group and experimental group.

It is inferred from the above table the computed value of t' (55.7959) between the control group and the experimental group with respect to their post- test is greater than the control values 2.71 at 0.01 level of significance. Hence, it is significant. Consequently the null hypothesis is to be rejected and it can be said that, there is a significant difference between the post tests mean scores of the achievement in chemistry of the control group and experimental group. it is also inferred that the effectiveness of structured writing technique on achievement in chemistry is higher compared to conventional method.

SUMMARY OF FINDINGS

The following are the findings of the present study

1. There is no significant difference between the pre test mean scores of the achievement in chemistry of the experimental group and the control group.
2. There is significance between the post – test mean scores of the achievement in chemistry of the experimental group and the control group. it is also inferred that the effectiveness of structured writing technique on achievement in chemistry is higher compared to traditional method.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The overall results of this study have shown light on the effectiveness of structured writing technique in learning chemistry at higher secondary level. The structure writing technique method will be helpful in the following ways,

1. structured writing technique is very useful for low achievers and slow learners in learning chemistry
2. It helps the learners to evaluate the instructional objectives in terms of their achievement.

RECOMMENDATIONS OF THE STUDY

The recommendations of the present study are as follows

1. In – service courses for the preparation of structured writing techniques package should be given to the chemistry teachers.
2. Chemistry teachers should be trained to use the structured writing techniques package effectively in the classroom.

CONCLUSION

This study proves that structured writing is a suitable technique for improving the achievement of chemistry. Generally students complain that chemistry is hard and boring subject. This technique solves this problem and makes learning of chemistry as a joyful and useful learning.

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Non Performing Assets: A Case Study of SBI Bank

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ABSTRACT

Non Performing Assets are a very important topic banking sector. These types of assets are managing and controlling is very topic in present scenario. In this paper we use secondary data to understand the net NPA of SBI to analysis the 5 years (2014 -15 to 2018-19). This paper study on the impact of NPA on banking industry. In this paper we conclude that NPA is effect the profitability and financial soundness of bank. In this paper we understand how efficiently SBI BANK managing NPA in India.

Keywords: NPA, SBI, Profitability, efficiently, financial soundness.

INTRODUCTION

Non Performing Assets are major burden for each bank. The banking sector success depends on which technique that are using to manage and control NPA. Without appropriate method using any bank is not getting success in present scenario.

NPA term is used in banking and financial sector. When bank or financial institutions unable to recover its borrowed money from its borrower in 90 days then that money became NPA. It represents bad loans, the borrower of which failed to satisfy their repayment obligations. NPA is broadly classified into Net NPA and Gross NPA.

Gross NPA is the amount outstanding in the borrower accounts in the books of the bank other than the interest which has been recorded and net debited to the borrower account. Net NPA is obtained by deducting items like interest due but not recorded; part payment received and kept in suspense account from Gross NPA.

Gross NPA ratio reflects the quality of loans made by banks. Gross NPA ratio calculated by this formula: Gross NPA divide by Gross advance and multiply by 100.

Net NPA ratio shows the actual burden of banks. Net NPA ratio calculated by this formula: (Gross NPA – provision) divided by (gross advance –provision) multiply by 100.

An asset is classified as Non Performing Assets is the borrower does not pay due amount for a period of 90 days.

MAIN REASON BEHIND RISING NPA

- In present scenario banks' NPA is rising due to natural calamities, willful defaults and poor leading policy.
- Miss- utilization of loans by user is another major reason for rising NPA.
- Industrial sickness and without appropriate method using recovery of debt amount is also rising NPA.
- Recession in market and changes in government policies and improper selection of borrower is affecting the NPA's policy.

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IMPACT OF NPA

NPA affect the performance and profitability of banks. Borrower's in ability or unwillingness to repay the loan is the principle risk faced by all commercial banks. When level of NPA has raised many problems faced by the banks like decrease the earning capacity of assets and badly affect the ROI. This was resulting cost of capital will raised. NPA also affect the risk facing ability of banks.

Higher provisioning requirement on maintaining NPA's adversely affect capital adequacy ratio and banks profitability.

OBJECTIVES OF THE STUDY

- To examine and compare the NPA trends of SBI in past five years.
- To understand the impact of NPA on banking activities.
- To study the causes of the occurrence of the NPA in banking industry.
- To study how to bank managing NPA.

RESEARCH METHODOLOGY

This study is based on secondary data analysis. The data has been collected various journals, news papers and annual report of SBI bank. Tables and graphical representation is used to understand the trend. Ratio analysis is also used in this study. This study is covered a period of 5 years from 2014-15 to 2018-19.

LITERATURE REVIEW

- Mr. santosh shah and Mr. dhruv (2019) Sharma mentioned a comparative study of SBI and HDFC bank on NPA in this study used a secondary data and find out HDFC bank is batter to managing NPA'S comparatively by SBI bank.
- Sri Ayan chakraborty(2017) study a effect of NPA on banks profitability. In this paper financial tools like ratio analysis and statistical tools like mean and anova test have been used for data analysis and analyzed that performance of public sector bank in India is not good.
- Sulagna das and abhijit datta(2014) mentioned a study on NPA of public sector bank in India. This study is done on the SBI Associate banks and public sector banks. In this paper used a statistical tool ANOVA to examine the profitability of banks.

DATA ANALYSIS AND INTERPRETATION

In the below section various parameter selected to NPA are compared and analyzed for past 5 years performance of SBI Bank.

Year	Total advances (IN crore)	Net profit (in crore)	Gross NPA	Net NPA
2014-15	1300026	13102	56725.34	27590.58
2015-16	1463700	9951	98172.80	55807.02
2016-17	1571078	10484	112342.99	58277.38
2017-18	1934880	-6547	223427.46	110854.70
2018-19	2185877	862	172750.36	65894.74

Percentage of net NPA to net advances

Year	%
2014-15	2.12
2015-16	3.81
2016-17	3.71
2017-18	5.73
2018-19	3.01

Capital adequacy ratio

Year	%
2014-15	12.79
2015-16	13.94
2016-17	13.56
2017-18	12,74
2018-19	12.85

Provision for NPA

Year	In crore
2014-15	17908
2015-16	26984
2016-17	32247
2017-18	70680
2018-19	54529

INTERPRETATION

During the period of 2014-15 to 2018-19 the total advances increasing in comparison to previous year where as net profit of 2014-15 to 2018-19 does not increase. In a year 2017-18 SBI bank's net profit shown a negative balance. The bank's financial soundness and operational efficiency is affected by as may be observed from the increased gross NPA ratio. During the period 2104-15 to 2017-18 gross NPA and net NPA are continuously growing. In the year 2018-19 gross NPA and net NPA decreasing in comparison to P.Y.

Provision for NPA to be made for to keep safety against the NPA and it directly affect on the gross profit of the banks. During the period 2014-15 to 2018-19 provisions has been made for securing the NPA.

Capital adequacy ratio can be defined as the capital of the bank to its assets which one weighted according to risk attached to them. Each bank needs to the capital reserve to compare as the non

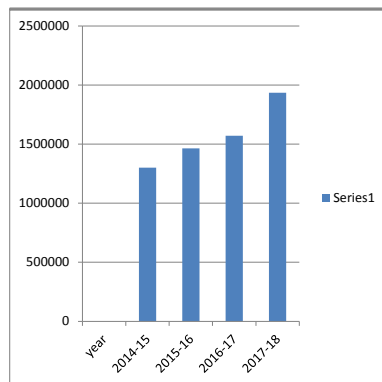
performing assets. During the year 2014-15 to 2018-19 SBI banks create an appropriate reserve for reducing the adverse affect at NPA.

CONCLUSION AND SUGGESTION

The problem of NPA is a major problem in a financial sector because it destroys the healthy financial conditions of them. The recessionary pressures faced by the banking sector are an important reason for the increment of NPA indicator. It should be managed to maintain a healthy environmental. The present study concludes that NPA is a major challenge faced by SBI bank as it leads to downfall in liquidity balance of banks and creates bad debts on them. The non performing assets would abolish the current profit, interest income due to large provisions of NPA. Bank's NPA continuously growing because banks have no proper guidelines to reduce them. In present era banks needs to maintain a safety norms to recover of bad debts. Now days banks need to take strict action on defaulty borrowers.

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Fig

A Study of Teacher Techno- Pedagogical Competency at Higher Secondary School Level

Sobha*

ABSTRACT

Modern Society requires teachers who can adopt quickly and effectively the ever changing challenges as per the need and demands of the society. It is the time for teachers to different approaches to education in the Oder to fulfill the need of 21st century students. Many technology application in teaching offers the teachers a way in understanding the capacity of knowledge of their own self as well as the students and enable them to explore that to what extent they can work in bringing desirable changes during teaching learning process. The present study was planned to see the techno- pedagogical competency in higher secondary teachers on the basis of Gender and Stream in Dehradun district. A discriptive survey method was applied in conducting the study. A sample of 105 higher secondary male and female public school teachers was selected with the help of simple random sample technique. Teacher Techno –pedagogical competency scale 2013 (TTPSC) developed by S. Rajshekhar and Satiyraj was used for the collection of data. Mean, Standard deviation, t.test was used for statistical analysis. Significant result were found at .05 level. The result shows that no significant difference between both male and female, Arts and science stream teacher.

Keywords: Teacher Techno Pedagogical Competency, Higher Secondary Teachers

INTRODUCTION

Many teachers know the content well but have not learned to transform or translate that knowledge into meaningful instruction. Techno pedagogical content knowledge extends beyond proficiency with technology with personal use to an understanding of how technology can be integrated with subject matter and the technology itself. Quality of human development process refers essentially to the quality of education and quality of education largely personalized as the quality of teaching that goes in school. Teacher constitutes the backbone of school system. Thus success of school depends directly on the quality of its teachers. In order to improve and raise the standard of the education first and for most step should be to produce effective teachers. The technological revolution has enthused and ultimate shift in the understanding of diverse pedagogies and its related practice. Technology pervades in all walks of life and in almost every field of human Endeavour. Technology skills are becoming essential in all subject areas because the computer is now the universal vehicle for all accomplishment and dissemination of information in all fields. Therefore in order to function and work effectively in a technology oriented society, teacher must development fundamental computer skill and also using a technology tools to solve various academic problems. The development and progress of these skills is the sole duty and responsibility of the school and teachers.

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TECHNO PEDAGOGICAL COMPETENCY

Literally pedagogy refers to the art-science of the teaching and techno refers to the art skill in handcrafting derived from two late in texere. (to weave or fabricate) here techno is a qualifier in interests or content the meaning of pedagogy with its own content. Techno- pedagogy with its own content. Techno pedagogy refers to weaving the techniques of this craft of teaching in the learning environment itself go requires conscious recognition of the mediated learning conscious recognition of the mediated learning environment in order to maximize ease and clarity in the transmission of information. Technology can provide powerful environments eliciting modern views of learning. It depends on how teachers interpret the use of tools and how they use them to transform the learning process. Partner techno pedagogy skills in teaching contribute a lot towards teaching competence. Pedagogy competency concept is conducting the planning. Applying and assessing process depending upon technological and pedagogy content in order to increase the effectiveness of teaching process (Liess, 2002). Competency means the right way of conveying units of knowledge applications and skill to the students.

The term competency refers to “a combination of attributes underlying some feature of successful professional performance” (Gonczi et al. 1990, P.9)

“Teacher, I believe are the most responsible and important members of society because their professional efforts affect the faith of the earth.” – Helen Caldicott.

Use of technology in teaching learning gives teachers the opportunity to give special attention to every students it also increases interaction and interest level among the students making them a active learner. Use of technology in teaching and learning engager the teachers who are not aware of it. Not every teacher is technologically competent. A feeling or being competent or master enough to relate it with teaching can prevent the teacher from taking any further step to get started or get going with the new environment. Teacher competencies in technology include the ability to manage and control information technology, plan effective learning activities that make use of existing technology, using digital resources to differentiate the system of instruction, demonstrating, positive attitude among students towards educational technology. Teacher should not only be able to design classroom work activities not should also participate.

STATEMENT OF THE PROBLEM

The study undertaken entitled as *A Study Of Teacher Techno- Pedagogical Competency An Higher Secondary School Level*

OBJECTIVE OF THE STUDY

1. To study the teacher techno- pedagogical competence among senior secondary teachers.
2. To study the teacher techno- pedagogical competence among senior secondary school teachers on the basis of gender and stream.

HYPOTHESIS

1. There is no significant difference in teacher techno-pedagogical competence of senior secondary teacher on the basics of gender.
2. There is no significant difference in teacher techno-pedagogical competence of senior secondary teacher on the basics of stream.

METHODOLOGY

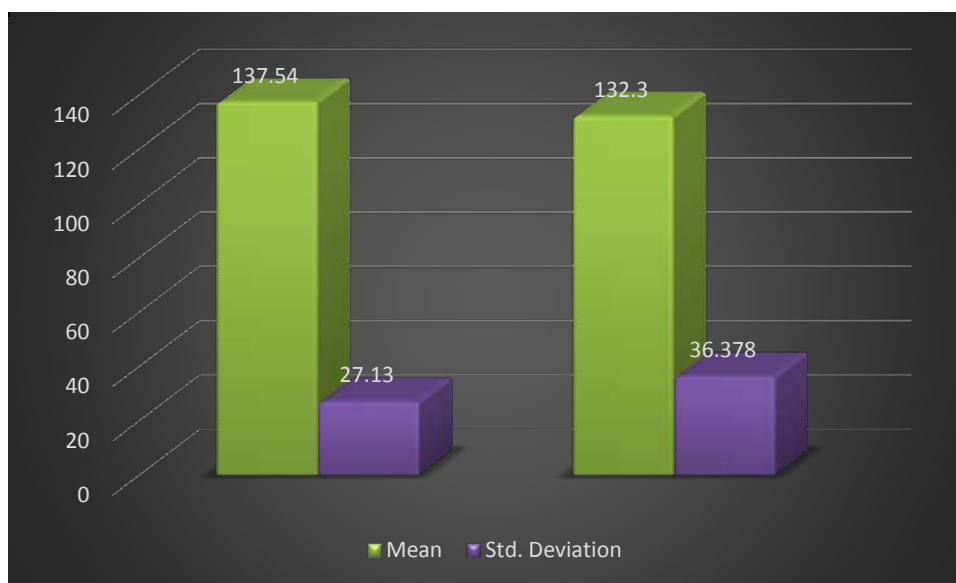
A descriptive survey method was applied in conducting the study. The sample of 105 higher secondary school teachers was selected with the help of simple random sampling technique. The public schools of Dehradun district in uttarakhand were included in the study. Teacher Techno – pedagogical competency scale 2013 (TTPSC) developed by S. Rajshekhar and Satiyraj was used for the collection of data.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1- There is no significant difference in teacher techno-pedagogical competence of senior secondary teacher on the basics of gender.

Table No.1

	Gender	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
TTPSC	male	48	137.54	27.130	.824	103	.412
	female	57	132.30	36.378			

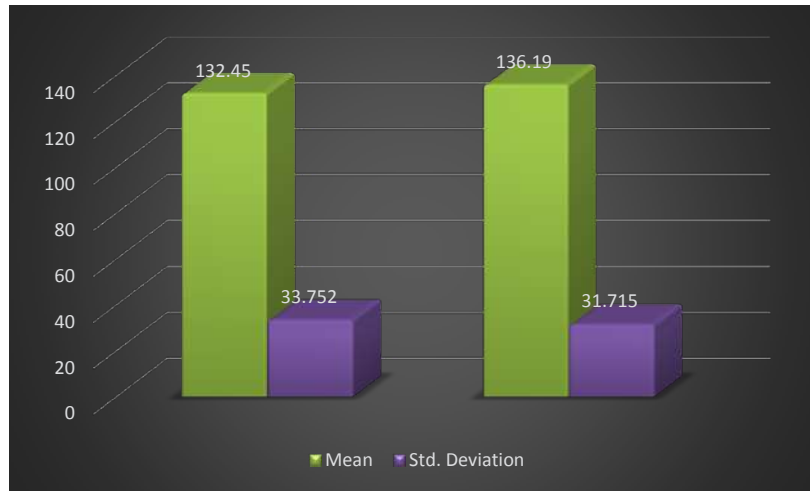


The score from the above table indicate there is no significant difference between male and female teachers for Teacher Techno pedagogical competency. The t-value of the test is .824, it is not significant at .05 level. The mean of male teachers is higher than female teachers but it is not significant at any significant level.

Hypothesis 2: There is no significant difference in teacher techno-pedagogical competence of senior secondary teacher on the basics of stream.

Tabel No.2

	Stream	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
TIPS	science	42	132.45	33.752	-.577	103	.565
	art	63	136.19	31.715			



The score from the above table indicate there is no significant difference in Teacher Techno pedagogical competency between Arts and Science teachers. The t-value of the test is $-.577$, it is not significant at .05 level. The mean of Arts teachers is higher than Science teachers but it is not significant at any significant level.

CONCLUSION AND FINDINGS OF THE STUDY

1. No significance difference is observed the higher secondary school teachers on the basis of Gender with regard to teacher techno pedagogical competency.
2. No significance difference is observed the higher secondary school teachers on the basis of Stream with regard to teacher techno pedagogical competency.

IMPLICATION OF THE STUDY

Techno pedagogical competency of teachers is an important weapon to transform the class room environment form traditional teacher -central to learner-central. With this competency teachers will be able to integrate technology into the pedagogy that helps to promote the active learning, collaborative learning, creative learning, integrative learning and evaluative learning an also help to prepare and manage a learner centred environment (Tinio 2013) teachers can use technological tools for providing motivation, preparation for teaching, presentation, for evaluation purpose and to produce high quality teaching materials. That is why techno pedagogical competency of teachers now becomes a new area of concern for quality development in 21st century.

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Decision Making Styles in Relation to Intelligence and Stream of Preservice Secondary Teachers of Himachal Pradesh

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ABSTRACT

The research article focuses on the decision making styles of pre-service secondary teachers of Himachal Pradesh with respect to intelligence and stream. The sample of the study consisted of 532 preservice secondary teachers studying in B.Ed institutions of Himachal Pradesh. To collect the requisite data for the present study, the investigator used Decision Making Styles Inventory of **Scott and Bruce** and Group Verbal test of intelligence by **R. K. Tandon**. The data were analysed with the help of two-way ANOVA. The results revealed that stream showed a significant interaction effect on dependent and spontaneous decision making styles. Whereas, no significant interaction effect was observed on rational, intuitive and avoidant decision making styles of pre-service teachers. High intelligent pre-service teachers exhibited stronger preference for rational, intuitive and spontaneous whereas low intelligent pre-service teachers have adopted dependent and avoidant styles. Science teachers have possessed stronger preference on rational style whereas arts teachers were higher on intuitive, dependent, spontaneous and avoidant decision making styles.

INTRODUCTION

Decision making is a key part of managers activities like managers, teacher also make different types of decisions under different circumstances of teaching learning process. He takes various types of decisions during interactive or actual stage of teaching and post active stage of teaching. He decides which topic is to be taught on which day, he decides what instructional objectives are to be achieved through a particular lesson, he decides in which order content is to be taught, he decides the hierarchy of learning tasks, he decides what teaching aids are to be used at different points of instruction, he decides about the question of criterion and terminal tests, he decides about the evaluation techniques to be used, he decides how to make improvement in next episode of teaching and so on. Thus, decision making is an integral part of classroom teaching and right decision making is one of the important responsibilities of a classroom teacher.

Teachers take different types of decisions under different circumstances of teaching learning process and effectiveness of teaching depends in which manner decisions have been taken by teachers. This process is known as decision making with style. **McKinney and Keen** (1974) suggested that individuals being habit and strategic modes of thinking to bear as tasks of organizing information in their environments and processing information **Mitrott** (1983) proposed that cognitive style is the manner in which individuals take data from outside world and make decision based on the data. **Scott and Bruce** (1995) defined decision making style as the learned, habitual response pattern exhibited by an individual when confronted with a decision

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situation. According to them it is not a personality trait but a habit based propensity to react in a certain way in specific decision context whereas personality traits have long been embroiled in the cross situational consistency argument opened by **Mischel** (1968), the decision style literature generally acknowledge that situation can affect the choice of decision styles. **Hunt et. al.** (1989) reduced the number of styles to two analytics and intuitive based on evidence suggesting that data gathering and decision making dimensions are not independent. On the basis of conflict theory of decision making developed by **Janis and Mann** (1977). **Mann** (1982) identified six decision styles viz. vigilance, defensive avoidance, rationalization, buck passing and procrastination. **Peters** (2012) examined processes of principals and teachers in their decision making capacity based on theory. The purpose of this study was to examine the process of principals and teachers in their decision making capacity based on theory. This involved in the identification and frequency of frames used, the decision making process related to decision adequacy and acceptance. Teachers identified strategy as the primary means of principal influence whereas the principals felt it as through legitimated power.

SIGNIFICANCE OF THE STUDY

Style is said to be the cornerstone of our knowledge of human behaviour because style means the mode of expression, execution, action, decision and bearing generally. It mirrors a person's inner-self, his beliefs, values, sentiments, feelings, intra-personal and interpersonal relationship, that is, his total personality. In this sense, everybody should be having a style whether one notices or not. In any field of human endeavor, the performer must have a style leading personalities in all walks of life may be observed to have some peculiar styles of functioning which are usually responsible for their success. In educational and instructional management, the personal style of decision making is an important dimension of overall managerial behaviours. Therefore, understanding the decision making style of a educational head or a teacher can be very useful for judging his personality, behaviours and efficiency. Once the personal styles of in-service or per-service teachers are crystalised through practice overtime or empirical testing, they become very powerful forces in moulding the behaviour of in-service and pre-service teachers through designing and implementing appropriate teachers education programmes. Generally, it is held that decision making styles are directly beneficial in case of principal or head of the institution but they are also very helpful in the hands of classroom teacher who make a number of meaningful decisions in context of planning study designed to ascertain the effect of intelligence on the basis of stream of decision making styles of pre-service secondary teachers and would be a great help to pre-service and in-service teachers for developing appropriate and effective intervention strategies.

OBJECTIVES

1. To study the effect of stream on decision making styles of pre-service secondary teachers
2. To study the interaction effect of intelligence and stream on decision making styles of pre-service secondary teachers.

HYPOTHESIS

1. There will be no significant effect of stream on decision making styles of pre-service secondary teachers.
2. There will be no significant interaction effect of intelligence and stream on decision making styles of pre-service teachers.

METHODOLOGY

The study was conducted in the descriptive survey design. The data of the present study comprised of pre-service secondary teachers (B.Ed. students) studying in colleges of education affiliated to Himachal Pradesh University. The sample consisted of 532 regular pre-service secondary teachers studying in six B.Ed. colleges of Himachal Pradesh and these institutions were selected by random method of sampling by using lottery method and sample was drawn through cluster technique.

TOOL USED

To collect the requisite data for the present study, the investigator used decision making style inventory by **Scott and Bruce** and Group Verbal test of intelligence by **R.K.. Tandon**.

Statistical Technique

Two-way ANOVA was employed to analyze main and interaction effects to analyze the data.

Result and Discussion

Main Effect of 'A' Factor : Table 1(b) exhibits that high intelligent pre-service teachers were stronger in rational style of decision making ($M=21.18 > M=18.10$), intuitive style ($M=19.52 > M=18.28$), spontaneous style ($M=13.44 > M=11.90$) of decision making than their counterparts low intelligent teachers and less intelligent pre-service teachers adopted dependent ($M=15.84 > M=18.14$) and avoidant ($M=16.74 > M=18.54$) style of decision making more than high intelligent counterpart pre-service teachers.

Main Effect of 'B' Factor : Table 1(b) further exhibits that science pre-service teachers passed stronger preference on rational style ($M=20.34 > M=18.94$) of decision making than arts pre-service teachers and arts pre-service teachers were higher on intuitive style ($M=18.10 < M=19.70$) dependent style ($M=15.78 < M=18.28$) spontaneous style ($M=11.42 < M=13.94$) and avoidant style ($M=16.60 < M=18.68$) of decision making than science per-service teachers counterparts.

Main Effect of A and 'B' Factor

Table 1(a) shows that intelligence and stream had no significant interaction effect with reference to rational, intuitive and avoidant decisions making styles. As it was not significant at 0.05 level of significance as this value is much less than the table value required for significance of 'f'. Hence, the null hypothesis of AxB interaction was accepted. Whereas dependent and spontaneous styles of decision making was found to be significant at 0.01 level of significance.

Table 1 (a): Summary of two way ANOVA for decision making styles of pre-service secondary teachers

S.N	Decision Making Styles	Sources of Variance	Df	F ratio	Level of significance
1.	Rational Style	Intelligence (A)	1	81.826	**
		Stream (B)	1	16.906ss	**
		Interaction (AxB)	1	0.220	NS
		Within Groups	96		

S.N	Decision Making Styles	Sources of Variance	Df	F ratio	Level of significance
2.	Intuitive Style	Intelligence (A)	1	8.187	**
		Stream (B)	1	13.631	**
		Interaction (AxB)	1	01.669	NS
		Within Groups	96		
3.	Dependent Style	Intelligence (A)	1	13.366	**
		Stream (B)	1	16.819	**
		Interaction (AxB)	1	08.741	**
		Within Groups	96		
4.	Spontaneous Style	Intelligence (A)	1	05.067	**
		Stream (B)	1	13.928	**
		Interaction (AxB)	1	10.615	**
		Within Groups	96		
5.	Avoidant Style	Intelligence (A)	1	11.431	**
		Stream (B)	1	15.264	**
		Interaction (AxB)	1	02.489	NS
		Within Groups	96		

Table1(b): Mean scores of decision making styles of pre-service secondary teachers with respect to intelligence and stream.

S.N	Decision Making Styles	Intelligence (A) Stream (B)	High Intelligence A ₁	Low Intelligence A ₂	Total
1.	Rational Style	Science (B ₁)	N = 25 M = 21.80 SD = 2.10	N = 25 M = 18.88 SD = 1.81	N = 50 M = 20.34 SD = 2.43
		Arts (B ₂)	N = 25 M = 20.56 SD = 1.26	N = 25 M = 17.32 SD = 1.51	N = 50 M = 18.14 SD = 2.14
		Total	N = 50 M = 21.18 SD = 1.826	N = 50 M = 18.10 SD = 1.832	

S.N	Decision Making Styles	Intelligence (A) Stream (B)	High Intelligence A ₁	Low Intelligence A ₂	Total
2.	Intuitive Style	Science (B ₁)	N = 25 M = 18.44 SD = 1.60	N = 25 M = 17.76 SD = 1.98	N = 50 M = 18.10 SD = 1.82
		Arts (B ₂)	N = 25 M = 20.60 SD = 1.77	N = 25 M = 18.80 SD = 3.01	N = 50 M = 19.70 SD = 2.61
		Total	N = 50 M = 19.52 SD = 2.002	N = 50 M = 18.28 SD = 2.57	
3.	Dependent Style	Science (B ₁)	N = 25 M = 15.48 SD = 2.64	N = 25 M = 15.92 SD = 3.32	N = 50 M = 15.7 SD = 2.98
		Arts (B ₂)	N = 25 M = 16.2 SD = 3.40	N = 25 M = 20.36 SD = 3.14	N = 50 M = 18.28 SD = 3.86
		Total	N = 50 M = 15.84 SD = 3.03	N = 50 M = 18.14 SD = 3.91	
4.	Spontaneous Style	Science (B ₁)	N = 25 M = 11.08 SD = 3.94	N = 25 M = 11.76 SD = 3.20	N = 50 M = 11.42 SD = 3.57
		Arts (B ₂)	N = 25 M = 15.80 SD = 2.58	N = 25 M = 12.08 SD = 3.61	N = 50 M = 13.94 SD = 3.63
		Total	N = 50 M = 13.44 SD = 4.07	N = 50 M = 11.90 SD = 3.38	
5.	Avoidant Style	Science (B ₁)	N = 25 M = 15.28 SD = 2.54	N = 25 M = 17.92 SD = 2.64	N = 50 M = 16.6 SD = 2.89
		Arts (B ₂)	N = 25 M = 18.2 SD = 2.10	N = 25 M = 19.16 SD = 3.23	N = 50 M = 18.68 SD = 2.74
		Total	N = 50 M = 16.74 SD = 2.3	N = 50 M = 18.54 SD = 2.99	

This implies that dependant and spontaneous style of pre-service teachers have significantly influence by the combined effect of intelligence and stream. Thus, null hypothesis formulated was not accepted. In view of above findings, it was concluded that intelligence and stream showed significant effect on decision making style and decision making may also be affected by the stream opted by the pre-service teachers.

MAJOR FINDINGS OF THE STUDY

1. There was significant effect of intelligence and stream on dependent and spontaneous decision making styles of pre-service secondary teachers. This shows that decision making may also be affected by the stream opted by the pre-service teachers.
2. There was no significant interaction effect of intelligence and stream on rational, intuitive and avoidant decision making styles of pre-service secondary teachers. This shows that decision making may not be affected by the stream opted by the teachers.
3. High intelligent pre-service teachers were stronger on rational, intuitive and spontaneous style of decision making.
4. Less intelligent pre-service teachers adopted dependant and avoidant decision making styles.
5. Science pre-service teachers possessed stroenger preference on rational decision making styles
6. Arts pre-service teachers were higher on intuitive, dependant, spontaneous and avoidant decision making styles.

EDUCATIONAL IMPLICATIONS

Every research study has same implications for education. The literature related to cognitive styles gives the message to educational practitioners, that individual differences between teachers and students decision making styles can disturb the teachers understanding of the students fulfillment which can have adverse impact on their classroom achievement. Recognition of these incongruities and acknowledgement of their effect must be dealt with planning and implementation of classroom learning experiences. Teachers need to implement and provide a myriad of idiosyncratic teaching strategies, curriculum, and teaching consequences in their classrooms. This contributes to the proposition of adopting instruction to the students needs and become flexible in their decision making styles.

Pre-service teachers should be taught to learn the tendency of dependant and avoidant decision making styles and develop rational, intuitive and spontaneous styles. The results of the study demand that particularly low intelligent pre-service, sow self-esteem pre-service teachers should take care for providing such decision making situations which enable them to change their dependent and avoidant styles and develop alternative ones.

It is suggested that periodical action researchers are to be undertaken to measure the decision making styles.

To improve the decisions can be encouraged to take decisions correctly without subjectivity and find solutions on the basis of factual evidences and can adapt creative techniques in solving the problems.

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तुलसीदास की भक्ति का स्वरूप

डॉ. कुमार भास्कर*

तुलसीदास की भक्ति, श्रेष्ठता बोध के भाव को तोड़कर सामान्य जनता को प्रेरित करती है। उन्होंने भक्ति को पंडित और पुरोहितों के एकाधिकार से निकालकर, भक्ति को सामाजिक संदर्भों से जोड़ा और भक्ति के सामाजिक पक्ष का खुलकर विस्तार किया है। तुलसीदास की भक्ति में करुणा और लोकमंगल की भावना केंद्रीय है। वैष्णव परंपरा की विशिष्टाद्वैतवाद दर्शन की भावना को अपनी भक्ति में लेकर चलते हुए, वह रूढ़िवादी प्रवृत्तियों से मुक्ति का संदेश देते हैं। आचार्य रामचंद्र शुक्ल तुलसी की भक्ति भावना पर कहते हैं कि “भक्ति का जो प्रकृत आलंबन उन्होंने खड़ा किया है, उसमें सौंदर्य, शक्ति और शील, तीनों विभूतियों की पराकाष्ठा है।”

सही मायने में तुलसीदास ने जिस वैकल्पिक संविधान की स्थापना, अपने रामराज्य के माध्यम से रामचरितमानस में करते हैं। कहीं न कहीं उसका पाठ तुलसी की भक्ति की विराटता को दर्शाता है। तुलसीदास की भक्ति किसी बंधन और किसी खास तरह की पद्धति में बंधी हुई नहीं है। उनकी भक्ति में सामाजिकता के समन्वय का आह्वान है। एक ऐसे समय में जब समाज जाति-पात, ऊंच-नीच के बंधनों में बंधा हुआ है। उस दौर में तुलसी अपनी रचनाओं के माध्यम से एक समतामूलक समाज की स्थापना करते हैं, और कहते हैं कि –

“दैहिक दैविक, भौतिक तापा, रामराज्य काहुँहि नहिं ब्याधा”

सही मायने में तुलसीदास, दास्य भाव की भक्ति में आस्था रखते हैं। जहां अहंकार का त्याग और समर्पण उसका मूल भाव है। तुलसीदास कहते हैं— फ़को जाने को जैहे सुरपुर, कौन नरक धन धाम को। तुलसी बहुत भलो लागत, जगजीवन राम गुलाम को।।”

दास भक्ति में राम सेव्य हैं और तुलसीदास सेवक। इसलिए कई बार तुलसीदास राम के साथ विभिन्न प्रकार के अपने संबंध को मानते हैं, और वह कहते हैं –

“ब्रह्म तू हौं जीव, तू ठाकुर हौं चेरों।

तात, मातु, गुरु, सखा, तू विधि हितू मेरो।।”

तुलसी अपनी भक्ति से किसी कर्मकांड की पद्धति को बढ़ावा नहीं देते। अपितु उसकी जगह वह नामस्मरण को केंद्र में रखते हैं। सभी भक्त कवियों के बीच में, नामस्मरण की शक्ति पूरे भक्ति काल की केंद्रीय अवस्था है। जहां तुलसीदास भी कहते हैं कि— “नाम लेत भव सिंधु सुखाहा”

सांसारिकता की पीड़ा में दुखी से जलते मनुष्य के लिए रामनाम चन्द्रमा की तरह शीतल है—“राम नाम सोइ सोम”

नाम की जो शक्ति है उसे तुलसीदास मानते हैं की, राम का नाम लेने से ही अपने भीतर की अज्ञानता, द्वेष, अहंकार, आदि से हम दूर हो जाते हैं। नाम की महत्ता का दिनचर्या और व्यवहार में इस्तेमाल होने से हमारी विवेक और चेतना जागृत होती है। नाम भक्ति की स्थिति कुछ इस प्रकार से है की —“नाम सकल नामन ते अधिका”

*अस्सिस्टेंट प्रोफेसर हिंदी विभाग शहीद भगतसिंह कॉलेज, दिल्ली विश्वविद्यालय।

राम नाम की महिमा को स्वयं राम भी नहीं गा सकते हैं। राम नाम की महिमा अपार है, जम्हाई लेने पर भी जो राम का नाम ले लेते हैं वे पाप पुण्य के बंधन से छूट जाते हैं, ऐसा तुलसीदास मानते हैं। कहीं ना कहीं तुलसी का भाव यह था कि राम नाम की महिमा को समझने के लिए सबसे पहले खुद को समझना और बदलना जरूरी है। तभी राम की महिमा या उस नाम की महिमा समझ में आएगी जो राम से भी बड़ा है।

भक्ति के नौ प्रकार माने गए हैं। जिसे नवधा भक्ति के नाम से हम जानते हैं। जिसमें श्रवण, कीर्तन, पादसेवन, अर्चना, वंदना, दास्य, सख्य, स्मरण और आत्मनिवेदन आते हैं। तुलसीदास ने नाम, रूप, गुण, लीला, कीर्तन, शील-शक्ति, सौंदर्य, वंदना से नवधा भक्ति का निरूपण किया है।

तुलसीदास भक्ति और ज्ञान की तुलना करते हुए कहते हैं कि ज्ञान से भक्ति श्रेष्ठ है, लेकिन भक्त अगर ज्ञानी हो तो वह और भी बेहतर होगा। इसी प्रकार विनय और शरणागति तुलसी के दास्य-भक्ति का स्थाई आधार है। इसी वजह से तुलसीदास की भक्ति लोक मंगलकारी है और यही उनकी भक्ति का मूल्य भी है। तुलसी कहते हैं की दृ

“भगतिहि ज्ञानहि नहि कछु भेदा। उभय हरहिं भव संभव खेदा।।”

तुलसी की भक्ति में परंपरागत भाव भी देखने को मिलते हैं। जहां वह भक्ति को वेद शास्त्र सम्मत भी मानते हैं। इसलिए कहीं न कहीं वेदों-शास्त्रों के खिलाफ जाने वाले निर्गुण पंथियों और विभिन्न संप्रदायों के विचारों की भर्त्सना भी करते हैं। वह कहते हैं दृ

“साखी सबदी दोहरा कहि किहनी उपखान। भगति निरूपहिं भगत कलि नीदहिं वेद पुरान।।”

उनकी भक्ति में परंपरागत बोध होने के बावजूद भी उन्होंने अपने युग धर्म की पहचान की और राम को उस युग धर्म का नेतृत्व दिया। जिसके माध्यम से एक समन्वयात्मक समाज की कल्पना करते हैं। अपने समयकाल और परिस्थितियों की वजह से कुछ सीमाएं हो सकती हैं तुलसीदास की भी। लेकिन उनकी भक्ति की सोच उन सीमाओं से आगे जाती है, जिसमें किसी तरह का बंधन नहीं है। इसलिए तुलसीदास भाषा के तौर पर भी संस्कृत जानने के बावजूद अवधी और ब्रज का प्रयोग करते हैं। भक्ति की भावना सामान्य जनता को समझ में आए। इस तरह की बात रखने के लिए उन्होंने लोक भाषा को चुना। इसलिए हजारी प्रसाद द्वि वेदी भी कहते हैं की- तुलसीदास को जो अभूतपूर्व सफलता मिली उसका कारण यह था कि वे समन्वय की विशाल बुद्धि लेकर उत्पन्न हुए थे। भारतवर्ष का लोकनायक वही हो सकता है, जो समन्वय करने का अपार धैर्य लेकर आया हो। ”

इसलिए तुलसी की भक्ति कहीं से भी आक्रामक नहीं है उनकी भक्ति में करुणा का भाव है जो दूसरों को चोटिल नहीं करना चाहती। दबाव से दूसरों को अपने अनुकूल भी नहीं करती अपितु वह आत्मसात करती है। यह दीनता का भाव उनकी कविता में भी झलकता है। मानस, कवितावली, विनय पत्रिका का मूल स्वर दैन्य का है दृ

“राम सो बड़ो है कौन, मोसो कौन छोटो। राम सौ खरी है कौन, मोसो कौन छोटो।।”

तुलसी की भक्ति, साधनात्मक से ज्यादा भावात्मक है। उनकी भक्ति किसी समाज के बाहर की नहीं, कोई व्यक्ति केंद्रित भक्ति नहीं है। उनकी भक्ति सामाजिकता के बीच पैदा होती है और समाज को लेकर चलती है ऐसे में कई बार जब हम देखते हैं कि, दो विभिन्न विचार को मानने वाले लोग आपस में प्रतिद्वंद्वि

ता रखते हैं, लेकिन तुलसीदास ने निर्गुण-सगुण, शैव-वैष्णव की विचारधारा के मतभेदों को समझा था, जहां भक्ति पद्धति के तरीके और मत अलग थे। उसके बावजूद उन्होंने दूसरे विचारों से किसी तरह का बैर नहीं रखा। उन्होंने कहा-

“अगुनहिं सगुनहिं नहिं कछु भेदा, उभय हरहिं भव-संशय खेदा।”

“शिवद्रोही मम दास कहावा, सो नपर सपनेहूँ मोहे न पावा”

उन्होंने भक्ति की विराटता को, जिसमें दूसरों के प्रति भी सम्मान का भाव है, इस बात को उन्होंने अपनी रचनाओं के माध्यम से बताया। कहीं किसी को नीचा और छोटा दिखाने की कोशिश नहीं की। तुलसी रामकाव्य के माध्यम से मर्यादा और कर्म संघर्ष का स्वरूप गढ़ते हैं। इसलिए उनकी भक्ति सबके हित को साधती है। तुलसी लिखते हैं-

“कीरति भनिति भूति भलि सोइ, सुरसरि सम सबकर हित होई।”

सबका कल्याण हीं तुलसीदास की भक्ति और कविता का उद्देश्य है।

संदर्भ सूची

1. हिंदी साहित्य का इतिहास, डॉ नगेन्द्र
2. हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल
3. तुलसी, उदयभानु सिंह

Role of Foreign Capital

Gurpinder Kaur*

Capital inflows in the form of foreign direct investment have been believed to be an important source of growth. A country has two sources of capital (1) internal or domestic sources (2) External sources of capital or foreign sources of capital. Internal source comprises of private Savings and government budget surplus. Underdeveloped economies are characterized by high poverty, low income and large proportion of income spend on consumption because of low income. As the large amount of income spend on consumption, so saving rates are low, it leads to shortage of saving for investment and capital formation. Due to the lack of capital we need inflow of foreign capital as a resource of capital. This need was realised in 1951 when the concept of Five Year Plans Plans was introduced. At that time it was clear that foreign capital is necessary for development. Foreign capital is divided into three types.

1. Private foreign investment: It refers to the inflow of investment from foreign private sector in public or private sector. We can further divide private foreign investment in two parts.
 - (a) Foreign direct investment(FDI): Foreign direct investment is investment directly by foreign industrialists or multinational corporations.
 - (b) Portfolio investment: Purchase of share by foreign investors is known as portfolio investment. It means only the transfer of financial claims.
2. Foreign collaborations: Foreign collaborations means joint agreement between foreign and native Enterprises. It may be between private companies of two countries, between Government of two countries and between Government of the native country and private foreign companies.
3. Loans and grants: Loans and grants from foreign government is also known as foreign aid. Loans are time bound liability and it has to be returned along with the interest. Grants are transfer payments.
4. Commercial borrowing: Commercial borrowing is also a form of foreign capital. it is a loan from International capital market. Some foreign banks also provide these loans. Some private companies, Financial Institutions and public sector undertaking also raised funds with the help of issue of bonds in the international market.

ROLE OF FOREIGN CAPITAL

1. A country where population is high, poverty is high, Income is less and major part of income is spent on consumption therefore saving is less. Due to developing nature of the economy requirement of investment is very high so actual savings will not be equal to planned investment investment. In that situation, foreign capital can fill the gap between actual saving and planned investment.
2. Multinational corporations bring latest technology with them which leads to increase their production, decrease their cost and increase the demand of their product which leads to upgrade the technology of recipient country.

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3. Multinational corporations not only bring modern technology but they also use resources efficiently and economically to maximize their productivity per unit of input so it increases optimum utilisation of capital and other resources.
4. Foreign capital is like big push of investment to stimulate aggregate demand. Foreign capital is required to break the vicious circle of poverty in overpopulated countries like India through big push of investment.

Government policy regarding foreign capital

Before 1991 government policy towards foreign capital was positive but mostly it was in the form of loans and grants. There was a fear of adverse effects of foreign direct investment on Economy. It was believed that Industries would not be able to compete with multinational corporations through foreign direct investment and they might collapse. Foreign direct investment was allowed only on partnership basis up to 40%. So foreign direct investment remained low and it couldn't able to bridge the gap between actual Savings and potential investment.

Government policy, 1991 focused on liberalisation, privatisation and globalisation. Before 1991, approval to foreign direct investment was, on case to case basis. 1991 policy granted automatic approval to foreign direct investment, except some projects. In some projects limit of foreign direct investment increased to 100%. FDI limit increased to 100% in oil refineries. For manufacturing activity, in special economic zones, FDI limit increased to 100%. FDI limit increased up to 100% in case of e-commerce. 51% equity allowed in manufacturing and trading companies. Few other sectors like banking, insurance, telecommunication, construction, mining, Airlines, roads and Highways also opened for foreign direct investment. Foreign investment implementation authority was established with a view to increase foreign direct investment and to directly solve the problems of investors related to foreign direct investment. In 2012 foreign direct investment allowed in multi-brand retail and Civil Aviation. Due to policy liberalisation, foreign direct investment and foreign portfolio investment inflows have been increasing in India. In 1991-92, it was 129 million dollar and increased to 586 million dollar in 1993-94. It was 2462 million dollar in 1998-1999 and increased to 5035 million dollar in 2002-2003. In 2005-06 it was 8961 million dollar and tripled to 22826 million dollar in 2006-7. In 2008-09 it was 41873 million dollar and decreased to 34847 million dollar in 2010-11 due to global financial crisis. The effect of foreign direct investment on development depends on the fact that whether foreign direct investment is going to bring modern technology and building productive capabilities or in service sector. Before 1991, substantial part of foreign direct investment inflows used to be in manufacturing like transport equipments, machinery, Electricals and Chemicals. After the policy of liberalisation, substantial proportion of foreign direct investment inflows has gone to service sector. So the effect of foreign direct investment has been uneven on the development. On the other hand, China has emerged as a leading producer and exporter of electronics and telecommunication equipments because the major proportion of foreign direct investment inflows in China has been directed in manufacturing by the policy directed by government. We also need to direct more foreign capital in manufacturing sector to increase and smooth the process of development.

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A Study on the Current Issue to Develop Psycho-Social Skills Like Interpersonal Relationship Skills, Effective Communication Skills

Mr. Parimal Ch. Das*

ABSTRACT

The importance of interpersonal communication (IPC) has been growing especially in the context of globalization and privatization where the economies of the developed and the developing countries move from an industrial to service-oriented economy and that has placed IPC in the center among all other skills that help in developing and sustaining in business. Today's service economy puts a premium on relationship building among employees, peers, departments, organizations, and customers. Of course developing and maintaining these relationships is the goal of business communication. Cultural diversity, globalization, organizational restructuring, worker specialization, and technology contribute to the current emphasis on interpersonal skills.

Keywords: Interpersonal, Relationship, Communication.

INTRODUCTION

When we try to understand and develop communication skills we cannot escape these larger integration issues. Human communication is a complex and intriguing phenomenon. Both form (syntactics) and content (semantics) of the communication reflect the personal characteristics of the individuals as well as their social roles and relationships. In this era of communication revolution, the effectiveness of communication has been emphasized in all contexts. But the primary focus is only on the elements of language not on the psychological (cognitive), social and cultural factors. The aim of this article is to highlight the links between psychology and interpersonal communication skills. Psychological approaches to interpersonal communication will help us in identifying the key concepts in developing interpersonal communication skills.

PSYCHOLOGY AND HUMAN COMMUNICATION

Psychology is generally concerned with studying the mind, the brain, and human behaviour. The frame work of human cognitive architecture is helpful in discussing how different types of thought, as well as the corresponding areas of psychology, relate to each other along a continuum, and how this continuum, in turn, relates to human communication processes. Cognitive, cultural, developmental, perceptual, and social psychology, all hold implications for communication research.

The fields of psychology and communication are closely related, to the extent that the line differentiating the two is often quite blurry. Psychology may be considered an established discipline when compared to communication. So communication may benefit from the relatively consolidated approaches of psychology. The relationship between psychology and communication has been

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productive in the past as well as in the present. So, the researchers in the field of communication will continue to both learn from and inform psychologists.

Understanding Interpersonal communication

The unique characteristics of interpersonal communication can be explored by tracing the meaning of the word interpersonal. It is derived from the prefix 'inter' meaning "between", and the word person. So, interpersonal communication literally occurs between people. On one sense, all communication happens among people, yet many interactions don't involve us personally. Communication exists on a continuum from impersonal to interpersonal. The heart of interpersonal communication is shared meanings between people. We don't just exchange words when we communicate.

Interpersonal communication can mean the ability to relate to people in written as well as verbal communication. This type of communication can occur in both a one-on-one and a group setting. This also means being able to handle different people in different situations, and making people feel at ease. Gestures such as eye contact, body movement, and hand gestures are also part of interpersonal communication. The most common functions of interpersonal communication are listening, talking and conflict resolution. Types of interpersonal communication vary from verbal to non-verbal and from situation to situation. Interpersonal communication involves face-to-face communication in a way that accomplishes the purpose and is appropriate. Stewart & Angelo in their book *Together: Communicating Interpersonally* defines communication in the following manner: Interpersonal communication is a mutual relational, co-constructed process; as opposed to something that one person does "to" someone else.

An interpersonal communication focus emphasizes the process of the person interacting rather than the verbal content of the interaction, accentuates behaviours and skills which extend the alternatives available for interpersonal communication. It includes affective as well as cognitive dimensions drawn from the behavioural and other sciences as well as from the humanities. It is concerned about both verbal and nonverbal human messages and responses, and represents an emphasis on the objective investigation of the experience of person-to-person communication.

Interpersonal communication and Transactional Analysis

Over the years, a number of scholars interested in language-thought-behaviour relationships have formulated principles that are designed to assist us in overcoming some of the obstacles to effective interpersonal communication that could result from a misunderstanding of the way language influences us.

One of the most accessible theories of modern psychology, Transactional Analysis (TA), propounded by Eric Berne (1961) highlights the connection between language behaviour and interpersonal communication process in simple and comprehensible way.

Transactional Analysis is a language within a language: a language of true meaning, feeling, behaviour and motive. It can help us in every situation, firstly through being able to understand more clearly what is going on. Secondly by virtue of this knowledge, we give ourselves choices of what ego states to adopt, which signals to send, and where to send them. This will enable us to create, develop and maintain better relationships through communication. Thus the core of Berne's theory helps us in developing effective interpersonal communication skills.

INTERPERSONAL NEEDS

William C. Schutz (1958) has developed a systematic approach to the understanding of interpersonal communication that is based upon interpersonal needs. According to Schutz, interpersonal needs can be divided into three categories. They are inclusion, control and affection. Inclusion refers

to the need to maintain a satisfactory relationship with others and to have enough involvement and belongingness; control is associated with the need for influence and power; and affection refers to the need for friendship, closeness, and love. Each person's interpersonal needs are different. An awareness of the interpersonal needs of the individuals will enable us to better understand their communication behaviour. The Schutz system suggests that a successful interpersonal encounter is one where the interpersonal needs of the participants are satisfied. We engage in interpersonal communication and compare our opinions, attitudes, and beliefs with those of others.

Language, Behaviour and Interpersonal communication

According to Larry A. Samovar and Richard E. Porter (1991:p.8) communication is... a dynamic transactional behavior-affecting process in which people behave intentionally in order to induce or elicit a particular response from another person.

In addition to the previous definition, they add the proponents of a channel, through which the communication takes place; a responder, who observe the communicative behaviour; encoding and decoding, i.e. the processes of producing and interpreting information; and feedback, which refers to the information available to a source that permits him or her to make qualitative judgments' about communication effectiveness. As Samovar and Porter put it: ..communication is complete only when the intended behaviour is observed by the intended receiver and that person responds to and is affected by the behaviour (1991:p.12). Thus their definition is largely based on intentional communication in an interpersonal context. This is only to show that there are several ways to define and understand the field of interpersonal communication in various dimensions correlating 'language' and 'behaviour'.

CONCLUSION

The above explorations and explanations bring out the 'intrinsic' and 'extrinsic' links between psychology and interpersonal communication. Researchers in the field of interpersonal communication are largely benefited by the socio psychological approaches to interpersonal communication. These findings enable them to move further in the progress of research with better understanding of the core concepts of interpersonal communication. The theories propounded by the pioneers in the field of communication and psychology help them launch new research, either by providing the testable hypothesis or by providing them with a heuristic approach to their research findings.

गाँधीवादी आर्थिक चिंतन का महत्त्व और प्रासंगिकता

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मानवीय जीवन के विभिन्न पक्षों पर गांधी जी ने कुछ न कुछ अवश्य लिखा है। गांधी जी अनेक रचनाएं जैसे 'आदर्श भारत की रूपरेखा', 'रचनात्मक कार्यक्रम', 'अहिंसक स्वराज्य', 'सर्वोदय', 'ग्राम स्वराज्य', 'सत्य से मेरा अनुभव', 'आत्म कथा', आदि से हमें गांधीदर्शन की जानकारी मिलती है। गांधी जी ने जीवन का उद्देश्य सिर्फ राजनीतिक आजादी प्राप्त करना ही नहीं था बल्कि वे गांवों में रहने वाले गरीब और अज्ञानी कोटि-कोटि जनों को भी गरीबी से मुक्ति दिलाने की इच्छा रखते थे। गांववासी भारत देश को अपना देश समझें और पहचाने कि देश के निर्माण में उनकी बात भी सुनी जाती है, ऐसा वे चाहते थे। वास्तव में भारत की समस्याओं को समाधान आज महात्मा गांधी के आदर्शों के अनुकरण से ही सम्भव है। गान्धीवाद का कोई विकल्प हो ही नहीं सकता। भारत की धरती पर भारत में उपजा दर्शन ही अन्तोगत्वा उपयोगी सिद्ध हो सकता है।

गांधीजी के चिन्तन का केन्द्र मनुष्य है। उन्होंने मानव को केन्द्र बिन्दु मानकर उसके समग्र विकास के लिये एक जीवन-दर्शन दिया है। उनके विचारों का विप्लेषण करने के उपरान्त हम उन्हें मानवीय कल्याण के अर्थशास्त्री के रूप में पाते हैं। गांधीजी ने मनुष्य को उसकी तीन मूलभूत शक्तियों— शरीर शक्ति, प्रकृति शक्ति, तथा समाज शक्ति की परिधि में देखा और उन शक्तियों को आध्यात्मिकता के साथ-साथ भौतिकता के आधार पर परखा। स्वस्थ शरीर, सम्पन्न प्रकृति तथा समृद्ध समाज उनकी योजना है। मनुष्य उनकी प्राप्ति तथा विकास के लिए सामाजिक व्यवस्था जिसे यन्त्र कहते हैं, को अपनाता है इसमें कई शाखाएं और प्रशाखाएं पल्लवित होती हैं। मनुष्य किस प्रकार सुखी, सवस्थ एवं सम्पन्न हो और एक ऐसी सन्तुलित जीवन पद्धति का विकास करें जिसमें भौतिक कल्याण के साथ-साथ आध्यात्मिक और नैतिक मूल्यों का भी निर्वाह किया जा सके, उसके लिए अर्थशास्त्र और नीति शास्त्र के बीच कोई विभाजक रेखा नहीं है। अर्थ के साथ नीति और भौतिकता के साथ आध्यात्म का सामंजस्य ही गांधी की सबसे बड़ी देन है। इसी सत्य की खोज भारतीय वाङ्मय— वेद, उपनिषद, पुराण आदि ने की है और इसकी खोज पाश्चात्य वाङ्मय—विज्ञान, यन्त्र, धर्मग्रन्थ तथा अर्थशास्त्र ने की है। अर्थशास्त्र की शृंखला में एडम स्मिथ, रिकार्डो, कार्ल मार्क्स, सीमान्तवादी तथा वैज्ञानिक अर्थशास्त्रियों में पियरो स्नाफा ने इसी सत्य की खोज की है। विचार की इस गंगा में प्रारम्भिक स्थिति में जिस तथ्य की खोज ये अर्थशास्त्री न कर सकें— केवल संकेत मात्र ही छोड़ गये, उसी तथ्य को गांधी ने खोज निकाला और एक नया समग्र मानव जीवन का आर्थिक दर्शन विश्व को दिया।

पूंजीवादी अर्थव्यवस्था शोषण और अन्याय पर आधारित होने के कारण केन्द्रीकरण की ओर बढ़ती है। इस व्यवस्था से समाज के कुछ ही लोगों के हाथ में सम्पत्ति केन्द्रित है। इससे उत्पादन-शक्ति में लगे हुये मजदूरों को आय के रूप में कुछ पैसे देकर लाभ का अधिकांश मिल-मालिक अपने लिए संचित कर लेते हैं। यह हिंसक अर्थव्यवस्था है, जिसमें समाज के अधिक लोगों का शोषण है। लाभ का वितरण न्यायपूर्ण ढंग के बदले अन्याय पर टिका हुआ है। गाँधीजी ऐसी आर्थिक-व्यवस्था के विरुद्ध थे। वे अर्थशास्त्र से शोषण,

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अन्याय और केन्द्रीकरण को समाप्त कर समानता, न्याय और विकेन्द्रीकरण लाना चाहते थे। इस विचार का आधार अहिंसा है।¹

सामाजिक व्यवस्था में अहिंसक समाज की स्थापना बिना अहिंसक अर्थव्यवस्था के, सम्भव प्रतीत नहीं होती। गांधी जी अहिंसक समाज के लिए प्रयत्नशील रहे। अहिंसक अर्थव्यवस्था में ग्रामीण अर्थव्यवस्था की भावना है।² इसमें निश्चित रूप से समानता, न्याय और विकेन्द्रीकरण के लिए ही स्थान है। ऐसा होने से ही सर्वोदय की कल्पना साकार हो सकती है। सबको खाने-पहनने जैसे मूलभूत आवश्यकताओं की पूर्ति के लिये अवसर रहेगा। इसके लिए श्रम आधारित जीवन और श्रम-निष्ठा होना आवश्यक है। ऐसी स्वावलम्बन की भावना चरखे के प्रति श्रद्धा रखने से ही सम्भव है इसलिए गांधी जी का स्पष्ट विचार है कि— “कारखा ने की समता में अहिंसा की प्रतिष्ठा नहीं हो सकती, पर स्वावलम्बी गांवों में हो सकती है। अगर हिटलर चाहता तो भी सात लाख अहिंसक गांवों को नष्ट नहीं कर सकता। ऐसा करते, वह स्वयं अहिंसक बन जाता। मेरी कल्पना की ग्रामीण अर्थनीति में शोषण का पूरा अंत है और यह शोषण हिंसा का सार है। इसलिए अहिंसक बनने के लिये आपको पहले ग्राम भावना वाला बनना होगा। ग्रामू भावना के लिए आपको चरखे में श्रद्धा करनी होगी।”³ उन्होंने समानता और न्याय के साथ ही साथ ग्रामीण अर्थव्यवस्था और चर्खा को अपनाकर पूर्ण विकेन्द्रीकरण का विचार दिया। इसमें वर्ग संघर्ष के लिए स्थान नहीं है। यह अर्थव्यवस्था अहिंसा पर पूर्णतया अवलम्बित होगी। इसमें साधारण जनता के हाथ में उत्पादन साधन होंगे इसलिए शोषण रहित व्यवस्था होगी, जिसमें प्रभाव का अभाव रहेगा। गांधीजी ने माना है कि शोषण हिंसा है। जहां हिंसा होगी, वहां उसका अवष्यम्भावी परिणाम असत्य घुस आवेगा। जनता का शोषण केन्द्रित धन्धों का परिणाम है। अगर इस केन्द्रीकरण का सुधार हो सके तो हालत सुधर सकती है। आर्थिक समानता, अर्थात् जगत के पास समान सम्पत्ति का होना यानी सबके पास इतनी सम्पत्ति होना कि जिससे वे अपनी कुदरती आवश्यकतायें पूरी कर सकें। कुदरत ने ही एक आदमी का हाजमा अगर नाजुक बनाया हो और वह केवल पांच ही तोला अन्न खा सके, और दूसरे को बीस तोला अन्न खाने की आवश्यकता हो, तो दोनों को अपनी पाचन-शक्ति के अनुसार अन्न मिलना चाहिये। और समाज की रचना इस आदर्श के आधार पर होनी चाहिये। अहिंसक समाज का दूसरा आदर्श नहीं रखना चाहिये। पूर्ण आदर्श तक हम कभी नहीं पहुंच सकते। मगर उसे नजर में रखकर हम विधान बनावें और व्यवस्था करें। जिस हद तक हम इस आदर्श को पहुंच सकेंगे उसी हद तक सुख और संतोष प्राप्त करेंगे और उसी हद तक सामाजिक अहिंसा सिद्ध हुई कही जा सकेगी। इस आर्थिक समानता के धर्म का पालन एक अकेला मनुष्य भी कर सकता है। दूसरों के साथ की उसे आवश्यकता नहीं रहती। अगर एक आदमी इस धर्म का पालन कर सकता है, तो जाहिर है कि किसी भी धर्म के पालन में जहां तक दूसरे उसका पालन न करें वहां तक हमें रुके रहने की आवश्यकता नहीं। और फिर, ध्येय की आखिरी हद तक न पहुंच सकें वहां तक कुछ भी त्याग न करने की वृत्ति बहुधा लोगों में देखने में आती है। यह भी हमारी गति को रोकती है। अहिंसा के द्वारा आर्थिक समानता कैसे लाई जा सकती है यह विचार करने योग्य तथ्य है। पहला कदम यह है कि जिसने इस आदर्श को अपनाया हो वह अपने जीवन में आवश्यक परिवर्तन करे। हिन्दुस्तान की गरीब प्रजा के साथ अपनी तुलना करके अपनी आवश्यकतायें कम करे। अपनी धन कमाने की शक्ति को नियंत्रण में रखे। जो धन कमावे उसे ईमानदारी से कमाने का निष्चय के। सट्टे की वृत्ति हो तो

उसका त्याग करे। घर भी अपनी सामान्य आवश्यकता पूरी करने लायक ही रखे और जीवन को हर तरह से संयमी बनावे। अपने जीवन में संभव सुधार कर लेने के बाद अपने मिलने-जुलने वालों और अपने पड़ोसियों में समानता के आदर्श का प्रचार करे। आर्थिक समानता की जड़ में धनिक का ट्रस्टीपन निहित हैं इस आदर्श के अनुसार धनिक को अपने पड़ोसी से एक कौड़ी भी ज्यादा रखने का अधिकार नहीं। तब उसके पास जो ज्यादा है, क्या वह उससे छीन लिया जाये? ऐसा करने के लिए हिंसा का आश्रय लेना पड़ेगा। और हिंसा के द्वारा ऐसा करना संभव हो, तो भी समाज को उससे कुछ फायदा होनेवाला ख, नहीं है। क्योंकि द्रव्य इकट्ठा करने की शक्ति रखनेवाले एक आदमी की शक्ति को समाज खो बैठेगा। इसलिए अहिंसक मार्ग यह हुआ कि जितनी मान्य हो सकें उतनी अपनी आवश्यकतायें पूरी करने के बाद जो पैसा बाकी बचे उसका वह प्रजा की ओर से ट्रस्टी बन जाये। अगर वह प्रामाणिकता से संरक्षक बनेगा तो जो पैसा पैदा करेगा उसका सद्व्यय भी करेगा। जब मनुष्य अपने-आपको समाज का सेवक मानेगा, समाज के खातिर धन कमावेगा, समाज के कल्याण के लिए उसे खर्च करेगा, तब उसकी कमाई में शुद्धता आयेगी। उसके साहस में भी अहिंसा होगी। इस प्रकार की कार्य-प्रणाली का आयोजन किया जाये, तो समाज में बगैर संघर्ष के मूक क्रान्ति पैदा हो सकती है। गांधीजी व्यक्तिगत सम्पत्ति के संचय के विरुद्ध थे क्योंकि वे जानते थे कि शोषण, अन्याय और आर्थिक असमानता इसी के परिणाम हैं। ऐसी सम्पत्ति लोक कल्याण की उपेक्षा करती है इसलिए सम्पत्ति का सदुपयोग करने की दृष्टि से उन्होंने संरक्षकता का सिद्धांत अपनाया था। अतिरिक्त सम्पत्ति का संरक्षक सम्पत्तिवान ही होगा, राज्य इस व्यवस्था में योग देगा। उत्तराधिकारी का चुनाव संरक्षक की इच्छा से होगा पर अंतिम निर्णय राज्य देगा। गांधी जी की मान्यता है – “उत्तराधिकारी का चुनाव उस मिल मालिक के हाथ में रहना चाहिए, जो पहले सपहल संरक्षक (ट्रस्टी) बना। परंतु अंतिम चुनाव राज्य द्वारा किया जाना चाहिए, इस व्यवस्था से राज्य और व्यक्ति दोनों पर अंकुश रहता है बदली हुई सामाजिक स्थिति में कानूनी स्वामित्व ट्रस्टी के पास होगा, न कि राज्य के पास। राज्य सम्पत्ति को जब्त न करे और समाज की सेवा के लिए पूंजी या जायदाद के मूल स्वामी की योग्यता हक की समज के हितार्थ काम में आवे, इसीलिए ट्रस्टीशिप का सिद्धांत काम में लाया जाता है। मेरी यह राय भी नहीं है कि राज्य का आधार सदा हिंसा पर ही हो, मगर व्यवहार में इस सिद्धांत का तकाजा है कि राज्य की बुनियाद अधिकतर अहिंसा पर हो।”⁴

अपरिग्रह में संचित संपत्ति, लोगों की प्रतिभा और तात्कालिक आवश्यकताओं से अधिक उनकी आय के सम्बन्ध में ट्रस्टीशिप आदर्श निहित है। यदि सम्पत्ति पर व्यक्तिगत स्वामित्व सच्चे और अहिंसक साधनों से दूर हो सके, तो गांधीजी उसके हटा देने पक्ष में हैं। हिंसा के बिना और सामज के दूसरे सदस्यों की सहायता और सहयोग के बिना लोग सम्पत्ति का संचय नहीं कर सकते। इसलिए उनको कोई नैतिक अधिकार नहीं कि वे इसके किसी अंशका का भी उपयोग व्यक्तिगत हित और दूसरों के शोषण में करें। जब तक मनुष्य अपनी तात्कालिक आवश्यकताओं के अतिरिक्त अन्य सम्पत्ति के त्याग के लिए तैयार नहीं हैं, उन्हें सम्पत्ति की ओर अपना भाव बदल देना चाहिए और सम्पत्ति के स्वामी की तरह नहीं, उसके प्रन्यासी (ट्रस्टी) की तरह आचरण करना चाहिए और सम्पत्ति का उपयोग समाज के हित के लिए करना चाहिए।⁵

इसी प्रकार कुछ प्रतिभाशाली लोगों में दूसरे लोगों की अपेक्षा अधिक उपार्जन की क्षमता होती है। गांधीजी उनकी प्रतिभा को कुंठित न करेंगे और उन्हें अधिक उपार्जन की छूट देंगे। परन्तु उनको प्रन्यासी (ट्रस्टी)

का दृष्टिकोण अपनाना चाहिए और अपनी अपेक्षाकृत अधिक आय के अधिकांश भाग को लोक-कल्याण में लगाना चाहिए। आय के अतिरिक्त लोगों को अपनी प्रतिभा भी जन-कल्याण के कार्य में लगा देनी चाहिए। इस प्रकार गांधीजी सम्पत्ति और प्रतिभा दोनों के समाजीकरण के पक्ष में हैं। जहां तक आर्थिक जीवन का सम्बन्ध है, पूंजीवाद और जमींदारी की प्रथाएं और शोषण अहिंसा से तथा उससे सम्बन्धित अपरिग्रह के सिद्धान्त से मेल नहीं खाते। भूमि खेती करने वालों की होनी चाहिए और किसी भी किसान के पास केवल उतनी ही भूमि होनी चाहिए जितनी उसके परिवार के उचित जीवन-स्तर के दृष्टिकोण से भरण-पोषण के लिए आवश्यक है।⁶

उत्पादन घरेलू धंधों द्वारा होना चाहिए और वे धंधे वैयक्तिक सहकारी प्रयास द्वारा सभी सम्बद्ध व्यक्तियों के समान हित के लिए चलने चाहिए। अनिवार्य केन्द्रीकृत उत्पादन का राष्ट्रीयकरण होना चाहिए और उसका प्रबन्ध राज्य और मजदूरों के प्रतिनिधियों के संयुक्त अधिकार में होना चाहिए। किन्तु कपड़े और खाने जैसी प्राथमिक आवश्यकता की वस्तुओं के उत्पादन का केन्द्रीकरण नहीं होना चाहिए। उनके उत्पादन के साधन जन-साधारण को हवा और पानी की तरह उपलब्ध होने चाहिए और उनके नियंत्रण में होने चाहिए। धनिकों को अपनी वर्तमान व्यक्तिगत आवश्यकताओं से अधिक सम्पत्ति का उपयोग संरक्षक (ट्रस्टी) की भांति समाज के हित के लिए करना चाहिए। किन्तु यह लक्ष्य एक दिन में सिद्ध नहीं हो सकता और शोषण, पूंजीवाद और जमींदारी आधुनिक आर्थिक जीवन की कठोर वास्तविकताएं हैं।

आर्थिक झगड़ों निपटाने का गांधीजी का मार्ग वर्ग-संघर्ष और धनिकों का निर्धनों द्वारा विनाश नहीं किन्तु वर्ग-सहयोग है और यह सहयोग उस वर्गहीन जनतन्त्र की ओर पहला चरण है, जिसमें प्रत्येक व्यक्ति किसी न किसी प्रकार का उत्पादक शरीर-श्रम करेगा और शोष्कों का लोप हो जायगा। गांधीजी पूंजीपति और जमींदार के विनाश के विरोधी थे, क्योंकि ऐसा कोई भी मनुष्य नहीं जो सुधार से परे हो और न कोई मनुष्य ऐसा पूर्ण ही है जिसको उनके विना श का अधिकार हो, जिनको वह भ्रम से पूरी तरह बुरा समझता है। गांधीजी इसमें विश्वास नहीं करते कि पूंजीपति और जमींदार सहज आवश्यकता के कारण शोषण करते हैं और उनके तथा जनता के हितों में ऐसा विरोध है जो हटाया नहीं जा सकता। भारत के बहुत से प्रदेशों में जमींदारी-उन्मूलन के लिए कानून बने हैं। किन्तु गांधीजी का मत था कि यदि जमींदारों की मनोवृत्ति बदल जाय और यदि वे किसानों के ट्रस्टी की भांति रहें और अपने तथा किसान के बीच की भाषण आर्थिक विषमता को दूर कर दें, तो जमींदारी जब्त करने की आवश्यकता न रहेगी।⁷ ट्रस्टीशिप निजी सम्पत्ति के अधिकार का निषेध है और उसकी स्थापना के लिए गांधीजी के अनुसार किसानों को अहिंसक प्रतिरोध की पद्धति का प्रयोग करना चाहिए; यह पद्धति या तो इस प्रथा का सुधार कर देगी या बिना जमींदारों को हानि पहुंचाये इस प्रथा का अन्त कर देगी।⁸ "उसको (किसान को) इस प्रकार कार्य करना चाहिए कि जमींदार के लिए उसका शोषण करना असम्भव हो जाय।"⁹ जून 1942 में गांधीजी ने इस बात को मान लिया था कि जमींदारी को बिना प्रतिकर दिये जब्त कर लेना होगा, क्योंकि जमींदारों को प्रतिकर देना आर्थिक दृष्टिकोण से असम्भव होगा। उनकी यह भी राय थी कि स्वतन्त्र भारत में किसान जमीन पर अधिकार कर लेंगे और इस प्रक्रिया में कुछ हिंसा भी हो सकती है।¹⁰ इसके पहले सन् 1934 में भी उन्होंने कहा था कि यदि अनिवार्य हुआ तो वे इस बात का समर्थन करेंगे कि राज्य कम-से-कम हिंसा द्वारा सम्पत्ति जब्त कर ले।¹¹ आदर्शवादी दृष्टिकोण

से अहिंसा में किसानों द्वारा बलपूर्वक जमींदारों के बेदखल किये जाने की गुंजाइश नहीं है।¹² किन्तु गांधीजी कोरे सिद्धान्तवादी नहीं थे और उनके लिए सबसे पहली विचारणी बात थी मनुष्य और उसका सुख।

इसी प्रकार गांधीजी का विश्वास था कि यदि मजदूरों के प्रति पूंजीपतियों की मनोवृत्ति माता-पिता की-सी या भाई की-सी हो जाय और वे उनको अप नी सम्पत्ति का साझेदार बना लें, तो मजदूर-समाज की वे लाभपूर्ण सेवा कर सकते हैं।¹³ मजदूर और पूंजीपति दोनों को एक-दूसरे के ट्रस्टी की तरह और उपभोक्ताओं के ट्रस्टी की तरह कार्य करना चाहिए।¹⁴ यदि पूंजीपति और मजदूर दोनों ट्रस्टी की तरह कार्य करें और अपने हित को समाज के वृहत् हित के संदर्भ में देखें, तो औद्योगिक संघर्षों की संख्या और कटुता बहुत कम हो जायेगी। गांधीजी कर-पद्धति में इस प्रकार सुधार कर देने के पक्ष में थे कि निर्धन मनुष्य का हित राज्य का प्राथमिक उद्देश्य हो जाय। "सभी स्वस्थ करों को करदाता के पास आवश्यक सेवाओं के रूप में दस गुना होकर लौटना चाहिए।"¹⁵ जिनमें कर देने की कम-से-कम शक्ति है उन पर कर भारी बोझ की तरह नहीं पड़ना चाहिए। गांधीजी भारी मृत्यु-कर के और अमीरों पर बिना किसी निश्चित सीमा के कर की अधिकतम सीमा बढ़ा देने के पक्ष में थे।¹⁶ और न लोगों की नैतिक, मानसिक और शारीरिक भ्रष्टता पर ही कर लगाना चाहिए। आधुनिक राज्य के प्रतिकूल अहिंसकन राज्य की आय का स्रोत दुर्गुण और अनाचार न होंगे।¹⁷ अहिंसक राज्य में आज के चलन के प्रतिकूल घुड़दौड़ के जुए को कानून की रक्षा प्राप्त न होगी और राज्य इस स्रोत से होनेवाली आय त्याग देगा। इसी प्रकार गांधीजी राज्य द्वारा चकलों को लाइसेंस देकर कर उगाहने के भी विरुद्ध थे। जुए और चकलों के प्रति उचित नीति यह है कि राज्य ओर स्वयंसेवी संगठन जनमत को प्रचार कार्य द्वारा शिक्षित बनायें, जिससे ये दुर्गुण दूर हो जायें।¹⁸

वे आधुनिक यन्त्र-सम्बन्धी सुविधाओं के विरुद्ध नहीं हैं। उदाहरण के लिए, यदि गाँव में बिजली उपलब्ध हो और ग्राम-निवासी उसकी सहायता से अपने औजार चलावें तो कोई हानि नहीं। "किन्तु उस अवस्था में ग्राम का या राज्य का बिजली-घरों पर उसी प्रकार स्वामित्व होगा जिस प्रकार चरागाहों पर होता है।"¹⁹ इस प्रकार मशीनों से हमारे अज्ञान की वृद्धि नहीं होनी चाहिए। वे ऐसी होनी चाहिए जिनको गाँव के लोग समझ सकें और निजी अथवा सहकारी रूप में उनका निर्माण कर सकें तथा उन पर स्वामित्व रख सकें। इस प्रकार की मशीनें मनुष्य को अपना गुलाम नहीं बनायेंगी, वरन् उसके लिए सहायक होंगी। वे न तो आर्थिक शक्ति के केन्द्रीकरण की ओर ले जायेंगी और न उनसे जनता का शोषण होगा अथवा जनता में बेरोजगारी फैलेगी।

गांधीजी मूलतः अर्थशास्त्री नहीं थे, पर भारत और विश्व की विभिन्न आर्थिक समस्याओं पर उन्होंने अपने लेखों, भाषणों और व्यावहारिक प्रयोगों के माध्यम से विचार प्रकट किए। आज के वैश्विक गरीबी, बेकारी, युद्ध, आतंकवाद, हिंसा, अशांति और पर्यावरण की समस्याओं के समाधान के सन्दर्भ में उनके विचार विशेष रूप से प्रासंगिक हैं। आधुनिक सभ्यता पर स्थावरुद्ध 'मानव' तथाकथित भौतिक विकास की बुलंदियों पर है। आज आकाश को मुँह चिढ़ाते गगनचुंबी मकान, हवा से तेज दौड़ते वायुयान, धरती की दूरियों को खत्म कर देने वाले संचार समान आदि उसकी पहचान हैं। उसने महामारियों से लड़ने वाले अचूक टीके बनाये हैं, शल्य-चिकित्सा के अत्याधुनिक उपकरण विकसित कर लिये हैं और बना लिया है-यौन क्षमता से लेकर बौद्धिकता तक को बढ़ाने वाली दवाइयाँ। उसके पास है- कृत्रिम गर्भाधान, परखनली शिशु, अंग-प्रत्यारोपण एवं मानव-क्लोनिंग की तकनीक और उसके झाड़ू लगाने एवं खाना बनाने से लेकर प्रेम एवं सेक्स करने तक में

दक्ष मशीनें (रोबोट)। आज वह समुद्र की अतल गहराइयों में खेल रहा है, अंतरिक्ष की सैर कर रहा है, ढूँढ़ रहा है— चाँद एवं मंगल पर बस्तियाँ बसाने की संभावनाएँ और देख रहा है— अमरता के सपने भी। लेकिन, तस्वीर का दूसरा पहलू बड़ा ही भयानक है। पूरी दुनिया बम एवं बारूद की ढेर पर खड़ी है और रिमोट का एक बटन दबाने मात्र से पूरी सभ्यता के मिट्टी में मिलने की आशंका पैदा हो गयी है। चारों ओर नफरत, द्वेष, हिंसा एवं युद्ध की राजनीति चल रही है और विषमता का ग्राफ बढ़ा है। साथ ही बाढ़—सुखाड़, भूकंप, सुनामी, एसीड—रेन, ग्लोबल—वार्मिंग, ग्लोबल कूलिंग और ओजोन परत के क्षरण का खतरा भी बढ़ता जा रहा है। प्राकृतिक संपदाएँ नष्ट हो रही हैं और कोयले एवं पेट्रोलियम के भंडारों के जल्द ही खत्म होने की संभावनाओं के मद्देनजर विकराल ऊर्जा—संकट दरवाजे पर खड़ा है। इतना ही नहीं मिट्टी अपनी उर्वरता खो रही है, शुद्ध पेयजल स्रोत खत्म हो रहे हैं और आने वाले दिनों में साँस लेने के लिए स्वच्छ हवा मिलनी भी मुश्किल होने वाली है।

आधुनिक सभ्यता विभिन्न सभ्यता अंतर्विरोधों एवं अवरोधों में फँस गयी है। इसका तथाकथित विकास—अभियान, वास्तव में मानव एवं मानवता के लिए महाविनाश का आख्यान बनने वाला है। इसके पास बढ़ती बेचैनी, भुखमरी एवं विषमता को रोकने और आतंकवाद, आणविक हथियार एवं पर्यावरण—असंतुलन से बचने का कोई उपाय नहीं है। ऐसे में देश—दुनिया में आधुनिक सभ्यता की विकल्प की तलाश हो रही है। इस तलाश का हर रास्ता जहाँ आकर अर्थवान होता है, वह है—'गाँधी'। साफ—साफ कहें, तो 'गाँधी' में ही आधुनिक सभ्यता के सभी संकटों का सबसे बेहतर एवं कारगर समाधान मौजूद है। कहना न होगा कि 'गाँधी' को जानना, समझना एवं अपनाना आज हमारी मजबूरी हो गयी है। आशा है कि यह आलेख वर्तमान भारतीय अर्थव्यवस्था में गांधी के आर्थिक विचारों की प्रासंगिकता को समझने में एक सार्थक प्रयास साबित होगा, साथ ही देश के ग्रामीण सामाजिक—आर्थिक विकास की संरचना को समझने में अर्थपूर्ण अन्तर्दृष्टि प्रदान करेगा और भविष्य में इस विषय पर होने वाले अध्ययनों के लिए तुलनात्मक रूप से महत्वपूर्ण आधार साबित होगा।

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The Participation of Women in Freedom Struggle of India Special Reference of Assam

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INTRODUCTION

The Assam is also not left behind where women have enjoyed equal rights with men since ancient times. In this part of the Country women have earned the status of symbol of strength. They have shown their strength in the freedom movement of the country. The women power of Kanaklata Barua, Bhogeswari Phukanani and Khahuli Nath is the best example in the history of Assam. It has been rightly observed that though Assam was one of the latest victims of British imperialism in India. India's independence status being lost only with the signing of the treaty of Yandaboo in 1826, she was one of the earliest to rise in revolt against the shackles of foreign rule and joined the mainstream of the Country's movement for freedom. It was the first nationwide for freedom with broad, popular base, began only in the year 1921 the year Gandhiji said the nation on the path of Non-Cooperation. It was this movement that revealed the spiritual power of Indian womanhood and the Assamese women to come forward to share that glory.

MAIN BACKGROUND

During the first part of 20th century the wave of women up rise was blowing in the country and Mahatma Gandhi started Non Co-operation movement against the British rule, the women from Assam too leading part in the freedom struggle. To M.K. Gandhi, the loom was symbol of peoples self dependence and freedom. Gandhiji found the quintessence of the vital power represented by the loom in Assam. The year 1921 saw a number of Assamese stalwarts jump in to the non-violent struggle for freedom. In that time the women leaders were like Hemanta Kumari Devi Bordoloi, Nalinibala Devi, Kiranmoyee Agarwala, Shenalata Devi Baruah, Chandraprabha Saikiani and Rajabala Das who were the secretary of Dibrugarh Women Congress Committee of those days all these women leaders undertook extensive tours from village to educated and inspire the people. The massive response to the Non Cooperation movement in Assam was largely due to the work done by these women leaders. When the All India Freedom Movement was started the main aim of the women leaders were to organized some revolutionary meetings in some part of Lower and Upper Assam to cooperate all the women revolutionary leaders against the British Rule and the women leaders were succeeded in the purpose to protest against the British Rule in India. In the struggle that followed during the year 1930-31 the Assamese women took a leading part with the young generations of the land. A women's force "Bahini" was formed at Golaghat District under leadership of Smt. Swarnalata Baruah, Raj Kumari Mohini Gohain and Basantalata Hazarika. The picketing organized by these women in front of the shops dealing in Wive, Opium etc. struck terror into the hearts of even the British Imperialist Rulers. The women volunteers who participated in the picketing organised in front of the Cotton College at Guhati where the Late Basantalata Hazarika, The Late Sashi Prabha Hazarika, The Late Mukta Prabha Agarwala, The Late Durga

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Prabha Bora, The Late Ghanakanti Devi, and Smt. Bhubeneswari Devi. Even though these brave women formed into an impenetrable barrio in front of the Cotton College, the Government dared not put them under arrest for fear that the situation might go beyond their control. In the Non-co-operation movement of 1921, it was the women who helped saving the lives of the Satyagrahis by begging from door to door. Again, in 1930-31, it was the funds collected by the women and the girls that fed the Congress workers. One also recalls here the unparalleled sacrifices made by Mangri or Malati, a women belonging to the labourer community of Misamari tea estate, who became a victim of secret murder because of her dedication to the ideals of non-violence. At Dhekiajuli, police fired upon Kumali nath Kakati, Tileswari Devi, Padumi nath. When Tileswari and Padumi Nath feel senseless at the torture of the police, several volunteers came forward to snatch away the rifle from the police. We came to learn about this only later on, since we had already been jailed when this incident took place. It was at this time that the late Purnada Devi and other colleagues at Tezpur had been put under arrest. One also recalls here the sacrifices made by many brilliant female students at that time. At Barhampur, Nowgong, we 65 years old Bhogeswari Phukanani was shot dead while she tried to protect the honour of her grand daughter, Ratnamala, from whose hands the military had snatched away the congress flag. According to the programme, freedom fighters with national flag had to capture local police station. Four thousand people from 'Kalabari' side and an equal numbers from 'Barangabari' moved towards 'Gohpur' police station. In the front lines was Kanaklata Baruah holding a flag in the hands. She requested the officer In-Charge of the police station to allow her to hoist the flag at the western gate peacefully. The Officer In-Charge ignored her request and threatened to shoot her, if she dared to proceed further. Firebrand Kanaklata marched ahead and had to face the Bullets of the strong police force. She laid down her life for the freedom of the Country.

CONCLUSION

In addition to the "Martyrdom" of these womenfolk, a largenumber of female activists were seriously injured while facing the police and military bullets. Around five hundred women freedom fighters had to Bear the Brunt of British atrocities in Assam in the movement for the Countries' liberation. Their names will always be remembered by the people of the nation. The women leaders were proved that they have to power to protest against the British rule in India.

Thus we find that in all the major movements for freedom, the women of Assam always played their heroic roles and contributed substantially towards the success of the movement. It was for this reason that the British Prime Minister declared in 1930 that what they were afraid of was not Gandhiji, but of the innumerable illiterate women of India who became the mouth piece of the message of revolt in every household. No military force could suppress such an awakening. The Assamese women, like their sisters over the rest of the country, fully justified the faith Gandhiji had reposed in them they really proved that women are the true incarnations of spiritual power.

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অসমীয়া আৰু ওড়ীয়া ভাষা : এটি ভাষাতাত্ত্বিক বিচাৰ

গৱেষক

ফৰিদা খাতুন

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নিৰ্দেশক

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আধুনিক ভাৰতীয় আৰ্য ভাষাবোৰৰ ভিতৰত অসমীয়া আৰু ওড়ীয়া ভাষা এই দুটা সমৃদ্ধশালী আৰু ঐতিহ্যপূৰ্ণ ভাষা। অসমৰ অসমীয়া ভাষা আৰু ওড়ীয়াৰ ওড়ীয়া ভাষা — এই দুই হ'ল একেবাৰে নিকট সম্পৰ্ক থকা ভগ্নীস্থানীয় ভাষা। মাগধী প্ৰাকৃতৰ পৰা উদ্ভৱ হোৱা মাগধী অপভ্ৰংশৰ শেষ স্তৰতে ভালেকেইটা ভাৰতীয় আৰ্য ভাষাই জন্ম লাভ কৰিবলৈ প্ৰয়াস কৰে। ইয়াৰে পূব মাগধী শাখাৰ পৰা অসমীয়া ভাষা আৰু ওড়ীয়া ভাষাৰ জন্ম হৈছে বুলি সুনীতি কুমাৰ চেটাৰ্জী আদি বিভিন্ন পণ্ডিতে মত ব্যক্ত কৰিছে। অতি নিকট সম্পৰ্ক থকাৰ কাৰণে অসমীয়া আৰু ওড়ীয়া ভাষাৰ মাজত অনেক সাদৃশ্য দেখিবলৈ পোৱা যায়। সেই সাদৃশ্য ধ্বনিগত, ৰূপগত, শব্দগত আদি অনেক ক্ষেত্ৰত দেখিবলৈ পোৱা যায়। দুয়োটা ভাষাই সংস্কৃতৰ মূল জুমুঠিটো গ্ৰহণ কৰিও অন্যান্য ভগ্নীস্থানীয় ভাষাৰ লগতো উমৈহতীয়া বৈশিষ্ট্য কেতবোৰ গ্ৰহণ কৰিছে। দুয়োটা ভাষাতে মূল মান্য ৰূপৰ সমান্তৰালভাৱে কেতবোৰ নিজস্ব উপভাষাৰ প্ৰচলন আছে। যিবোৰে ভাষা দুটাক বৈশিষ্ট্যপূৰ্ণ আৰু শক্তিশালী কৰাৰ লগতে দুয়োটা ভাষাৰ মাজত পাৰ্থক্যতাৰ সৃষ্টিও কৰিছে। ভাষাতাত্ত্বিক বিচাৰে দুয়োটা ভাষাৰ বাক্যগঠন, ধ্বনিতত্ত্ব, ৰূপতত্ত্ব আৰু সেই অনুসৰি দুয়োটা ভাষাৰে এইক্ষেত্ৰত থকা সাদৃশ্য আৰু পাৰ্থক্য দুয়োটাই চকুত পৰে।

অসমীয়া ভাষাটো উত্তৰ-পূব ভাৰতৰ অসম প্ৰদেশত প্ৰধানকৈ ব্যৱহাৰ হোৱাৰ লগতে অৰুণাচল প্ৰদেশৰ কিছু অংশ আৰু উত্তৰ-পূব ভাৰতৰ অন্য ৰাজ্যতো ব্যৱহাৰ হয়। অৰুণাচলৰ বিভিন্ন ভাষা-ভাষীৰ মাজত পাৰস্পৰিক ভাৱ বিনিময়ৰ একমাত্ৰ ভাষা হৈছে অসমীয়া। অসমৰ চুবুৰীয়া প্ৰদেশ নাগালেণ্ডত অসমীয়াৰ এটি মিশ্ৰিত ৰূপ — 'নাগামিজ' (Nagamese) সাৰ্বজনীন ভাষাৰূপে ব্যৱহৃত হয়। আৰু এই 'নাগামিজ' অসমৰ কিছু এটা অংশতো ব্যৱহাৰ কৰা হয়। অসমীয়া ভাষা প্ৰায় ১৬.৮ মিলিয়ন মানুহে কয়। ওড়ীয়া প্ৰদেশৰ ওড়ীয়া ভাষা ওড়ীয়া আৰু পশ্চিমবংগত বেছিকৈ কোৱা হয়। তাৰ লগতে ঝাৰখণ্ড, অন্ধ্ৰ প্ৰদেশ, ছত্তিশগড় আদি ৰাজ্যৰ কিছু অংশতো কোৱা হয়। ২০০১ চনৰ লোক পিয়লমতে ওড়ীয়া ভাষা-ভাষীৰ সংখ্যা ৩৩ মিলিয়ন জন।

ভাষাৰ আলোচনাত ধ্বনিতত্ত্ব, ৰূপতত্ত্ব, বাক্যতত্ত্ব আৰু শব্দতত্ত্বৰ এক সুকীয়া মৰ্য্যদা আছে। আধুনিক ভাৰতীয় আৰ্য ভাষাবোৰৰ ভিতৰত অসমীয়া আৰু ওড়ীয়া ভাষাৰ ধ্বনিতত্ত্বই এক বিশেষ নিজস্ব বৈশিষ্ট্য লাভ কৰিছে। স্বৰধ্বনিৰ ক্ষেত্ৰত দেখা যায় অসমীয়া ভাষাৰ স্বৰধ্বনি হ'ল আঠোটা (ই, এ', এ, অ, অ', আ, ও আৰু ঔ)। আনহাতে ওড়ীয়া ভাষাত স্বৰধ্বনি হ'ল ছয়টা (অ, আ, ই, উ, ও আৰু এ)। অসমীয়া ভাষাৰ দৰে ওড়ীয়া ভাষাতো সংস্কৃত স্বৰবৰ্ণ এঘাৰটাৰ ব্যৱহাৰ থাকিল। কিন্তু অসমীয়া ভাষাত উচ্চাৰিত হোৱা 'ঋ' ধ্বনি ওড়ীয়া ভাষাত 'ৰু' ৰূপে উচ্চাৰিত হয়। অসমীয়া ভাষাত 'অ' আৰু 'এ' বৰ্ণৰ উচ্চাৰণ দুই ধৰণে হয়। ধ্বনিগত পাৰ্থক্যৰ সীমাৰেখা নিৰ্ণয় কৰিবৰ বাবে উৰ্দ্ধকমা (') প্ৰয়োগ কৰা হয়। অসমীয়া ভাষাত একচল্লিশটা ব্যঞ্জনবৰ্ণ (ক, খ, গ, ঘ, ঙ, চ, ছ, জ, ঝ, ঞ, ট, ঠ, ড, ঢ, ণ, ত, থ, দ, ধ, ন, প, ফ, ব, ভ, ম, য, ৰ, ল, ৱ, শ, ষ, স, হ, ঙ্গ, ঙ্গ, ঙ্গ, ঙ্গ, °)। ইয়াৰে তেইশটা ব্যঞ্জনধ্বনি (প, ফ, ব, ভ, ম, ত, থ, দ, ধ, ন, ক, খ, গ, ঘ, ঙ, চ, জ, স, হ, ল, ৱ, ৱ, য়)। ওড়ীয়া ভাষাত 'ল' ধ্বনিৰ দন্তমূলীয় আৰু মূৰ্দ্ধন্য — এই দুই ধৰণে উচ্চাৰিত হৈ ব্যঞ্জনবৰ্ণ হ'ল উনচল্লিশটা (ক, খ, গ, ঘ, ঙ, চ, ছ, জ, ঝ, ঞ, ট, ঠ, ড, ঢ, ণ, ত, থ, দ, ধ, ন, প, ফ, ব, ভ, ম, য, ৰ, ল, ৱ, শ, ষ, স, হ, ঙ্গ, ঙ্গ, ঙ্গ, ঙ্গ, °) আৰু ব্যঞ্জনধ্বনি একত্ৰিশটা (প, ফ, ব, ভ, ম, ত, থ, দ, ধ, ন, ট, ঠ, ড, ঢ, ণ, ক, খ, গ, ঘ, ঙ, চ, ছ, জ, ঝ, স, হ, ৱ, ল, ল্ৰ, ৱ, য়)।

অসমীয়া ভাষাত চ আৰু ছ-ৰ মাজত উচ্চাৰণৰ পাৰ্থক্য নাই। কিন্তু ওড়ীয়া ভাষাত পাৰ্থক্য আছে। অসমীয়া ভাষাত 'চ' বৰ্ণ দন্তমূলীয় উষ্মবৰ্ণ হিচাপে উচ্চাৰিত হোৱাৰ বিপৰীতে ওড়ীয়া ভাষাত 'চ' বৰ্ণ সৃষ্ট, তালব্যধ্বনি হিচাপে উচ্চাৰিত হয়। ওড়ীয়া ভাষাত মূৰ্দ্ধন্য ট, ঠ, ড, ঢ, ণ বৰ্ণ বানানৰ লগতে উচ্চাৰণতো ব্যৱহাৰ হয়। তাৰ বিপৰীতে অসমীয়া ভাষাত মূৰ্দ্ধন্য ধ্বনি বুলি কোনো ধ্বনি নাই। বানানতহে আছে। অসমীয়া ভাষাত দন্ত্য আৰু মূৰ্দ্ধন্য বৰ্ণৰ আখৰবোৰহে আছে; ইহঁতৰ নিজৰ মৌলিক উচ্চাৰণ নাই। ইহঁতৰ সকলোবোৰ একেবোৰ ঠাইতে উচ্চাৰিত হয় দেখি, ইহঁতক অসমীয়া ভাষাৰ দন্তমূলীয় বৰ্ণ বুলি জনা যায়।

অৰ্দ্ধস্বৰ 'ৱ' আৰু 'য়'-ৰ প্ৰয়োগ দুয়োটা ভাষাতে আছে। ওড়ীয়া ভাষাত 'ৱ' কেতিয়াবা 'ব' হিচাপে ব্যৱহাৰ হয়। অসমীয়া ভাষাৰ দৰে ওড়ীয়া ভাষাতো পাৰ্শ্বিক দন্তমূলীয় 'ল' ৰূপে ব্যৱহাৰ হোৱাৰ উপৰিও ওড়ীয়া ভাষাত আৰু এটা 'ল'ৰ ব্যৱহাৰ আৰু উচ্চাৰণ বিশেষভাৱে উল্লেখনীয় বিষয়। পাৰ্শ্বিক মূৰ্দ্ধন্য বুলি ব্যৱহাৰ হোৱা এই 'ল'ৰ ব্যৱহাৰ শব্দৰ আদিত নহয়। কেৱল মধ্য আৰু অন্ত্যত হয়। যেনে —

বল (bala) strength

ফল (phala) fruit, ইত্যাদি।

ওড়ীয়াৰ বৰ্ণ্য 'ব' আৰু অ বৰ্ণ্য 'ৱ' ৰ মাজত ব্যৱহাৰগত পাৰ্থক্য আছে। মাত্ৰ ওড়ীয়া ভাষাতে এই পাৰ্থক্য প্ৰদৰ্শিত হয়। অসমীয়া ভাষাত বচন ব্যাকৰণগত বিষয় নহয়। কিন্তু ওড়ীয়া ভাষাত বচন ব্যাকৰণগত

বিষয়। কাৰণ অসমীয়াত কৰ্তাৰ বচন অনুসৰি ক্ৰিয়াৰূপৰ পৰিৱৰ্তন নহয়। যেনে —

এজন মানুহ আহিব।

দুজন মানুহ আহিব।

মানুহবোৰ আহিব।

আনহাতে কৰ্তাৰ একবচন আৰু বহুবচন অনুসৰি ক্ৰিয়াৰূপৰ মাজত পাৰ্থক্য আছে।

উদাহৰণ —

লোকটি যাউছি।

লোকমানে যাউছন্তি।

অসমীয়া আৰু ওড়ীয়া ভাষাই সৰ্বনামৰ ৰূপৰ ক্ষেত্ৰত বিচিত্ৰতা বহন কৰিছে। অসমীয়া ভাষাৰ এওঁ, তেওঁ, এখেত, তেখেত আদি ৰূপবোৰৰ সমাৰ্থক শব্দ ওড়ীয়া ভাষাত এনেদৰে পোৱা যায়।

<u>অসমীয়া ভাষা</u>	<u>ওড়ীয়া ভাষা</u>
এওঁ	ইএ
তেওঁ	সিএ
এখেত	এহিজণক
তেখেত	সেহিজণক

অসমীয়াত সেইটো, সেইয়া, সৌটো, সৌৱা আদি ওড়ীয়াত সেইটো, সেইটা, সেই, সেইয়া আদি একবচনত ব্যৱহাৰ হোৱাৰ লগতে অসমীয়াত বহুবচনত সেইবোৰ, সেইবিলাক, সি-বোৰ, সি-বিলাকে, সৌবোৰ, সৌ-বিলাক ওড়ীয়াত, সেইগুড়িক, সেগুড়িক, সেমানে, সেইগুড়ি, সেইমানে, সেইসবু, সেমানন্ধ প্ৰয়োগ হয়। অসমীয়া ভাষাত বিশেষণৰ আগত নিচেই, বেছি আদি শব্দ যোগ কৰি দুটা বা তাতকৈ অধিকৰ মাজত তুলনা কৰা হয়। উদাহৰণ — ব্ৰহ্মপুত্ৰতকৈ ধনশ্ৰী নিচেই ঠেক। আনহাতে ওড়ীয়া ভাষাত তুলনা কৰিবলৈ ‘ঠাৰু’, ‘মধুঠাৰু’ শব্দৰ প্ৰয়োগ কৰা হয়। লগতে সংস্কৃত ব্যাকৰণৰ আৰ্হিত দুটাৰ মাজত তুলনা কৰিবলৈ ‘তৰ’ আৰু দুইতকৈ অধিকৰ মাজত তুলনা কৰিবলৈ ‘তম্’ শব্দৰ প্ৰয়োগ কৰা হয়। যেনে

‘হিমালয় কপিলাসঠাৰু উচ্চতৰ।’

‘বেদ পৃথিৱীৰ প্ৰাচীনতম্ ধৰ্মপুস্তক।’

অসমীয়া ভাষাত একবচনৰ পৰা বহুবচন কৰা প্ৰত্যয়বোৰ এনেধৰণৰ — বোৰ (মানুহবোৰ), বিলাক (ল’ৰাবিলাক), হঁত (বোপাহঁত), সকল (ৰাইজসকল), মখা (ছোৱালীমখা), জাক (মানুহজাক),

সোপা (এইসোপা), লোক (তেওঁলোক), বৃন্দ (শিক্ষকবৃন্দ), ৰাজি (প্ৰবন্ধৰাজি), বৰ্গ (বন্ধুবৰ্গ), ৰাশি (নক্ষত্ৰৰাশি), সমূহ (প্ৰজাসমূহ), মণ্ডলী (শিক্ষকমণ্ডলী)। আনহাতে ওড়ীয়া ভাষাৰ বহুবচনাত্মক প্ৰত্যয়বোৰ হ'ল — এ (লোকে), — মানে (মণিষমানে), — গুড়িক (গছগুড়িক), — গুড়াক (মাৰুগুড়াক), — সমূহ (দুৰ্গসমূহ), — শ্ৰেণী (তমালশ্ৰেণী), — বৰ্গ (বন্ধুবৰ্গ), — গণ (পক্ষিগণ), — যুথ (কৰিযুথ), — জাক (পিলাজাক), — দল (ডকাইতদল), — ৰাজি (বনৰাজি), — মালা (পবৰ্তমালা), — পংক্তি (বকপংক্তি), — ব্ৰন্দ (ছাত্ৰব্ৰন্দ), — সবুতক (গছ সবুতক)। অসমীয়া ভাষাত একবচন বুজোৱা প্ৰত্যয়বোৰ হ'ল — টো, — জন, — জনী, — ডাল, — গৰাকী, — খন, ইত্যাদি। আনহাতে ওড়ীয়া ভাষাৰ একবচন বুজোৱা প্ৰত্যয়বোৰ হ'ল — এ, — টা, — টিএ, — গোটিএ, — গোটাএ, — গোটাক, — খণ্ড, — খণ্ডিএ, — খণ্ডিক, ইত্যাদি। এইবোৰৰ ব্যৱহাৰ দুয়োটা ভাষাত এনেধৰণৰ —

অসমীয়া ভাষাত

ল'ৰাটো

মানুহজন

ছোৱালীজনী

গছডাল

মানুহগৰাকী

ঘৰখন

ওড়ীয়া ভাষাত

পিলাটি

গুটিএ আম

মণিষটা

ঘৰটিএ

পদে

টোকাটা

ফলটি

পইসটিএ

অধলাএ

লিংগৰ ক্ষেত্ৰত দেখা যায় অসমীয়া ভাষাত যেনেদৰে 'মতা' আৰু 'মাইকী' শব্দ ব্যৱহাৰ কৰা হয় ঠিক তেনেদৰে ওড়ীয়া ভাষাত 'অণ্ডিৰা' আৰু 'মাই' শব্দ ব্যৱহাৰ কৰা হয় উভয়লিংগবাচক বা লিংগনিৰপেক্ষ শব্দৰ আগত। যেনে —

অসমীয়া ভাষা

মতা কুকুৰ

মাইকী কুকুৰ

মতা মানুহ

মাইকী মানুহ

ওড়ীয়া ভাষা

অণ্ডিৰা কুকুৰ

মাই কুকুৰ

অণ্ডিৰা মণিষ

মাই মণিষ।

কাৰকৰ ক্ষেত্ৰত দেখা যায় অসমীয়া ভাষাত অপাদান কাৰক আছে যদিও পঞ্চমী বিভক্তিৰ প্ৰয়োগ নাই। অপাদানৰ অৰ্থ প্ৰকাশ কৰাৰ কাৰণে ষষ্ঠী 'ব' ৰ পিছত 'পৰা' পৰসৰ্গ ব্যৱহাৰ কৰা হয়। যেনে — ৰামৰ পৰা পালোঁ। সি বৰপেটাৰ পৰা আহিছে। আনহাতে ওড়ীয়া ভাষাত দেখা যায় পঞ্চমী বিভক্তিও আছে আৰু অপাদান কাৰকো আছে। ওড়ীয়া ভাষাত অপাদান কাৰকৰ ক্ষেত্ৰত '— ৰু' আৰু '— ঠাৰু' এই দুটা বিভক্তি লগ লাগে। যেনে — গঙ্গানদী হিমালয়ৰু নিৰ্গত হোই অছি। ('— ৰু' বিভক্তি)। ৰাজা শত্ৰুঠাৰু পৰাজিত হেলে। ('— ঠাৰু' বিভক্তি)। অসমীয়া ভাষাত প্ৰয়োগ হোৱা — এ, — ক, — ৰ, — বে, — এৰে, — দ্বাৰা, — লৈ, — ত, — অত আদি শব্দ বিভক্তিৰ বিপৰীতে ওড়ীয়া ভাষাত আৰু কেইটামান 'বিভক্তিসূচক অব্যয়' বিভক্তিকৰূপে ব্যৱহাৰ হৈ আছে। যেনে — দ্বাৰা, — দেহি, — কৰ্ত্ত্বক, — ঠাৰু, — ঠাৰে। অসমীয়া আৰু ওড়ীয়া ভাষাৰ সম্বন্ধবাচক শব্দৰ ব্যৱহাৰ এনেধৰণৰ —

<u>অসমীয়া ভাষা</u>	<u>ওড়ীয়া ভাষা</u>
মা	মা / বউ
দেউতা	বাপা
ককা	অজা
আইতা	আই / বুঢ়ী
পুত্ৰ	পোঅ
কন্যা	বীঅ
খুৰা	কাকা
খুৰী	কাকী
পেহা	পেউসা
পেহী	পেউসী
মহা	মউসা
মাহী	মাউসী
ভাই	ছোটভাই
ককাই	বৰভাই
নাতি	নাতি
নাতিনী	নাতুনী
বৰদেউতা	বড়বাপা

মামা	মামু
ভতিজা	পুতুৰা
ভাতিজী	বীঅৰি
বাইদেউ	বড়ভউনী
জোৱাই	জ্বাই
বোৱাৰী	ভাউজ
দেওৰ	দিঅৰ
নবৌ	নোৱাবউ
খুলশালী (টো)	শলা
খুলশালী (জনী)	শালী
শহুৰ, শশুৰ	শ্বশুৰ
ভনী	ছোটভউনী
শাহু	শ্বাশু
ভাগিনটো	ভন্জা
ভাগিনজনী	ভানিজী

অসমীয়া আৰু ওড়ীয়া ভাষাৰ কিছুমান শব্দৰ ব্যৱহাৰত নিজস্ব বৈশিষ্টতা বহন কৰিছে। যেনে — অসমীয়া ভাষাত ব্যৱহৃত ৰূপহ, লাহতী, ফুলতী, জানমণি, তৰাদৈ আদি শব্দৰ প্ৰয়োগ ওড়ীয়া ভাষাত নাই। আনহাতে ওড়ীয়া ভাষাত ব্যৱহৃত কাঠুৰিআ, ফুটিআনি, যোৰণি আদি শব্দ অসমীয়াত নাই।

অসমীয়া ভাষাত যৌগিক বাক্যৰ অন্তৰ্গত সৰল বাক্যবোৰক কিন্তু, যদি, তেন্তে, তথাপি, আৰু অথবা, নাইবা আদি সংযোজক অব্যয় পদৰ দ্বাৰা সংযুক্ত কৰা হয়। যেনে — হৰি যদি আহিব বিচাৰে তেন্তে লৈ আহিব। মই ভাত খালো আৰু স্কুললৈ গ'লো। আনহাতে ওড়ীয়া ভাষাত যৌগিক বাক্যৰ অন্তৰ্গত সৰল বাক্যবোৰক ও, কিস্বা, কিন্তু, এবং, অথবা, প্ৰভৃতি সংযোজক অব্যয় পদৰ দ্বাৰা সংযুক্ত কৰা হয়। যেনে — মুঁ আশা কৰছি যে সে পৰীক্ষাৰে কৃতকাৰ্য হেবে, কিন্তু ভাগ্যৰে ক'ণ অছি কিএ জাণে?

গ্ৰন্থপঞ্জী

অসমীয়া :

- কোঁৱৰ, অৰ্পণা : ভাষা-সাহিত্য অধ্যয়ন, বনলতা, ১৯৯৫।
 গোস্বামী, উপেন্দ্ৰ নাথ : অসমীয়া ভাষাৰ ৰূপ-কথা, নিউ বুক ষ্টল, গুৱাহাটী, ১৯৭৪।

” ”	:	অসমীয়া ভাষা আৰু উপভাষা, মণি-মাণিক প্ৰকাশ, গুৱাহাটী, ১৯৮৬।
গোস্বামী, গোলোক চন্দ্ৰ	:	অসমীয়া ব্যাকৰণ প্ৰবেশ, বীণা লাইব্ৰেৰী, গুৱাহাটী, ২০০০।
” ”	:	অসমীয়া গোলোক ব্যাকৰণ, বীণা প্ৰকাশনী, ১৯৯৪।
” ”	:	অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ, প্ৰকাশক - শ্ৰীৰামচৰণ ভৰালী, ১৯৮৭।
” ”	:	ধ্বনি-বিজ্ঞানৰ ভূমিকা, বীণা লাইব্ৰেৰী, গুৱাহাটী, ২০১১।
গোস্বামী, সত্যেন্দ্ৰ নাৰায়ণ	:	সৰল ব্যাকৰণ, বি. বৰুৱা, বৰুৱা এজেণ্টী, গুৱাহাটী, ১৯৭৪।
চক্ৰৱৰ্তী, মুকুল	:	ভাষা ঐতিহ্য আৰু সাহিত্যিক ৰূপ, চিটি অফচেট, আনন্দ নগৰ, গুৱাহাটী-১২।
নেওগ, ডিম্বেশ্বৰ	:	নতুন পোহৰত অসমীয়া সাহিত্যৰ বুৰঞ্জী, ১৯৯৩।
পাঠক, ৰমেশ	:	ব্যাকৰণ আৰু প্ৰাকৃতি বিজ্ঞান, বীণা লাইব্ৰেৰী, ১৯৯৩।
” ”	:	ভাষা-বিজ্ঞানৰ ভূমিকা, অসম একাডেমিক চেণ্টাৰ, গুৱাহাটী, ২০০০।
ফুকন পাটগিৰি, দীপ্তি	:	আধুনিক অসমীয়া ব্যাকৰণ, বুক হাইভ্, গুৱাহাটী, ১৯৯৯।
” ” ”	:	অসমীয়া, বাংলা আৰু ওড়ীয়া ভাষা (তুলনামূলক অধ্যয়ন), বনলতা, গুৱাহাটী, ২০০৪।

ওড়ীয়া :

আচাৰ্য্য, ব্ৰহ্মদেৱ চন্দ্ৰ	:	ওড়ীয়া সাহিত্যৰ সংক্ষিপ্ত পৰিচয়, প্ৰকাশক - গ্ৰন্থ মন্দিৰ, কটক, ২০০১।
কৰ, শৰৎ চন্দ্ৰ, মিশ্ৰ, হৰপ্ৰসাদ	:	প্ৰায়োগিক ওড়ীয়া ভাষা, বাধাৰমণ গ্ৰাফিকচ্, কটক, ২০০৬।
দাস, কিশোৰচন্দ্ৰ	:	নিউ এজ, আধুনিক ওড়ীয়া ব্যাকৰণ এবং বাক্যাতি ৰচনা, নিউ এজ পাব্লিকেশ্বনস, ২০১৭।
মিশ্ৰ, জয়কৃষ্ণ,	:	
পুৰকায়স্থ, নিখিলেশ	:	বাংলা অসমীয়া ও ওড়ীয়া উপভাষাৰ ভৌগোলিক জৰিপ।
বীণাপাণি পুস্তক ভাণ্ডাৰ	:	ত্ৰিভাষী।
মহাপাত্ৰ, নাৰায়ণ	:	সৰ্বসাৰ ব্যাকৰণ, নিউ ষ্টুডেণ্টস্ প্ৰেছ, ২০০৯।
দাস, শ্ৰীধৰ	:	
মহাপাত্ৰ, সুৰেন্দ্ৰ কুমাৰ	:	ওড়ীয়া সাহিত্যৰ ইতিহাস, মহাস্তি বুক ষ্টোৰ।

प्राचीन भारत के राज्य के प्रकार, राज्य तथा धर्म: एक अध्ययन

डॉ. प्रगति कुमारी*

प्राचीन भारत के राज्य के प्रकार (Types of Ancient Indian States)

प्राचीन भारत में सामान्यतः राजतंत्र का ही प्रचलन था जिसके शासन सत्ता एक वंशानुगत राजा के हाथ में होती थी। किन्तु प्राचीन साहित्य एवं विदेशी लेखकों के विवरण से इस बात की सूचना मिलती है कि राजतंत्रात्मक राज्यों के साथ ही साथ प्राचीन इतिहास के विभिन्न युगों में कुछ अन्य प्रकार के राज्य भी थे। इनका विवरण इस प्रकार है—

(i) गण अथवा संघ राज्य

इसमें शासन—सूत्र एक आनुवंशिक राजा के हाथ में न होकर गण अथवा संघ के हाथ में होता था। प्राचीन साहित्य में इस प्रकार के राज्य 'वैराज्य' की संज्ञान प्रदान की गयी है। सिकन्दर के आक्रमण के समय सिंध तथा पंजाब तथा बुद्धकाल में गंगाघाटी के मैदानों कई गणराज्य विद्यमान थे। इनमें मालव, अर्जुनायन, लिच्छवि, मद्रक, शाक्य, मोरिय आदि विशेष रूप से उल्लेखनीय हैं। इसका शासन एक केन्द्रीय समिति अथवा संस्थागार के माध्यम से संचालित होता था।

(ii) द्वैराज्य

इससे तात्पर्य उस राज्य से है जिसमें एक ही साथ दो राजाओं का शासन होता है। यूनान के नगर स्पार्टा में इस प्रकार का शासन था। यूनानी लेखकों के विवरण से पता चलता है कि सिकन्दर के भारत—आक्रमण के समय पाटल (सिन्ध) में इस प्रकार का शासन—तन्त्र प्रचलित था। अल्टेकर का विचार है कि जब दो भाइयों अथवा उत्तराधिकारियों ने राज्य का बँटवारा करने के स्थान पर सम्मिलित रूप से शासन करना पसन्द किया हो, तभी द्वैराज्य का सूत्रपात होता होगा। किन्तु इस प्रकार का शासन टिकाऊ नहीं रहा तथा ये राज्य गुटवन्दी और आपसी संघर्ष के केन्द्र रहे होंगे।

अर्थशास्त्र में कहा गया है कि द्वैराज्य परस्पर संघर्ष में नष्ट हो जाता है। जैन ग्रंथ साथ आचारांगसूत्र में भिक्षुओं को सलाह दी गयी है कि वे ऐसे राज्यों में न जायें। द्वैराज्य के दोनों शासक जब परस्पर मेल से रहते थे तो वह औराज्य तथा जब उनमें परस्पर संघर्ष होता था तो वह 'विरुद्ध राज्य' कहा जाता था।

(iii) नगर-राज्य

इसमें किसी प्रमुख नगर को राजधानी बनाकर समीपवर्ती भागों पर शासन किया जाता था। ऐसे राज्यों का प्रचलन प्राचीन यूनान में अधिक था। यूनानी लेखकों के विवरण से सूचित होता है कि सिकन्दर के आक्रमण के समय पश्चिमोत्तर भारत में भी कुछ राज्य उसी प्रकार के थे।

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न्यासा, शिवि, संगल, पिम्पमा आदि कुछ नगर राज्य यहाँ विद्यमान थे। एरियन हमें बताता है कि सिकन्दर ने न्यासा से एक-सी प्रमुख नागरिकों के बन्धक में रूप में माँगा था जिस पर वहाँ के शासक ने यह कहते हुए अपनी असमर्थता व्यक्त किया था कि इतने नागरिकों के छिन जाने से नगर के शासन ठप्प पड़ जायेगा। इसमें स्पष्ट है कि यहाँ नगर राज्य था।

(iv) संघीय तथा संयुक्त राज्य

प्राचीन भारत में संघीय अथवा सम्मिलित राज्यों के अस्तित्व के भी प्रमाण मिलते हैं। उत्तर वैदिक युग में कुरु-पंचाल राज्यों का एक संघ था। सिकन्दर के आक्रमण के समय पंजाब में मालव तथा क्षुद्रक गणों का संघ राज्य था। यौधेय गणराज्य में भी तीन राज्य सम्मिलित थे। बुद्धकाल में वज्जिसंघ तथा मल्लसंघ जैसे शक्तिशाली राज्य स्थापित हुए थे।

जैन धर्मों से पता चलता है कि लिच्छवि प्रमुख चेटक ने मगधराज अजातशत्रु का सामना करने के लिए नौ लिच्छवियों, नौ मल्लों तथा कहच्चिनेशल के 18 राजाओं का संघ-स्थापित किया गया था। संघीय राज्यों की शासन-पद्धति के विषय में हमें ज्ञात नहीं है। सम्भवतः समान शक्तिशाली शत्रु का सामना करने के उद्देश्य से इस प्रकार के राज्य संगठित होते थे।

इस प्रकार प्राचीन भारत में हमें विभिन्न श्रेणी के राज्यों के अस्तित्व दिखाई देते हैं। इनमें सर्वाधिक मान्य एवं प्रचलित व्यवस्था राजतंत्र ही थी। अति प्राचीन काल से राजा को ही सत्ता का स्रोत माना गया तथा यह मान्यता थी कि समस्त अधिकारी तथा संस्थाएँ उसी से अधिकार ग्रहण करते हैं।

सप्तांग सिद्धांत

वैदिक साहित्य तथा प्रारम्भिक धर्मसूत्रों में राज्य के छिट-फुट उल्लेख के बावजूद हमें उसकी कोई सुनिश्चित परिभाषा नहीं मिलती है। सम्भवतः इसका कारण यह है कि इस समय तक राज्य संस्था को ठोस आधार नहीं मिल सका था। उत्तरी भारत में विशाल राजतंत्रों की स्थापना के साथ ही राज्य के स्वरूप का निर्धारण किया गया। सर्वप्रथम कौटिल्लीय अर्थशास्त्र में ही हमें राज्य की सुस्पष्ट परिभाषा प्राप्त होती है।

यह राज्य को एक सजीव एकात्मक शासन-संस्था के रूप में मान्यता प्रदान करता है तथा उसे सात प्रकृतियों अंग की समष्टि निरूपित करता है—

1. स्वामी,
2. अमात्य,
3. भू-प्रदेश,
4. दुर्ग,
5. कोष,
6. सेना तथा
7. मित्र।

कौटिल्य द्वारा प्रतिपादित राज्य का उपर्युक्त सिद्धान्तवाद के लेखकों के लिए आदर्श स्वरूप बना रहा। कृष्ण ग्रन्थों में इस अंगों के पर्याय भी मिलते हैं। विष्णु धर्मोत्तर पुराण में स्वामी तथा अमात्य के स्थान पर क्रमशः साम तथा दान का उल्लेख हुआ है। किन्तु कौटिल्य द्वारा निर्धारित अंग ही प्रमाणित माने जाते हैं।

इनका विवरण इस प्रकार है:

(a) स्वामी

इससे तात्पर्य राजा अथवा ललाट से है। यह राज्य का प्रथम अंग है।

कौटिल्य राजा के गुणों की विस्तारपूर्वक चर्चा करता है, तदनुसार राजा को निम्नलिखित गुणों से संयुक्त होना चाहिये—

- (i) उच्चकुल में उत्पन्न,
- (ii) दैवसम्पन्न,
- (iii) बुद्धिमान,
- (iv) सत्वसम्पन्न (सम्पत्ति तथा विपत्ति में धैर्यशाली),
- (v) वृद्धदर्शी (वृद्ध जनों का सेवक),
- (vi) धर्मात्मा,
- (vii) सत्यनिष्ठ,
- (viii) सत्यप्रतिज्ञ (अविसंवादक),
- (ix) क्रतुज्ञ,
- (x) स्थूललक्ष (महान दाता),
- (xi) महान उत्साह युक्त,
- (xii) आलस्य रहित (अदीर्घसूत्री),
- (xiii) सामन्तों को आसानी से वश में करने वाला (शक्य—सामन्त),
- (xiv) दृढ निश्चयी,
- (xv) बड़ी मंत्रिपरिषद वाला (अक्षुद्र परिषत्को),
- (xvi) विनयशील।

यहाँ 'महाकुलीनता' का उल्लेख विशेष रूप से महत्वपूर्ण है। कौटिल्य इस बात के बिल्कुल पक्ष में नहीं था कि शासन—सूत्र किसी निम्न कुलोत्पन्न व्यक्ति को प्राप्त हो।

(b) अमात्य

इस शब्द का सामान्य अर्थ 'मंत्री' से ग्रहण किया जाता है किन्तु अर्धशास्त्र में इसका प्रयोग सभी उच्च श्रेणी के पदाधिकारियों के लिये किया गया है। इन्हीं में से योग्यतानुसार सम्राट अपने मन्त्रियों तथा अन्य सलाहकारों के नियुक्ति करता था। अमात्य संज्ञा से राज्य के सभी प्रमुख पदाधिकारियों का बोध होता था क्योंकि कौटिल्य स्पष्टतः कहता है कि जनपद सम्बन्धी सभी कार्य अमात्य के ऊपर ही निर्भर करते हैं।

कृषि सम्बन्धी कार्य, दुर्ग, जनपद का कल्याण, विपत्तियों से रक्षा, अपराधियों को दण्ड देना, राजकीय कर्तव्यों को एकत्रित करना आदि सभी कार्य अमात्यों द्वारा ही करणीय बताये गये हैं। कामन्दक ने भी अमात्य शब्द का प्रयोग सामान्य अर्थ में किया है किन्तु उन्होंने अमात्य तथा सचिव को समानार्थी माना है। मौर्योत्तर युग में अमात्य को सचिव भी कहा जाने लगा।

(c) जनपद

मनुस्मृति तथा विष्णु स्मृति में जनपद को 'राष्ट्र' कहा गया है, जबकि याज्ञवल्क्य स्मृति में इसे केवल 'जन' कहा गया है। राष्ट्र से तात्पर्य भू-प्रदेश तथा जन से तात्पर्य जनसंख्या से है। अर्थशास्त्र में जनपद शब्द का प्रयोग भू-प्रदेश तथा जनसंख्या दोनों के, लिए किया गया है।

बताया गया है कि जनपद की जलवायु अच्छी होनी चाहिए, उसमें पशुओं के लिए चारागाह हो, जहाँ कम परिश्रम में अधिक अन्न उत्पन्न हो सके, जहाँ उद्यमी कृषक रहते हों, जहाँ योग्य पुरुषों का निवास हो, जहाँ निम्न वर्ग के लोग विशेष रूप से रहते हो तथा जहाँ के निवासी राजभक्त एवं चरित्रवान हों।

कामन्दक ने जनपद के प्रसंग में लिखा है कि इसमें शूद्रों, शिल्पियों, व्यापारियों तथा उद्यमी एवं उध्यवसायी कृषकों का निवास होना चाहिए यहाँ व्यापारियों का उल्लेख समाज में उनके बढ़ते हुए महत्व का सूचक माना जा सकता है।

जनपद का जनसंख्या के विषय में कौटिल्य का विचार है कि गाँव में कम से कम सौ तथा अधिक से अधिक पाँच सौ परिवार रहने चाहिये। जनपद की सबसे बड़ी इकाई 'स्थानीय' में आठ सौ ग्राम होने चाहिये।

(d) दुर्ग

यह राज्य का चौथा अंग है। मनुस्मृति तथा शान्तिपर्व (महाभारत), में इसे 'पुर' कहा गया है। 'दुर्ग' शब्द का सामान्य अर्थ किला (Fortress) है किन्तु अर्थशास्त्र में इसका जो वर्णन मिलता है उससे ऐसा निष्कर्ष निकलता है कि यहाँ दुर्ग से तात्पर्य दुर्गोक्त राजधानी से है। पुर भी यही अर्थ है। दुर्ग का निर्माण नगर के केन्द्र भाग से किया जाना चाहिये तथा प्रत्येक वर्ण तथा कारीगरों के निवास के लिए नगर में अलग-अलग व्यवस्था होनी चाहिए।

(e) कोष

राष्ट्र का पाँचवाँ महत्वपूर्ण अंग कोष बताया गया है। कौटिल्य इस बहुत अधिक महत्व देता है तथा बताता है कि धर्म तथा काम सम्बन्धी सम्पूर्ण कार्य इसी के माध्यम से सम्पन्न होते हैं। सेना की स्थिति कोष पर ही निर्भर करती है।

कोष के अभाव में सेना पराये के पास चली जाती है, यहाँ तक कि स्वामी की हत्या कर देती है। कोष सब प्रकार के संकट का निर्वाह करता है— 'कोशोधर्म हेतु। कोशमूलोहि दण्डः। कोशाभावेदण्डः परं गच्छति, स्वामिनं व हन्ति। सवाभियोगकरश्च।'

कौटिल्य का मत है कि राजा को धर्म और न्यायपूर्वक अर्जित कोष (धन) का संग्रह करना चाहिए। कोष स्वर्ण, रजत, बहुमूल्य रत्नों, मणियों, मुद्राओं आदि से परिपूर्ण होना चाहिये, ऐसा कोष अकालादि विपत्तियों का सामना करने में समर्थ होता है।

(f) दण्ड

राज्य का छठा अंग 'दण्ड' कहा गया है जिसका तात्पर्य सेना से है। इसमें आनुवंशिक, भाड़े पर लिये गये, जंगली जातियों से लिये गये एवं निगम के सैनिक होते थे। सेना में पैदल, रथ, गज तथा अश्व सभी थे। कौटिल्य सेना में भर्ती के लिए क्षत्रियों को सबसे उपयुक्त मानता है।

उसमें वैश्य तथा शूद्र वर्ण से भी उनकी संख्या के अनुसार सैनिक लिये जाने का समर्थन किया है। उसने सेना की कुछ अन्य विशेषताओं का भी उल्लेख किया है, जैसे सेना का सदा राजा के अधीन रहना चाहिए। सैनिकों के परिवार का भरण-पोषण राज्य का कर्तव्य है।

शत्रु पर चढ़ाई आदि के समय सैनिकों की सुख-सुविधाओं के लिए आवश्यक भोग्य वस्तुयें उपलब्ध कराना आवश्यक है। ऐसा होने पर सैनिक सब प्रकार के कष्ट सहन करते हुये अनेक युद्धों में डटकर शत्रु का सामना करेंगे तथा शास्त्रास्त्रों एवं रणविद्या में निपुण हो जावेंगे। वे शत्रु के भेद डालने पर भी नहीं फूटेंगे।

(g) मित्र

कौटिल्य द्वारा वर्णित यह राज्य का अंतिम अंग है। इसकी विशेषता बताते हुये कौटिल्य लिखता है— मित्र पिता-पितामह के क्रम से चले आ रहे हों, नित्यकुलीन, दुविधा रहित, महान् एवं अवसर के अनुरूप सहायता करने वाले हो। मित्र तथा शत्रु में भेद बताते कौटिल्य लिखता है कि शत्रु वह है जो लोभी, अन्यायी, व्यसनी एवं दुराचारी होता है। मित्र इन दुर्गुणों से रहित होता।

उपर्युक्त सात तत्व राज्य रूपी शरीर के विविध अंग माने गये हैं। इनमें प्रत्येक ऐ दूसरे का पूरक है तथा किसी के भी अभाव को कोई दूसरा पूरा नहीं कर सकता। इन्हें राज्य की स्वाभाविक सम्पदा कहा गया है। राज्य के अस्तित्व को बनाये रखने तथा उसकी व्यवस्था बनाये रखने तथा उसकी व्यवस्था को समुचित ढंग से चलाने के लिए सभी अंगों का समन्वय अनिवार्य है।

मनुस्मृति में कहा गया है कि जिस प्रकार परस्पर संतुलित ढंग से रखे हुये तीन दण्डे किसी ऐ के हटा देने पर असंतुलित होकर गिर पडते हैं उसी प्रकार किसी एक अंग को हटा देने पर राज्य भी धराशायी हो जाता है। इस प्रकार भारतीय विचारक राज्य की सर्वाच्चणि उन्नति के लिए उसके सातों अंगों के समन्वित विकास पर बल देते हैं।

कौटिल्य द्वारा प्रतिपादित राज्य के सप्तान्गों में से अधिकांश आधुनिक परिभाषा में भी राज्य के अस्तित्व के लिए अपरिहार्य माने जाते हैं। राज्य के आधुनिक अंग प्रभुसत्ता, सरकार, भूमि तथा जनसंख्या है। ये सप्तान्ग सिद्धान्त क अनतर्गत स्वामी, अमात्य तथा जनपद में व्यस्त किये गये हैं।

आधुनिक युग में किसी राज्य की वैधानिक स्थिति के लिए उसका दूसरे द्वारा मान्यता दिया जाना आवश्यक है। यह तत्व हमें सप्तान्ग के अन्तर्गत वर्णित 'मित्र' में दिखाई देता है। इस प्रकार कौटिल्य का सप्तान्ग सिद्धान्त विचारधारा के क्षेत्र में एक महत्वपूर्ण योगदान है।

इस प्रसंग में उल्लेखनीय है कि राज्य का अग्रिय सिद्धान्त उसके बाह्य स्वरूप उका द्योतक है, आन्तरिक प्रकृति का नहीं। इसका मुख्य आधार राज्य के विभिन्न तत्वों की अन्योन्याश्रित स्थिति मानी गयी है

जिसका उल्लेख मनुस्मृति में मिलता है तथा जहाँ सात अंगों की तुलना सन्यासी के परस्पर मिले हुए दण्डों से की गयी है।

लेकिन यह तुलना वाह्य समानता के अतिरिक्त और कुछ नहीं प्रतीत होती क्योंकि सन्यासी का दण्ड एक कृत्रिम रचना है। गेटल तथा बलन्शली जैसे राजनीतिक विचारकों के मतानुसार अंगीय विद्वान्त में मुख्य उबात यह है कि यह राज्य के हित को नागरिकों के हित से ऊपर मानता है। इसमें नागरिक हित बिल्कुल गौण होता है जिसका राज्य के लिए मनमाने ढंग से उपयोग या दुरुपयोग किया जा सकता है।

पाश्चात्य अंगीय सिद्धान्त का आधार अरस्तु की यह सुप्रसिद्ध उक्ति है कि राज्य व्यक्ति उसे पहले होता है। किन्तु भारतीय विचारधारा के परिप्रेक्ष्य में यह मत मान्य नहीं है। यहाँ सभी लेखक राज्य अथवा राजा का अस्तित्व प्रजा के कल्याण के लिए ही मानते हैं।

अतः यह स्पष्ट है कि सप्तांग सिद्धान्त का पारम्परिक विवरण राज्य के बाहरी स्वरूप को समझाने के लिये ही प्रतिपादित किया गया है। अधिकांश इसका उल्लेख विदेश नीति के सम्बन्ध में किया गया है तथा इसका उद्देश्य राज्य की प्रकृति सुनिश्चित करना नहीं है।

गेटल तथा बलन्शली के शब्दों में 'अंगीय सिद्धान्त का उद्देश्य यह बताना है बताना है कि राज्य मनुष्य की कृत्रिम रचना नहीं है जिसे वह अपनी इच्छानुसार इतिहास तथा परम्पराओं की अपेक्षा करके बना बिगाड़ सके।' इस प्रकार पश्चिम में इस सिद्धान्त का आविष्कार कृत्रिम सिद्धान्त का निषेध करने के उद्देश्य से ही किया गया था। अतः भारतीय विचारधारा के परिप्रेक्ष्य में यह सिद्धान्त असंगत लगता है।

राज्य तथा धर्म (State and Religion)

प्राचीन भारतीय संस्कृति में धर्म का अत्यन्त महत्वपूर्ण स्थान रहा है तथा यहाँ की सभी संस्थायें उससे प्रभावित हुईं। अतः राज्य संस्था के ऊपर भी धर्म का प्रभाव था, किन्तु इसके बावजूद भारतीय राज्य धर्मतंत्रात्मक नहीं कहा जा सकता। धर्मतंत्र में राज्य का स्वामी धर्मगुरु ही होता है तथा राजा को उसके अधीन कार्य करना पड़ता है।

आठवीं-नवीं शती में इस प्रकार के राज्य यूरोप में विद्यमान थे जिनके शासक पोप तथा विशप के अधीन होते थे। वह राजा को धर्मच्युत होने पर दण्डित कर सकता था। पोप की आज्ञायें, राजाशासाओं के ऊपर डाली जाती थीं। ऐसा माना जाता था कि राजाज्ञा मात्र भौतिक जगत् तक ही सीमित है जबकि पोप की आज्ञा का सम्बन्ध भौतिक तथा आध्यात्मिक दोनों लोकों से है।

प्राचीन भारतीय साहित्य में कुछ ऐसे स्थल हैं जिनके आधार पर राज्यसंस्था के ऊपर धर्म का प्रभाव सिद्ध करने का प्रयास किया गया है। ऐतरेय ब्राह्मण में कहा गया है कि यदि राजा के पास योग्य पुरोहित नहीं होता तो देवता उसकी आहुति स्वीकार नहीं करते हैं। राज्यभिषेक के समय राजा ब्राह्मण पुरोहित के आगे तीन बार मस्तक झुकारकर उसकी अधीनता स्वीकार करता है। जब तक वह ऐसा करता है अर्थात् ब्राह्मण के अधीन रहता उसके राज्य की उन्नति होती है। ऋग्वेद में भी एक स्थान पर वर्णन मिलता है कि अपने ब्राह्मण पुरोहित का सम्मान करने वाले राजा के वश में उसकी प्रजा रहती है तथा वहीं अपने शत्रुओं के ऊपर विजय भी प्राप्त करता है।

गौतम धर्मसूत्र का मत है कि राजा की उन्नति सभी संभव है जब वह ब्राह्मण पुरोहित का सम्मान करें तथा उसकी सहायता प्राप्त करें। इस प्रकार कुछ प्रारम्भिक उल्लेखों से पता चलता है कि पुरोहित वर्ग का राज्य शासन के ऊपर प्रभाव था किन्तु ऐसे भी उदाहरण मिलते हैं जो इस बात की सूचना देते हैं कि अनेक राज पुरोहितों के प्रभाव को स्वीकार नहीं करते थे।

अथर्ववेद में एक स्थान पर ब्राह्मणों की गायें छीनने वाले राजा के प्रति घोर निन्दा व्यक्त की गयी है। किन्तु हमें भारतीय इतिहास में पुरोहितों तथा शासकों के बीच संघर्ष के उदाहरण प्रायः नहीं मिलते हैं। प्राचीन साहित्य में ही कुछ ऐसे उल्लेख हैं जिनसे पुरोहिता के ऊपर राज का अधिकार सिद्ध होता है। तैत्तिरीय ब्राह्मण में का गया है कि ब्राह्मणों को राजा की इच्छानुसार आचरण करना पड़ता है।

ऐतरेय ब्राह्मण में वर्णित है कि राजा अपनी इच्छानुसार ब्राह्मण को निकाल सकता है। **आदायी आप्यायी अनसायी यथाकाम प्रयाप्य**। वृहदारण्यक उपनिषद् में क्षत्रिय को ब्राह्मण की अपेक्षा श्रेष्ठकर बताया गया है। इस प्रकार हम यही निष्कर्ष निकाल सकते हैं कि वैदिक युग में भी पुरोहित की स्थिति राजा के ऊपर नहीं थी।

यह सही है राजा पुरोहित का सम्मान करता था किन्तु वह पुरोहित के अभाव में कदापि नहीं प्राप्त और यदि पुरोहित विरुद्ध आचरण करता था जो राजा उसे राज्य के बाहर भी कर सकता था। प्राचीन शास्त्रों में ब्राह्मणों को दण्डमुक्ति का जो विशेषाधिकार प्रदान किया गया है वह सिद्धान्त रूप में ही अधिक था, व्यवहार में कम।

मौर्य काल तक आते-आते राजनीति ने समाज में स्वतंत्र स्थान प्राप्त कर लिया तथा राजशासन के ऊपर ग्रन्थों का प्रणयन हुआ। अतः राज की स्थिति सर्वोच्च हो गयी धर्मतंत्र का प्रभाव नगण्य हो गया। अर्थशास्त्र में स्पष्ट कहा गया है कि राजशासन (राजशासन) धर्म, व्यवहार तथा चरित्र इस तीनों से श्रेष्ठ होता है।

यदि किसी राजाज्ञा के साथ धर्मशास्त्र का विरोध हो तो राजा का न्याय ही प्रमाण माना जायेगा क्योंकि देशकाल की परिस्थिति के कारण उस समय धर्मशास्त्र के वचन गौण हो जायेंगे इस प्रकार राज, यद्यपि विभिन्न धर्मों तथा सम्प्रदायों का आदर करता था तथापि वह धर्मगुरुओं या पुरोहितों के हाथ की कठपुतली कदापि नहीं था।

भारतीय राजतंत्र धर्मतन्त्र नहीं था। इस प्रकार यही निष्कर्ष निकलता है कि प्राचीन शासन धार्मिक विचारों से प्रभावित नहीं था। धर्म केवल एक नैतिक शक्ति था। हमें ऐसा कोई संकेत नहीं मिलता जिसके आधार पर यह कहा जा सके कि इसे सर्वोच्च राजनैतिक सत्ता के रूप में मान्यता दी गयी थी।

प्राचीन व्यवस्थाकारों ने सिद्धान्त रूप में धर्म की प्रभुसत्ता को भले ही स्वीकार किया हो किन्तु व्यवहार में ऐसी कोई भी संस्था नहीं थी जो धर्म का अतिक्रमण करने वाले राजा को नियंत्रित कर सकती। यह सदैव कार्य करने का नैतिक दार्शनिक प्रतिमान बना रहा किन्तु कभी भी इसकी कल्पना सर्वोच्च राजनैतिक सत्ता के रूप में नहीं की गयी।

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प्राचीन भारत में राज्य की उत्पत्ति, प्रकृति और कार्य

डॉ. प्रगति कुमारी*

प्राचीन भारत के राज्य का परिचय (Introduction to Ancient Indian)

प्राचीन भारत में प्रारम्भ से ही सामाजिक व्यवस्था एवं सुरक्षा को बनाये रखने के लिए राज्य की आवश्यकता को समझा गया था। ऐसी अवधारणा थी कि यदि राज्य अपराधियों को दण्ड नहीं देता तो समाज में अव्यवस्था (मात्स्यन्याय) उत्पन्न हो जायेगी। राजदण्ड के डर से ही मनुष्य न्याय के मार्ग पर चलते हैं तथा न्याय ही उनका रक्षक है। महाभारत में कहा गया है कि— “यदि दण्डधारक राजा पृथ्वी पर नह हो तो सबल निर्बल का भक्षण उसी प्रकार करेंगे जिस प्रकार जल में बड़ी मछली छोटी मछली का भक्षण करती है।”

कौटिल्य ने भी इस मत की पुष्टि करते हुए इसी प्रकार के विचार व्यक्त किये हैं— “व्यवस्था के अभाव में मात्स्यन्याय की स्थिति उत्पन्न होती है, जैसे बड़ी मछलियाँ, छोटी मछलियों को खा जाती हैं वैसे ही बलवान मनुष्य निर्बलों को खा जाते हैं।” इस प्रकार प्राचीन भारतीय मनीषियों ने सुशासन के लिए राज्य एवं राजा के अस्तित्व को अपरिहार्य माना है।

प्राचीन भारत के राज्य संस्था की उत्पत्ति (Origin of State Institution)

राज्य की उत्पत्ति विषयक प्रामाणिक सामग्रियों का अभाव सा है। प्रायः विभिन्न समय में विभिन्न विचारकों ने इस समस्या पर प्रकार डाला है। यहाँ हम कुछ प्रमुख सिद्धान्तों का विवेचन करेंगे

दैवी उत्पत्ति

भारतीय संस्कृति धर्मप्राण है यहाँ प्रत्येक वस्तु के अस्तित्व के पीछे ईश्वर की सत्ता अथवा प्रेरणा को स्वीकार किया गया है। राज्य संस्था भी इसका अपवाद नहीं है। इसकी उत्पत्ति संबन्धी परम्परागत मत इसे दैवी मानता है।

इस प्रकार के विचार हमें प्राचीन साहित्य में यंत्र-तंत्र प्राप्त होते हैं। ऐतरेय ब्राह्मण में कहा गया है कि देवासुर संग्राम में देवता बारम्बार पराजित होते गये। तब उन्होंने यह निष्कर्ष निकाला कि राजा के अभाव में उनकी परजय हो रही अतः उन्होंने सोम का अपना राजा बनाकर उसके नेतृत्व में विजय प्राप्त की। एक अन्य स्थान पर वर्णित है कि सभी देवताओं ने मिलकर इन्द्र को राजा बनाया था। महाभारत में उल्लेख मिलता है कि प्रारम्भ में न राज्य था, न राजा, न दण्ड था न दाण्डिक।

लोग अपनी सहज धर्म भावना उसे परस्पर सुख एवं शान्तिपूर्वक निवास करते थे। कालान्तर में इस व्यवस्था की समाप्ति हो गयी तथा लोग स्वार्थी, लोभी तथा विलासी हो गये। समाज में घोर अराजकता फैल गयी। बलवान निर्बलों को उत्पीडित करने लगे।

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देवता भी यह देखकर घबराये तथा उन्होंने इस व्यवस्था उसे छुटकारा पाने का निश्चय किया। लोग ब्रह्माजी के पास गये। ब्रह्माजी ने यह निष्कर्ष निकाला कि मानव जाति के कल्याण के निमित्त एक आचारशास्त्र बनाकर उसे किसी राजा द्वारा कार्यान्वित कराना आवश्यक है। अतः उन्होंने एक विधान तैयार किया तथा मानस पुत्र विरजस को उत्पन्न कर उसे राजा बना दिया।

जनता ने उसकी आज्ञाओं का पालन करना स्वीकार किया। इस प्रकार राज्य तथा राजा की उत्पत्ति हुई। महाभारत में अन्यत्र वर्णन मिलता है कि प्रारम्भ में लोग आपस में एक समझौता करके सुख और शान्तिपूर्वक रहते थे जो बाद में भंग हो गया और अराजक परिस्थितियाँ उत्पन्न हो गयीं। चारों ओर संघर्ष एवं भय का वातावरण उत्पन्न हो गया।

अतः लोग मिलकर ब्रह्माजी के पास गये तथा उससे एक योग्य राजा प्रदान करने हेतु प्रार्थना किया। ब्रह्माजी ने मनु को राजा बनाया। उन्होंने एक धर्मशास्त्र भी बनाया तथा उसी के अनुसार शासन करने का आदेश दिया। लोगों ने मनु के राजा स्वीकार किया तथा उनकी सेवाओं के बदले में उन्हें कर देने का वचन दिया।

इन दोनों के विवरणों के देखने पर यह निष्कर्ष निकलता है कि राजा के पहले आपसी समझौते द्वारा लोगों ने समाज में शान्ति और व्यवस्था उकायम करने का प्रयास किया। किन्तु यह सफल नहीं हो सका। अन्ततः ईश्वर—पदत्त शासक ने आकर समाज में शान्ति और व्यवस्था स्थापित किया।

बौद्ध ग्रन्थ **दीर्घनिकाय** में वर्णित है कि समाज में पहले स्वर्णयुग था जिसमें मनुष्य धैर्यपूर्वक सुखी जीवन व्यतीत करते थे। किसी प्रकार इस आदर्श व्यवस्था का पतन हो गया तथा चतुर्दिक अराजकता एवं अव्यवस्था व्याप्त हो गयीं।

संयोगवश महाजनसम्मत नामक एक योग्य तथा अयोनिज पुरुष उका जन्म हुआ। जनता ने उससे राजा बनने की प्रार्थना की जिसे उसने स्वीकार कर लिया। फलस्वरूप जनता ने उसे राजा बनाया और उसे धान्य का एक भाग कर के रूप में देना स्वीकार कर लिया।

जैनग्रन्थ आदि में भी इससे मिलता—जुलता विवरण प्राप्त होता है। तदनुसार पृथ्वी अति प्राचीन समय **‘भोगभूमि’** थी जहाँ कल्पवृक्षों के द्वारा सभी जनों की इच्छायें तथा आवश्यकतायें पूर्ण हो जाती थीं। कालान्तर में इसका अन्त हुआ तथा अराजक परिस्थितियों का बोल—बाला हो गया।

अन्ततोगत्वा प्रथम तीर्थकर **ऋषभदेव** द्वारा व्यवस्था स्थापित की गयी। उन्होंने राजा तथा अधिकारियों की सृष्टि की। कौटिल्य के अर्थशास्त्र में भी राजा की दैवी उत्पत्ति की ओर प्रसंगत संकेत किया गया है। प्रथम अधिकरण के तेरहवें अध्याय में दो गुप्तचरों के बीच वार्तालाप के प्रसंग में इस तथ्य का उल्लेख मिलता है। तदनुसार मात्स्यन्याय से दुःखी होकर प्रजा ने मनु को अपना राजा बनाया।

प्रजा ने स्वतः यह विधान भी बनाया कि राजा प्रजा से कर प्राप्त करेगा। राज इन्द्र और यम का प्रतिनिधि होता है। **मनुस्मृति** में भी राज्य अथवा राजा की दैवी उत्पत्ति का विवरण दिया गया है। इसके अनुसार 'इस संसार को बिना राजा के होने पर बलवानों के डर से प्रजा के इधर—उधर भागने पर सम्पूर्ण चराचर की रक्षा के लिए ईश्वर ने राजा की सृष्टि की।

इन्द्र, वायु, यम, सूर्य, अग्नि, चन्द्रमा तथा कुबेर का सारभूत नित्य अंश लेकर उसने राजा को बनाया। मनु आगे लिखते हैं कि बालक राजा का भी 'यह तो मनुष्य है' ऐसा मानकर अपमान कभी नहीं करना चाहिए

क्योंकि यह राजा के रूप में बहुत बड़ा देवता होता है। इस प्रकार मनु राज्य (राजा) की दैवी उत्पत्ति के पूर्ण समर्थक हैं।

समझौते का सिद्धान्त

पाश्चात्य विचारकों **हॉब्स** तथा **लॉक** की भाँति प्राचीन भारतीय चिन्तक भी राज्य की उत्पत्ति समझौते द्वारा मानते हैं। **महाभारत** तथा **दीर्घनिकाय** के विवरणों से स्पष्ट है कि विरजस अथवा महाजनसम्मत प्रजा को सहमाते से ही राजा हुए थे।

महावस्तु नामक बौद्ध ग्रन्थ में भी लोगों द्वारा आपसी सहमति से राजा के चुनाव का विवरण प्राप्त होता है। तदनुसार प्रारम्भ में लोग आदर्श का जीवन व्यतीत करते थे। बाद में स्थिति में गिरावट आई तथा परस्पर लोग परिवार एवं सम्पत्ति के लिए संघर्ष करने लगे

अन्ततः उन्होंने अपने बीच के सबसे गुणवान एवं शक्तिशाली (महासम्मत) को राजा चुना। प्रजा की सहमति से उसे दुर्जनों को दण्डित करने तथा सज्जनों को पुरस्कृत करने का कार्य सौंपा गया। धर्म सूत्रकारों की इस व्यवस्था के पीछे कि-**‘राजा अपनी सेवाओं के बदले प्रजा से धान्य का षष्ठांश कर प्राप्त करता है’** भी सहमति का भाव अन्तर्निहित है।

हिन्दू विचारकों का समझौते द्वारा राज्य की उत्पत्ति का सिद्धान्त यूरोपीय विचारकों— हॉब्स, लॉक तथा रूसों के सिद्धान्त के समान ही है। किन्तु समझौते अथवा सहमति द्वारा राज्य की उत्पत्ति का सिद्धान्त भारतीय विचारकों में अधिक प्रबल नहीं हुआ। संभवतः राज्य की उत्पत्ति के लिए वे इस सिद्धान्त को अनुपयुक्त मानते थे।

समझौते द्वारा राज्य की उत्पत्ति का उस समाज में संभव है जहाँ लोग एक दूसरे के अधिकारी तथा कर्तव्यों का सम्मान करना जानते हों, न कि उस समाज में जहाँ जंगल का राज्य हो। इससे यह बात स्पष्ट नहीं हो पाती कि प्रकृति की अवस्था में रहने वाले लोगों में अचानक किस प्रकार आपसी समझौता हो सका। अतः यह सिद्धान्त तार्किक नहीं लगता।

कुछ विद्वानों ने राज्य की उत्पत्ति शक्ति अथवा प्रभाव द्वारा समझाने के प्रयास किये हैं। तदनुसार प्राचीन समय में लोगों ने किसी पुराहित, जिसमें देवताओं को प्रसन्न करने की शक्ति थी, किसी वैद्य जो रोगों को दूर कर सकता था अथवा किसी जादूगर सिमें चमत्कारिक कार्यों को करने की शक्ति थी, को विशिष्ट अधिकार सौंप दिये

ऐसे व्यक्ति अपनी अन्तर्निहित शक्ति के बल पर कालान्तर में अपनी प्रभाव बढ़ाकर राजा बन बैठे। किन्तु इस प्रकार का मत राजा जैसी संस्था की उत्पत्ति के प्रश्न को पूरी तरह सुलझा नहीं सकता। संभव है कुछ आदिम जातियों में इस प्रकार के तत्व राज्य की उत्पत्ति में सहायक रहे हों।

ऐतिहासिक सिद्धान्त

ए. एस. अल्तेकर जैसे विद्वान राज्य की उत्पत्ति का प्रश्न ऐतिहासिक ढंग से हल करने का प्रयास करते हैं। उनके अनुसार आर्य जातियों में पितृसत्तात्मक संयुक्त परिवार के बीच से ही क्रमशः राज्य संस्था की उत्पत्ति संभव हुई। तुलनात्मक भाषा—विज्ञान के आधार पर पता चलता है कि अपने मूल—स्थान में रहते हुए भी आर्य लोग संयुक्त परिवारों में रहते थे।

इसमें पितामह, पिता, चाचा, भतीजे, पुत्र, पुत्रवधु आदि एक साथ निवास करते थे। होमर के विवरण से पता चलता है कि कभी-कभी एक ही परिवार में दो-तीन सौ तक लोग रहा करते थे। परिवार के स्वामी का उसके स्वामी का सदस्यों पर पूर्ण एवं निरंकुश अधिकार होता था। वह अपनी इच्छा से किसी भी सदस्य को बन्धक रख सकता, बेच सकता, अपराध करने पर अंग-भंग कर सकता अथवा उसकी हत्या तक करा सकता था। रोम में परिवार के स्वामी को इस प्रकार के अधिकार प्राप्त थे। कुछ वैदिक मन्त्रों से पता चलता है कि यहाँ भी परिवार के स्वामी पिता हो अपने अधीन सदस्यों के ऊपर इसी प्रकार के अनियंत्रित अधिकार मिले हुए थे।

ऋग्वेद में एक स्थान पर ऋज्जास्व का उल्लेख है जिसकी लापरवाही उसे उसके पिता की एक-सौ भेड़ों को कोई भेड़िया खा गया था। इस पर क्रुद्ध होकर पिता ने उसे अन्धा बना दिया। कालान्तर में अश्विनी कुमारों की कृपा से उसे दृष्टि मिली। एक अन्य स्थल पर शुनःशेष की कथा मिलती है जिसे पिता ने परिवार को भुखमरी से बचाने के लिए बेच दिया था।

इस प्रकार के अनेक उदाहरणों से सिद्ध होता है कि पिता, राजा की भाँति परिवार के सदस्यों पर शासन करता था। कालान्तर में संयुक्त परिवार के विस्तृत होने के साथ ही साथ पिता के अधिकारों में भी वृद्धि हुई। एक ही गाँव में कई संयुक्त कुल निवास करते थे जो अपने को समान पूर्वज की सन्तान मानते थे। जो परिवार सबसे बड़ा होता था उसका स्वामी अन्य ग्रामवृद्धों की सहायता से गाँव का शासन चलाता था। उसे सभी सम्मान देते थे। ऋग्वेद से सूचित होता है कि आर्य समाज में कुटुम्ब, जन्मन, विश तथा जन होते थे। जन्मन से तात्पर्य उस ग्राम से है जिसमें समान पूर्वज से अपनी उत्पत्ति मानने वाले परिवार रहते थे।

कई ग्रामों का समूह 'विश' कहलता था जिसका प्रमुख 'विशूपति' होता था। कई 'विश' मिलकर 'जन' का निर्माण करते थे। 'जन' के अध्यक्ष को जनपति अथवा राजा कहा जाता था। इस प्रकार हम देखते हैं कि भारत में संयुक्त कुटुम्ब पद्धति ही राज्य की उत्पत्ति में सहायक सिद्ध हुई। कुटुम्ब के विस्तार के साथ-साथ उसके अधिपति के अधिकारों में भी वृद्धि होती गयी तथा अन्ततोगत्वा उसने राजा का स्वरूप धारण कर लिया। आर. एस. शर्मा का विचार है कि राज्य संस्था की उत्पत्ति के नीचे निजी सम्पत्ति, परिवार तथा वर्ण या जाति का मुख्य हाथ रहा है। प्रारम्भ में ये संस्थायें नहीं थीं जैसा कि प्राचीन ग्रन्थों के अनुशीलन से पता चलता है।

कालान्तर में मनुष्य ने इनका विकास किया तथा इन्हीं की रक्षा के लिए राज्य संस्था का उदय हुआ। कृषि कर्म के आविष्कार के फलस्वरूप मनुष्य अधिकाधिक उत्पादन करने लगा। उसने अपना अलग-अलग घर बनाया। अधिक से अधिक अन्न संग्रहीत करने के लोभ में लोग एक-दूसरे की सम्पत्ति हडपने लगे जिसकी रक्षा के निमित्त राजा की आवश्यकता पडी।

इसी प्रकार जब समाज में चारों वर्ण अस्तित्व में आये तो उनको परस्पर व्यवस्थित रखने के निमित्त राजसत्ता की आवश्यकता प्रतीत हुई। पुराणों के विवरण से पता लगता है कि ब्रह्मा ने वर्णाश्रम धर्म की स्थापना की, किन्तु लोग अपने-अपने कर्तव्यों का पालन नहीं करते थे तथा परस्पर संघर्षरत हो गये।

अतः वे मनु के पास गये जिन्होंने **प्रियव्रत** तथा **उत्तानपाद** नामक दो राजाओं को उत्पन्न कर उन्हें दण्ड देने की शक्ति से युक्त किया। उन्होंने समाज के वर्णों में व्यवस्था स्थापित की। **वायुपुराण** में तो प्रथम शासक मनु को ही समाज में वर्णधर्म एवं नैतिक व्यवस्था को स्थापित करने का श्रेय प्रदान किया गया है।

विष्णुपुराण में वर्णित है कि लोगों की मुख्य समस्या यह थी कि बेईमान लोग अपने पड़ोसियों की सम्पत्ति का अपहरण करते थे। अतः प्रथम शासक **पृथु** ने इस कठिनाई का निवारण किया। इन विवरणों से यही सिद्ध होता है कि लोगों की सम्पत्ति की रक्षा के लिए ही राज्य अथवा राजा का उदय हुआ था। इसी प्रकार वर्ण तथा परिवार की रक्षा के लिए भी राजा की आवश्यकता थी।

स्मृति गद्यों में तो राजा का मुख्य कर्तव्य चतुर्वर्णों के अधिकारों और कर्तव्यों की रक्षा बताया गया है। अतः यही निष्कर्ष निकलता है कि सम्पत्ति, परिवार तथा वर्ण (जाति) ने प्राचीन भारत में राज्य की उत्पत्ति में महत्वपूर्ण भूमिका अदा की है।

प्राचीन भारत के राज्य का स्वरूप (Nature of Ancient Indian States)

प्राचीन भारत विचारकों की राज्य विषयक अवधारणा से स्पष्ट है कि वे एक जनहितकारी संस्था मानते थे जिसका आविर्भाव प्रजा के भौतिक तथा नैतिक उन्नति के लिये हुआ था। महाभारत में मात्स्यन्याय का जो चित्रण मिलता है उसके आधार पर हाल ही में **स्पेलमैन** नामक विद्वान ने यह व्यक्त किया है कि भारतीय विचारक राज्य को एक अपरिहार्य बुराई मानते थे जिसे किसी अन्य विकल्प के अभाव में मनुष्य को अपनी रक्षा के लिए सहन ही करना था। वह आगे लिखता है कि भारतीय विचारधारा में मनुष्य को स्वभावतः दुष्ट माना गया था जिसको नियन्त्रण में रखने के लिए राज्य जैसी संस्था होना अनिवार्य था। किन्तु स्पेलमैन का यह विचार एकांगी तथा भारतीय को भली-भाँति न समझ सकने के कारण है। भारतीय विचारधारा में सर्वत्र कर्म की महत्ता स्वीकार की गयी।

इसके अनुसार मनुष्य अपने कर्मों द्वारा अच्छा या बुरा बन सकता है। तो फिर ऐसी स्थिति में उसके जन्मजात दुष्ट या बुरे होने का प्रश्न ही नहीं पैदा होता। मनुस्मृति का यह कथन कि '**जब लोग दण्ड से जीते गये हैं, सवभाव से ही शुद्ध मनुष्य दुर्लभ है**' (**सर्वो दण्ड जितो लोको दुर्लभो हि शुचिर्नर**) मनुष्य की सहज दुष्टता का प्रमाण नहीं प्रस्तुत करता।

यह अराजकता की स्थिति में मनुष्य के स्वभाव का चित्रण है, न कि सभी परिस्थितियों में। अन्यत्र मनु कर्म की सर्वोच्चता प्रतिपादित करते हुये कहते हैं जिस प्रकार के भावों से जिन-जिन कर्मों का सेवन कर्तव्य है वह वैसे शरीर से उन-उन कर्म फलों को प्राप्त करता।

एक स्थान पर वह सतयुग का वर्णन करते हुए लिखते हैं कि इसमें धर्म तथा सत्य पूर्णरूपेण प्रतिष्ठित थे और कोई भी अधर्म द्वारा विद्या अथवा धन की प्राप्ति नहीं करता था। इन उल्लेखों से यह सपष्ट हो जाता है कि प्राचीन विचारकों के मस्तिष्क में मनुष्य के जन्मजात दुष्ट होने की कल्पना नहीं थी।

जहाँ तक राज्य का प्रश्न है, हम किसी भी विचारक को इसे अपरिहार्य बुराई के रूप में चित्रित करते हुये नहीं पाते हैं। यह सही है कि महाभारत, पुराणों तथा स्मृति अर्थों में हमें कहीं-कहीं राज्य अथवा राजा के प्रति कुछ अपमानजनक बातें मिलती हैं।

महाभारत के शान्तिपर्व में युधिष्ठिर राजपद के हिंसा, युद्ध, दण्ड आदि से युक्त होने के कारण उसे ग्रहण करने में अनिच्छा व्यक्त करते हैं तथा उसके प्रति कुछ, निन्दासूचक शब्दों का प्रयोग करते हैं। किन्तु उसकी यह भावना वैराग्य के कारण उत्पन्न हुई थी। अन्ततोगत्वा से यह समझ जाते हैं कि राजपद बुराई नहीं, अपितु यह एक उलट समस्या है तथा यह जान लेने पर वे राज्य ग्रहण करने को तैयार हो जाते हैं।

पुराण तथा स्मृति ग्रन्थ राजपद को देवता समान पवित्र और प्रतिष्ठित मानते हैं। राजत्व सम्बन्धी उदात्त अवधारणा के विरुद्ध केवल इन अन्त्यों में एक ही बात दिखाई देती है जो यह है कि कभी-कभी राजकीय सेवा में रत ब्राह्मणों को कव्य (अन्त्येष्टि भोज) तथा श्रव्य (देवभोज) में आमंत्रित किये जाने का निषेध करते हैं।

मनुस्मृति में एक स्थान पर कहा गया है कि 'राजा का अन्न तेज का नाश करता है' (राजान तेज यादते)। जाने-अनजाने में राजा का अन्न ग्रहण करने वालों के लिए प्रायश्चित्त का विधान किया गया है। राजा के प्रेष्य (सेवक) तथा दूत को हव्य-कव्य के अवसर पर आमन्त्रण के अयोग्य घोषित किया गया है।

परन्तु चूंकि ये नियम केवल याज्ञिक एवं अंत्येष्टि संस्कारों के सम्बन्ध में बनाये गये हैं, अतः सामान्य राजनीति तथा शासन से इनका कोई तात्पर्य नहीं लगता। राजकीय सेवा में रत ब्राह्मणों की अपेक्षा के लिए तत्कालीन सामाजिक परिस्थितियाँ उत्तरदायी हो सकती हैं। सूत्र तथा स्मृतियों के काल में वर्णाश्रम धर्म की प्रतिष्ठा हुई तथा सभी वर्षों के अधिकारों एवं कर्तव्यों का विधिवत् विवेचन किया गया।

ब्रह्मण समाज के धार्मिक एवं आध्यात्मिक नेता थे। उनका प्रमुख कार्य राजा को दिशा-निर्देश देना था। अतः यह उचित ही था कि उन्हें सभी प्रकार की अधीनता से मुक्त रखा जाय। राजकीय सेवा से उनकी स्वाधीनता समाप्त होती थी। संभवतः इसी कारण व्यवस्थाकारों ने सेवा करने वाले ब्रह्मणों को अयोग्य घोषित कर दिया। एक स्थान पर मनु ने सेवा को 'श्ववृत्ति' (कुत्ते की दिनचर्या) बताया है। यहाँ तक कि मन्दिरों वेतन लेकर पूजा की जीविका करने वाले ब्रह्मणों तक को हव्य-कव्य के अवसर पर भोजन कराने का निषेध किया गया है। जहाँ तक अन्य राजकर्मियों का प्रश्न है हम देखते हैं कि उनका सम्बन्ध युद्ध तथा दण्ड से होने के कारण उन्हें अपात्र समझा गया है।

यह विचार युद्ध तथा हिंसा के प्रति सामान्य घृणा का परिणाम है। जे. एस. नेगी के अनुसार सूत्रों तथा स्मृतियों के काल में जैन, बौद्ध तथा वैष्णव धर्मों द्वारा किये गये अहिंसा के प्रचार, निवृत्ति मार्गी विचारों तथा समाज में पुरोहित वर्ग के बढ़ते हुए प्रभाव के परिणामस्वरूप राजा तथा उसके कर्मचारियों के कार्यों की अवमानना की गयी।

समाज में उपर्युक्त आदर्शों के प्रचलन के फलस्वरूप राज्य तथा शासन को घृणा की दृष्टि से देखा जाने लगा। युद्ध तथा साम्राज्यवाद की शान्ति के लिए हानिकारक होने के कारण निन्दा की जाने लगी। यही कारण है कि स्मृति ग्रन्थ इनसे संबद्ध व्यक्तियों के प्रति तिरस्कार पूर्ण भावनायें व्यक्त करते हैं।

इस प्रकार इनका राज्य के सामान्य स्वरूप के कोई सम्बन्ध नहीं है। स्पेलमैन के मत का एकमात्र आधार महाभारत तथा कुछ अन्य ग्रन्थों में माक्यन्याय का विवरण है जो मनुष्य के स्वभाव को दुष्ट तथा विघटकारी बताता है।

लेकिन स्पेलमैन ने इसकी व्याख्या अनुचित रूप से की है। माक्यन्याय से तात्पर्य यह नहीं है कि इस स्थिति में केवल बुराई ही विद्यमान रहती है तथा अच्छाई का बिल्कुल अस्तित्व ही नहीं होता। वस्तुतः बुराई तथा अच्छाई दोनों ही एक ही भौतिक सत्ता के पहलू हैं। माक्यन्याय की स्थिति में बुराई की प्रधानता रहती है।

उत्तरोत्तर विकास इसकी प्रवृत्ति है तथा इसी को रोकने के निमित्त राज्य अथवा राजा की आवश्यकता होती है। वास्तव में यदि देखा जाय तो राज्य अच्छाई की बुराई पर विजय दिलाने का एक सबल साधन है। यह दुष्टों का विनाशक तथा सज्जनों का पोषक होता है।

मनु इसी बात को स्पष्ट करते हुए लिखते हैं 'सदाचारियों की रक्षा तथा कण्टकों (चोरों तथा दुस्साहसिक लोगों) के शोध (विनाश) करने से प्रजापालन में तत्पर राजा स्वर्ग को जाते हैं।' एक अन्य स्थान पर वर्णित है कि जिस राजा के राज्य में चोर, परस्त्रीगमन, कठोर वचन कहने वाले तथा कठोर दण्ड करने वाले पुरुष नहीं हे वह राजा स्वर्ग की प्राप्ति करता है।

इस प्रकार यह स्पष्ट है कि राजस का उद्देश्य उतना अधिक मात्स्न्याय की समाप्ति न होकर सज्जनों की दुर्जनों तथा अच्छाई की बुराई से रक्षा करना है। अतः स्पेलमैल द्वारा की गयी माक्यन्याय अथवा मानव स्वभाव की व्याख्या तर्कसंगत नहीं है। वास्तविकता यह है कि भारतीय दृष्टि में राज्य अथवा राजा अपरिहार्य बुराई नहीं था। अपितु अच्छाई का पोषक तथा दुर्जनों के विरुद्ध सज्जनों का रक्षक था।

हिन्दू विचारधारा माक्यन्याय को आदिम अवस्था नहीं मानती बल्कि वह कृतयुग अथवा समयुग को सृष्टि की आदिम अवस्था मानती है जिसमें मनुष्य नैतिक, ईमानदार एवं सभी गुणों तथा सुखों से सम्पन्न था। माक्यन्याय अथवा अराजक की अवस्था तो कृतयुग की विकृति मात्र है।

इसी विकृति को नियंत्रित करने के उद्देश्य से भारतीय विचारकों ने राज्य अथवा राजा की आवश्यकता को महसूस किया है। मनुष्य की प्रकृति को स्वभावतः दुष्ट अथवा विध्वंसक मानने को वे कदापि प्रस्तुत नहीं है।

प्राचीन भारत के राज्य उद्देश्य तथा कार्य (Purpose and Work of Ancient Indian States)

वैदिक साहित्य से राज्य के उद्देश्य तथा कार्यों का स्पष्ट गान नहीं हो पाता। तथापि इसमें जो यंत्र-तंत्र उल्लेख है उनसे हम यह निष्कर्ष निकालते हैं कि राज्य का मुख्य उद्देश्य शान्ति-व्यसस्था की स्थापना करना तथा लोगों को सुरक्षा एवं उचित न्याय प्रदान करना था। राज्य के स्वामी राजा को 'धृतव्रत' अर्थात् कानून और व्यवस्था का पोषक कट्टा गया है।

वह धर्म तथा नैतिकता का संस्थापक था। दुर्जनों को दण्ड देना तथा सज्जनों को पुरस्कृत करना उसका कार्य था। राज्य का उद्देश्य प्रजा का न केवल भौतिक अपितु नैतिक उत्थान करना भी था। वेदों तथा उपनिषदों में राज्य का मुख्य उद्देश्य प्रजा का सर्वाच्चणि विकास बताया गया है। प्राचीन राजशासन पर लिखित अन्वियों में राज्य का उद्देश्य त्रिवर्ग अर्थात् धर्म, अन्न एवं काम का संवर्धन बताया गया है।

धर्म के संवर्धक के रूप में शासक सभी धर्मों एवं सम्प्रदायों का सम्मान करता था एवं उनके विकास में सहायता प्रदान करता था। भारतीय विचारकों ने राजा को धार्मिक सहिष्णुता के मार्ग से विचलित न होने की सलाह दी है। प्राचीन इतिहास के आदर्श शासकों ने इस सिद्धान्त का पूरा-पूरा पालन किया।

अर्थ से तात्पर्य कृषि, पशुपालन, वाणिज्य आदि के विकास से है जिसे संयुक्त रूप से 'वार्ता' कहा गया है। काम, भौतिक सुखों के सामान्य अंश हैं। इसकी उन्नति तभी संभव है जब राज्य में शान्ति एवं सुव्यवस्था व्याप्त हो। प्रजारक्षण तथा पालन पर हिंदू विचारकों ने विशेष बल दिया है।

अग्निपुराण में कहा गया है कि 'जो राजा अपने प्रजा की भली-भाँति रक्षा नहीं करता उसकी यज्ञ तथा तपस्या निष्फल है, किन्तु जिसकी प्रजा भली प्रकार से सुरक्षित होती है उसका अपना घर ही स्वर्ग के समान है। प्रजारक्षण के कर्तव्य से च्युत राजा नरक को जाता है।'

मनुस्मृति में भी प्रजापालन को राजा का श्रेष्ठ धर्म बताया गया है। मनु प्रजा पालन तथा रक्षण को ही राजा का यश मानते हैं। उनके अनुसार जीवों की धर्म पूर्वक रक्षा करता हुआ तथा वध योग्य जीवों का वध करता हुआ राजा प्रतिदिन सहस्रत्रों-सैकड़ों दक्षिणा वाले यज्ञों का अनुष्ठान करता है। यह भी बताया गया है कि प्रजारक्षण के द्वारा राजा को सभी के धर्म का छठी भाग प्राप्त होता है, किन्तु रक्षा न करने वाले को अधर्म का भी छठी भाग मिलता है। अभयदान करने वाला राजा सतत पूजनीय होता है। राजा को चेतावनी देते हुए मनु लिखते हैं जो प्रजा की रक्षा न करते हुए भी वलि, कर, शुल्क तथा प्रतिभाग आदि ग्रहण करता है, वह राजा तत्काल नरक को प्राप्त करता है। इस प्रकार प्रजा पालन तथा रक्षण हिन्दू राजशासन का मुख्य तत्व है।

इस प्रकार राज्य के समस्त कार्यों को तीन शीर्षकों के अर्न्तगत रखा जा सकता है:

- (i) सामाजिक कार्य।
- (ii) आर्थिक कार्य।
- (iii) नैतिक तथा धार्मिक कार्य।

प्राचीन हिन्दू विचारकों की दृष्टि में आदर्श सत्ताज वह है जिसमें वर्णाश्रम धर्म पूर्णरूपेण प्रतिष्ठित हो। अतः समाज में वर्णश्रम धर्म की प्रतिष्ठा करना वे राज्य अथवा राजा का प्रमुख सामाजिक कर्तव्य मानते हैं। अर्थशास्त्र से सूचित होता है कि समाज में वर्णाश्रम धर्म को स्थापित करना राज्य उका परम कर्तव्य था। इसमें शासक को स्पष्ट आदेश दिया गया है कि यह सभी वर्णों को अपने-अपने धर्म में प्रवृत्त करें। मत्स्य पुराण में भी राजा को सलाह दी गयी है कि वह सभी लोगों से स्वधर्म का पालन करवायये तथा किसी को एक दूसरे के धर्म को अनाधिकृत रूप से ग्रहण न करने दे।

मनुस्मृति में भी इसी प्रकार के विचार व्यक्त किये गये हैं। सभी विचारकों का मत है कि वर्णधर्म में व्यतिक्रम होने पर समाज में अराजकता उत्पन्न हो जायेगी जिसके फलस्वरूप राज्य का पतन अवश्यंभावी है। समाज की मूलभूत इकाई परिवार होता है और परिवार में सामंजस्य कायम रखना भी राज्य का कर्तव्य माना गया है।

यह उन अराजक तत्वों को दण्डित करके किया जा सकता था जो परिवार की सुव्यवस्था में गडबडी पैदा करते हैं। सामाजिक कर्तव्यों की कोटि में ही राज्य द्वारा मनुष्यों की निजी सम्पत्ति की रक्षा करना भी शामिल था क्योंकि यह भी सामाजिक सामंजस्य बनाये रखने का एक साधन था। विष्णुधर्मोत्तर पुराण में कहा गया है कि राज्य चोरों द्वारा चुराये गये सभी वर्णों के धन को निरूपित करते हुए बताया है कि वही राजा स्वर्ग का अधिकारी होता है जिसके राज्य में चोर नहीं होते।

उनके अनुसार 'जो राजा' चोर आदि को दण्डित नहीं करता हुआ प्रजा से कर लेता है उसके राज्य में रहने वाले लोग क्रुद्ध हो जाते हैं तथा वह स्वर्ग के अधिकार से वंचित हो जाता है। जिस राजा के बाहुबल के आश्रय से राज्य निर्भय होता है वह सिंचित वृक्ष के समान वृद्धि करता है। समाज के आर्थिक जीवन का आधार वार्ता बताया गया है जिससे तात्पर्य कृषि, पशुपालन तथा वाणिज्य से है। राज्य का आर्थिक कर्तव्य वार्ता की उन्नति द्वारा लोगों के भौतिक जीवन को सुखी एवं समृद्ध बनाना था। वह कृषि तथा उत्पादन के

कार्य में लगे हुए लोगों की रक्षा करता तथा उनके मार्ग में आने वाली बाधाओं को दूर करता था। सभी को आजीविका सुलभ कराना भी राज्य का कर्तव्य माना गया है। मार्कण्डेय पुराण में कहा गया है कि वही राजा प्रजा से अपना कर भाग ग्रहण करने का अधिकारी है जो अपनी उदार नीतियों द्वारा उसका भली प्रकार से पोषण करता है।

कृषि तथा व्यापार-वाणिज्य की उन्नति के लिए यह आवश्यक था कि इन पर उचित ढंग से कर लगाये जाये। इस सम्बन्ध में मनु का स्वष्ट आदेश है कि 'जिसमें राजा तथा कृषि आदि कर्मों को करने वाले अपने-अपने उद्योग के अनुसार उचित फल पा सकें ऐसा विचार कर देश में कर लगाने चाहिए। जैसे-जोंक, बछड़ा तथा भौरा थोड़े-थोड़े अपना खाद्य ग्रहण करते हैं उसी प्रकार राजा को प्रजा से थोड़ा-थोड़ा वार्षिक कर ले लेना चाहिए। राज्य को कर रूप में जो धन मिलता था उसे सार्वजनिक हित के कार्यों में व्यय किया जाता था। राजा को भेंट-उपहारादि के रूप में जो धन प्राप्त होता था उसे दीनों, अनाथों, विधवाओं आदि के भरण-पोषण पर व्यय किया जाता था।'

हिन्दू विचारधारा मोक्ष को जीवन का चरम लक्ष्य स्वीकार करती है। राज्य अथवा राजा के लिये यह आवश्यक था कि वह इसे प्राप्त करने में व्यक्ति की सहायता करें। इस उद्देश्य से राज्य अनैतिक तत्वों का नियंत्रण करता था। धर्म का संवर्धन करना राज्य का प्रमुख कर्तव्य माना गया है। राजा का यह कर्तव्य था कि वह प्रजा के सामने उच्च नैतिक आदर्श प्रस्तुत करें।

गो-ब्रह्मण की रक्षा, विभिन्न देवी-देवताओं के मन्दिरों की समुचित व्यवस्था में सहायक देना, लोगों में नैतिक एवं, धार्मिक चेतना जागृत करना, तपस्वियों का सम्मान करना आदि राज्य के कुछ मुख्य धार्मिक कार्य थे। विष्णुधर्मोत्तरपुराण में कहा गया है कि धार्मिक कार्यों को करने से राज्य प्रकृतिक आपदाओं जैसे अकाल, महामारी आदि से सुरक्षित रहा है।

उपर्युक्त पंक्तियों से स्पष्ट है कि प्राचीन भारतीय राजशास्त्रियों ने राज्य के कार्य-क्षेत्र की परिधि में मानव-जीवन के स भी पक्षों को समेट लिया था। प्राचीन-काल के मौर्य तथा गुप्त राजाओं ने प्रायः उन सभी कार्यों को पूरा किया जिनका विधान ग्रन्थ में किया गया है।

अधिकांश सम्राट अपने साम्राज्य का व्यापक दौरा किया करते थे जहाँ वे प्रजा की कठिनाइयों को व्यक्तिगत रूप से सुनते तथा तुरन्त निराकरण कर देते थे। अशोक के तृतीय शिलालेख से ज्ञात होता है कि उसने अपने प्रमुख पदाधिकारियों के प्रति पाँचवें वर्ष दौरे अनुसंधान पर जाने का आदेश दिया था।

वह स्वयं भी दौरे पर जाता था। प्राचीन सम्राटों द्वारा जनकल्याण के निमित्त किये गये कार्यों के बहुसंख्यक उदाहरण प्राप्त होते हैं। किन्तु राज्य का कार्य-क्षेत्र व्यापक होने का अर्थ यह कदापि नहीं है कि प्राचीन काल में व्यक्तिगत स्वतंत्रता की उपेक्षा की गयी थी। प्राचीन विचारक राज्य को समाज का केन्द्र मानते थे। उनकी सम्पत्ति में समाज का कल्याण राज्य के माध्यम से ही सम्भव था।

इसी मान्यता के कारण राज्य का कार्य-क्षेत्र अत्यन्त व्यापक बना दिया गया। इसमें व्यक्तिगत स्वतन्त्रता के लिए भी पर्याप्त स्थान था। राज्य में विभिन्न प्रकार के संगठन थे जो जनता के भिन्न-भिन्न वर्गों का प्रतिनिधित्व करते थे। व्यावहारिक यप में इनके परामर्श से ही राज कर्मचारी अपन कार्य करते थे। इन संस्थाओं में जनमत की ही प्रधानता थी।

श्रेणियों की व्यवस्था से स्पष्ट है कि राज्य सामान्यतः लोक-संस्थाओं के नियमों का सम्मान करता था तथा उनके कुल ही अपने नियम बनाता था। मनु ने स्पष्टतः राजा को निर्देश दिया कि वह जाति धर्म, जनपद धर्म, कुल धर्म श्रेणी धर्म मे रीति-रिवाज की भली-भाति छानबीन करके उन्हीं के अनुकूल अपने राजकीय नियम और कानून स्थापित करें।

नारद तथा याज्ञवल्क्य ने भी इसी प्रकार के विचार प्रकट किये हैं। ये संस्थाएँ राज्य उसे भी अधिक स्थायी सिद्ध होती थीं। राज्य की ओर से विविध शिक्षण, संस्थाओं, मन्दिरों, विहारों स्थानीय समितियों के हाथ में रहता था।

ग्राम सभाओं तथा नगर निगमों को भी व्यापक अधिकार दिये गये हैं। इस प्रकार हम कह सकते हैं कि प्राचीन काल में राज्य के अधिकार व्यापक होने पर भी व्यक्तिगत स्वतन्त्रता एवं स्थानीय स्वायत्तता की रक्षा की गयी थी।

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