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The Educational Practices for Teaching Students with Hearing Impairment in Case of Ambo Lazarist Catholic School for the Deaf in Ambo Town, Ethiopia

Dr. Pavan Kumar Yadavalli*

ABSTRACT

The aim of the study was to explore and analyze the practices of teaching students with hearing impairment in Ambo Lazarist Catholic school for the deaf in Ambo town. In order to achieve the purpose of the study, basic research questions were raised. Qualitative research design was employed so as to understand the situation in the setting. Purposive sampling techniques were also used. The sample participants were 4 teachers, 10 students, and 1 school principal. Necessary data required for this study were collected from primary source of data through questionnaires, interviews and observation. The data collected from different sources were organized and analyzed through qualitatively based on the nature of the data. The results of the study indicated that the identification methods used for students with hearing impairment were depend on the family economy and the teaching strategy for students with hearing impairment were both student and teacher center strategy.

BACKGROUND OF THE STUDY

According to Individuals with Disabilities Education Act (IDEA '04) Hearing impairment means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness. In the past twenty-five years, two national panels have concluded that the education of student with hearing impairment must be improved in order to meet their unique communication and related needs.

In Ethiopia the first modern special school was established in 1959 E.C by American missionary for children with hearing impairment. According to new Ethiopian education and training policy education is the fundamental right for all children including student with hearing impairment and gifted children to learn according to their potential and needs. Besides ministry of education is striving to all citizens since two decades (MOE: 2006:5).

STATEMENT OF THE PROBLEM

Even though, the practice of teaching students with hearing impairment at the primarily level now a day's in Ethiopia. The combination of unique learning needs of student with hearing impairment can create certain challenges to the teaching learning process in the special school education system. Several scholars believe that students with hearing impairment in general education setting cannot work for students who are hearing impairment. They refer to problems associated with language and communication socialization and cultural identity (Hang and Paul, 2006).

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Recently time there is different research studies to investigate the area of student with hearing impairment inclusive education. However, we initiate that we will study in the special school hearing impairment students. Therefore, Investigate what seems like the practice of teaching students with hearing impairment such as, what kind of identification method that is in terms of hospital report, in terms of based on the student parents low economy or use of other criteria student parents of health problem, to investigate method of teaching strategy, what kind of opportunities based on their student problem, implementation of sign language, additionally we investigate challenges that can affect student with hearing impairment in the Ambo Lazarist Catholic school for the deaf.

The research was aimed answering the following questions:

1. What kind of identification mechanism to use identifies students with hearing impairment Ambo Lazarist Catholic School for the deaf?
2. What kind of teaching strategy teacher use student with hearing impairment Ambo Lazarist Catholic school for the deaf?
3. What are the opportunities of student with hearing impairment Ambo Lazarist Catholic School for the deaf?
4. What are the major educational challenges of student with hearing impairment Ambo Lazarist Catholic School for the deaf?

OBJECTIVES OF THE STUDY

General objectives

The general objective of the study was to investigate the practices for teaching students with hearing impairment in Ambo Lazarist Catholic School for the deaf.

SPECIFIC OBJECTIVE

The specific objective of this study was

- To know the identification method of student with hearing impairment.
- To know the major instructional strategy of Ambo Lazarist Catholic school for the deaf.
- To identify the major educational opportunity of student with hearing impairment.
- To identify the major educational challenges of student with hearing impairment.

RESEARCH DESIGN

The purpose of this study was investigating the practice of teaching students with hearing impairment in Ambo Lazarist Catholic School for the deaf. This research was use qualitative research method and case study research design to collect data. Because qualitative research method can be done for different purpose to understand the qualities or essential nature of phenomena within the particular context. It is answering questions about what is happening and why or how it happening. It can provide descriptive information that leads to investigating the practice of teaching students with hearing impairment. The data was collected through primary source of data.

POPULATION, SAMPLE, AND SAMPLING TECHNIQUE

Population

No	Population	Male	Female	Sub Total
1	School principal	2		2
2	Special Needs teacher	4	2	6
3	Student with hearing impairment	36	22	58
4	Total	-	-	66

Sample

Qualitative studies are mostly oriented towards collecting information about the phenomenon from individual, this phenomenon from the concrete cases instead of general population. From the Ambo Lazarist Catholic school for the deaf 10 students with hearing impairment 5 teachers and 1 principal total 16 will a main informant of the study.

SAMPLING TECHNIQUE

Sampling techniques (strategy) in qualitative studies allows purposeful selection of ' information-rich ' cases with respect of the study purpose (Gall, et al. 2003, p.165).

In case of Ambo Lazarist Catholic School for the deaf to select the target population of the study non - probability (purposive) sampling techniques was employ.

DATA COLLECTION INSTRUMENT

Interview

Interview is an important conversation between two people shared the required information about sometime involving more.

For this study structured interview was use as data collection instrument. This instrument to data collection will employ on certain important issue that was related with the practice of teaching students with hearing impairment Ambo Lazarist Catholic School for the deaf. We are used structured type of interview and we are use four interview questions related to the study.

Questioner

This study was be select the type of questionnaire Closed ended questionnaire lead to single word answer or to yes or no. Because the study was investigate to qualitative research design. In this type of questioners we use 22 questions as the data instrument. Through this questioner developed by different literature and we modified them.

Observation

Observation is useful to gather first-hand information. For this study we used direct observation as data collection instrument. The validity checking of this study was by triangulation, researcher's role and member checking. The Reliability checking of this study was by methodological coherence, Researcher role and audit trails.

DATA ANALYSIS PROCEDURE

The necessary arrangements were made with the school teacher teachers to as questioner's respondent's teacher's key informants. In this instrument scatter the questioners. The process of interviewing was doing by both taking notes and tape recording to collect the data more completely and objectively via the interview schedules, which determine in advance. Further, the interviewer use to record the responses by taking notes or abbreviate notes during the interview and expanded after the interview was complete. The researchers more attention to possible data analysis and verification of documents relevant to the research problem.

We are Representing and reporting findings by tables and detailed discussion of the themes.

DATA COLLECTION PROCEDURE

Interview procedure

The necessary arrangements were made with the administration of the school so as to interview the school principal to audiotapes all interviews. for the ending the data collection, this took place write after use conducted the last interview; However, we provided more attention to possible data analysis and verification of documents relevant to the research problem.

Questioner procedure

The necessary arrangements were made with the permission of the teachers and after that to scatter the questioner and to collect the possible data.

Observation procedure

The necessary arrangements were asking the permission of the classroom teacher and students then after that we observe the information related to the study and finally to acknowledge the teacher and students for the well of data collection.

ANALYSIS AND INTERPRETATION OF DATA

The purpose of the current study was to look at Ambo lazarist Catholic school for the deaf (special school) Identification method, opportunities and challenges. In this chapter, therefore, the data collected through questioner, interview and observation on the bases of the given responses by the participants were the data analyzed qualitatively.

The background of the participants

No	Sex	Education level	Area of study	Service year	Job title
1	Male	Degree	English	2-7	Teaching
2	Male	Diploma	Maths	2-7	Teaching
3	Female	Degree	Aloromoa	1-5	Teaching
4	Female	Diploma	Herrega	2-7	Teaching

The main investigation of the study was presented in the following manner.

- 1.1. Identification method for student with hearing impairment
- 1.2. Teaching strategies for student with hearing impairment
- 1.3. Opportunities of student with hearing impairment
- 1.4. Challenges of student with hearing impairment

IDENTIFICATION METHOD

According to the data collected through closed ended questionnaires all teacher response. identification using a loud voice when speaking 'No', has use hospital report 'No', Asking information to be repeated frequently 'No', difficulty with following direction or instructions 'No', has gain information to family 'No', in terms of low family economy 'yes', giving incorrect answer to questions two teachers response 'yes' and two teachers response 'No' in terms of parents health problem three teachers response 'yes' one teachers response 'No', intently watching faces during conversation two teachers s response 'yes' and two teachers response 'No'.

Discussion

Concerning with identification method of student with hearing impairment, the results of data collection indicated that students with hearing impairment don't follow scientific method of identification the results shows depends on based economy. based on this identification method According to the Niemann, Green Stein and David (2004) describe the impact of hearing impairment where a child can see people talking but cannot understand what is being said, This results in the child having difficulties understanding the word and in expressing personal needs, resulting in limited interactions and social isolation. Thus, it is important to identify the hearing impairment as early as possible'. Otherwise the child will also miss out an important educational experiences (pagliano, (2005).

TEACHING STRATEGIES

According to the data collected through observation the observation was conducted of the hearing impairment student's interaction and strategy of teaching. It is focused on the class room situation the information recorded as taking notes and systematically elaborated each taking notes. The observation of the study showed that all students with hearing impairment are good in the class room in this study. Additionally the class room teaching and learning process student with hearing impairment. We are showed both student centre and teacher center method we are investigate three times repeatedly.

Discussion

In case of teaching strategies for students with hearing impairment, The result showed that it follow teacher centre and student centre method this action is encouraging activities but missing about something According to [http // www.Teaching strategies of student with hearing impairment in the special class room](http://www.Teaching strategies of student with hearing impairment in the special class room). The optimum size of group for deaf person is between 6and10. if a group is bigger than this it is may mean that the deaf student does not have full access to discussions. Divide in to smaller sub groups and use regular plenary feedback so key points can be written on the board, or get each group to write their own summary on an overhead transparency. Either will help to reinforce key issues and seating arrangement the room so that the deaf student an see everyone by putting chairs in a circle or horse shoe shape. The student may like to sit next to the chair person as comments tend to be addressed that way or next to a note taker so that discussion and follow changes in subject.

OPPORTUNITIES

According to the data collected through both questionnaire and interview. The questionnaire was conducted to school teacher communicate easily to peers and teachers by sign language two

teachers response 'yes', two teachers response 'No', teacher are willing to revise the content if required four teachers response 'yes', Are available to support student with hearing impairment in tutorial program two teachers response 'yes', two teachers are 'No', use extra time after class to help students with hearing impairment. Two teachers response 'yes', Two teachers response 'No.

The Interview response for school principal

No	Sex	Education level	Area of study	Service year	Job title
1	Male	Degree	_____	5	Principal

1. What kind of measure to increase the student sign language ability to well.

In our country there are over billion students with hearing impairment but in contrast to their number their chance of getting education is very narrow. Person with hearing impairment were distributed throughout the country including both urban and country side areas with over chance of learning regular education. However it is confirmed that they can get education with special attention.

This needs contribution from both the government and the society. In order to achieve this sign language is basic need for those with hearing impairment. Without sign language education for students with hearing impairment impossible. so this school by combining with other institutions branch together for persons with hearing impairment study that what is the obstacles and problems of this student in order to get education. The result of the school research was students with hearing impairment has great interest for learning but in inclusive education it is difficult for them to attained the class without sign language teachers and presences of scarcity of sign language teachers was reported as problem. The action tools to solve this problem are they launch school for deaf exclusively and recruit professional sign language teachers. In addition to this the school takes action in order to expand chance of education for them. By preparing sign language program and giving awareness and educating the society.

2, has mutual relationship with parents of hearing impairment?

Families of children's with hearing impairment visit the school once per month to discuss problems face the student's with deaf. In the process of learning how they can communicate and related to the society easy and the level of family interest to teach this children will be discussed when the conference takes place.

In the conference families of children's with deaf commented that it was difficult to know their children need because of communication barrier which is lack of sign language knowledge. To solve this communication barrier the school started giving sign language tutor for families of the children. In order to crest smooth communication ground and gives encouragement to their children.

Children's with this type of problem most commonly comes from far areas. Her for the school supports these children by providing different materials like exercise book pen uniform and also the school covers the cost for medical care when they get sick.

3, has mutual relationship with other special school on sharing skill and experience?

For example when we meet at conference they get answers from us for their questions which focus on what to do for their children with hearing impairment. Since the schools are far from their living areas. Examples of school for deaf are Addis Ketema and Liben Mencha School and which are in Ambo town and Gedo and Shelen which are out of the town.

4, what is your suggestion about improving academic quality of students with hearing impairment?

Most of the time the society misunderstood that the safe place for children's with hearing impairment is home and going to school is helpless. However this wrong believes of the society. In contrast to that children's with this type of disability can go to school and learn as every child who is without hearing impairment. The difference is presence of facilities that

supports the children. For example "I have hearing impairment when I was student people told me that it is useless and meaningless to get education for people with disability. Even though I didn't give up and I was learning with all my potential and now i start supporting my society by guiding those with hearing impairment. This implies that people with disability can achieve what they want to be and can rule their life independently. In order to get best result concerning them the government should aware the society by contributing with wereda administration when this school landed for the first time the number of students were five but know total number of students reach sixty. This change is because of improvement the society awareness. There for the society should work harder in order to increase social interaction of this children and should support psychologically and also the society need to learn sign language in order to support them and to get closes to them. Hearing impairment is not a result of spirits but it cans occur before and after birth because of injury or birth abnormality in nature.

DISCUSSION

In terms of opportunities for student with hearing impairment the results indicating that absence of available support for student with hearing impairment and lack of tutorial program according to the section 504 Rehabilitation Act of 1973 - The rehabilitation Act made it illegal for a federally funded program to reject an individual on the bases of their disability and mandated that these programs accommodate with individual with hearing impairment.

CHALLENGES

According to the data collected through questionnaires, lack of appropriate class room setting or arrangement for students with hearing impairment the response of teachers four teachers are 'No', The students are difficulty of communicating through sign language during lessons the teachers response two teachers are 'No', and two teachers are 'yes', The students are feeling of frustration to participate in the class room the teachers response for teacher's 'yes', lack of instructional materials to teach student with hearing impairment the response of teachers three teachers are 'No', one teachers are 'yes', Lack of attainable sign language teachers response four teachers are 'No. In addition to the close ended question, the students were also asked to explain the effort made by schools to improve their academic challenges. According to them, let alone the effort at the school level, even the classroom teachers do not consider them while teaching. The following explanation is quoted from their response:

The school has not facilitated any form of support system to help them, and the teachers also never understand their problem while they are teaching in the class room because they face difficulty in communicating with them As a result, they (students with hearing impairment) do afraid of asking teachers and school directors for help. This indicate that both teachers and school principals have difficulty in understanding students with hearing impairment and facilitate appropriate support system for them.

DISCUSSION

Concerning with areas of academic challenges of student with hearing impairment the result of data indicated that students with hearing impairment feeling of frustration to participate in class room.

In this regard, Mpofu and Chimhenga (2013) also pointed that students with hearing loss experience the challenges of delay in the development of receptive and expressive communication

skills (speech and language), which in turn causes learning problems that result in reduced academic achievement, and a tendency for them to withdraw and not participate in any activity, and communication difficulties often lead to social isolation and poor self-concept. Similarly, Lyons (1986) stated that the major challenge facing people with hearing impairment is communication. Among the conditions that affect the development of communication skills by persons with hearing impairments are personality, intelligence, nature and degree of deafness, degree and type of residual hearing, degree of benefit derived from amplification by hearing aid, family environment, and age of onset. Children with hearing loss may not hear their own voices when they speak.

RECOMMENDATIONS

Based on the conclusion made above, the following recommendation as are forwarded to improve some challenges and to enhance good such like activities.

- (i) The teachers and school principals should assess the academic challenges and progress of students with hearing impairment and then facilitate the support system to improve their practice.
- (ii) The school should facilitate tutorial program for the progress of the sign language ability of student with hearing impairment.
- (iii) The school principals should raise the awareness of all school community towards students with hearing impairment.
- (iv) Teachers should cooperate with families to help and follow the progress student with hearing impairment.
- (v) The school principals should facilitate all necessary materials needed to help target students.

The purpose was not to generalize, but to understand how special education teachers support their students with hearing impairment.

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बी. एड. प्रशिक्षणार्थियों के आत्मविश्वास एवं शिक्षण अभिक्षमता अध्ययन

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सारांश

आज के बदलते परिवेश में शिक्षा प्राप्त करना और प्रदान करना यंत्रवत हो गये है। शिक्षण ऐसा नहीं रहा गया है कि जो जीवन निर्माण की व्याहारिक शिक्षा दे। अध्यापक और विद्यार्थी के बीच जो स्नेह भाव, आत्मीयता, सौहार्द और समीपता आवश्यक होती है, वह आज दिखाई नहीं दे रही है और यही कारण है कि आज का विद्यार्थी डिग्री, डिप्लोमा तो प्राप्त कर लेता है किंतु व्यवहारिक जीवन का शिक्षण, चरित्र, ज्ञान, उत्कृष्ट व्यक्तित्व का उसमें अभाव रहता है और निःसंदेह इन सबके बिना विद्या या शिक्षा अधूरी है। इसी तथ्य को दृष्टिगत रखते हहुए बी. एड. प्रशिक्षणार्थियों में शिक्षण के प्रति आत्मविश्वास और उनमें शिक्षण अभिक्षमता का आकलन करने के लिए भोपाल संभाग के शासकीय एवं अशासकीय शिक्षा महाविद्यालयों के 100 छात्र व छात्रा प्रशिक्षणार्थियों को सम्मिलित करते हुए शोध कार्य किया गया। इस शोध पत्र के माध्यम से उक्त शोध के निष्कर्षों का प्रस्तुत करने का प्रयास किया गया है।

मुख्य शब्द - आत्मविश्वास, शिक्षण अभिक्षमता, बी. एड. प्रशिक्षणार्थी।

प्रस्तावना

आज हमारे यहाँ शिक्षक हैं, वे छात्रों को निर्धारित पाठक्रम के अनुसार शिक्षा भी देते हैं किन्तु सबसे महत्वपूर्ण बात जीवन निर्माण का व्यावहारिक शिक्षण आज नहीं हो पाता। आज गुरु-शिष्य, और छात्र का सम्बन्ध पहले जैसा उन्हीं दिखाई देता। एक निश्चित समय तक कक्षा में उपस्थित रहकर कुछ पढा देने और अक्षर ज्ञान प्रदान कर देने, मात्र के बाद शिक्षक का कार्य प्रायः समाप्त हो जाता है और वह अपने कर्तव्य की इतिश्री कर लेता है तथा इसी प्रकार पाठ पढने के बाद विद्यार्थी का कार्य भी समाप्त हो जाता है। अध्यापक और विद्यार्थी के बीच जो स्नेह भाव, आत्मीयता, सौहार्द और समीपता आवश्यक होती है, वह आज दिखाई नहीं दे रही है और यही कारण है कि आज का विद्यार्थी डिग्री, डिप्लोमा तो प्राप्त कर लेता है किन्तु व्यावहारिक जीवन का शिक्षण, चरित्र, ज्ञान, उत्कृष्ट व्यक्तित्व का उसमें अभाव रहता है और निःसंदेह, इन सबके बिना विद्या या शिक्षा अधूरी है। ऐसी शिक्षा जो जीवन को प्रकाशित न करे, व्यवहार और व्यक्तित्व को पुष्ट न बनावे वह किस काम की आज शिक्षक और विद्यार्थी के बीच बहुत बड़ी खाई पैदा हो गई है—संबंधों की। यद्यपि इसका एक कारण आज की सामाजिक, राजनैतिक परिस्थितियाँ भी हैं लेकिन शिक्षक-अध्यापक, जो अध्यापन कार्य से जुड़े हैं, वे भी कहीं न कहीं इसके

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लिए उत्तरदायी हैं और व्यक्तिगत तौर पर इस जिम्मेदारी से बच नहीं सकते। इस संबंध में एक बार शिक्षक दिवस पर तत्कालिन केन्द्रीय मंत्री महोदय का वक्तव्य महत्वपूर्ण है, उन्होंने कहा था— “आप तो विद्यार्थी की परीक्षा साल में एक बार या दो बार लेते हैं किन्तु विद्यार्थी तो आपकी परीक्षा प्रतिदिन, प्रति घण्टे, प्रति क्षण ही लेते रहते हैं। वे आपको कक्षा में आते देखते हैं, पढाते देखते हैं, सद्व्यवहार और दुर्व्यवहार करते देखते हैं और फिर कक्षा के बाहर दूसरों के साथ मिलते—जूलते भी देखते हैं। वे जैसा आपको देखते हैं वैसा ही स्वयं भी सीखते हैं, करते हैं। इसलिए जैसे आप होंगे वैसे ही आपके विद्यार्थी, भारत के ये नौनिहाल भी होंगे।”

कुल्हरि रामावतार (2012) के “विभिन्न संकायों में अध्ययनरत विद्यार्थियों के आकांक्षा—स्तर, आत्मविश्वास एवं नैतिक निर्णय का तुलनात्मक अध्ययन” शीर्षक पर पी. एच. डी. स्तरीय शोधकार्य किया। इन्होंने अपने अध्ययन में पाया कि कला एवं विज्ञान संकाय के विद्यार्थियों के आत्मविश्वास में कोई सार्थक नहीं पाया जाता है। मध्यमानों के आधार पर कला संकाय के विद्यार्थियों के मध्यमान अधिक है। अतः यह निश्चित रूप से कहा जा सकता है कि वाणिज्य संकाय के विद्यार्थियों का आत्मविश्वास उच्च स्तर का होता है।

शर्मा अनुपम (2011) ने “बी. एड. प्रशिक्षणार्थियों के शिक्षण—अभ्यास के दौरान प्रभावशीलता, शिक्षण व्यवहार एवं आत्मविश्वास का अध्ययन शीर्षक से पी—एच.डी. स्तरीय शोधकार्य किया। इन्होंने अपने अध्ययन में शिक्षण अभ्यास के दौरान आत्म—विश्वास पर लिंग का कोई प्रभाव नहीं पाया अध्ययन में जयपुर और बीकानेर दोनों ही संभाग के ग्रामीण क्षेत्र के बी. एड. प्रशिक्षणार्थियों का शिक्षण अभ्यास के दौरान आत्म—विश्वास शहरी प्रशिक्षणार्थियों की तुलना में कमजोर पाया गया। वहीं जयपुर संभाग के बी. एड. प्रशिक्षणार्थियों में शिक्षण अभ्यास के दौरान आत्म—विश्वास पर लिंग का कोई प्रभाव नहीं पाया गया।”

प्रावित, इरावन (2010) ने “पांच वर्षीय पाठक्रम और 4+1 वर्षीय पाठक्रम के शिक्षकों में शिक्षण दक्षता, शिक्षण व्यवसाय के प्रति प्रतिबद्धता और कार्यक्रम प्रभावशील के साथ सन्तुष्टि का तुलनात्मक अध्ययन” शीर्षक पर महाशंकरखम विश्वविद्यालय थाईलैण्ड से पी—एच.डी. स्तरीय शोधकार्य किया और निष्कर्ष में बताया कि दोनों प्रकार के पाठक्रम वाले शिक्षकों का उनके क्षेत्र (विज्ञान एवं सामाजिक विज्ञान) में कोई सहसम्बन्ध नहीं पाया गया। पांच वर्षीय पाठक्रम वाले शिक्षकों में शिक्षण दक्षता और शिक्षण व्यवसाय के प्रति वचनबद्धता में 4+1 वर्षीय पाठक्रम वाले शिक्षकों की तुलना में अधिक उच्च पाई गई।

अध्ययन के उद्देश्य -

प्रस्तुत अध्ययन के प्रमुख उद्देश्य इस प्रकार थे—

1. बी. एड. प्रशिक्षणार्थियों के आत्मविश्वास, का अध्ययन करना।
2. बी. एड. प्रशिक्षणार्थियों की शिक्षण अभिक्षमता का अध्ययन करना।

अध्ययन की परिकल्पनाएं—

शोध अध्ययन हेतु परिकल्पनाएं निम्नलिखित हैं—

1. शासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है।

2. अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी. एड. छात्र छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है।
3. शासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों के आत्मविश्वास में कोई सार्थक अंतर नहीं है।
4. अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी. एड. छात्र छात्रा प्रशिक्षणार्थियों के आत्मविश्वास में कोई सार्थक अंतर नहीं है।

न्यादर्श उपकरण शोध प्रविधि

प्रस्तुत शोध अध्ययन के अर्न्तगत भोपाल जिला के शासकीय एवं अशासकीय शिक्षा महाविद्यालयों के 100 बी. एड प्रशिक्षणार्थियों को सम्मिलित किया गया और उनके आत्मविश्वास और शिक्षण अभिक्षमता का अध्ययन किया गया। शोध कार्य में स्तत्र चर बी. एड. प्रशिक्षणार्थी और आश्रित चर शिक्षण अभिक्षमता और आत्मविश्वास थे। शोध उपकरण के रूप में पूर्व से तैयार मानक प्रश्नावलियों का प्रयोग किया गया। आत्मविश्वास के मापक के लिए डा. रेखागुप्ता तथा शिक्षण अभिक्षमता का मापने के लिए डॉ. अशोक शर्मा द्वारा तैयार मानक प्रश्नावली का उपयोग किया गया।

शोध अध्ययन के लिए प्रदत्त संकलन हेतु शासकीय एवं अशासकीय शिक्षा महाविद्यालयों के छात्र व छात्रा बी. एड. प्रशिक्षणार्थियों से शोध उपकरणों का प्रयोग कर जानकारियां एकत्र की गईं।

अध्ययन में प्रयुक्त सांख्यिकी-

शोध अध्ययन में प्राप्त प्रदत्तों का माध्य मानक विचलन और क्रांतिक अनुपात ज्ञात कर सांख्यिकी विश्लेषण किया गया और तत्पश्चात निष्कर्ष प्रतिपादित किये गये।

विश्लेषण एवं व्याख्या -

आत्मविश्वास

आत्मविश्वास एक मानसिक एवं आध्यात्मिक शक्ति है। आत्मविश्वास से ही विचारों की स्वाधीनता प्राप्त होती है और इसके कारण ही महान कार्यों के सम्पादन में सरलता मिलती है। इसके द्वारा आत्मरक्षा होती है। जो व्यक्ति आत्मविश्वास से ओत-प्रोत है, उसे अपने भविष्य के प्रति किसी प्रकार की चिन्ता नहीं रहती। उसे कोई चिन्ता नहीं सताती। दूसरे व्यक्ति जिन सन्देहों और शंकाओं से दबे रहते हैं, वह उनसे सदैव मुक्त रहते हैं। यह प्राणी की आंतरिक भावना है। इसके बिना जीवन में सफल होना अनिश्चित है।

ऑक्सफोर्ड अंग्रेजी शब्द कोष (1989)

के अनुसार "आत्मविश्वास का अर्थ है—दृढ विश्वास रखने वाला, मजबूत भरोसा, निश्चित आशा रखने वाला, निश्चित धारणा, पूरी तरह से यकीन।"

अभिक्षमता

व्यक्तिगत विभिन्नताओं का एक प्रमुख कारण अभिक्षमता में अन्तर होना भी है। अभिक्षमता में विभिन्नता होने के कारण ही कोई व्यक्ति घास काटने की योग्यता रखता है तो कोई अभिक्षमता या टाइपिस्ट बनने की अधिक बेहतर योग्यता रखता है। यह सब प्रकृति प्रदत्त जन्मजात योग्यता होती है। एक साधारण व्यक्ति के लिए यह सब ईश्वरीय देन या वरदान है किंतु मनोविज्ञान में इसी जन्मजात मानसिक विशिष्ट क्षमता को अभिक्षमता के नाम से पुकारा जाता है। अभिक्षमता की परिभाषा के संबंध में सामान्यः दो प्रमुख विचारधाराएँ प्रचलित हैं इनमें एक विचारधारा के अनुसार अभिक्षमता जन्मजात अथवा अर्जित है। जबकि दूसरी विचारधारा के अनुसार अभिक्षमता एक गुण है अथवा बहुत से गुणों का सम्मिलित प्रभाव है।

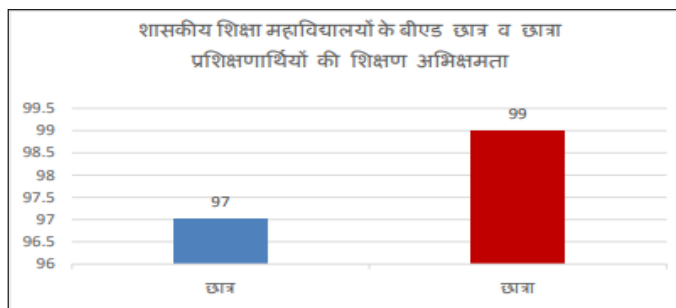
फ्रीमैन के अनुसार-

“अभिक्षमता एक स्थिति या विशेषताओं का समूह है जो यह इंगित करता है कि व्यक्ति किस विशेष ज्ञान, योग्यता या प्रतिक्रियाओं के समूह जैसे भाषा बोलने के योग्यता संगीतज्ञ बनने, यांत्रिक कार्य करने की योग्यता का विकास करता है।” आत्मविश्वास एक मानसिक एवं आध्यात्मिक शक्ति है। आत्मविश्वास से ही विचारों की स्वाधीनता प्राप्त होती है और इसके कारण ही महान कार्यों के सम्पादन में सरलता और सफलता मिलती है। इसी के द्वारा आत्मरक्षा होती है। जो व्यक्ति आत्मविश्वास से ओत-प्रोत है, उसे अपने भविष्य के प्रति किसी प्रकार की चिन्ता नहीं नहीं रहती। उसे कोई चिन्ता नहीं सताती। दूसरे व्यक्ति जिन सन्देहों और शंकाओं से दबे रहते हैं, वह उनसे सदैव मुक्त रहते हैं। यह प्राणी की आंतरिक भावना है। इसके बिना जीवन में सफल होना अनिश्चित है।

1. शासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी. एड. छात्र व छात्र प्रशिक्षणार्थियों की शिक्षण अभिक्षमता का अध्ययन-तालिका क्रमांक - 1: शासकीय शिक्षा महाविद्यालयों में बी.एड. छात्र व छात्र प्रशिक्षणार्थियों की शिक्षण अभिक्षमता

महाविद्यालय	समूह संख्या	लिंग	मध्यमान	प्रमाप विचलन	SDM	स्वतंत्रता के अंश पर	क्रांतिक अनुपात	सार्थकता स्तर
शासकीय	100	छात्र	97	6.65	0.67	198	194	0.05
	100	महिला	99	5.07	0.51			

उपर्युक्त तालिका (1) शासकीय शिक्षा महाविद्यालयों के बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों के शिक्षण अभिक्षमता का मध्यमान क्रमशः 97 तथा 99 है एवं प्रमाप विचलन क्रमशः 6.65 तथा 5.07 है इसके आधार पर क्रांतिक अनुपात 1.94 प्राप्त हुआ है जो कि(की) 198 स्वतंत्रता के अंश पर 0.05 सार्थकता स्तर के मान 1.96 से कम है। अतः निर्धारित शून्य परिकल्पना स्वीकृत की जाती है इस आधार पर कहा जा सकता है कि शासकीय शिक्षा महाविद्यालयों की बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है।



अतः निर्धारित शून्य परिकल्पना स्वीकृत की जाती है इस आधार पर कहा जा सकता है कि शासकीय शिक्षा महाविद्यालयों की बी. एड. छात्र छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है।

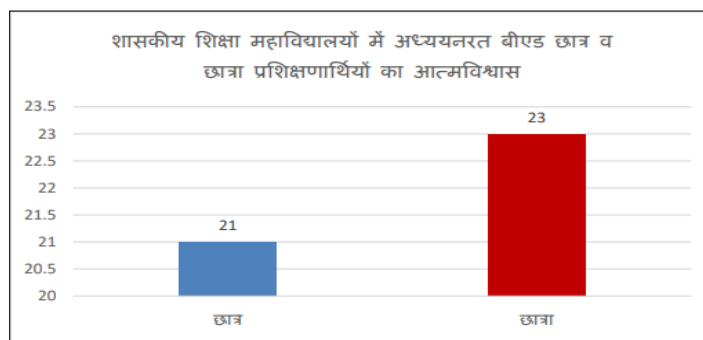
2- अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों के उनके शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है।

तालिका क्रमांक -2

2.- अशासकीय शिक्षा महाविद्यालयों में बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता

महाविद्यालय	समूह संख्या	लिंग	मध्यमान	प्रमाप विचलन	SDM	स्वतंत्रता के अंश पर	क्रांति क अनुपात	सार्थकता स्तर
शासकीय	100	महिला	99	7.29	0.72	198	0.99	0.05
	100	छात्र	100	7.21	0.72			

उपर्युक्त तालिका क्रमांक (2) अशासकीय शिक्षा महाविद्यालयों के बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता का अध्ययन क्रमशः 99 तथा 100 है एवं प्रमाप विचलन क्रमशः 7.29 तथा 7.21 है इसके आधार पर क्रांतिक अनुपात 0.99 प्राप्त हुआ है जो कि (क) 198 स्वतंत्रता के अंश पर 0.05 सार्थकता स्तर के मान 1.98 से कम है 97 अतः निर्धारित शून्य परिकल्पना स्वीकृत की जाती है इस आधार पर कहा जा सकता है कि अशासकीय शिक्षा महाविद्यालयों के बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है।



अतः निर्धारित शून्य परिकल्पना स्वीकृत की जाती है इस आधार पर कहा जा सकता है कि अशासकीय शिक्षा महाविद्यालयों की बी. एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है।

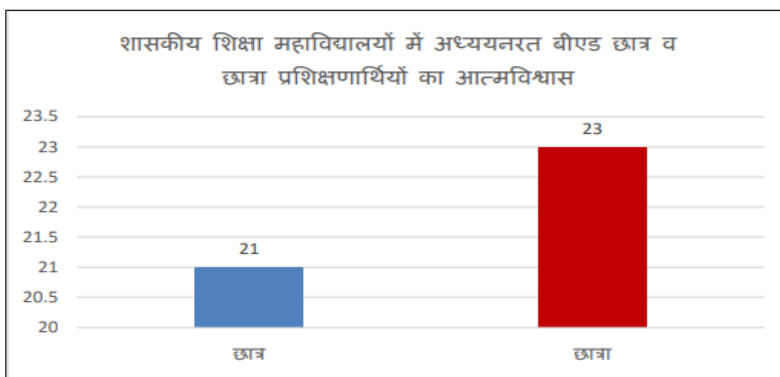
3 शासकीय शिक्षा महाविद्यालयों में बी. एड. छात्र व छात्र प्रशिक्षणार्थियों आत्मविश्वास में कोई सार्थक अंतर नहीं है।

तालिका क्रमांक - 3:

शासकीय शिक्षा महाविद्यालयों में बी.एड. छात्र व छात्र प्रशिक्षणार्थियों के आत्मविश्वास।

महाविद्यालय	समूह संख्या	लिंग	मध्यमान	प्रमाप विचलन	SDM	स्वतंत्रता के अंश पर	क्रांतिक अनुपात	सार्थकता स्तर
शासकीय	100	छात्र	21	8.27	0.51	198	1.91	0.05
	100	महिला	23	11.35	1.13			

उपर्युक्त तालिका क्रमांक (3) शासकीय महाविद्यालयों के बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों के आत्मविश्वास का मध्यमान 21 तथा है एवं प्रमाप विचलन क्रमशः 8.27 तथा 11.35 है इसके आधार पर क्रांतिक अनुपात 1.91 प्राप्त हुआ है जो कि (क्रा) 198 स्वतंत्रता के अंश पर 0.05 सार्थकता स्तर के मान 1.98 से कम है अतः निर्धारित शून्य परिकल्पना स्वीकृत की जाती है इस आधार पर कहा जा सकता है कि शासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों के आत्मविश्वास में कोई सार्थक अंतर नहीं है।



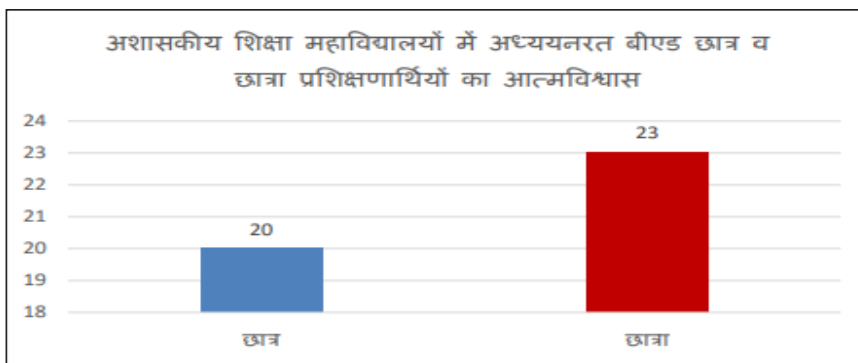
अतः निर्धारित शून्य परिकल्पना स्वीकृत की जाती है इस आधार पर कहा जा सका है कि शासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों के आत्मविश्वास में कोई सार्थक अंतर नहीं है।

4. अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्र प्रशिक्षणार्थियों के आत्मविश्वास में कोई सार्थक अंतर नहीं है।

तालिका क्रमांक - 4:

अशासकीय शिक्षा महाविद्यालयों में बी.एड. छात्र व छात्र प्रशिक्षणार्थियों के आत्मविश्वास।

महाविद्यालय	समूह संख्या	लिंग	मध्यमान	प्रमाप विचलन	SDM	स्वतंत्रता के अंश पर	क्रांतिक अनुपात	सार्थकता स्तर
अशासकीय	100	छात्र	21	7.14	0.70	198	2.79	0.05
	100	छात्रा	23	11.05	1.10			



उपर्युक्त तालिका क्रमांक (4) के अनुसार अशासकीय महाविद्यालयों के बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों के आत्मविश्वास का माध्यमान क्रमशः 20 तथा 23 है एवं प्रमाप विचलन क्रमशः 7.14 तथा 11.05 है इसके आधार पर क्रांतिक अनुपात 2.79 प्राप्त हुआ है अतः 198 स्वतंत्रता के अंश पर 0.05 सार्थक स्तर के मान 1.98 परिकल्पित मान से अधिक है। अतः निर्धारित शून्य परिकल्पना अस्वीकृत की जाती है इस आधार पर कहा जा सकता है कि अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्रा में सार्थक अंतर है। तालिका क्रमांक 4 में दिए गए समूह के माध्यमान अतः निर्धारित शून्य परिकल्पना अस्वीकृत की जाती है। इस आधार पर कहा जा सकता है कि अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्रा में सार्थक अंतर है तालिका क्रमांक 4 में दिए गए समूह के माध्यमान इस आधार पर हम कह सकते हैं कि अशासकीय शिक्षा महाविद्यालयों की बी.एड. छात्राओं का आत्मविश्वास अधिक है अशासकीय छात्रों की तुलना में।

निष्कर्ष

परिकल्पनाओं के सत्यापन और आंकड़ों के विश्लेषण के आधार पर शोध के निष्कर्ष इस प्रकार हैं—

1. शासकीय शिक्षा महाविद्यालयों की बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं पाया गया।
2. अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं पाया गया।
3. शासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों आत्मविश्वास में कोई सार्थक अंतर नहीं पाया गया।
4. अशासकीय शिक्षा महाविद्यालयों में अध्ययनरत बी.एड. छात्र व छात्रा प्रशिक्षणार्थियों आत्मविश्वास में कोई सार्थक अंतर नहीं पाया गया।
5. अशासकीय शिक्षा महाविद्यालयों की बी.एड. छात्राओं का आत्मविश्वास अशासकीय महाविद्यालयों में अध्ययनरत बी.एड. छात्र प्रशिक्षणार्थियों की तुलना में अधिक पाया गया।

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A Critical Analysis of Some Selected Question Papers in the Engineering Stream : Suggestions for Reforms

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ABSTRACT

Universities in India have tried to bring about examination reforms. The role of examinations or student evaluation and assessment of students is of paramount importance in determining the quality of higher education. The academic quality of question papers in Indian higher education system has been a matter of concern for a long time. The study analysed question papers of Engineering stream and ascertained the item validity in terms of solvability and discrimination indices of items so as to understand the quality of question papers. The study may be termed as descriptive action research. It may be concluded therefore that (a) Items/questions in all the programmes are difficult and do not follow the criterion of ideal proportion of items/questions with easy, moderate and difficult items/questions, (b) A large number of items are difficult along with a few items with moderate difficulty level and (c) A large number of items/questions do not have adequate difficulty index i.e. such items/questions cannot adequately discriminate between high and low scorers.

Keywords : Item Analysis, Solvability Index, Discrimination Index

BACKGROUND

Globalisation of the world economy has been found to be a major and profound driving factor in bringing about changes in the higher education sector in recent years. A large majority of the countries in the world has adopted the structure of outcome-based education and places an increased emphasis on higher-order learning and professional skills. This has necessitated a paradigm shift in the usual practices of curriculum design and implementation, pedagogy and assessment and evaluation system. Numerous efforts have been made by universities across India to bring about reforms in the examination system which include measures such as introducing online examination, online assessment, administrative reforms in conducting examinations and so on. The importance of the role of examinations, assessment and evaluation of students is paramount in determining the quality of higher education. There is immense concern regarding the academic quality of question papers in Indian higher education system.

Prior to standards based assessments, assessment was a matter of norm-referenced tests that measured not against a standard, but rather, measured performance against a normal distribution of performance outcomes. Norm-referenced assessments provide information about how an individual learner or the entire class performed in comparison to others who were administered the same test.

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However, some students may be more capable or trained as compared to other students in norm-referenced testing. For standards-based assessment, the goal is to be proficient according to the criteria of the standard (Reeves, 2002a; Reeves 2002b; Conley, 2005). Serafini (2000) contended that there are three paradigms for viewing assessment i.e. in terms of (a) measurement, (b) procedure and (c) an inquiry. In the measurement paradigm, knowledge is seen as existing separate from the learner. Here, the teacher distributes knowledge while students are the recipients of that knowledge. Here, students acquire information rather than constructing meaning and thus, students' acquisition of information is measured. In the assessment as procedure paradigm, teachers focus on the procedural aspects of collecting information about student learning. This predominantly involves qualitative procedures such as portfolio assessments rather than quantitative procedures. The paradigm of assessment as inquiry involves the epistemological perspective of constructing knowledge from one of acquiring knowledge. Likewise, the audience for assessment data shifts from external authorities to the student, teachers and parents. Here the focus of assessment is to discern and cultivate a deeper understanding of the learner, his/her context of learning and to ensure the usability of that understanding to the teacher and the learners (Serafini, 2000; Delandshere, 2002). The distinction between assessments of learning and assessments for learning can be articulated in a variety of ways. It is essential to maintain the record of assessments of learning and mastery of learning so as to ensure teacher effectiveness and accountability. This information about student competency and proficiency is then delivered to all the stakeholders including teachers, students, parents, administrators, policy makers and planners (Reeves, 2002a; Conley, 2005). Students make efforts to meet pre-determined standards and take the test and aim for higher scores and avoiding failure. Assessment for learning, on the other hand, does not serve to provide documentation to others outside the classroom, but rather to inform teachers, students and parents about how to support continued learning. Students is at the centre of assessment for learning. Here the primary end user of assessment information is the student.

Need and Rationale of the Study : A literature review in the field of educational evaluation reveals that numerous studies have been conducted on techniques and strategies of web-based assessment, formative evaluation, category of students taking a specific assessment and so on. A wide number of prior research are focused on school level research with very few studies on higher education in general and engineering education in particular. This justifies the need for conducting a study on assessment and analysis of question papers in engineering so as to analyse the predictive index, difficulty index and discrimination index with the goal of determining the quality of question papers and the assessment procedures in particular. Prior conceptual and theoretical literature has accentuated and recommended the adoption of Blooms' and Anderson's taxonomy, item analysis, reliability coefficients and validity index for tool construction in educational assessment. However, in an exceedingly large majority of higher education institutions (HEIs), these are very rarely used. It is therefore imperative that empirical evidence is sought to conduct item analysis of question papers used for assessment processes in HEIs so as to throw light on the quality of assessment processes in HEIs.

Statement of the Problem : The study seeks to analyse question papers of engineering stream so as to ascertain the item validity in terms of solvability and discrimination indices of items. This was done with a view to understand the quality of question papers and determine how good and worthy the assessment and subsequent student evaluation is.

OPERATIONAL DEFINITION OF THE TERMS

- 1. Assessment** : It refers to the wide range of methods and techniques that teachers use to quantitatively measure and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

2. **Item Analysis** : It refers to is a process which examines student responses to individual test items (questions) in order to assess the quality of those items and of the test as a whole with special reference to solvability index and discrimination index in the present study.
3. **Solvability Index** : This refers to the ratio of total number of students who have got the answer correct or near to correct to total number of students who have attempted that particular question multiplied by 100.
4. **Discrimination Index** : This index refers to the ability of an item/question to discriminate between a higher and a lower ability student.

Aim of the Study

The study was conducted with the following broad aim of evaluating the quality of selected engineering question papers in terms of item analysis.

Objectives of the Study

The study was conducted with the following specific objectives :

1. To compute solvability index of items in selected engineering question papers.
2. To compute discrimination index of items in selected engineering question papers.

METHODOLOGY OF THE STUDY

The study may be termed as descriptive action research since the study has focused its attention only on one university and the findings cannot be applied to other subjects, programmes or universities. Besides, the findings may be utilized for improving the examination system in the concerned university and programme. The study undertook item analysis of items of selected question papers of engineering stream for which solvability index and discrimination index were computed as follows:

Step 1 : Divide the entire list of students into two groups viz. High scorers and Low scorers.

High scorers are those students who have scored 60% or more. Low scorers are the students scoring less than or equal to 40 %.

Step 2 : For every question, its respective marks are divided as follows:

Total marks assigned to a question	Marks if the answer is correct or near to correct	Marks if the answer is in correct or near to in correct
6	4 or more	Less than 4
7	4 or more	Less than 4
8	5 or more	Less than 5

It means that out of 6 marks assigned to a question if a student has scored 4 or more marks then his answer is correct or near to correct.

Step 3 : After the above divisions of the entire list of students are made, the following indices were computed for each question.

(a) Solvability Index (S.I.) : It is number in the group answering a question right. This index will put light on how easy or difficult it was to solve that particular question for students. Its formula is as follows :

$$S.I. = \frac{\text{Total Number of Students who got the Answer Coreect}}{\text{Total Number of Students who Attempted that Particular Question}} \times 100$$

Rules for Inference: According to Patel (2011: 162)¹, there should be 30% items in a test with $S.I. \leq 25$, 50% items with $25 \leq S.I. \leq 75$ and 20% $S.I. \geq 75$ in an ideal test. Though he has recommended this criterion with reference to school children, it may be made applicable with a slight change for a professional programme like engineering as follows :

Table 1 : Criterion for deciding level of items in a test

No.	S.I Range	Decision
1	$S.I. \leq 25$	Difficult
2	$25 \leq S.I. \leq 75$	Moderately Difficult
3	$S.I. \geq 75$	Easy

(b) Discrimination Index (DI) : This index indicates the ability of a question to discriminate between a higher and a lower ability student. This index shows how well a question can discriminate between high and low scorers and their respective knowledge. Its formula is as follows :

$$D.I. = \frac{\text{Proportion of High Scorers who Got the Answer Correct}}{\text{Proportion of Low Scorers who Got the Answer Correct}}$$

Rules for inference:

1	$0.15 \leq D.I. \leq 0.25$	Revise the question
2	$D.I. \geq 0.25$	Accept the question
3	$D.I. \leq 0.15$	Discard the question

Sample : Its Nature and Size : The sample of the study includes the following courses offered in the Engineering stream and the students who appeared for these examinations from a private university situated in Western India as shown in table 2.

Table 2 : Sample size

No.	Name of the Course	Semester	No. of Students	Total Marks
1	Concrete Technology	III	355	140
2	Transportation Engineering	III	1211	140
3	Environmental Engineering	III	451	140
4	Engineering Geology	III	175	140
5	Mathematics III	III	775	140
6	Strength of Material	III	507	140
7	Geotechnical Engineering – I	IV	1656	140
8	Building Construction & Material	IV	1203	140
9	Structural Analysis I	IV	1619	140

Sampling Techniques : The study adopted a three-stage sampling technique. At the first stage, out of 8 semesters, two semesters, namely, Semesters III and IV were selected using simple random sampling technique (lottery method). At the second stage, it was decided to include 75% of the question papers in the sample. Thus, using simple random sampling technique (lottery method), 6 paper of Semester III and 3 papers of Semester IV were included in the study. At the third stage, all the students who appeared for the selected engineering papers/courses.

Scope and Delimitations of the Study : The present paper is aimed at investigating into the item analysis of tests and excludes studying relationships between psychological attributes and behaviour elicited by the test.

Results : Data analysis was done using Solvability Index (S.I.) and Discrimination Index (D.I.) for items included in the following courses. Table 3 shows the number and percentage of items with acceptable S.I., average S.I of items and the range of S.I as well as the number and percentage of items with acceptable D.I., average D.I. of items and the range of D.I.

Table 3 : Analysis of items with S.I. and D.I.

No.	Name of the Programme	No. of Items with Acceptable S.I.	% of Items with Acceptable S.I.	Mean S.I. of Items & Range	No. of Items with Acceptable D.I.	% of Items with Acceptable D.I.	Mean D.I. of Items & Range
1	Concrete Technology	0/22	0	1.33 [0- 4.51]	1/22	4.55	0.05 [0-0.99]
2	Transportation Engineering	3/21	14.29	10.49 [1.13-35.3]	9/21	42.86	0.27 [0.04-0.52]
3	Environmental Engineering	1/22	4.55	3.55 [0-27.94]	5/22	22.73	0.12 [0-0.92]
4	Engineering Geology	0/13	0	4.1 [0-18.6]	3/13	23.08	0.10 [0-0.65]
5	Mathematics - III	6/23	26.09	15.02 [0-39.15]	12/23	52.17	0.28 [0-0.75]
6	Strength of Material	3/15	20	9.29 [0-36.68]	9/15	60	0.39 [0-0.98]
7	Geotechnical Engineering - I	0/22	0	7.09 [0-23]	17/22	77.27	0.36 [0-0.72]
8	Building Construction & Material	2/21	9.52	10.63 [1.31-29.59]	11/21	52.38	0.25 [0.04-0.57]
9	Structural Analysis - I	3/11	27.27	19.45 [2.24-36.44]	5/11	45.45	0.24 [0-0.57]

Observations : Table 3 indicates that

(a) The mean S.I. of items for all the programmes does not exceed 19.45 which implies that the items are not solvable and are very difficult.

(b) The mean D.I. of items is < 0.25 (i) Concrete Technology, (ii) Environmental Engineering, (iii) Engineering Geology and (iv) Structural Analysis – I, i.e. not acceptable.

Table 4 shows the percentage of items with different solvability levels in each programme under study.

Table 4 : Percentage of items with different solvability levels in each programme

No.	Name of the Programme	Items with S.I. ≤ 0.25 (%)	Items with $0.25 \leq$ S.I. ≤ 0.75 (%)	Items with S.I. ≥ 0.75 (%)	χ^2	P	Interpretation
1	Concrete Technology	100	0	0	300	<.0001	Lack of ideal S.I. levels of items.
2	Transportation Engineering	80.95	19.05	0	169.37	<.0001	Lack of ideal S.I. levels of items.
3	Environmental Engineering	95.55	4.55	0	265.14	<.0001	Lack of ideal S.I. levels of items.
4	Engineering Geology	100	0	0	300	<.0001	Lack of ideal S.I. levels of items.
5	Mathematics - III	73.91	26.09	0	132.12	<.0001	Lack of ideal S.I. levels of items.
6	Strength of Material	80	20	0	164	<.0001	Lack of ideal S.I. levels of items.
7	Geotechnical Engineering – I	100	0	0	300	<.0001	Lack of ideal S.I. levels of items.
8	Building Construction & Material	90.48	9.52	0	229.28	<.0001	Lack of ideal S.I. levels of items.
9	Structural Analysis - I	72.73	27.27	0	126.46	<.0001	Lack of ideal S.I. levels of items.

Observations : Table 4 shows that none of the question papers include ideal proportion of items with desirable Solvability Indices. The items in the question papers across programmes are not solvable and very difficult. In further analysis, it was found that 15.88% of the items' Solvability Index was "0". 38.24% of the items' Discrimination Index was "0".

CONCLUSIONS

Following are the conclusions of the study

1. Items/questions in all the programmes are difficult and do not follow the criterion of ideal proportion of items/questions with easy, moderate and difficult items/questions.
2. A large number of items are difficult along with a few items with moderate difficulty level.
3. A large number of items/questions do not have adequate difficulty index i.e. such items/questions cannot adequately discriminate between high and low scorers.

DISCUSSION

The findings of the study are in contrast to Mitra et al's (2009)² study conducted on medical students in India as well as the one conducted by Taib & Yusoff (2014) on medical students in Malaysia which showed adequate to good difficulty index and discrimination index for items. This contradiction in findings may have arisen due to the difference in the nature of students since the present study includes engineering students. Low solvability index of items and inadequate discrimination index for a large number of items imply that the average performance of the students is poor (since items are not solvable/difficult). The reasons for such poor student performance could be multifold and imply that (a) Teachers do not have training in assessment of students, (b) Attendance of students in class is not adequate and hence the find questions difficult and/or (c) Teaching methods adopted by teachers are inappropriate for the students under study.

IMPLICATIONS OF THE STUDY

Universities and colleges need to provide training to engineering teachers in techniques and methods of setting question papers. Universities can establish Examination Reforms Unit for training teachers as well as for developing question banks for different programmes and courses in engineering. A survey of student attendance could be conducted and remedial measures could be undertaken to enhance student attendance if necessary. Training could be provided to teachers to adopt appropriate teaching methods to suit students' needs, age and the type of education. These steps are expected not only to improve the quality of examinations and question papers but also enhance and facilitate student performance thereby the quality of the higher education institution and its image.

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Impact of ICT on Education: Challenges and Perspectives

Dileep Kumar Verma*

ABSTRACT

This paper sets out the main challenges and provides an overview of the future of ICTs and their connection with education. It begins with a description of the so-called knowledge-based society and how its evolution, an offspring of technology, has encompassed different areas, paving the way for innovation in education and prompting generation of new knowledge. It also outlines the importance of each educational agent (teacher-student) and their role in transforming the teaching-learning process.

Keywords: ICT, education, challenges, perspectives.

INTRODUCTION

The Knowledge-Based Society and Technologies

Man's need to explain and understand his universe has given rise to the pursuit of knowledge in society, a necessary component to help him understand his individual and social reality. Passi, B.K. (2001) argues that man's position in society is emerging as one where the individual will have the ability to develop and generate knowledge allowing him to adapt to a dynamic and ever-changing reality.

Now a days "information" available can be cataloged and accessed on an unlimited and immediate basis, and transmission thereof occurs across all areas of an individual's life, including politics, economy, education, and leisure.

The vast amount of information being now generated in our society has prompted its designation as the knowledge-based society. Some scholars go further and call it the digital society or the information society in their attempt to connect it with technology; however, both concepts carry the idea of living in an age where accumulation of information provides a boost for social interactions and dynamics. Shrivastav (2012). Khünger (2006) defines the knowledge-based society as the social transformation occurring in modern society and provides a view of the future of the different sciences. Dr. Anup Sinha states that a difference exists between what is known as the knowledge-based society and the information society. He views the latter as a media-based digital revolution being disseminated through Information and Communication Technologies (ICT), whilst knowledge-based society bases its conception on conveying and stimulating its resources through the use of technological tools, generating faster and more effective products.

These concepts show that origins and development thereof stem from technological innovation and advances that are closely tied to ICT in the fields of educational planning and training as well as in terms of organization (knowledge management) and work (knowledge work).

But how do we come to these conceptions, differences and similarities? Dr Deeba Faraha and Parmanand (2009) argue that convergence has occurred across the various technological areas, where computing, coupled with electronics and telecommunications, have seen their mutual relationship and support grow, with development between both being fostered.

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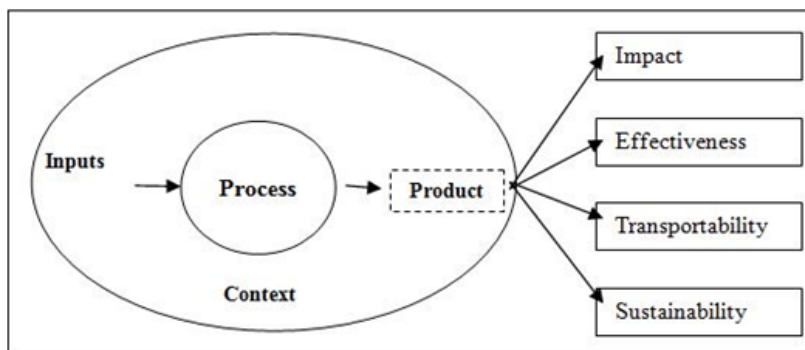
The factors deemed inherent in this transition between knowledge and society is technology; such progress is evident in the different sciences, creating opportunities for change and adaptation, but posing challenges too. Er. Chappar (2001) identifies the convergence of three technological areas that have led to the transformation of contemporary societies: (1) Computer Science; (2) Telecommunication and (3) Data Processing. Applications thereof in the different sciences have generated changes in contemporary society.

This relationship may be first understood a social development. In this sense, the foundation of technology and knowledge has been laid in such fashion that the connection of both play an essential role in societal development and transformation, which is due to the rapid progress and opportunities in practice, and its impact on the lives of human beings is a fact

According to Rodríguez (2003), the era of progress where a society furthers its progress through capital and labor has come to an end. A competitive society has emerged that relies on the acquisition, transmission and application of knowledge. It is from these conceptions that, together with the technological edge, school educational processes emerge.

It is here that education has been influenced by technology, which has directly changed the way of interacting, communicating, studying and investigating. Thus, technology has become an engine for opportunities, allowing the potential to innovate in education, where the results generated by this scientific development should seek to address such social-educational issues as are useful for development.

Impact of ICT on Education we can see as-



INTEGRATION OF ICT AND EDUCATION

The impact of ICT on the knowledge-based society has brought about major changes. In terms of form and content, it has had a massive and multiplying effect, to such an extent that the purpose of knowledge has come to permeate the wider society, with education being among the broadest implications and developments brought thereby. Parra (2012) claims that school is one of the venues where technology has had the greatest impact, which in turn has had an effect on the role of the teacher and become a part of the school everyday life.

The integration of ICT into education has become a process whose implications go far beyond the technological tools nurturing the educational environment. The ideas of teaching construction and the way one can build and consolidate meaningful learning based on technology are now being discussed, or the technological use of education, in strictly pedagogical terms.

The transformation of ICT has allowed these to become educational tools that could further improve the educational quality of the student and revolutionize the way information is obtained, managed and interpreted.

As part of the roles played by each educational agent, students currently use technological tools to facilitate learning. This development began early on with the emergence of calculators, TV sets, voice recorders, among other. However, such has been the progress that technological resources have become educational resources, where efforts to improve learning entail the task of involving technology with education. And it is with teaching that the teaching-learning process is being completed. According to Granados (2015), the use of ICT means breaking with traditional media, boards, pens, etc., and it has given way to a teaching role based on the need for training in and updating one's knowledge of teaching methods based on current requirements.

Parvathi V.S. (2005) states that the emerging technologies were created outside an educational context and were later integrated into it. Samson George and Custodio (2014) state that education, as a relevant aspect in human life, has combined with ICT to create a new learning environment where students take responsibility for their own learning, where time and flexibility play a major role, as education becomes increasingly digital, as digitalization has become a revolution, and as new technologies converge into emerging educational and pedagogical paradigms. (Suárez & Custodio, 2014)

EDUCATIONAL CHALLENGES FACING ICT

The far-reaching changes brought to education by technology were discussed above. Hence one should bear in mind that the main challenge now is how to address this technological approach to the teaching and learning process.

Herrera (2015) states that technology and its contributions are evolving and changing the fields of knowledge very quickly. It is here that it can be appreciated that education, as a discipline, is taking on new challenges that deserve a more detailed study.

Teachers, faced with the transformative vision of a society that needs to integrate ICT into the classroom, have seen their role change into that of agents with the ability to generate the necessary skills for a society 'yearning' for technological knowledge and the frequent use thereof in various educational matters.

Successfully integrating ICT into education depends to a large extent on the teacher's ability to structure the learning environment (Unesco, 2008). There is much talk about giving the "leap" forward and "breaking up" traditional formulas with cooperation and teamwork-based learning. However, the use and involvement of ICTs in education has not yet been understood as a tool through which meaningful learning can be generated. Frequent mistakes at school minimize ICT as a tool allowing access to, and transmission of, information, a misconception that continues to plague traditional education.

Teachers must structure their role by organizing the way students acquire cognitive competences and manage to apply them in different situations (Unesco, 2008). Classroom teaching will require new spaces so as to add to current knowledge through the use of technological media by both students and teachers. The emergence of ICTs easily fits into this process.

Students participate as new educational agents, who have become a major element for communication and social interaction as a result of being born in a high-tech society.

The diversity of scenarios, contexts and trends in education currently impose new roles on the training process, which brings challenges for future professionals and the institutions and agents responsible for their education..

A LOOK AT THE FUTURE OF ICT IN EDUCATION

The use of ICT in education has increasingly become an essential element of the educational environment. Accompanied by technological tools, use of ICT in education is to become an increasingly ever-present reality in society, hence expansion to embrace students, teachers and educational institutions will result in optimization of the teaching-learning process.

Undoubtedly, an analysis of different views in the education sector shows the importance and growing perspective of technology, which would advance social and collaborative learning, with a dimension capable of fostering the liaison between current societies and an education that is both transformative and adaptable.

Dr. G. K. Sharma states that at present education may not be conceived of separately from ICT or deny the support lent by ICT to education. From this perspective it is hard to evoke any educational innovation that is not tied to technological developments.

The 2002 publication *2020 Visions, Transforming Education and Training Through Advanced Technologies* shows the different contexts in which educational institutions will forge the use of ICT in education. A collection of articles, the volume explores the feasibility of this technology, where assessment of aspects such as physical space, materials, teaching models, monitoring, evaluation and teacher training are some of the issues to be addressed by education if the latter is to adopt a more objective approach towards the importance of ICT in education.

According to Tapariya, integration of ICT in education must be accompanied by a series of guidelines defining a framework for decision-making regarding the actions to be taken during the process. It identifies three dimensions: (1) Information related to access to, shaping and transformation of new knowledge and digital environment information; (2) Communication, connected with collaboration, teamwork and technological adaptability; (3) Ethics and Social Impact, linked to the competencies needed to face the ethical challenges of globalization and the rise of ICTs.

Col. Rakesh Sharma (2004) mentions that based on the different material and personal resources available to educational institutions,

It is not in ICT, but in such activities as carried out by teachers and students thanks to the possibilities of communication and information exchange, access and processing as those offered by ICTs, that we are to find the key to understanding and valuing the scope of their impact on school education, including their potential impact on improved learning outcomes.

CONCLUSIONS

Current situation shows us that access to ICT is a major requirement for participation in a technological society. Adoption of ICTs as a means to provide access and continuity must begin by breaking up the digital divides of a society that has not internalized adaptation dynamics yet.

There is talk of integrating ICT in education once the educational system is in a position to design meaningful learning generated through experiences and a reflective content, capable of having both students and teachers generate knowledge. The above is focused not only on the classroom. Every space and moment where learning occurs must conceive of the idea of becoming this signal achievement.

ICTs, as technological tools, have increased the degree of significance and educational conception, establishing new models of communication, besides generating spaces for training, information, debate, reflection, among others, as well as breaking up the barriers of traditionalism in the classroom.

The teaching-learning process in the classroom, using ICT, requires a set of skills to be developed by the teacher with a view to internalizing a methodology to make the most of technological tools, in which teacher training shall be deemed among the first options prior to facing new educational challenges.

In the context of ideas above, the transition from traditional education to a knowledge acquisition-based society has been no easy task. The functional role of teachers within this approach not only requires a change in their methodological practices, but a change of mind involving their beliefs in the different environments where learning can be achieved.

The contribution of ICTs to education and society as such is undoubtedly flexibility and adaptability to an increasingly changing environment. While at the outset labor was mainly affected by this process, however, the passage of time has shown that society depends on a technological approach to help it build and acquire knowledge.

ICTs, in their role as tools added to pedagogical models, can become valuable resources for learning and for equipping students with appropriate personal and professional skills for a country's development.

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Tourism Trends in Gwalior Region

Dr. Saurabh Dixit* and Shobhana Mukhraiya**

ABSTRACT

More and more Tourists travel for leisure, pleasure and getting Knowledge about their history. The attraction accessibility and amenities play a major role to attract no. of tourists every year. The aim of this paper is find out trend of domestic and International tourist.

Majority of tourists visiting Gwalior, want to see rich heritage of Gwalior. This paper is based on time series analysis.

Result may help stakeholder(s) and Government in planning and policy framework exercise.

Keywords

- Tourism domestic tourists
- International tourists
- Line of best fit
- Multiplier effect
- Rush & crush
- Sustainability
- Multiplier effect
- Tourism multiplicity
- Tourism Plant Facilities (TPF)
- Rush and crush

INTRODUCTION

Tourism has been source of inspiration and economic benefit for many people/ countries in the world. Tourism is evolved as a tool for economic prosperity in the world. Tourism changed way of life in many country (as it is the main economic and social activity). Tourism is perceived as a medium to bring prosperity and developmental changes in many areas.

There is concept of travel in India since ancient time. It was demarcated as *pariyatan, deshatan and teerthatan*.

Tourism got converted from unstructured to mass activity in the mid 20th century (Thomas Cook). Then, commercial establishments started analysing tourism as a business.

Tourism is considered as tourism a business activity. Tourism is one of the world's fastest growing industries as income is generated by the spending of goods and services required by tourists. Tourism Industry is the most vibrant activity and a multi-billion industry in India. (Dixit,2013) The tourism industry is very important to the economic well being of many countries. It also examines the impact of India's economic growth on tourism, important contributor to economic growth and India's GDP. There are many reasons for fall in tourism activities, like weather condition, pandemic, recession etc. Tourism statistics is very important for planning and development of tourist's destination. It

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helps to work on tourism planning and management. That is why tourism or tourist's trends is very important aspect of tourism studies.

RESEARCH METHODOLOGY

Present paper is based on published data collected from reliable sources. Time series analysis is used to find out trend. Time series analysis is based on regular interval based data converted into a linear line i.e. line of best fit. This line helps to speculate future course of action. This pattern given theoretical base for planning.

Pattern may not be correct in case of sudden changes in logical factors i.e. political, economical, social, socio-cultural, cultural or any other crisis situation.

Proportionate calculation of theoretical outcome with logical factors may help to arrive at 'near to right situation'.

Limitations

This paper is based on theoretical data only. It does not include logical factors like: epidemic/ pandemic, socio-economic factors, cultural issues, safety and security related problems etc.

OBJECTIVE OF THE STUDY

Present study has following objectives:-

1. Tourist trend of domestic tourism
2. Tourist trend of international tourism

Trend

Trend is **pattern of change** in the value of any variable. Trend implicates periodic change in the value. So, it is useful for strategists, planners, business managers and policy makers. Trend signifies nature of change also. If there is sudden change in the value in arbitrary pattern, it means further study is required. Trend opens way to find out 'mega trends'.

Tourism trends

As, tourism is a part of service industry, knowledge of trend helps to see futuristic variation expected in the value.

Trend is a tool to find out changes and type of changes in the variables. It gives idea about futuristic probabilities in the variables. Number of tourists are fluctuate due to many reasons like: political changes, epidemic or pandemic, climatic changes, recession etc.

The aim of this paper to study changes in tourism in Gwalior last fifteen years.

INTERNATIONAL TOURISM

International tourism means visit of tourist from other countries. International tourism is a major source of foreign exchange earning. It creates many world class facilities at tourism destination. Destinations gets good tourist transport, accommodations, public facilities and amenities, which is also shared by host population. Tourism Plant facilities are important contributor in destinations' development.

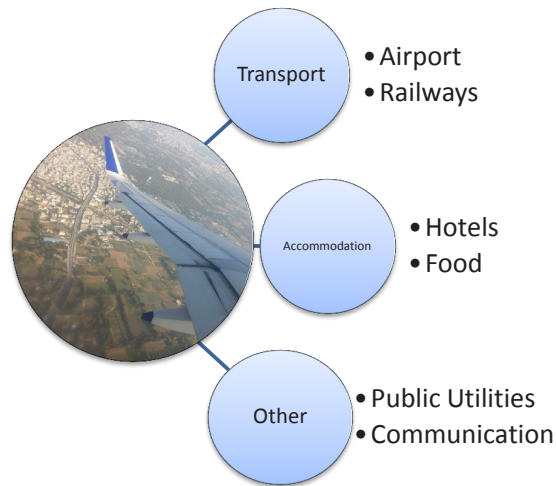


Diagram 1.0: Developmental outcomes of tourism

From the following table it is clear that international tourist arrival changes every year. This change is positive most of the times except few cases.

Table: Tourist’s trends of last fifteen years

Year	FTAs in India(in millions)	Percentage(%) change over Previous year
2003	2.73	14.3
2004	3.46	26.8
2005	3.92	13.3
2006	4.45	13.5
2007	5.08	14.3
2008	5.28	4
2009	5.17	-2.2
2010	5.78	11.8
2011	6.31	9.2
2012	6.58	4.3
2013	6.97	5.9
2014	7.68	10.2
2015	8.03	4.5
2016	8.80	9.7
2017	4.89	17.2@

Source: Data published by Ministry of Tourism, Govt. of India

International tourist’s arrival

International tourism is the major source of revenue for any country. It helps to maintain foreign reserve in any country. A good reserve helps to ensure imports of valuable resources for the development of India. In this table we are showing international tourist arrival in India. In the below table showing figures of foreign tourists who visiting Gwalior last fifteen days.

Table 3.0: International tourist’s arrival

Foreign Tourists	Trends of Foreign Tourist
5,872	12318.24
9,814	12227.71
12,264	12137.18
11,954	12046.65
16,181	11956.12
16,752	11865.59
12,513	11775.06
14,363	11684.53
14,766	11594.00
12,965	11503.47
11,054	11412.94
8,855	11322.41
8,753	11231.88
8,842	11141.35
10,320	11050.82

Source: Ministry of Tourism, Dainik Bhaskar

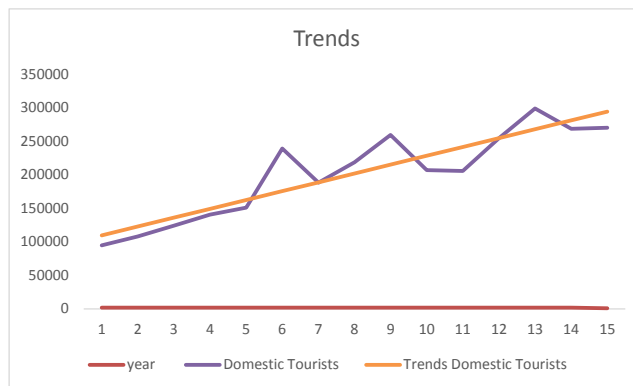


Chart 3.0 Foreign Tourist Arrival

Domestic tourism

Domestic tourism helps to sustain in the long term. Domestic tourism is regular and ensures tourists traffic even during problems in global arena. Many times, there were fluctuations due to problems like: recession, SARS, terrorist attack etc. Following table data displays data of domestic tourists.

Table 2.0: Domestic tourism in India

Year	Domestic Tourists	Trends of Domestic Tourist
2003	95,021	1,09,742.92
2004	1,08,146	1,22,938.57
2005	1,24,399	1,36,134.22
2006	1,40,666	1,49,329.87
2007	1,51,183	1,62,525.52
2008	2,39,358	1,75,721.17
2009	1,88,571	1,88,916.82
2010	2,18,848	2,02,112.47
2011	2,59,704	2,15,308.12
2012	2,07,045	2,28,503.77
2013	2,05,703	2,41,699.42
2014	2,54,938	2,54,895.07
2015	2,99,216	2,68,090.72
2016	2,68,683	2,81,286.37
2017	2,70,206	2,94,482.02

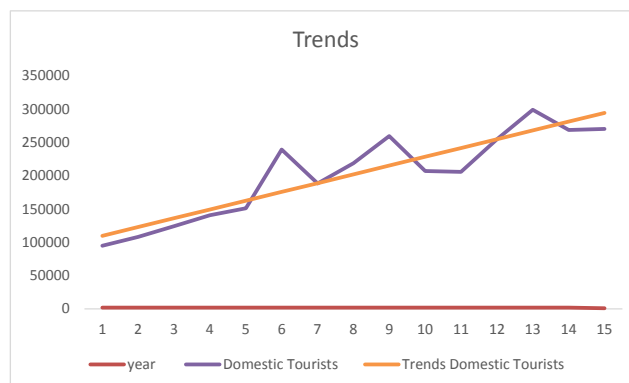


Chart 1.0 Domestic tourism

Total tourists trend

Tourists trends through time series.

Total Tourists	Trends of Total Tourist
1,00,893	1,22,161.82
1,17,960	1,35,252.56
1,36,663	1,48,343.30
1,52,620	1,61,434.04
1,67,364	1,74,524.78
2,56,110	1,87,615.52
2,01,084	2,00,706.26
233,211	2,13,797.00
2,74,470	2,26,887.74
2,20,010	2,39,978.48
2,16,757	2,53,069.22
2,63,793	2,66,159.96
3,07,969	2,79,250.70
2,77,525	2,92,341.44
2,80,526	3,05,432.18

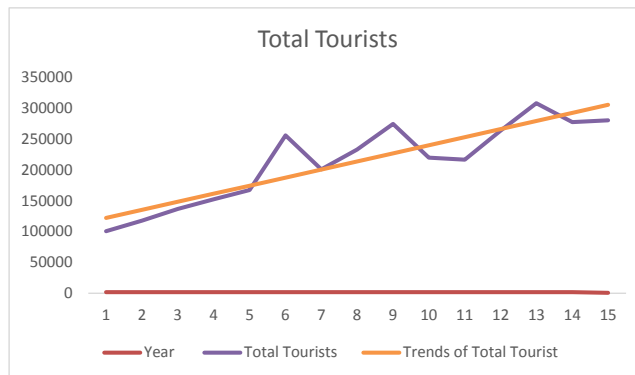


Chart 3.0: Overall changes

Result & suggestions

We observe through above table number of tourist who visited Gwalior is changed every year. Sometime, it was high weather sometime; it was low, but in 2008 no. of tourists is decrease because of recession of world.

CONCLUSION

Tourist's trend is not stable. It keeps changing year by year. There are a number of reasons behind this. Industry stakeholder may interpret and act accordingly.

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Migration and Economic Influence: Child Migrant in India

N. R. Prabhakara*

ABSTRACT

This paper examines the rural-urban migration patterns of children who move to urban areas of India, either on their own or with their parents. It explores the consequences that the migration process driven by economic and social reasons has on children's education. This paper is based on a critical review of the available literature on child labor in India and of academic studies on child migration. The findings of this work show that the inter-links between migration and education are more complex than the simple assumption that children's migration underestimates their education and the literature suggests an ambivalent picture. However, poverty as well as the poor standards of education in the country, are strong arguments in explaining these linkages.

INTRODUCTION

This work seeks to describe and discuss the internal migration patterns of children in India who migrate from rural areas to urban areas to explore the consequences that this mobility has on education. It does not deal with migration for education, but it rather tries to explain the effects and consequences that the migration process driven by economic and social reasons has on children's education. On the eve of World Day Against Child Labor on 12th June 2015 ILO declared no to Child Labor and yes to quality education. The Child Labor activists opposed the recent amendments which will allow children below the age of 14 in family enterprises. In the year 2000, the International Labor Organization (ILO) estimated that there were over 200 million Child Laborers worldwide. Of these 200 million, 180 million are suspected to be engaged in the worst forms of child labor. Approximately 90 per cent of working children are engaged in labor that is, by nature, detrimental to their psychological and physical well-being. These include,

1. labor that is performed by a child who is under the specified minimum age for that type of work,
2. Hazardous work and,
3. Children engaged in types of child labor to be abolished¹

Child labor as understood by international conventions and national legislation is a violation of human rights so fundamental that it must be outlawed without compromise. The elimination of the worst forms of Child Labor has come to be recognized as crucial for sustainable social and economic development. Children remain economically active in virtually all economic sectors: in industry, agriculture, the informal sector and in the household. The term 'economic activity' refers to the broad nature of children's work. It includes all productive activities, household or market-oriented, undertaken by a child in a paid or unpaid capacity.

*

Working children occupy a relatively weak and easily exploitable position in work relations and in the labor market. They share this problem with other structurally disadvantaged group in society (for example women, ethnic-minorities, or migrants, the disabled). However, they are the only among such groups whose exploitation is generally addressed by attempts to 'remove' them completely from the labor market, rather than by supporting efforts to improve the terms and conditions under which they work. Globalization and the collateral indebtedness and the widening income gap between rich countries and the countries in Third World may have increased the problem, despite all good intentions.

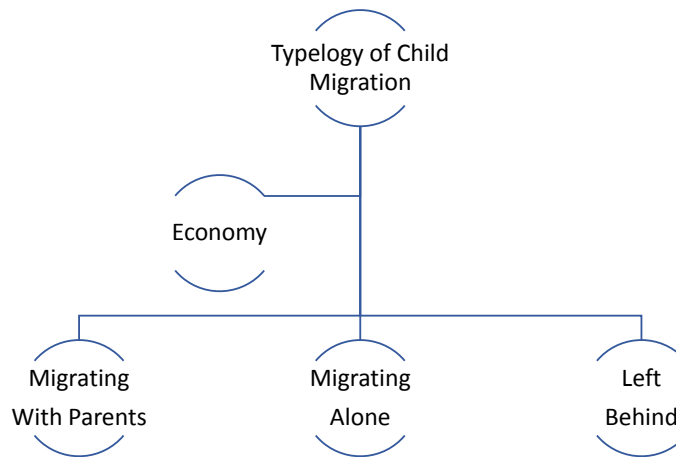
In India, with the world's largest child population of over 440 million, the migration of children within States and across State boundaries is increasingly prevalent. In all metro cities, Child Laborers are more than ever visible. They are engaged in a large variety of jobs involving varied amounts of risk. They often carry with them elements of exploitation and forced labor. It is becoming evident that certain regions are emerging as sending areas for migrant and trafficked Child Labor while other areas are becoming receiving areas of Child Labor. While, as stated earlier, this may change over time owing to a number of factors certain factors promote the occurrence of child migration and child labor. These include chronic poverty and underdevelopment, deep inequality, social discrimination, areas facing repeated natural calamities that have a deadly impact on the poor. Such regions are the source areas for child migrants, who may move with adult family members or with other adults. Distress seasonal migration, wherein poor rural households are forced to migrate in search of livelihoods to urban areas and other centers, is common. Children accompany their families during such movements and spend their time at work sites where they are at best neglected, and at worst out of work, and often subjected to exploitation. In all such situations, children are deprived of their basic human rights to education, safety, protection, and care. Work with migrants or trafficked children and children migrating with or without their families, reveals the need to better understand their situation in order to develop particular strategies to combat child trafficking and migrant child labor.

Here we look at three categories of children:

- (a) unaccompanied child migrants who are the most vulnerable to abuse and trafficking.
- (b) children accompanied by poor working parents, who may also become involved in child labor, or even in trafficking; and
- (c) trafficked children.

It covers all type of migration by children temporary or permanent forced or voluntary, with or without parents. The study aims to identify the supply and demand factors that influence the migration of children, supply factors being situated either within the family or externally, for instance, in an institution. Further, it seeks to analyze the offshoots or consequences of migration of children including child labor, trafficking, and other miscellaneous consequences. The process of child migration, its purpose, as well as the impacts of migration on children are explored

There are three ways to account for impact as far as children and migration is concerned-migrating with parents, migration alone, or staying behind. In each case, the child is as the center of a complex web of dynamics between state, individual, and household, and is usually left extremely vulnerable. In India, Child Labor, migration is economically driven and socially widely accepted. As a result, research is essential, in order to keep abreast of the emerging areas and sectors that contribute to child labor, often in its most hazardous forms, in order to find solutions. Factors that promote child labor include poverty and illiteracy, adult unemployment and underemployment, deep set economic inequalities, social exclusion, early marriage, gender discrimination, lack of access to quality education. The sector in which Child Labor is found in India include domestic employment, hotels, and restaurants, export-oriented industries, brick kilns, mining and quarrying, agriculture and cattle rearing, manufacture of matches, bangles, glass works, fireworks, footwear, bedies, silk, among others. Many of these hazardous.



Education and Child Labor are inversely related. Laura Giani (2006) finds that the inter links between migration and education are more complex than the simple assumption that child migration undermines their education and the literature suggests an ambivalent picture. However, poverty as well as the poor standard of education are strong arguments in explaining these linkages. There is a co-relation between education and child labor. Countries having low literacy and school attendance rate generally have acute Child Labor problem. It can be stated that education can bring the drastic exploitation of Child Labor to an end. Education of a person will determine his aspiration and future. There is enough evidence both from empirical and secondary sources, to establish that eradication of Child Labor and universalize of primary education are interlinked. Child workers mostly come from the socially disadvantaged and under privileged sections whose opportunity cost of schooling is quite high and perhaps for the same reason, they show least inclination for education.

Many economists have tried to ascertain the prime cause of Child Labor, which have been poverty, poor education facilities, availability of, cheap labor. It has been estimated that overall working children between 5-15 years of age are close to 250 million throughout the world. Most of the child workers are illiterate or just literate. It has been established that due to poverty and compulsion of parents that they are forced to leave school and enter the labor market. The large size of family with comparatively less income can push families to abject poverty. As a result, they cannot provide education for their children. Therefore, size of the family also influences the socio-economic condition of the Child Labor.

In India internal migration from rural to urban areas has become a livelihood strategy adopted by an increasing number of families who migrate to the metropolitan cities in search of better employment opportunities. They move on their own, in groups or with siblings in search of job opportunities available in the city or to escape from abusive and oppressive situations at home. Children who migrate without their parents are an extremely vulnerable population. Some migrate for schooling, other for work. Retrospective accounts from child migrants concerning why they migrated are largely uninformative. The financial motives model is based on the hypothesis, that child migration will decline with family incomes. In India internal migration from rural to urban areas has become a lively hood strategy adopted by an increasing number of families who migrate to the city in search of better employment opportunities.

Internal migration is now recognized as an important factor in influencing social and economic development, especially in developing countries. According to Census 2011, the total population of

India is 1210 million consisting of 623 million males and 4 million females. India is geographically divided into 28 states and 7 Union Territories. There is a tremendous variation in the aggregate population size across the state. It varies from 0.54 million in Sikkim to 166.2 million in Uttar Pradesh. In 2001, 309 million persons were migrants based on place of last residence, which constitute about 30% of the total population of the country. This figure indicates an increase of around 37 percent from Census 1991 which recorded 226 million migrants.

LITERATURE REVIEW

Studies on child labor covers reports of various types prepared by various governmental, semi-governmental or voluntary agencies of national and international level. These reports are based on primary or secondary data and are about urban or rural, industrial or agricultural areas. There are few nation-wide studies on child labor, the earliest study being the one conducted by Labor Bureau, Ministry of Labor (1954). The study was based on secondary information and a few on the spot investigation in industries, e, g, mains, plantations, cottage industry like handloom, weaving, leather making, carpet making, tailoring, potteries etc,

In 1979, being the International year of child, the Central Government sponsored some studies on Child Labor and also, undertook nation-wide rapid survey on Child Labor. The study investigated the dimensions of the Child Labor and the occupation in which children were employed. And the existing labor laws, their adequacy and implementation of various pieces of labor legislation. Many disturbing factors like long hours of work and low wages were also brought out. The study recommended a model legislation on Child Labor and also suggested the need to involve social workers, voluntary organizations.

The earliest micro study in this area is reported as early as 1975, These studies cover most of the largest towns of India like Madras (1975), Mumbai (1980), Delhi (1977), Calcutta (1984, 1991), Varanasi(1985), Cuttack (1992), Ahmedabad (1994), Kancheepuram (1996), Shivakashi (1994), Jammu Kashmir (1987, 1992), Bangalore (1988) etc. Child Labor studies conducted in big metropolitan cities e.g., Mumbai (Musafir Shah et. al., 1977), Bangalore (Patil 1988), Delhi (Barooah et. al., 1977), Varanasi (Jayul et.al., 1985), Calcutta (Ghosh, 1985), Cuttack (Mishra, 1977), Madras (Sheriff, 1992), Calicut (Immanuel, 1998), Kochi (Patrick, 1999) show the predominance of male children. Their percentage vary from 65 to 100 per cent in these studies. But in Shivakashi (Menon, 1987; Krishna, 1996) and Kancheepuram (Usha,1996) found 67 to 72 per cent of working children were female. These studies also indicates that more than 60 per cent of children are above 10 years of age at the time of entry in the labor market in almost all studies, larger percentage of working children belongs to Hindu religion, but the percentage of scheduled caste and other backward class children among them is significant.

A review of their educational status reveals that more than two third of the working children as found in the studies of Varanasi (Juyal et. al., 1985), Calcutta (Ghosh, 1989, Sinha 1991) did not have any schooling while more than one third of the child workers in Mumbai (Muzafir Singh et. al., 1980) and 45 percent in Delhi (Barooah et. al., 1977) were illiterate.

India is urbanizing at a slower rate than is predicted by its income and current level of urbanization (Deshingkar and Anderson, 2004). Relative to the size of the population, there is comparatively little permanent migration out of rural areas and into cities. However, large flows of internal migrants have been documented in India. Indeed, the importance of short-term, circular labor migration from Indian villages has been studied in many parts of the country (Haberfeld et. al., 1999, Mose et. al., 2002, Rogaly, 1998, Banerjee and Duflo, 2007, Badiani and Safir, 2009, Keshri and Bhagat, 2012, 2013, Deshingkar and Farrington, 2009, Breman, 1996). An estimated 80 percent of migrants in India who leave rural areas for work each year spend less than six months away from the village.

As Foster and Rosenzweig (2008) explain, research on short-term migration, sometimes called seasonal or circular migration, and the shift from agricultural to non-agricultural work, is limited by the nature of existing data sets. Data collection is hindered by the practical difficulty of finding migrants, by the complications migration poses to defining sampling farms and households, by survey respondents forgetting or overlooking short trips, and by questionnaires that simply do not ask about short trip.

The theoretical predictions have been tested by the empirical literature studying the impact of *immigration* on the wage structure, using various identification strategies. One major strand of the literature identifies the direct effect on wages of native workers experiencing immigration-induced increases in labor supply, by using variation in the immigrant share across labor market units. The definition of the latter units is mostly based on geography and skill, where the latter is measured by the level of education.

The study by Burra (2005) has tried to define the concept of child 'work' and 'labor' and has also tried to differentiate between the two. According to her, any activity which disrupts the growth of children is harmful and should be banned, irrespective of whether it is child work or labor. The researcher has tried to unearth myth that girls are more exploited as compared to boys. She points out the drawback of data collection procedures the study points out that most of data relate to school going children, whereas in reality most children are out of schooling system.

Many economists have tried to ascertain the prime cause of child labor, which have been poverty, poor education facilities, availability of cheap labor. It has been estimated that overall working children between 5-15 years of age are close to 250 million throughout the world. The major industries employing child labor are glass industry, carpet weaving industry, other industrial units etc. These figures are incorrect because maximum working children are present in agriculture and household sector which are difficult to estimate. The children working in the household sector which are difficult to estimate. The children working in the household sector contribute to the overall income of the particular household as it gives the liberty for other family members to work in the meanwhile. The other indicator of child labor is poverty. Countries which have a GDP percapita income of above \$4000, their incidence of child labor is less than 5%, whereas the countries having the percapita GDP of less than \$1000 face 30-60% of child labor, thus poverty and child labor are directly correlated. But this is also not true as many children are supporting their parents in their work and exact estimates are not known.

Education and child labor are inversely related. All the developed countries made primary education compulsory up to the age of the 15 and hence they have low incidence of child labor. But on the other hand, the developing and underdeveloped nation do not have such stringent policies regarding primary education, therefore they suffer a high incidence of child labor. The perception of various uneducated people is that investing money in education incurs high expenditure and yields low returns, but the empirical evidence suggests that making primary education compulsory is helpful in removing child labor. The aim of United Nations is to achieve millennium development goals by 2015 and that can be achieved only if the problem of child labor is tackled by all member states and other agencies.

The study by Edmonds, (2002) focuses on the effect of globalization on child labor. It has taken the Vietnam's case study, where the Child Labor was primarily employed on rice farms. As the Vietnam's economy opened up and the exports of rice increased. It had a corresponding effect on the increase in the prices of rice which eventually resulted in the increase of all labor wages, both adult and child labor. This increase had an inverse effect on Child Labor. As compared to 1990's it had 45% sharp decline. Interestingly what came out was that the parents wanted their children to attend school rather than work, therefore increase in adult labor substituted the Child Labor. Although

such claims are not true for all economies. It is only possible, where the factors of production are equally distributed, which is a rare phenomenon in the modern world.

Buch (2005) presents the findings of a field study across five states (Andhra Pradesh, Madhya Pradesh, Haryana, Orissa, Rajasthan) where the two-child norm had been implemented in the local bodies. In two child norms, a person who is having more than two children after a specified data is not eligible for entering the Panchayats. This policy has been an inspiration from China's 'one child policy' and it has achieved remarkable success in reducing its population growth rate. But even in India (Keral and Tamil Nadu) a faster decline than China has been observed. The success of using such a norm in Panchayats through a law assumes that the law can make people decide to have small families. The analysis of this study is that the two-child norm has serious impact on the status of women. Decision making in reproduction has not been in woman's hands and yet they suffer consequences of implementation of the norm directly or indirectly.

Raj and Chauhan (2001) opined that the phenomenon of child labor is multidimensional. Child Labor harms not only the present generation but also the future generations. If one conceives the idea of child labor, it brings before the eyes the picture of little and tender children being exploited. In this study the authors have mentioned the reasons why child labor is supplied and demanded in the labor market. From the supply side, they specifically focused on poverty and caste factors. Parent's views that more children's mean more earnings, which induces child labor. Thus, poverty propels the parents to send their children to work, so as to get more income and to meet the basic needs of the family. Another reason for supply of child labor is the caste factor. Social, cultural, traditional factors are responsible for the plight of children in India. Traditionally, children of upper caste families begin their lives in school, according to their culture, whereas children of lower caste start their lives in work accordingly to their family culture. On the demand side, determinants of child labor are source of cheap labor, children have less developed egos and there are no labor unions for them. It is concluded that various circumstances like poverty, low family income, illiteracy, caste, and tradition, lack of interest in studies or loss of parents lead to work in early stage.

The study by Devi and Roy (2008) study is based on the working school children in Pondicherry. It is estimated that 15% of the total children are engaged in the child labor. The study was conducted in Jawahar Institute rural health center and J.I.U.H.C where the sample size was 35% equaling 750 children. The focus was on school children from class 6th to 10th, where 414 urban and 306 rural workers were contacted. The study revealed 32.5% of these children went to work, where 78.6% visited a health facility in the past one year, 80.8% in urban area attributed to low income, 87.2% were scolded by their employer for working slowly and 62.8% were beaten due to the same reason. The analysis of data showed the main reason for high child labor, where family is in debt, presence of a handicapped member or an alcoholic, overcrowded families and uneducated mother.

Standard theory on factors' mobility suggests that globalization and economic integration across national borders may have an impact on child labor mainly through changes in the competitive labor market that lead to both substitution and income effects. Indeed, global market integration may increase labor demand of both adults and children. Yet, the greater demand for adult labor can rise family income in a way that tends to reduce child labor (Manacorda and Rosati, 2010; Edmonds and Pavonick, 2005). The study reveals that both push as well as pull factors, are responsible for migration of children. Attraction of the city life and comparatively higher income opportunities are among the pull factors responsible for migration. The push factor is the economic compulsion of parents. Thus, financial factors, in addition to large family size with low family income, seem to be responsible for child migration. Lack of interest of studies, non-availability of work in village and liabilities are other factors responsible for child migration.

There has been very little research on independent child migrants in India, although studies on child labor are usually studies of work situation. Children, by virtue of their culturally and economically defined role, can be relied upon to smooth the consumption of their parents when property rights are insecure. Although as a substitute for children, land may not be a perfect security asset. First, there are some things children can provide that land cannot, health care, physical and emotional assistance, as well as psychic benefits. In the context of insecure property rights, parental dependence on children may be as significant as would be the case for landless parents. Nugent and Gillaspay (1983), and DeVany and Sanchez (1978) find that in the ejidal system of farming, whereby farmers are granted usufruct rights over the land as opposed to ownership, increasing ejidal share tends to raise fertility. Uncertainty over future land use results in high fertility as a means of retaining control over the land. Children serve as a source of wage labor, in addition, children contribute their time to household production and maintenance. The potential importance of children's labor and/or their income transfers to the household will be most significant in poor settings.

Several studies (Bose, 1977, Nair and Narain, 1985, Premi, 1990 and Singh, 1998, Zachariah, 1963, 1964) found that volume of interstate migration in India was low but asserted the fact that about one third of India's population is enumerated outside their place of birth. Grimsrud (2003) persists on the role of the United Nations agencies to come up with certain strategies for the uplifting of humanity as a whole, with the emergence of millennium development goals in 2000. There is a deep relationship between millennium development goals and child labor. Many economists have tried to ascertain the prime cause of child labor, which have been poverty, poor education facilities, availability of cheap labor. John K Anarfi and Stephen O Kwankye (2005) found the reasons that have been advanced to explain child trafficking and child labor are varied but nevertheless include rapidly eroding moral values.

Education and child labor are inversely related. Laura Giani (2006) finds that the inter links between migration and education are more complex than the simple assumption that children 's migration undermines their education and the literature suggests an ambivalent picture. However, poverty as well as the poor standard of education are strong arguments in explaining these linkages. There is a co-relation between education and child labor. Countries having low literacy and school attendance rate generally have acute child labor problem. It can be stated that education can bring the drastic exploitation of child labor to an end. Education of a person will determine his aspiration and future. There is enough evidence both from empirical and secondary sources, to establish that eradication of child labor and universalize of primary education are interlinked. Child workers mostly come from the socially disadvantaged and under privileged sections whose opportunity cost of schooling is quite high and perhaps for the same reason, they show least inclination for education.

Many economists have tried to ascertain the prime cause of child labor, which have been poverty, poor education facilities, availability of cheap labor. It has been estimated that overall working children between 5-15 years of age are close to 250 million throughout the world.

Most of the child workers are illiterate or just literate. It has been established that due to poverty and compulsion of parents that they are forced to leave school and enter the labor market. The large size of family with comparatively less income can push families to abject poverty. As a result, they cannot provide education for their children. Therefore, size of the family also influences the socio-economic condition of the child labor.

In India internal migration from rural to urban areas has become a livelihood strategy adopted by an increasing number of families who migrate to the metropolitan cities in search of better employment opportunities. They move on their own, in groups or with siblings in search of job opportunities available in the city or to escape from abusive and oppressive situations at home. Children who migrate without their parents are an extremely vulnerable population. Some migrate

for schooling, other for work. Retrospective accounts from child migrants concerning why they migrated are largely uninformative. The financial motives model is based on the hypothesis, that child migration will decline with family incomes. In India internal migration from rural to urban areas has become a lively hood strategy adopted by an increasing number of families who migrate to the city in search of better employment opportunities.

Internal migration is now recognized as an important factor in influencing social and economic development, especially in developing countries. According to Census 2001, the total population of India is 1028 million consisting of 532 million males and 496 million females. India is geographically divided into 28 states and 7 Union Territories. There is a tremendous variation in the aggregate population size across the state. It varies from 0.54 million in Sikkim to 166.2 million in Uttar Pradesh. In 2001, 309 million persons were migrants based on place of last residence, which constitute about 30% of the total population of the country. This figure indicates an increase of around 37 percent from Census 1991 which recorded 226 million migrants.

Lieten (2003) tried to study the relationship between globalization and child labor. Firstly, there are two proponents of this approach. One thinks that globalization has a positive impact on reducing child labor and other thinks vice-versa. Though the empirical evidences suggest that child labor percentage throughout the world has come down and it can be attributed to the rising trade between the countries. According to this study, it is not right to have a general approach of the impact of globalization on child labor, because it is country and economy specific. On one hand we have the study of Vietnam, where raising price of rice exports had a positive impact on declining child labor, this was because child labor was equitably distributed in agricultural sector, but that can't be said for countries like Zambia, Bolivia and Moldavia which have witnessed decline in schooling and rise in child labor.

In India child labor has decreased in over the past two decades the figure have come down from 25% to 8% in the age group of 10-14 years. This decline can not be attributed to globalization because child labor has played a substitution affect within various industries. Earlier it was higher in carpet weaving industries and glass industry and now it has shifted to sari weaving and Beedi making industries. Even if export oriented industries observed a decline in child labor, still it would have merger impact on the same because the maximum proportion of child labor is in agricultural sector, so the decline in child labor for India can primarily be due to strong government policies and its implementation but not due to globalization.

There has been little research on independent child migrant in India, although studies on child labor are usually studies of work situations, where some if not many of the children are migrants. The numbers of child migrants are high, but the majority of them move with their parents. There is high demand for children's labor in some rural and urban areas in India, and studies of the main employment sectors that use adult migrant labor routinely report the presence of child labor. We can surmise that where labor markets for children exists, they will attract children who move independently of their parents to work. Studies of the circumstances and impacts of children's work in these sectors will therefore in some cases be relevant to independent child migrants.

Edmonds and Salinger (2007) have estimated the numbers of independent child migrants for Uttar Pradesh and Bihar. They use what they describe as a culturally appropriate definition of a child, based on the fact that under the Indian Child Labor laws, most type of work are prohibited for those under 15 years. Using data from the 1997-1998 Uttar Pradesh and Bihar Survey of Living Conditions (the UPB Survey, World Bank, 1998), they explore some hypotheses about the economic motives of migrants under 15 years from Uttar Pradesh and Bihar. They find that one million children between 5 and 14 year are living permanently away from their mothers- this is up to 5 percent of the total child population depending on the age band. The qualitative evidence base exploring the migration and work experiences of independent child migrants is thin.

The scale and severity of child labor in India need to be explained because at least a few hundred million children continue to earn a pittance in the most unimaginable work conditions. There are an estimated 18 million children in India alone who have no conception of what childhood, actually is. Today, India has the largest work force of child labor in the world. Every third household in India has a working child and every fourth child in the age group of 5 to 15 is employed. However, disparate the figures, there is no dispute over the fact that most of these children work long hours under inhuman conditions and on starvation wages, almost certain to be burnt out in more ways than one by the time they reach adulthood.

The children are the future citizens of the country is a well-worn phrase. But it is sad fact that these millions of such 'future citizens' are forced to begin drudgery at a tender age. Labor becomes an absolute evil in the case of the child when he is required to work beyond his physical capacity, when hours of work interfere with his education, recreation and rest, when his wages are not commensurate with the quantum of work done, and when the occupation he is engaged in endangers his health and safety i.e., when he is exploited. As the problem of child labor cannot be understood apart from the standpoint of human values, its extent as a social evil can be determined only by methods of qualitative analysis of the jobs they engaged in, of the dangers they are exposed to and the desirable opportunities they are deprived of by reason of their being gainfully employed.

Some studies e.g., Rosenwerg and Evenson (1970) and Kanbergi and Kulkarni (1985) in India have revealed that fertility rate among the families of working children particularly from rural area is high. This is true to a large extent for the families of working children in urban areas also. The Mumbai (Mussafir Singh et. Al, 1980), Baroda (Srinivasan, 1987) Bangalore (Patil, 1988) and Ahmedabad (Singh, 1992) studies include that the average size of the family of working children in towns was more than five members. Thus, large size of family is one of the positive determinants of Child Labor.

Further some studies indicate migration to cities and from rural to urban as one of the important factors contributing to increase in child labor. The Delhi study (Barooah et. al., 1977) shows that a substantial number of migrants among child workers were engaged particularly in domestic service, hotels and way side restaurant. Micro level studies of Komala (1999), Venugopal (1998) and Rao (1999) show that a substantial number of children working in cities are migrants. Studies in Kerala Patrick (1999), Immanuel (1996), Sooryamoorthy (1996), Vijayakumar (1994) also share this view. In Mumbai (Musafir Sigh, 1980) the study shows that more than 50 per cent of the working children were the exclusive product of urban shows as their families had migrated to city before their birth. Almost all (90% of them belonged to migrant families.

The frequency of migration by the child laborer's either with their adult family members, or alone, or with friends and relatives shows that minimum number of child laborers has migrated two to three times which constitute 6538 per cent. Poverty, family disturbance, unemployment and non-availability of land were the push factors for migration of child laborers.

The findings of the study on Migrants Child Labor in Orissa (Tripathi, 1997) reveals the following things.

- Migrant Child Labor are mainly from drought prone poverty-stricken Scheduled Caste and Tribe families.
- The contribution of child laborers to the family income is substantial as they contribute as par with adult members.
- Child labor constitute more than 38 per cent of the total labor force among the brick-kiln laborer's of Bolangir (Orissa) migrants to Ganjam District.

- Work environment of the brick-kiln laborers is grim, and they are usually victimized by health hazards of tuberculosis, eye and hand injuries.
- The Child Labor in brick making industry toil hard and usually walk a distance not less than 16 kms per day.
- Most of the Child Laborers of Bolangir are illiterates, which constitute more than 83 per cent.
- Most of the migrant Child Laborers of Bolangir are indebted to the moneylenders locally known as 'gointia'.
- Landless laborers and marginal farmers combined constitute 85 per cent of the migrant child labor households.
- Though large number of migrant child labor households migrate to Ganjam District but comparatively a higher percentage (55 per cent) migrates to outside Orissa.
- About 50 per cent of the migrant child labor families are having a family size of 5 to 8 members.
- Eighty per cent of the child labor that migrate to Surat are in the age group of 11-14.
- Textile and handloom sector are the main employer of child labor in Surat, which constitute about 80 per cent.
- Most of the child laborers have only primary level of education and they are deprived of continuing their studies,
- Poverty and indebtedness have been manifested among the migrant child labor of Gujarat.

A study conducted among the migrant child workers of Mithila region (Manavi, NGO, 1995) show that the lack of awareness in parents and the prevailing illiteracy among the children are the most important factors that compel the poor families to send their children to work. Kannan (2001) in his edited work, "The Economics of Child Labor" discusses the determinants and Correlates of Child Labor in the context of liberalization and globalization.

The studies on Child Labor reviewed above indicates that the plight of the working children has close relation with certain aspects of individual capitalism. These studies point at the need to understand the prevailing socio-economic situation and advance a closer look into the deep roots in order to reveal the nature of children's economic contribution. Some studies have identified social relation of production and mode of exploitation that conditions the activities of children.

MAGNITUDE OF CHILD LABOR

The statistics profile of child labor is alarming. In the world, Asia has the largest number of child labor. In Asia, India has the dubious distinction of possessing the largest child labor force. In India, the State of Tamil Nadu has the highest incidence of child labor. In Shivakashi the highest incidence of child labor exists. The prevalence of child labor in India is so widespread. It is imperative as the child labor is a hidden force too. While the ILO study has estimated that there are 17 to 20 million child labors in India and official estimates also hover around 20 million, non-governmental organizations suggest a figure of 55 million.² The wide gulf is explained as non-inclusion in the official estimate of children participation in household work and some other unpaid activities. ILO claims the figures to be mere estimates which are clearly understated saying that it is practically impossible to arrive at an accurate estimate.

Bonded Child Labor

In some developing countries, bonded labor as the payment of debts prevalent among the most deprived populations of societies. India is no exception to this rule. The constitutional declaration

prohibiting forced labor remains only on paper as the evil continues. For a loan taken at an exorbitant rate of interest the debtor virtually sells himself to the creditor and gets boded usually for life and renders service for the purpose of satisfying the debt. The creditors anxious to exploit the situation ensures that the debt is never satisfied and often on the traditional basis of pious obligation the liability is inherited by the children of the original debtor. The poverty syndrome is so intense that parents are forced to mortgage children, children thus have not only an intrinsic economic value to their families but are also a security deposit for loans.³

Child Labor in India

Survival of a child, and its growth and development, next best in the logical pursuit, are paramount considerations in the emancipation of mankind. The working child is an exploited child, committed by circumstances to a work which does not assist in his growth as a human being. A word of remainder is made to reiterate that nutrition, health and child labor go together. As child labor is both the cause and consequence of poverty, they sail together in developing countries. The major paradox is that it is the poorest population, at the lowest levels of human existence, who are obliged to work the most prematurely and this fact, far from resolving nutritional and health problems, accentuates them. The lack of immunity arising as a result of nutritional deficiency makes the child more vulnerable. The work that children undertake seriously impairs their physical health. The effects of exertion, fatigue and overwork on the developing body are bound to hinder.

The deleterious effects of work on the health of young vulnerable children is history given the flood of reports submitted by the social scientists, the media, committees appointed by the government. However, the finer version of the committee is made to depend on the view that work by its very nature is enriching and as a direct fulfillment of child's natural abilities and creative potentialities is always conducive to the healthy growth.⁴ Such a view though easily held out is hard to be sustained in the reckoning of economic reality. A child is likely to receive creative potentialities only under ideal conditions of employment which themselves are inconceivable in a poverty-stricken society.

The dreadful exploitation to which children were subjected in the mines and factories from the Industrial Revolution up to the beginning of the present century has practically vanished from the modern sector but it can still be found in agriculture and the informal sector, especially in less developed countries. Rapt attention is necessary to the health hazards to which children are subjected to by virtue of employment. Exploitation of children for economic gain ranks highest among the various forms of child maltreatment and this is likely to be the case in India where millions of children are victims of "child exploitation" in this sense of the.⁵ The fact that child labor is intense and scary is beyond doubt. Childhood in India has become negotiable. In the context of poverty, work is virtually hazardous in the case of children.

To understand the nature of children's work in the context of the British and American experience, we refer to the historical economic literature in which development is considered to be the movement from a pre-industrial to industrial to post-industrial economy.

"... under the early factory system, the employment of masses of children was the foundation of industry" (Hammond and Hammond, 1978;144).

We assume that this movement from a low level of development to a more advanced stage is characterized by a shift away from an economy in which production is primarily within the household for consumption within the household, towards an economy which produces for the market. As such, we have defined national income per capita as being a sufficient indicator of the level of development. It is important to emphasize here that this may, at first,

appear to be a narrow definition of what constitutes development as we have neglected both the structure of the economy and the cultural aspects entirely. However, this definition will suffice as our objective is to show that in areas of high output growth, the incidence of child labor may also be high. The question becomes one of identifying the variables which help to explain this phenomenon.

From the supply side, child employment in key sector, such as mining and textiles, was the result of the desire of households to improve their standard of living. In this case, child labor is not necessarily a fact of poverty. Rather, sending children to work is a means by which low income families could supplement household income by taking advantage of the wage opportunities resulting from a greater demand for all labor. The 2001 Census of India shows that there are approximately 12.6 million child workers age 5 to 14, comprising 3.6 percent of the total labor force in India. Among these child workers, 5.7 million are classified as “main” workers and 6.9 million as “marginal” workers. “Main workers” are those workers who had worked for the major part of the reference period (i.e., six months or more) and “marginal workers” are those workers who had not worked for the major part of the reference period (i.e., six months or less) (INDUS Child Labor Project, 2007). The gender division of child workers is approximately 6.8 million (54 percent) boys and 5.8 million (46 percent) girls, an estimated 2 million children work in hazardous industries (IPEC, n.d).

Several factors must be considered when looking at data on child workers in the Census. First, it does not include unpaid workers laboring alongside their parents, since the government does not recognize and count those child workers as part of the working population. Domestic workers are also excluded from the working population. Identifying children in unpaid and domestic labor is difficult because of the invisible nature of this kind of labor. However, it is widely recognized that many children are engaged in unpaid, family-type and domestic work in India. For instance, it is common in some regions that children help their parents working together at tea plantations or that children work as domestic servants in the homes of the wealthy, or even of middle-class families.

Second, the accuracy of the numbers of child workers announced in the Census remains in question. In India, paid child workers are found toiling in restaurants, tea stalls, wayside shops, and as apprentices. Many newspaper vendors, ragpickers, shoeshine boys, peons at construction sites, and street children, are also paid child workers. In many cases, children engaged in such labor are not officially registered as workers or the employers simply do not recognize them as workers (Weiner, 1991). Thus, it is considered that numerous child workers are invisible and excluded from figures in the Census, despite receiving wages.

Third, the existence of different estimates of child workers substantiates the inaccuracy of the figures in the Census. While the Census announces 12.6 million child workers, unofficial estimates calculated by organizations working in India put the figure at between 60 to 115 million. If we would count the excluded unpaid children and child domestic workers, and children in invisible and unrecognizable labor, the number of child workers can be estimated at far more than the official 12.6 million.

The ratio between male and female child labor is in the 2:1. Thus we male child laborers are much more in number than female child laborer. The total number of child labor is highest in Andhra Pradesh (18, 57, 759) followed by Orissa (18,55,000), Kerala (16,00,631), Tripura (15, 09, 318) and Madhya Pradesh (12, 83, 536). Total Child Labor in Andhra Pradesh is almost 92.78 times that of Punjab, and 6.6% that of India's total Child Labor. Haryana and Karnataka have comparatively low incidence of Child Labor in India.⁶

Table-1: State wise Estimated number of Child Labor in India 1996

States/Ut	Male	Female
Andhra Pradesh	1065572	792187
Assam	N A	N A
Bihar	877767	283448
Gao	301428	133613
Gujrat	129391	31211
Haryana	23402	34463
Himachal Pradesh	N A	N A
Jammu & Kashmir	636591	383211
Karnataka	26509	26352
Kerala	947181	653450
Madhya Pradesh	693624	589712
Maharashtra	N A	N A
Manipur	N A	N A
Nagaland	399622	N A
Orissa	1718710	136290
Punjab	501924	8538
Rajasthan	N A	245494
Sikkim	539754	604835
Tamil Nadu	N A	N A
Tripura	1271610	237708
Uttar Pradesh	458310	108883
INDIA	8044776	42693950

Source: National Institute of Public Cooperation and Child Development

Units: a) 1 Lakh = 100000

b) 1 Crore = 10000000

Migration can be an important determinant for child labor. Independent child migration may also be part of a family's survival strategy as the migration of a child decreases the dependency ratio in the household, even when the child does not earn enough to save. In addition, some children are able to save and send remittances, sometimes contributing to the education of their siblings. Independent child labor migrants might be a perfect substitute for other types of child labor, their independence and migration status reflecting the spatial distribution of child labor supply and demand. Alternatively, their independence might make them less costly and easier to exploit. Their status as migrants might make them less expensive.

Migration embedded with poverty acts as a disadvantage to schooling. Parents struggling for survival and for fulfillment of their basic needs of food, clothing or shelter or employment are not in a position to fulfill their obligation to enroll their children at school. In India, since a large number of people are illiterate who regard schooling as wastage of time and money, they want that their children should earn and should add some income to the family as early as possible.

In India, children have always received scant attention in the migration process and this is probably due to the same reasons that kept women mostly invisible for a long time when dealing with migration patterns. In India, where a patriarchal, patrilineal and patrilocal social system prevails, female migrants in fact, have often been considered as 'passive movers' migrating in response to marriage or following the male head of the household. Similarly, children have not been considered as an independent constituency who gradually develop a sense of agency and autonomy, since parents and guardians are invested with extensive power and authority over their children.

**Table-2: ASSO Estimates of Child Labor in major Indian States, 2004-05
(Age group 5-14) (in thousands)**

States	Rural	Urban	All	Percent Share of Child Labor
Andhra Pradesh	1052	140	1201	13.3
Assam	124	8	133	1.5
Bihar	333	30	364	4.0
Chhattisgarh	225	31	263	2.9
Delhi	0	10	9	0.1
Goa	3	2	6	0.1
Gujrat	220	77	302	3.3
Haryana	83	14	99	1.1
Himachal Pradesh	36	1	37	0.4
Jharkhand	167	38	206	2.3
Karnataka	510	41	571	6.3
Kerala	7	4	11	0.1
Madhya Pradesh	414	68	491	5.4
Maharashtra	664	84	783	8.6
Orissa	413	22	440	4.8
Punjab	23	21	101	1.1
Rajasthan	714	110	821	9.0
Tamil Nadu	95	79	173	1.9
Uttar Pradesh	1620	459	2074	22.9
Uttaranchal	59	3	64	0.7
West Bengal	488	217	690	7.6
India	7445	1525	9075	100.0

Source: Derived from Unit Level Records of NSS, 2004-05.

Seasonal unemployment among the landless labor population and the consequent impoverishment in rural areas forced adult labor migration along with family. In the city, the best way to get an accommodation and reasonable food is to secure a job in the hotel. Besides, it needs no special skill. So, in order to satisfy the basic needs of life, children move to cities from rural areas. Attraction of the city life and comparatively higher income opportunities are among the pull factors responsible for migration. The push factor is the economic compulsion of parents. The adverse financial position of parents compels them to borrow from the village moneylender, who charges exorbitant interest rates on the loans advanced to them. Pressure from the side of the moneylenders to repay the debts is likely to compel the parents to send their children to earn, since no work is available in the village. Thus, financial factors, in addition to large family size with low family income, seem to be responsible for child migration.

Table-3: NSSO (66th round of Survey) on Child Labor in Major Indian States, 2009-10. (Age group 5-14)

States	Male	Female	All	% share of Child Labor
Andhra Pradesh	108923	125739	234662	4.71
Assam	156488	32666	189154	3.80
Bihar	235309	41213	276532	5.55
Chhattisgarh	4305	7321	11626	0.23
Delhi	18576	0	18576	0.37
Gujrat	166432	224255	390687	7.84
Haryana	50737	21459	72196	1.45
Himachal Pradesh	4456	2942	7398	0.15
Jammu & Kashmir	12413	16872	29285	0.59
Jharkhand	67807	14661	82468	1.65
Karnataka	110589	115908	226497	4.54
Kerala	1182	1583	2765	0.06
Madhya Pradesh	149142	41875	191017	3.83
Maharashtra	120600	140073	260673	5.23
Orissa	90912	43651	134563	2.70
Punjab	32466	16370	48836	0.98
Rajasthan	136239	269697	405936	8.14
Tamil Nadu	3417	13880	17351	0.35
Uttar Pradesh	18029	9342	27371	0.55
Uttarakhand	1160114	615219	1775333	35.62
West Bengal	389211	162373	551584	11.07
India	3057998	1925873	4983871	100.0

Source: NSSO Report 66th Round.

Children are found working in a variety of industries across India. There are broadly four kinds of child labor in India (Burra, 1995). First are those children who work in factories, workshops and mines and are usually to be found in both the unorganized and organized sectors. Second are those children who work in brick kilns in remote locations. The third group includes street children who are classified in the service sector, and the last are children who work as part of family labor in all contexts including agriculture industry, and home-based work.

In India, with the world's largest child population of over 440 million, the migration of children within States and across State boundaries is increasingly prevalent. In all metro cities, child laborers are more than ever visible. They are engaged in a large variety of jobs involving varied amounts of risk. They often carry with them elements of exploitation and forced labor. It is becoming evident that certain regions are emerging as sending areas for migrant and trafficked child labor while other areas are becoming receiving areas of child labor. While, as stated earlier, this may change over time owing to a number of factors, certain factors promote the occurrence of child migration and child labor. These include chronic poverty and underemployment, deep inequality, social discrimination, areas facing repeated natural calamities that have a deadly impact on the poor. Such regions are the source areas for child migrants, who may move adult family members or with other adults. Distress seasonal migration, wherein poor rural households are forced to migrate in search of livelihoods to urban areas and other centers, is common. Children accompany their families during such movements, and spend their time at work sites where they are at best neglected, and at worst put to work, and often subjected to exploitation. In all such situations, children are deprived of their basic human rights to education, safety, protection and care. Work with migrants or trafficked children and children migrating with or without their families, reveals the need to better understand their situation, in order to develop particular strategies to combat child trafficking and migrant child labor.

A central fact about the short-term migration that we document is that although it is short-term, it is a permanent part of household's long-term economic strategies. This migration is not quit like the long-term migration described by theories in the spirit of Harries-Todaro,⁷ partially because it does not require forfeiting agricultural profit, exactly because migration is sensitive to opportunity costs and mostly occurs when agriculture is unproductive. It is differing somewhat from theories in the New Economic of Labor Migration: it is not a diversification of income streams within the household (indeed household members often migrate together), but rather a diversification across the seasons of the year. Perhaps most importantly, it is a repeated annual strategy for these households: trips are short, but the livelihood strategy is long-lasting.

Children remains economically active in virtually all economic sectors. In industry, agriculture, the informal sector and the household. The term 'economic activity' refers to the broad nature of children's work. It includes all productive activities, household or market-oriented, undertaken by a child in a paid or unpaid capacity. Here these general forms of economic activity will be referred to as child labor. The data suggests that child labor and poverty are inextricably linked. The supply of children to the labor market, in turn, perpetuates a cycle of poverty in two ways. First, by interfering with the accumulation of human capital, child labor reduces the adulthood labor market productivity of child workers, there by discouraging economic growth and development. Then next is, by depressing adult wages, child labor results in households becoming more reliant on children as income earning assets.

Here our objective is to explain how, at a low level of development, the initial phase of economic development may result in a decline or a rise in the incidence of child labor. We recognize the positive correlation between poverty and child labor. Theoretically, the rate of child economic activity should decline with income. The empirical evidence supporting this is substantial.⁸ The implication is such that policies aimed at stabilizing current and future household income will help to reduce the need for

parents to send their children to work. However, in poor setting, we may observe a positive relationship between child labor and income, this may be an indicator of the significance of physical child labor and/or child labor earnings to the survival of households. As the variance in expected household income increases, the number of gainfully employed children could increase as well. Further, we suggest that child labor is not necessarily a fact of poverty but rather a means by which household can improve their standard of living by taking advantage of the labor market opportunities resulting from a greater demand for all labor. Poverty simply ensures a continuous supply of children to the labor market. As household incomes grow and become more stable, families can more easily satisfy their basic consumption needs and are less dependent on the labor(earnings) of their children. They will find that they are better able to invest in the education of their children.

children's education is affected by a number of factors which depend directly or indirectly on their migration patterns. Sometimes, the reason which induce children to migrate in the first place are also the ones that take them out of school in their home village. While the education of children migrating alone is much more likely to be affected by time constraints due to their need for work, the education of children migrating with their families depends greatly on the family's adjustment to the urban way of life.

CONCLUSION

India is the home to the largest number of Child Labor in the World. Poverty and lack of social security are the main causes of Child Labor. In 2000 ILO estimated 5.5 million children had been forced in labor in Asia. Free schools are to be opened in rural areas to provide the children with required training and skills. Child Labor is widespread and poverty-related phenomenon that has short- and long-term detrimental implications for individual well-being. There is a push as well as pull factors for migration and work of children. The data also shows that there is positive correlation between adult labor migration and child labor. Most of the migrant children are coming from backward sections of the society especially scheduled castes. The results of the study suggest that children are employed for work because they are vulnerable and are easily available. There is a general feeling that children are completely exploited through child work. The prime cause of child labor are poverty, illiteracy and high unemployment rates. Parents are forced to send children for work for achieving basic income levels necessary for survival. The prime employer of child laborers are domestic industries, glass industries, film industries and carpet industries. There is a positive relation between child labor and globalization which means economic development has increased the incidence of child labor.

In the cities, the young migrants are confronted with the challenge of having to earn a living. Without any support from the family back home, many are found to adopt diverse survival strategies. In the process, many are exposed to both physical and reproductive health risks in an environment where they cannot afford decent food and shelter.

In the cities, the young migrants are confronted with the challenge of having to earn a living. Without any support from the family back home, many are found to adopt diverse survival strategies. In the process, many are exposed to both physical and reproductive health risks in an environment where they cannot afford decent food and shelter. All this is taking place at the time when the nation is grappling with the problem of how to increase literacy and school enrollments. At the same time, the long-standing development gap between the regions also influences.

In this study, we consider the determinants of child migration by comparing the home (sending) environment of children who live away from their mother to children that live with their mothers. It has been documented that children are less likely to migrate from more remote villages. They are less

likely to migrate from communities where the child wage is higher. They are less likely to migrate from wealthier households although the negative association between migration and family wealth is largely in the most accessible, least remote areas.

Of course, there is heterogeneity in the population's motives for child migration. Some children migrate for education, but on average the financial motives model seems a more accurate characterization of the data. Most previous studies of child migrants treat the child at the destination location as the data source. This approach is superior to the present in that we know that the child is a migrant whereas in the present approach we are vulnerable to considerable measurement error in the child's migrant status. However, one cannot learn about the determinants of migration from only studying migrants at their destination as there is no comparison group of children that did not migrate from the child's home community.

The several limitations of this study that must be mentioned. First, there are problems in the definition of child migration. In addition to the problem of measurement error in the child's migration status, we know nothing about what the migrant child is doing. Not all child migrations are the same if one is concerned about child welfare. Designing policies to help or deter child migrants require more detailed information about the exact nature of the child's migration. Moreover, the approach completely misses children who migrate because of maternal death or household collapse, and these may be the most vulnerable children. A richer, causal analysis is necessary before one design policy. However, despite this study's considerable limitations, its contribution is substantive given the almost complete lack of a literature on child migration within economic and child migration potential importance in rising economies like India.

Several issues have emerged from the research findings. One is that children are working in very large numbers in agriculture, a sector where child labor is in fact permitted. An important issue is the increase in the migration of children for work. They are either traveling alone with agents and labor contractors as is the case with children working on cotton fields. Or they are migrating as part of family labor to work in the brick kilns, salt pans, for sugarcane harvesting, as domestic labor or migrating to work in sweatshops in towns.

The results illustrate the positive correlation between fertility and child labor. Studies have shown that higher education for mothers is associated with fewer, healthier children. When children are recognized as producers, it is often perceived as the result of a combination of poverty and their weak economic and social positions. Currently, India has the largest number of child workers in the world. India has followed a proactive policy with respect to the child labor, and has stood for constitutional, statutory and developmental measure to combat Child Labor. Child Labor in India is the result of the country's inability to enforce critical laws and policies. The Indian government has failed to protect its most vulnerable children. When others have stepped in to try to fit the vacuum and advocate on behalf of those children, India's leaders and much of its media have contributed nearly all "outside" attempts at action to an ulterior commercial motive.

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Endnotes

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Agriculture and Gender Dimensions

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India is considered as an agrarian economy. In India agriculture has its own significance in history. It has remained a main source of livelihood. For economic development and poverty reduction, Agriculture has remained an important area of study for economists and policy makers. In the past few decades a significant structural transformation has taken place. There has been decline in the share of agriculture in GDP in India. The share of agriculture in the gross domestic product (GDP) has decreased from 47% in 1970 -71 to 17% in 2016 and still 54.6 percent of total workforce engaged in agriculture. Still agriculture is a widespread sector which plays an important role in the socio-economic development of the country.

Almost in every developing country women tend to provide more labour services for agriculture than men. Out of total agricultural labour force worldwide 43% are women and in India 32% of the agricultural labour force are women. This percentage is higher in farming specially rice and wheat, where contribution of women is more than men. In India, Agriculture is characterized by small sized farms and the size of farm generally hold by women is smaller than men. In India average farm size is approximately 1.6 hectare. 40% of farmers does not have any land and the national average of land holding by women is 13.5% varying between 1% and 34%. Women play a significant role through their contribution in the household and agricultural activities. In rural households, manual work in cultivation is an important part of work performed by women. Women work for larger hours than men in many activities like cutting grass, cattle grazing and milking, seeds transplantation and harvesting. Apart from these activities women are fully responsible for household work also. women contribution in household has always been ignored and not considered as economic contribution. In agriculture also, mostly she has been considered only as worker. In agriculture, rural women contribute in sowing, transplanting, weeding, harvesting and threshing. In some areas they also work in Horticulture, animal husbandry, dairying and fishing. They work for planting fruit and vegetable, harvesting, animal feeding, milking, dairy product preparations and net making. Rural women contribute more than half of the total family income by doing farm work or household work but they are mostly ignored to take decision for technical improvement in agriculture.

It is not only that women engage themselves in farming but they are engaged in a variety of activities. They contribute in the family income through their wage earning, which is a major part of the income of poor household. Despite their contribution to agriculture, they have been taken for granted, being ignored and remained invisible farmers. Women work harder and for longer hours than men. In India 74% of entire female workforce is engaged in agricultural operations but they don't have proper access to modern productive resources. Technical innovations in agriculture affected crop production, their processing and marketing. These innovations include use of HYV seeds and the mechanical technology like tractors, harvesters and threshers. The effect of mechanization on women farmers were not the same in all parts of India. In some parts, women lost employment. It is observed that earning of women agricultural labourer is less than men labourers. Result of Agricultural mechanism were not positive in case of small farmer households.

As more money is required to use technical innovations, so in addition to household work, agricultural women had the pressure to work more in their own and as well as in others farms also.

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When women work hard and for long longer time in field, in addition to the home chores' then their involvement in modernization of agriculture is also necessary.

Modernisation of agriculture put extra pressure on them. women worked as agricultural labourers to cover the cost of technological input. In developing countries, rural women have the responsibility of both, their families and the production of food but their contribution in the field of production is generally ignored and women farmer remain invisible farmers.

Technical training to increase the use of technology in agriculture is generally focused on men farmers. Use of Technology has increased the labour burden on the poor rural women without any extra benefit to them. Mechanization of agriculture and lack of women's specific technologies has put an extra burden on them which affected their ability to produce food, maintaining household and care for children that might be one of the reasons behind child malnutrition in poor rural household.

Several studies have identified a gender gap in agricultural productivity from 20 % to 30%. The disadvantage of lower productivity of women works like a barrier for the development of agricultural sector. The main reasons behind the gender gap are unequal access to productive resources and women engagement in household works. Their access and participation in the modernization of Indian farming is the need of the hour.

Proper training is required for the adoption of modern technology which is not easily available for women farmers. Illiteracy, social customs, lack of suitable tools /equipment and insufficient funds are the major hurdles for women farmers to adopt modern technologies. we can also say that development of technology is gender biased.

Technical training and credit facilities are necessary to adopt new technology in agriculture. Mostly rural women do not own any property or assets which make their access difficult to credit facility. In addition to that, illiteracy, social customs, lack of suitable equipment, shortage of women trainers and lack of infrastructural facilities are also constraint in technology usage by women. Rural women empowerment with improved technologies and credit facilities are required for agriculture.

In rural areas women are engaged in all household chores, in addition to their contribution in agriculture and livestock production. Household responsibilities, improper access to training and resources lead to decrease women farmer productivity. If women had the same access to and control over productive resources as men, they could increase yields on their farms by 20% to 30%. This could raise total agricultural output in developing countries by 2.5% to 4%, which could reduce the number of hungry people in the world by 12% to 17%.

Reasonable attention has been paid to differential adoption of inputs such as improved seeds, technological and chemical fertilizers exploring gender dimension. so, we need to explore the gender difference in agriculture, we also need to measure the heterogeneity in the different aspects of farming from agricultural productivity, technological adoption to access and use of resource.

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Effectiveness of Learning Package Based on Theatre- Art on Achievement in Chemistry Among Students at Secondary Level

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INTRODUCTION

Theatre is a creative, collaborative, and cooperative art form, dependent upon audience, performer, and playwright. Each learning opportunity and each performance is a unique experience created both by the performer and the personal experience of each audience member. Taking part in theatre either in an informal classroom experience or an elaborate production as a performer, audience member, director, designer, writer, or technician is fundamental in experiencing the ensemble process. As early as 1897 the American education reformer, John Dewey, advocated for arts education in public schools and believed that art should be part of the daily experience of all humans. Dewey contended that art is part of the daily life and work of humans at all status and socio-economic levels. However, for humans to have an aesthetic experience, the art needs to be seen and perceived, not just identified or recognized; thus the need for arts education. (Dewey, 1934)

Following the work of reformers such as Dewey, theatre practitioners and educators of the early twentieth century began to develop methods and curriculum for theatre in the classroom. Leaders of the creative drama movement included Winifred Ward, Viola Spolin, Brian Way, Dorothy Heathcote and Geraldine Siks. These pioneers used various combinations of theatrical techniques such as movement, pantomime, creative writing, improvisation, vocal activities and theatre games to create both informal learning experiences and formal performances that they believed provided a forum for children to develop social and academic skills as well as develop as individuals. (Cornet, 1999)

Arts education advocates, such as Howard Gardner, the author of *Multiple Intelligences: The Theory in Practice*, have focused on an education rich in the arts and found that it improves the student's understanding and achievement. Theatre allows concepts to materialize from page to stage; collaboration is the essence of its being, not only necessitating the activation of multiple intelligences within the individual but between individuals in an ensemble creation. The process of creating theatre requires students to use all six levels of Bloom's *Taxonomy of Educational Objectives: The Classification of Educational Goals* (Bloom, 1956) including basic knowledge, comprehension, application, analysis, synthesis, and evaluation. The theatre process scaffolds skills from the most rudimentary to the complex, requiring the student to acquire physical, mental, vocal, and creative discipline while using their individual skills cooperatively within a group to create a common piece of theatre.

Learning packages are professional tasks derived from an intermediate objective may serve one or more specific objectives, either final or enabling. The task must be broken down to the level of the specific objective, which must have two characteristics: it calls for a single activity; and it can be satisfactorily evaluated by applying one criterion or a group of criteria measuring a given domain. Such a specific objective, or task, constitutes the basis for constructing "packages" designed to

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facilitate self-learning. Each learning package will comprise: a. The statement of the specific objective. b. The full documentation needed to achieve the objective. c. A formative evaluation instrument to enable the student to assess the extent of his success in reaching the objective.

Through the learning packages based on theatre art, - games, dramas and music can provide the necessary means to improved memory recall and recollection in the learning of chemistry.

MUSICAL MEMORIZATION METHODS

Daniel Levitin, a psychologist studying the neuroscience of music at McGill University in Montreal, describes the science behind our relationship with music: “the structures that respond to music in the brain evolved earlier than the structures that respond to language” (Landau 13). Generations ago, before the development of writing, our ancestors needed a way to remember everyday things, such as preparing food and directions to the nearest water source. They discovered that songs could help retain such things to memory. It was not until much more recently that scientists discovered the biological processes that explain the reasons for these phenomena. “Music is strongly associated with the brain’s reward system” (Landau 19). When listening to music, a structure in the brain releases dopamine, which in turns causes humans to feel pleasure. This pleasure causes a response in humans so strong that we give it significance and commit it to our memory, which is why humans—especially children—have an easier time learning things taught to them in song.

EDUCATIONAL GAMES

An educational game is a game, which can be used and adapted for improving, enhancing and supporting the teaching and the learning process for certain knowledge or a skill.. Playing educational games provide pupils with opportunities to take a responsibility for their own learning. These games also enhance an interplay between pupils as well as a construction of meaningful knowledge together. (Lujan & DiCarlo, 2006; Ke, 2008) In other words, with educational games it is possible to execute a social constructivist way of learning. But it is the teacher, who should find the suitable game for a certain task, phenomenon, skill or knowledge to be learned (Rastepargour & Poopak, 2012). Every pupil has an active and accountable role in the learning process. Playing a game is about acting and making decisions, every decision made by players results a change, which changes the whole game system and creates new meanings. Games in chemistry are activities with ‘play’ situations, which are designed particularly for the learning or rein-forcement of some concepts/skills in chemistry, as well as for cultivating some important attitudes, including the appreciation of chemistry. They are meaningful activities which include certain acts followed by a certain rules carried out by the teacher in order to serve the emotional and educational cognitive goals. Scientists believe that educational games can unlock the students thinking and increase the feeling of fun while learning, therefore reduce the burden of delivered information given by the teachers. They also sustain and motivate student’s interest in learning

DRAMA IN EDUCATION

Drama or theatre is one of the strongest mediums of expression we have and is as old as mankind, manifesting itself in countless forms all over the world. Plays and theatrical activities today have gained immense importance not just in terms of entertainment, reflecting the social, cultural and political life of the people but also as an effective component in formal education. Although drama like any other art form is a complete and independent art in itself, the tools and

techniques involved in the dramatic process can simply be incorporated to reinforce and further the learning of other academic subjects. Drama encompasses a number of educational concepts and activities. Acting, play, imagination, creativity, verbal and physical skills used in the performance of a drama is composite forms of education which can become a part of an integrated, child – centered curriculum. Moreover the whole class drama is an ensemble work and students have the creative freedom to analyze their work, give suggestions, criticize, appreciate and logically place their creative explorations in the scenes and sequences being developed. Their spontaneity is encouraged by providing them a safe environment so that each child has a sense of pride of his or her contribution towards achieving a common goal.

While theatre may be viewed by the masses as strictly entertainment and business oriented, and rightfully so, it can also be—and is—employed as an educational tool for social and academic purposes. The research study will focus on the academic applications of learning package on theatre art and how they can influence the learning process in chemistry of IXth standard students following the state syllabus.

NEED AND SIGNIFICANCE OF THE STUDY

The learning package played a vital role to enhance the high learning achievement. It consisted of related course objectives, content, learning experiences. It also supported the learners for the continual learning. Thus, after using the learning package, the learning achievement is higher. Using these packages, the student can take over a large part of his training, while the teacher remains available when needed. The other major considerations under learning packages are the student must be motivated, the student should be able to see the links between his different learning activities, and the student should be able to connect practice with theory.

Theatre- art is an effective and engaging tool to incorporate in any classroom to help to fuel student success. It provides plenty of positive academic and social outcomes to a variety of students. However, most students with access to theatre arts techniques are high – achieving students from high income families. As a result, the positive academic and social effects of theatre – arts integration are not accessible to the majority of students. The students of lower income schools are suffering a loss of higher order thinking skills as theatre- art integration has proven to increase imagination, critical thinking, problem solving skills, real world and cross- curricular connections, simulation, collaboration, motivation and excellence. As such the only option is to bring theatre- arts strategies into every content area and lesson. (Landsman, 2011)

Diverse student bodies benefit the most from the theatre- art integrated method, particularly those considered at-risk. Theatre –art techniques decrease mental health symptoms and increase confidence and positive peer relations. Theatre art techniques also increase the cognitive and higher order thinking skills of lower achieving students from low socio economic statuses. The integration of theatre art in the classroom provides access to information for students with a variety of learning styles and particularly appeals to those with kinesthetic and visual tendencies. Though often reserved for high achieving students theatre art integration gives access to the upper levels of Bloom’s taxonomy to all students regardless of skill or ability level. Theatre art enable students to not only take in information in a variety of ways, but also present their knowledge through many different outlets. As a result students previously overlooked in traditional classrooms- minorities, low performers, students from low socioeconomic backgrounds and students with learning disabilities are able to grow and succeed through the integration of theatre arts strategies in the classroom.

REVIEW OF RELATED LITERATURE

Theatre art has proven to increase student academic success and attendance while simultaneously decreasing behavioral problems and academic referrals or suspensions. In addition, theatre- art increase both social and cognitive skills that increase motivation, engagement, long- term memory, and concentration. As a result, students exposed to the theatre- art outperform their peers on standardized tests and benefit from the positive results of theatre-arts integration both in and out of the classroom. Teachers also benefit from the implementation of theatre – arts integration through increased cross-curricular collaboration and administrative support that leads to professional development for the educator and positive learning outcomes for the students. Theatre- art is a powerful approach to education as it reaches a variety of diverse learners and answers the need for increased differentiation in the classroom. (Snyder, Klos and Grey- Hawkins, 2014)

Theatre – art has proven to be an effective means of increasing academic achievement among students across a variety of ages, skill levels and demographics in a range of content areas. Snyder, Klos and Grey- Hawkins (2014) conducted a study of sixth through eighth graders that compared and contrasted results from students in theatre- arts integrated classroom to students from a control school. Students exposed to theatre arts in the classroom performed above their peers on state assessments. The reason for this is because theatre- art integration provides the differentiation and support necessary for students to succeed.

The practice of theatre-art meets Gardner's theory of multiple intelligence and helps diversify the classroom (Snyder, Klos & Grey-Hawkins, 2014). Gardner's theory dictates nine intelligence or learning styles. Of these, theatre-arts integration applies linguistic intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence. Theatre art employ such a variety of learning skills to reach all students. As a result, more students succeed above their predicted scores and attain academic achievement.

Theatre art is able to help students attain academic achievement through increased cognitive and social skills. Theatre arts increases long term memory through the use of rehearsal, elaboration, generation, enactment, oral production, effort after meaning, emotional arousal, and pictorial representation (Duma, 2014). The John F.Kennedy centre for the Performing Arts and CETA (Changing Education through the Arts) conducted three studies in which the positive effects of theatre-arts on long term memory are evident. Through the studies, it was concluded that students with exposure to theatre-art method in the classroom consistently outperformed their peers on standardized assessments. This was even true of lower performing students and students needing special education services. Theatre art is the most efficient and effective way of increasing student engagement and attention while reaching all learners and providing them with a variety of ways to gain and express their knowledge. (Duma, 2014).

Learning is most effective when students learn by experience, or learn by doing. Theatre arts allows students to make academic strides through experiential learning that unites the intellectual and the emotional sides of the brain (Dragovic & Balic, 2012). Doing so can increase verbal communication skill, teamwork and interpersonal skills, personal development, and academic achievement. Students succeed when exposed to theatre- art in the classroom because performance is the oldest way of conveying information for humans; therefore theatre art are inherently appealing to every learner and should be commonplace in the classroom (Brodsky & Koralek, 2010).

Lorimer (2011) conducted a study consisting of five middle-level classrooms with diverse populations. In all content areas student performance and attendance increased when exposed to theatre- art in the classroom. Theatre allows students to become active participants in worlds beyond their own. It creates ownership of learning while increasing critical thinking and investigation skills,

gaining multiple perspectives, and teaching cooperation and abstract thinking (Mattson, 2008). The use of characters and storylines helps students become engaged and provides an additional, intriguing layer to textbook material (Ward-Penny, 2008).

Learning packages are rules, principles and procedures acquired in learning often desired by the learner himself and applicable in other learning. (Good 1973). It is a collection of materials to effect specified learning outcomes with maximum verbal communication and minimum teaching contents. Learning pack provide learning from a distance. It provides individual pacing, so that students may learn as quickly or as slowly as they are able to master the material. Components of learning packages include materials to read looked at diagrams, pictures, to work with learning activities and task to undertake like assignments and self-test. It is a document containing all that is necessary for a learner to attain one or more specific objectives independent of the teacher

STATEMENT OF THE PROBLEM

In the present study the investigator attempts to find out the effectiveness of learning package on theatre-arts on achievement in chemistry among secondary school students. Hence the present study is entitled as **Effectiveness of Learning Package Based on Theatre- Art on Achievement in Chemistry Among Students at Secondary Level**

DEFINITION OF KEY-TERMS

Effectiveness

It stands for the outcome of the study, when the influence of one factor is dependent on the presence or absence of another factor or condition. It is the use of a plan for instruction or presentation, which causes a desired change in the learner's behavior. (Good 1973)

Learning package

Learning packages are rules, principles and procedures acquired in learning often desired by the learner himself and applicable in other learning. (Good 1973)

Theatre- art

It is a collaborative form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place. The performers may communicate this experience to the audience through combinations of gestures, speech, song, music and dance. The specific place of the performance is also named by the word "theatre" as derived from the ancient Greek word "theatron" which means "a place for viewing".

ACHIEVEMENT

It refers to the total score achieved by an individual as measured in the test constructed. It is the knowledge or skills developed by test scores or marks assigned by teacher or by both.(Good 1945).

CHEMISTRY

It is a physical science, and it is the study of the properties of and interactions between matter and energy. In other words, chemistry is a way to study the properties, characteristics, and physical and chemical changes of matter.

Secondary school students

The term denotes pupils studying in secondary schools of Ernakulum district.

Objectives of the study

1. To determine the effect of learning package based on theatre art in achievement of chemistry among students at std IX.
2. To develop the lesson transcripts in chemistry based on theatre-art for the students at IXth standard.
3. To prepare learning package based on theatre-art – drama, game and music –in chemistry at IXth standard.
4. To find out the achievement in chemistry among students of IXth standard learned through learning package on theatre art and prevailing method.
5. To compare the achievement in chemistry among students of IXth standard taught through learning package on theatre art and prevailing method.

Hypothesis

1. There will be significant difference in the effectiveness of learning package on theatre art on achievement in chemistry with that of prevailing method among students at IXth standard following the state syllabus.

RESEARCH METHODOLOGY

Methods proposed to use

Investigator adopted Experimental method for the study.

RESEARCH DESIGN

The study was an experimental method of non – equivalent two group post –test design. The control group and experimental groups were assigned from students of secondary level. Post- test were administered to both the groups. The scores were compared and analyzed through statistical techniques.

Population and sample

The study is conducted on a sample of 100 students of standard IX in Ernakulum district. The experimental group is comprised of 50 students which are selected randomly whereas the other 50 students are the control group.

Tools

1. Learning package based on theatre – art in chemistry.
2. Lesson transcripts based on activity oriented method.
3. Achievement test in chemistry (standardized by the investigator).

Statistical Technique

The statistical technique used in this study is

1. Mean and Standard Deviation
2. t-test
3. ANOVA.

RESULTS AND DISCUSSIONS

1. There is significant difference in the effectiveness of learning package on theatre art on achievement in chemistry with that of prevailing method among students at IXth standard following the state syllabus.

CONCLUSION

Theatre bridges the world of the theoretical and concrete by providing students with valuable academic and career foundations as well as opportunities for personal, social and physical development. The process of creating theatre requires students to use all six levels of Bloom's *Taxonomy of Educational Objectives: The Classification of Educational Goals* (Bloom, 1956) including basic knowledge, comprehension, application, analysis, synthesis, and evaluation. The theatre process scaffolds skills from the most rudimentary to the complex, requiring the student to acquire physical, mental, vocal, and creative discipline while using their individual skills cooperatively within a group to create a common piece of theatre.

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Growth and Development in Agriculture

Dr. Bikram Kumar Singh*

ABSTRACT

Agriculture is an important part of India's economy and at present it is among the top two farm producers in the world. This sector provides approximately 52 percent of the total number of jobs available in India and contributes around 18.1 percent to the GDP.

Agriculture is the only means of living for almost two-thirds of the employed class in India. As being stated by the economic data of financial year 2006-07, agriculture has acquired 18 percent of India's GDP. The agriculture sector of India has occupied almost 43 percent of India's geographical. The growth rate of modern Indian after its independence has been remarkable, with India starting from a growth rate of 0.2 percent in 1947 to 7.4% now. India has emerged from an under – developed country to one of largest economy in the world. India has been projected as the fastest growing economy of the world. Today it is the sixth fast growing economy in the world.

Agriculture which was just a means of survival during the period of servility has, now become the back bone of the Indian economy. The strategy of five-year plans was adopted to secure the rapid economic growth.

INTRODUCTION

Expansion of employment, reduction of disparities in income and wealth, prevention of concentration of economic power and creation of values and attitude, of a free and equal society. The growth rate of modern Indian after its independence has been remarkable, with India starting from a growth rate of 0.2 percent in 1947 to 7.4% now. India has emerged from an under – developed country to one of largest economy in the world. India has been projected as the fastest growing economy of the world. Today it is the sixth fast growing economy in the world.

Agriculture which was just a means of survival during the period of servility has, now become the back bone of the Indian economy. The strategy of five-year plans was adopted to secure the rapid economic growth.

The disequilibrium caused by the Second World War with the participation of the country and regular famines and floods was an additional thrust on the planning commission of India. The basic aim of the economic planning in India was to solve the food crisis of the rapid population growth followed by industrialization along with the aspiration explosion of the citizen of India for a self-reliant and self-generating economy.

Summarizing, it can be said that a basic aim of the economic planning in India is to bring about a rapid economic growth through development of Agriculture, Industry, Power, Transport and communications and all other sector off the economy. In other words it can be said that economic planning is to bring about an inclusive growth of economy

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FROM AN UNDER DEVELOP TO A DEVELOPING ECONOMY

There are difference of opinion in interpreting, the term “under develop countries” the term ‘under developed countries’ in general are those countries where the per capita incomes are less than a quarter of the per capita income of the UNITED STATES. Whereas the ‘developing country are countries where the progress of development are in process. In words a country where the per capita income is growing annually.

India is low income developing economy. Poverty has become a chronic, malady in India. Still 20 cores of its population live in misery. At the same time there exist un- utilized natural resources. India is known as a country of villages. There are now 5 thousand 6 hundred villages in India. The urbanization indicates the progress of Indian economic. No doubt that the standard of living of 45% urban population are still are still very low and are struggling for existence but it can be under stood from the fact that seven decades of independence is not enough. The basic characteristic are ---

Occupational patte the main characteristic of developing country like India is that still 47 percent of the growing population is dependent or we can say are engaged in agricultural activities, which still contributes a very large share in the national income. Since, India happens to be agriculture oriented country and an developing one, it is a matter of time when the majority of population will shift towards other industries or service sector.

Percentage of active population engaged in Agriculture and industrial origin of GDP in 2014.

Country	Employment in agriculture		Industrial origin of G D P		Series
	Percentage of total population		Agriculture	Industry	
U K	1.0		0.6	19.8	79.6
U S A	1.6	(2015)	1.4 (2010)	20.5 (2010)	78.0 (2010)
Japan	3.7	(2015)	1.2 (2010)	26.2 (2010)	72.6 (2010)
China	35		9.2	42.6	48.2
India	47		17.0	30.0	53.0

In India during 2014 about 47 percent of the working population was engaged in agriculture and its contribution to the national income was 17 percent. It is clear, that the contribution of the agriculture in our national income, in spite of 47 percent of the total population engaged is high compared to the developed countries. Agricultural sector indicates that the Indian economy is still a developing one.

It is evident that the proportion of population engaged in agriculture in developed countries is much less then the proportion of population engaged in agriculture in under developed countries because agriculture continue to a depressed industry as the productivity per person engaged in it is very low.

HEAVY POPULATION PERSSURE

The major obstacle of India is the fast growing population. We are the second heavily populated in the world. The high population growth has slowed down in recent year due to social awareness, spread of education, an increase in the mean age of marriage and the impact of family planning programme. The unseen fact is that there is a steep fall in the death rate due to better diet, pure

drinking water, improved hospital facilities, availability of medicine of several epidemics and other disease. But, never the less, the fast growth of population has necessitated a higher rate of economic growth in order to maintain the standard of living of the population. To maintain the rapid growing population, the requirement of food, clothing, shelter, medicine, etc. all rises. Thus, a rising population imposes a greater economic burden and as such greater effort must be initiated in the process of growth. Never the less, a raising population leads to an increase in the labour force. Since the tenth plan the labour force has increased by about 35 to 40 million at an annual average rate of 1.8% This rapid growth of labour force creates a higher supply of labour than its demand leading to an employment.

UNEMPLIMENT AND UNDER EMPLIMENT

The major obstacle of our country's progress is un - employment. It is very difficult to provide employment to the entire working population. In spite of rapid industrialization the in entire labour force cannot be absorbed.

The Indian economy is an agricultural based economy where a much larger number of laborers are engaged in production then really needed. Thus, there exists 'disguised' or 'concealed' unemployment in agriculture. Disguised unemployment in rural areas is the result of heavy pressure of population growth. The government of India with the MGNREGA and several other YEOJNAS is trying to generate and provide employment to rural population.

There is, no doubt that employment exists in a greater degree in the urban areas also. The government's aim of inclusive growth of rural and urban in infrastructure is to provide employment to it maximum population suffering from the problem of unemployment and under employment.

STEADILY IMPROVING RATE OF CAPITAL FORMATION

The basic characteristic of the Indian economy is the existence of capital deficiency which is reflected in two way

- (a) The amount of capital per head available was low.
- (b) The rate of capital formation was also low.

Professor Colin Clark has estimated that in order to maintain. The same level of living a country requires an additional investment of 4 % per annum, if its population increases at the rate of 1% per annum. In a country like India where the population grows at the rate of 1.6% (during 2000-05) about 6.4% investments is needed to offset the additional burdens in posed by a rising population. Thus, India requires as high as 14 percent of gross capital formation so that she may cover depreciation and maintain the some level of living

Maldistribution of Wealth / Assets

Inequality in asset distribution is the principal cause of unequal distribution of income in the rural areas. It also signifies that the resource base of 50% of the house -holds is so weak that it can hardly provide them anything above the subsistence level of income. The nation sample survey and they RBI reveals that 60% of the power rural households owned only 9.3% of area operated, they had only 14% of cattle heads and just 10% of wooden ploughs.

- Distribution of House Holds Assets in India (1991-92)
- Distribution of Holds Assets in India (1991-92)

Assets Group		Rural % I House Hold	Assets	Urban % House Hold	Assets
LESS THAN RS 20000		27.0	2.4	33.5	1.4
20,000	-50,000	23.8	7.5	17.2	3.9
50000	- 1 Lakhs	20.9	14.0	16.0	8.0
1 Lakhs -2.50,000		18.8	27.3	19.0	20.8
2,50,000 -above		9.6	48.8	14.2	65.8

RBI survey of assets of rural and urban households during 1991-92 bring out the existence of sharp in- equalities in asset distribution. In rural areas 27% of households is owing less than 20,000 worth of assets. Similarly about 24% of households in the asset range of 20,000 - 50,000 owned barely 7.5% total assets. This implies that nearly 51% of the bottom households owned just 10% of the total assets. As against it, 9.6% of the rich households owing assets worth Rs. 2.5 laks and above accounted for nearly 49% of the total assets.

However, the situation in urban areas was much worse.50.7% of the urban household owning less than Rs.50,000 worth of assets accounted for barely 5.3% of total assets. As against, nearly 66% of the total assets of the household, each owning Rs 2.5 laks and above.

This implies that urban households indicated much worse asset distribution than rural household.

POOR QUALITY OF HUMAN CAPITAL

Human Development Index 2012

Country	Life exp.of Birth 2012	Adult literacy % (2005-10)	GROSS ENROLL MENT RATIO			GDP Per capita (2005)	Human Dev. index (2012)
U S A	78.7	99.0	102.0	96.0	94.8	42,486	3
JAPAN	83.6	99.0	103.0	102.0	59.0	30,666	10
UK	80.3	99.0	106.0	102.0	58.5	32,474	26
CHINA	73.7	94.3	81.0	81.0	25.9	7,418	101
INDIA	65.8	62.8	60.0	60.0	16.2	3,203	136

A glaring feature of an underdeveloped economy is the poor quality of human capital. Most of the under developed countries suffer from mass illiteracy. Rural areas where illiteracy is a rule are the back -waters of civilization and the centre of superstition and conservatism.

In detail the definition of capital formation to include the use of any resource that enhances productive capacity, then besides physical capital the knowledge and training of the population will also form a part of capital. As a result, the expenditure on education, skill formation, research and improvement in health are included in human capital.

The recent governments have taken this challenge to improve the quality of its human capital.

Measures like KAUSAL VIKASH YOJANAS have been taken to train the unemployed labour force but India has still to go a long way before it reaches the levels of developed countries in terms of human development index.

DEVELOPMENT IN INDIA

The basic objectives of our five year plans were development along with socialist live to secure rapid economic growth and expansion of employment, reduction of disparities in income and wealth, prevention of concentration of economic power and creation of values and attitudes of a free and equal society. In order to achieve these objectives, they planners formulated a strategy of planned economic development.

The basic aim of economic planning in India is to bring about rapid economic growth through development of agriculture, industries, power, transport, and communications, and all other sectors of the economy.

GLIMPSE OF FIVE YEAR PLANS

First Five Year Plane (1951—1956)

At the time of the 1st five year plane India was facing three major problems – the flow of refugees after partition which resulted a severe food shortage and the mounting inflation. To incur these problems caused by the Second World War and the partition of the country the immediate objectives of the first plain was to ease the food crisis. The first plans therefore aimed at solving the food crisis India was facing so as to achieve food self sufficiency in the shortest possible time control of inflation. The first plain gave highest priority to agriculture, especially food production by allocating 31% of the total plan outlay on agriculture, irrigation, energy and power, transport, employment etc.

Second Five Year Plane (1956-61)

The second plan was conceived in an atmosphere of economic stability. The agricultural target in the first plain had been achieved. Price level was controlled and brought down and thus it was felt that the Indian economic had reached a stage where agriculture could be assigned a lower priority. The government announced its Industrial policy in 1956. The second plan aimed at rapid industrialization with particular emphasis on the development of basic and heavy industries.

Although the Planning commission wanted the foundations of industrialisation but still about 20% of the total outlay was spent on agriculture. Despite reduced percentage in plan outlay on agriculture the progress on the agricultural front was

Sectoral Outlays During the Plans

	Agriculture and irrigation	Power	Industry	Transport and communication	Social services science and technology	Total
1 st plan	600crs(31)%	260 crs	120 cr.	520 cr	460	1960
		(13)%	(6)%	(27)%	cr.(22)%	(100)
2 nd plan	950 crs	440 cr	1080 crs	1300 cr	830cr.	4600
	(20)%	(10)%	(24)%	(28)%	(18)%	(100)
3rd plan	1750	1250	1970	2120	1490	8580
	(21)	(14)	(23)	(25)	(17)	(100)

	Agriculture and irrigation	Power	Industry	Transport and communication	Social services science and technology	Total
4th plan	3810	2450	3630	3240	2770	15900
	(24)	(15)	(23)	(20)	(18)	(100)
5th plan 1974-79	8740	7400	9580	6870	840	39430
Actuals	(22)	(19)	(26)	(18)	(17)	(100)
6th plan	26130	30750	16950	17680	17780	109290
	(24)	(28)	(16)	(16)	(16)	(100)
7th plan	48,100	61,690	29,220	41,00	38,720	2,18,730
	(22)	28	13	19	18	100
8th plan	1,01,150	1,28,900	47,890	1,01,550	1,05,570	4,85,460
	21	27	10	21	22	100
9th plan	1,76,217	2,22,375	65,148	1,66,653	2,28,807	8,59,200
	20.5	25.9	7.6	19.4	26.6	100
10th plan	355,055	4,03,923	58,939	3,24,945	4,32,793	15,25,639
	20.0	26.5	3.9	21.3	28.4	100
11th plan	674,105	8,54,123	1,53,600	6,67,823	12,95,066	36,44,718
	18.5	23.4	4.2	18.3	35.5	100

The table observes that the government outlay on each sector has continuously increased with every plan.

Third Five Year Plan (1961-66)

As the government felt that the first two plans had generated an institutional structure needed for rapid economic development. By the experience of the first two plans the government felt that the success of the agricultural sector was an essential condition for the success of the entire plan. The third plan laid adequate emphasis on the development of the basic industries which were necessary for rapid economic development of the country. The government in the third plan also set an ambitious target of production for all agricultural crops and introduced the new agricultural technology known as Intensive Agricultural District Programme (IADP) which was soon followed by a programme of using Improved seed, viz, High Yielding Varieties Programme (HYVP).

However, because of India's conflicts with China in 1962 and with Pakistan in 1965 the approach of the third plan was later shifted from development to defense and development. The post experience of servility forced the government to realize that defense was essential for the development of a country.

At the same time a serious drought in 1965-66 affected many parts of the country forced the government to import food grain. The agricultural production was adversely affected. None of the agricultural target except sugar cane was achieved.

Three Annual Plans (1966-69)

The period of 1966 to 1969 was described as “Plan Holiday” because of the pressure exerted on the economy due to 1. The two conflicts India had to face from China and Pakistan, 2 serious drought and famine, 3 devaluation of the rupee and, 4 the inflationary recession.

Fourth Five Year Plan (1969-74)

The fourth plan set principal objectives of “growth with stability” and “progressive achievement of self reliance”. The plan emphasized for the promotion of agriculture and a systematic effort to extend the application of science and technology to improve agricultural practices.

It aimed at 5.5 percent average rate of growth in the national income and the provision of national minimum income for the weaker sections of the community.

Although, the agricultural target fixed could not be achieved but never the less was satisfactory. The target fixed for production of oil seed, sugarcane, cotton, and jute in the fourth plan failed to achieve the agricultural targets.

The slogan of “GARIBI HATAO” was given.

Fifth Five Year Plan (1974-79)

The fifth plan was introduced when the country was facing an economic crisis, hike in oil prices since 1973. About 24 percent of the total plan outlay was injected on agriculture and allied sector. The emphasis of the plan was on the removal of poverty “GARIBI HATAO” and attainment of self reliance through promoting higher rate of growth, better distribution of income and a very significant step-up in the domestic rate of saving.

Unfortunately, all the financial calculation went wrong. However, the agricultural progress was steady and the plan targets were almost realized.

But the Janta Party government foolishly suspended the fifth plan midway and started preparing the sixth plan. It was clear that the actual production of food grains in the last year (1978-79) of the fifth plan was 132 million tones as against the target of 125 million tones. In fact, apart from the first plan the fifth plan was the only period when the actual production of food grains exceeded the targeted production.

Sixth Plan (1980-85)

There were two SIXTH PLANS. One in (1978-83) when the Janta Party government emphasized on higher employment so that the millions of people living below the poverty line could be benefited. After the defeat of the Janta party the Congress government introduced a new sixth plan (1980-85) which aimed at a direct attack on the problem of poverty by creating conditions of an expanding economy.

Of all the plans, the Sixth Plan was a great success particularly because of the success in the agriculture sector. As against the annual growth rate of 3.8 percent for agriculture, the actual growth rate was 4.3 percent. This period was recognized as the second GREEN Revolution, while the first GREEN Revolution from 1967-68 arose from the introduction of new high yielding varieties.

While the first green revolution was confined mainly to Punjab Haryana and western U.P., the second green revolution had spread to eastern and central states including W. Bengal, Bihar, Orissa, H.P and eastern U.P. the states made tremendous progress in recent years.

Seventh Plan (1985-90)

The seventh plan emphasized on policies and programmes which would accelerate the growth in food grains production, increase employment opportunities and raise productivity. A special rice production program was implemented and a 4 percent annual rate of growth was targeted though not achieved.

Eighth Plan (1990-95)

Due to a series of changes in governments at the center resulted to a constant reconstruction of the planning commission. Finally the eight plans (1992-97) were approved at a time. The country was going through a severe economic crisis caused by a balance of payment crisis, a rising debt burden, ever-widening budget deficit, mounting inflation and recession in industry.

The eighth plan was basically sound in its approach in the strategy of development and in the targets of agricultural crops. Favorable weather and climate conditions helped to fulfill the targets. The targets achieved in oil seeds, sugarcane, cotton and jute were higher than the set target. In fact, the production of food grains was the highest output registered by India, till then.

Government also initiated the process of physical reforms and economic reforms with a view to provide a new dynamism to the country. An attempt was made to accelerate economic growth and improve the quality of life of common man. As a result of which the G.D.P. growth rate of 6.5 percent was achieved.

Ninth Plan (1997-2000)

The focus of the plan was on growth of social justice and equality. Priority was given to rural development and agriculture with a view to generate adequate productive employment and eradication of poverty.

Though the ninth plan was not of much success far as agriculture target was concerned. The same story of underachievement was noted in other sectors of agriculture. It aimed at achieving GDP growth of 7 percent per annum which failed and the average GDP growth was 5.35 percent.

Tenth Plan

The 10th plan adopted the National Agricultural Policy 2000 (NAP-2000) emphasized on

1. Growth that was based on efficient use of resources and conservation of the soil, water and the biodiversity of the country.
2. Growth with equity i.e. growth which was wide spread across regions and covered all Farmers.
3. Growth that was demand driven and catered to domestic market as well as maximized benefits from exports of agricultural products in the face of challenges arising from economic liberalization and globalization, and 4 growth that was sustainable technologically, environmentally and economically.

The 10th plan planned to achieve this volume of production of food grain through

1 adequate thrust on maize cultivation which has good scope for increasing production of minor cereals to 43 to 48 million tonnes and 2 thrust on commercialization of paddy rice on a large scale and improved technologies in wheat.

Thrust in the 10th Plan

The 10th plan accepted the increasing biotic pressure on the natural resources in the country especially land, water and biodiversity, with the increasing population, the fragmentation of holding has increased resulting in smaller and unviable unit of land holding,

The 10th plan addressed this problem through;--

- (a) Easy transfer of agricultural land to enable farmers to augment their holding to viable units
- (b) Facilitate leasing and contract farming through more freedom to lease in and lease out.
- (c) Developed technologies suitable to increase productivity of small and marginal holdings which constitute 78 % of all holding and operate about 32 % of total agricultural area.

The 10th plan proposed to continue vigorously, minor irrigation development and also the use of water saving devices, such as sprinkler irrigation and drip irrigation system in low rainfall areas

Agriculture in the 11th plan (2007-12)

The 11th plan emphasized towards faster and more inclusive growth. It focused on the growth of the average GDP to percent to make India as the fastest growing economies of the world. It stressed on an inclusive growth for which the saving and investment rates has to be increased. The industrial sector had responded well in the earlier years. Foreign investors were been to invest in the Indian economy.

The percentage of poverty came down from 36 percent in 1993-94 to 28 percent in 2004-05.

The population growth declined from 320 million in 1993-94 to 302 million in 2004 -05.

The Government emphasized the need of an inclusive growth of the agriculture sector so that its contribution in the GDP of the country may be increased by 4 percent. Thus reducing. They poverty level 10 percent. Stress was also laid to bring down. The pollution level, literacy, pure drinking water and electric connection to B P L household etc..

The 11th plan stated for “generation of productive and gainful employment with decent working conditions on a sufficient scale to absorb our growing labour force from a critical element in the strategy for achieving inclusive growth.

Th Plan (2012-17)

Although the economy performed well but the average G D P growth was 8.2 percent in the 11th plan thus failing to achieve the 9 percent target. The economy of the country slowed down to around 6.5 percents in 2011-12 but never the less was a good performance.

The progress towards inclusiveness is more difficult to assess because inclusiveness is a multi dimensional concept. The 12th plan thus, gave a special impetus to several programmes and aimed at building rural and urban infrastructure and providing basic services with the objective of increasing in inclusiveness and reducing poverty.

India has a younger population in comparison to the developed economies so the 12th plan emphasized that an environment must be created in which the economy not only grows rapidly but also enhances a good quality employment, livelihood opportunities to meet the needs and aspirations of the youth. The plan also emphasized the need for massive expansion in investment in infrastructure based on a combination of public and private investment through various forms of public private partnership investment through various forms of public private partnership. The total investment in the infrastructure which includes roads, railways, ports, airports, electricity, telecommunications, oil gas pipelines and irrigation. The 12th plan thus, continued the thrust on accelerating the pace of investment in infrastructure as this is critical for sustaining and accelerating growth.

On overall study of the five year plans shows that India has made on spectacular progress in agriculture since 1950-51.

It may be inferred that most of India's five year plans were unable to fully achieve the target fixed during a given plan. In the beginning of the first plan, consumption of chemical fertilizers was less than a million tones. This had increased to over 12 million tons by 2001-02. The high yielding varieties programs was started during the third plan 1961-66 but by the end of the Eighth plan 76 million hectares of lands had come under this programs near 75 percent of this area was under improved varieties of rice and wheat.

CONCLUSION

Agriculture is basic industry in the Indian economy. Nearly 70 Percent of the poor rural people are either directly or indirectly dependent on agriculture sector. 58 Percent of the work force in India is occupied in agriculture. With an inclusive growth in agriculture the country's economy has been facing towering economic development in current year. The GDP growth rate increased to 8.01 % in 2016-17. It is assumed that India is capable of a strong growth even faster than the global rate in spite of the increasing poverty rate. Many surveys were done and they all pointed towards the expansion of the black economy which had grown and proliferated to such an extent that it possessed a serious threat to the stability and growth of the economy of India.

When Mr. Modi government took the rein of power they took the challenge of black money and decided to crack down on the growing parallel economy by denomination of 500 and 1000 rupee notes, the two biggest denomination of notes which was 96 percent of the currency cash supply. The government's goal was to eradicate counterfeit currency, fight tax evasion, cash hoarding, eliminate black money from money laundering and terror funding and promote a cashless economy. It had become essential to deal up with the bad stuffs to put back the economy on the track.

The Indian economy being predominantly agriculture the farmers struggled the most during de monetization but the agricultural sector. 86 percent of India's currency has been invalidated. 263 million Indian farmers generally deal in cash. The demonetization of 500 and 1000 rupees notes to crush the black economy come at a wrong time. Millions of farmers were unable to get enough cash to buy seed's and fertilizers for their crops. Even bigger landholders had problems such as paying daily wages to the labours and purchasing agriculture inputs for growing crops in one hand and selling of harvested produce on other hand.

Sowing of winter crops was badly affected. The farmers buying in rural areas had less knowledge about the banking systems as a result they were unable to sustain the impact of demonetization.

Long term impact in agriculture sector is still lacking behind in term of innovation and irrigation. Indian agriculture sector are capable of a strong growth. Agricultural production was just recovering from the two year drought when it was hit by a severe cash crunch. It is often seen that the hard working innocent farmers are exploited by the intermediaries. It is to be seen in future what Modi's government has for farmers in future. Some of the impacts on presumptions would be with the recovery of black money; the government can invest in the agricultural infrastructure. The roles of interest on loans are likely to fall. It is to be seen how much is financed for the irrigation projects and agricultural marketing, which are still the matter of concern for the rural and agricultural sector.

The small growth's and retail vegetable sellers were also among the farmers who were burnt by demonetization as they are with inventories of perishable commodities, they need cash on daily

basis to purchase pesticides, fertilizers and also to transport and sell. Lack of cash resulted in reduced sales, higher wastage and lower price realization. Dissipation in the supply chain increased the wastage of perishable commodities.

Only 20 point of the village farmers had their PANCARD which was necessary for back transaction a thus the transaction above Rs. 50000 were badly affected.

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Importance of Physical Education Towards Psychological Behaviour Changes of Kindergarten Students

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ABSTRACT

This paper takes us towards the psychological behavior changes of kindergarten students with regards to the physical, mental, social & emotional issue and how physical education helps in the overall cognitive development of a child.

Children may show developmental and emotional changes due to the genetic factor, nature, and also parental lifestyle. Especially kindergarten students may not feel safe because they are in a new and unreliable routine. Within this period, students can instinctively show some regression in their behavior as a coping skill, returning to a progressive stage where they feel safer. Not all students react the same emphasizing the importance of the family's attitude & behavior, the personality of the child, and also the role of physical education teacher. The role of schools/pre-school is very essential for the kindergarten student, they may no longer have that sense of structure and stimulus that is provided by that situation, and how they have to be with friends & family and get that social support that is important for good psychological well-being.

Schools & parents with the help of Physical Education Teachers/ Trainers/Coaches must ensure that physical activity is part of the routine for kindergarten students : incorporating physical activities into student's daily routine for 30 – 60 minutes will help students for the overall development.

Keywords: Psychology, Physical Activity, Motivation, Mental Health, Social Development

INTRODUCTION

Meaning of Kindergarten: The word kindergarten comes from the German language. Kinder means children and garten means garden. The term dates back to the 19th century. Friedrich Froebel (1782-1852) started the first kindergarten, Garden of Children, in 1840. According to Froebel Web, the word kindergarten was invented by Froebel and symbolized his vision for early childhood education. Kindergarten specifies a babysitter or **nursery schools** for the children of 3-4 years old. (**Raymond, 2020**)

Definition of Psychology: - Psychology is the study of mind and behavior. It encompasses the biological influences, social pressures, and environmental factors that affect how people think act, and feel. (**Cherry, 2020**)

Child Psychology: - Child psychology is one of the many branches of psychology and one of the most frequently studied specialty areas. This particular branch focuses on the mind and behavior of children from prenatal development through adolescence. Child psychology deals not only with how children grow physically, but with their mental, emotional, and social development as well. (**Cherry, verywell mind.com, 2020**)

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Define psychology in physical education: - It involves the study of how psychological factors affect performance and how participation in sport and exercise affects psychological and physical factors. (*Wikipedia, 2020*)

During this current generation or century, the lifestyle of every human being has changed from Adult to Senior citizens with regards to their attitude & behavior. Today wide instabilities have happened in the lifecycle of all people. Malnutrition, unhealthy diet, stress, and so on, are the presentations of the unnatural lifestyle. Besides this, there are many more new challenges faced by parents. When we look at kindergarten children, in particular, the areas they will express themselves, the people they will connect with and the ways of message are limited. Many choices such as going to parks, playing with friends, walking, running have been limited and they are been exposed to electronic gadgets which may keep them busy but no physical activity, this in some ways has affected the children.

Therefore Physical Education Plays a very important role in the life of kindergarten students, Physical Activity consents students to use their imagination while developing their thoughts, skills, mental and emotional strength. Physical Activity is vital for healthy brain development. It is through physical activity that children at a very initial age occupy and interrelate in the world around them.

HOW CAN THE KINDERGARTEN STUDENTS OVERCOME THEIR PSYCHOLOGICAL BEHAVIOR OF ANXIETY

In this situation both the role of parent and physical education teacher is important, the key is to talk to the children to know his fear and anxiety, ask them what can be done to make him/her happy & satisfied. The parents and teachers have to strike a stability between online and offline activities such as recreational activities, fun games, aerobics, dancing, singing, playing an instrument, watercolor or doing craftwork, etc. Teach them how to get started and make these activities entertaining for them. If a girl likes dancing, enroll her in a dance class rather than making her play basketball or volleyball. Same way if a boy likes to play football let him play football, buy them the right size of protective equipment for the game and tell them always play safe. In some traumatic times, communications of School Counselor with students and their parents would help ease the stress and anxiety of learners to a great extent. The school counselor must try to help the children who have mental health issues and ensure that their situation does not get worse. They should direct parents to sensibly monitor their children to look for signs of aggravation and seek help if required.

HOW PHYSICAL EXERCISE HELP KINDERGARTEN STUDENTS FOR PHYSICAL HEALTH

Parents & Teachers should make sure that every child should do a minimum of 30 – 60 minutes of physical exercise daily. Physical activity for kindergarten students was always a problem. It has been observed that kindergarten students don't do any activity on the non-school days of weekends and holidays. Individuals must make whatever use of their environment they can and take the opportunities they can to keep the physical activity going. One recommendation is to lead by example and let your children see you doing exercise so they can experience fitness as part of a healthy life, we also know all parents can't do exercise so the best solution is to find the resource or activities. but it's very important to make the activity fun and keep encouraging your children. Physical activities encourage healthy growth and development. It helps build a better body composition, stronger bones, and muscles. It also helps in the child's cardiovascular fitness. Physical activities benefits in the improvement of better motor skills, attention, and thinking skills.

HOW CAN KINDERGARTEN STUDENTS OVERCOME THE MENTAL HEALTH ISSUE THROUGH PHYSICAL EDUCATION

When we talk on Mental Health it has no boundaries it can happen to any people the way they act, feel, or think. So it's very important for parents & schools nowadays to take care of the mental health issue of children. When we talk about kindergarten children they are too small to express or share. Assure children that this is an impermanent phase and that it is a lovely way to spend valuable class time with their parents and family members, who are then always busy with work in general. Help children to develop self-confidence so that they sense good about themselves. Show lots of affection and acceptance, applause them when they do fine, identify their efforts as well as what they achieve, ask queries about their activities and interests, help them set genuine goals. Physical Activity leads to developed motor skills such as hand and eye co-ordination, healthier thinking and problem-solving, stronger attention skills, and better knowledge. Not unexpectedly, these all combine to benefit a child's performance. Even the unpretentious act of playing outdoor with friends has always been associated with children's performance.

IMPORTANCE OF MOTIVATION TOWARDS KINDERGARTEN STUDENT

It's very important for parents/teachers to motivate their children towards healthy habits. Keeping children motivated while they continue to study and also provide them with useful activities. Exercise or activities is not only important for a child's physical health but is also essential for their mental health. This includes aerobic exercise, strengthening exercise & fun activities. Exercising is a way of life. As the limitations on our mobility remain in one form or the other in the time of the current situation, life must go on, with physical activities. Differing from what we might think, weekends can be an excellent opportunity for us to explore the art and science of physical fitness for which we would not have otherwise found time during the regular days of normality. The advice is to target a minimum of 30 - 60 minutes of exercise/activity daily for the children. Parents should not emphasize more on academic work to let the children enjoy physical activities, indoor activities, dance, music, painting, etc. Children need to be energetic every day to uphold their healthy growth and development. Those who begin healthy lifestyle patterns at an early age will carry them and their benefits to forward for the rest of their life. Physically active children also are more possible to be inspired, attentive, and effective in school. And learning physical activity skills builds self-confidence at early childhood age.

RECOMMENDATION

- Taking the opportunity of spending maximum time with our children as we need to keep them active.
- Including physical activity into children's daily routines for 30 - 60 minutes by taking the support of a physical trainer, coaches, electronic media, Apps, etc.
- Try to avoid screens out of the room of children where they sleep and avoid screen before bedtime, Keep the bedtime and rising time fixed.
- Follow the guideline given by Health experts & Physical trainers.
- Allow your children to interact with their friends & family.
- For kindergarten children, it can be very difficult to express their feeling so always be open and honest to them.
- Choose those physical activities that suit children's age and phase of development.

- Giving children structured activities like sports and games and also unstructured activities like playing in the garden.
- Be a role model for a healthier active lifestyle & fitness so that they can follow you.
- Relating consistent physical activity with a healthy diet every day.

CONCLUSION

This paper aimed at the psychological behavior of the kindergarten student and how we can overcome them through physical education. Kindergarten students are not indifferent to the teenagers even they need attention and affection. They experience uncertainties, physical, and social loneliness when no one is around them. Both parents and teachers are working together to develop the life skills of the child. The significance of physical education has taken a very important role in the lifestyle of children and parents for physical health & mental well being. How due to physical education you can overcome mental health issues such as fear, stress, anxiety, depression, etc. The link between physical exercise and mental health is clear. Physical education is a key and critical way to manage mental health well-being. Children tend to be more energetic when they are outside relatively than when they are at home. While they do appear to be involved in numerous physical activities at home as well, they are mostly light-intensity activities. Physical activities should be incorporated into kindergarten children's lives to make a strong foundation of skill related activities that will be accepted with them during the rest of their lives. Children who have high intensities of physical activity during their early childhood age are likely to be more energetic even after they mature. This is important for better health and well-being. Physical activities from an early childhood age have several benefits that reach far beyond only physical growth. Physical education helps a kindergarten student to be physically, emotionally, mentally, socially, and spiritually develop by taking part in physical activities. The growing use of technology and classrooms and daycares focusing on intellectual activities rather than physical activities have controlled the decline of children's movement and physical activity.

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Effectiveness of PPP Model in the Healthcare Sector of India: Challenges and Opportunities

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ABSTRACT

Over the years, public and private sectors have helped in addressing the health need of the country and made good progress of India in key health indicators like life expectancy and infant mortality. Today, the health care system in India faces a challenge of raises in service quality as well as ensuring equitable access to people while simultaneously gearing up its capabilities to changing the disease incidence profiles. This challenge needs to be address through the combined efforts of public and private sectors by making an effective policy by which healthcare access could be increased to the people. This research paper is trying to explore the best possibilities of healthcare sector with PPP/PPC model and its effectiveness before the substantial resources are invested in the expansion of public-private partnership efforts.

Key words: Public Private Partnership (PPP), Public Private Collaboration (PPC), Healthcare sector, Effectiveness, Substantial, PPPs/PPCs Model.

INTRODUCTION

Public-Private Partnership (PPP) is a partnership between the public sector and the private sector for the purpose of delivering a project or a service traditionally provided by the public sector PPP can increase the quality, the efficiency and the competitiveness of public services. There is a well defined allocation of risk between the private sector and the public entity. In other words we can say that PPPs are mechanisms whereby the public sector procures services from the private sector.

Public Private Partnership or PPP in the context of the health sector, it is an instrument for improving the health of the population. PPP is to be seen in the context of viewing the whole medical sector as a national asset with health promotion as a goal of all health providers, public or private. If talk about overall health system and services of the country, the accountability of the private and nonprofit sectors is very high.

India is one of the fastest growing economies with achieving over 8 percent growth of GDP in recent years and it is expected that it would be the third largest economy in the world by 2050. Though, in India the healthcare services are very critical to growth in the economy, but now have seen lots of improvement over the last few years. Yet, India's total healthcare expenditure as a percentage of GDP is still very low in comparison to the other countries of the world.

Though, it is widely debated but accepted now that the lacunas and deficiencies in public healthcare system can largely be overcome by significant and fundamental reforms. The need for such reforms has been emphasized by successive plan documents since eighth five year plan, by National Health Policy (NHP) of 2002 and the World Bank itself which has been pivotal in initiating health sector reforms in many states in India.

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The infrastructure of public health services has widespread, starting with sub-centers, primary health centers, community health centers, secondary level district hospitals, up to medical colleges, the quality of these are not uniform and subject to regional vagaries. The following description provides a structural snapshot of the Indian healthcare system (CII, 2005):-

Structural snapshot of Indian healthcare system

There are three stages of Healthcare like primary, secondary and tertiary and they have different demand of healthcares as per below-

Primary Care- The basic healthcare facilities for common and minor ailments and where prevention is most effective; Demand is the highest in this sector.

Secondary Care- Healthcare facilities that require constant medical attention including short period of hospitalization; Demand is moderate.

Tertiary Care- Conditions requiring care from specialized clinicians and facilities; Demand requirements are highly specialized and thus minimal.

DEFINITIONS OF THE TERM PUBLIC, PRIVATE AND PUBLIC PRIVATE PARTNERSHIP

There are many ways of defining the terms public and private (Wang 2000). In general, however, the public sector includes organizations or institutions that are financed by state revenue and that function under government budgets or control. The private sector comprises those organizations and individuals working outside the direct control of the state (Bennet 1991). Broadly the private sector includes all non-state actors, some explicitly seeking profits (for-profit, FP) and others operating on a not-for-profit (NFP) basis. The former are conventionally called private enterprise, the latter non-governmental organizations (NGOs).

In the health sector, for-profit providers may include individual physicians, diagnostic centers, ambulance operators, blood banks, commercial contractors, polyclinics, nursing homes and hospitals of various capacities. They may also include community service extension of industrial establishments, co-operative societies and professional associations. The for-profit private health sector encompasses the most diverse group of practitioners and facilities. But likewise the character of not-for-profit organizations varies in terms of their size, expertise level and geographical spread. NFP services are clustered in charitable clinics or hospitals. Some are established on a financially sustainable basis and are funded from user-charges; most, however, require the support of grants or donations. Although widely used, the term partnership is difficult to define.

Some definitions in the literature are so ambiguous that they cover practically any type of interaction between public and private actors. Yet partnership is often used to describe a range of inter-organizational relationships and collaborations. Some of the useful definitions of public private partnership are:

“..... means to bring together a set of actors for the common goal of improving the health of a population based on the mutually agreed roles and principles (WHO 1999) “.....a variety of co-operative arrangements between the government and private sector in delivering public goods or services provides a vehicle for coordinating with not to take advantage of the expertise of each partner, so that resources, risks and rewards can be allocated in a way that best meets clearly defined public needs (Axelsson, Bustreo and Harding 2003)

“....a partnership means that both parties have agreed to work together in implementing a program, and that each party has a clear role and say in how that implementation happens (Blagescu and Young 2005)

“.....a form of agreement [that] entails reciprocal obligations and mutual accountability, voluntary or contractual relationships, the sharing of investment and reputational risks, and joint responsibility for design and execution (World Economic Forum 2005)

Three fundamental themes emerge from these definitions. First, a relative sense of equality between the partners; second, there is mutual commitment to agreed objectives; and third, there is mutual benefit for the stakeholders involved in the partnership. Partnership is therefore a collaborative effort and reciprocal relationship between two or more parties with clear terms and conditions, clearly defined partnership structures, and specified performance indicators for delivery of a set of health services in a stipulated time period. In other words, the core elements of a viable partnership are beneficence (joint gains), autonomy (of each partner), joint-ness (shared decision-making and accountability) and equity (fair returns in proportion to investment and effort).

HISTORY OF 3PS IN HEALTHCARE SECTOR

A Global View

The current debate of the role of PPPs in the development process particularly social sector and health care has its roots in the discussion of welfare reforms in the industrialized countries notably the US and the UK. The concept of PPP in itself is therefore not new and dates back to the early eighties when Margaret Thatcher and Ronald Reagan took over the governments in UK and US respectively.

Privatization of services, deregulation and new public management were the key words which characterized a new era administered reforms of government activities. The logic behind the reforms is again the belief that hierarchical bureaucracy is inherently inefficient and not sensitive towards the social needs of the community. This argument has been theoretically developed by public choice theory, mainly arguing that it cannot be assured that politicians and bureaucracies always act in the public interest, but either pursues their own interest or those of powerful interest groups. In many of developed and most of the developing countries however PPPs are still in an explorative and experimental stages.

An Indian View

While reviewing the health sector in India, the World Bank (2001) and the National Commission on Macroeconomics in Health (2003, 2005) strongly advocated harnessing the private sector's energy and countering its failures by making both public and private sectors more accountable. The Tenth Five-Year Plan (2002-2007) envisioned in detail the need for private sector participation in the delivery of health services. Collaborating with the private sector and fostering a partnership for providing health services to the underserved sections of the population are particularly critical in the Indian context. Due to the deficiencies in the public sector health systems, the poor in India are forced to seek services from the private sector, often borrowing to pay for them. India has one of the world's highest levels of private out-of-pocket financing (87 percent estimated in World Bank 2001). Out-of-pocket expense at the point of service use is about 85 percent (Kulkarni 2003). Such a mode of financing imposes debilitating effects on the poor. Hospitalization or chronic illnesses often lead to liquidation of assets or indebtedness. It is estimated that more than 40% of hospitalized people borrow money or sell assets to cover expenses, and 35% of hospitalized Indians fall below the poverty line because of hospital expenses. Out-of-pocket medical costs alone may push 2.2% of the population below poverty line in one year (Selvaraju and Annigeri 2001; Mahal et al. 2002). Approximately 29 percent of the Indian population, almost 300 million people, live below the poverty line and depend on free health services from the public sector.

The inequities in the health system are further aggravated by the fact that public spending on health has remained stagnant at around one percent of GDP (0.9%) compared to the global average of 5.5%. Yet even the public subsidy on health does not automatically benefit the poor. The poorest 20% of the population uses only one-tenth of the public (state) subsidies on health care while the richest 20% accesses 34 percent of the subsidies (Mahal et al. 2002). Over the years the private health sector in India has grown remarkably (Baru 1999). At independence the private sector in India had only eight percent of health care facilities (World Bank 2004) but recent estimates indicate that 93% of all hospitals, 64% of beds, 85% of doctors, 80% of outpatients and 57% of inpatients are in the private sector (World Bank 2001).

Contrary to commonly held views, private hospitals are relatively less urban-biased than the public hospitals. Given the overwhelming presence of the private sector in health, various state governments in India have been exploring the option of involving the private sector and creating partnerships with it in order to meet the growing health care needs of the population. The private sector is not only India's most unregulated sector but also its most potent untapped sector. Although inequitable, expensive, over-indulgent in clinical procedures and without quality standards or public disclosure of practices, the private sector is perceived to be easily accessible, better managed and more efficient than its public counterpart. It is assumed that collaboration with the private sector in the form of Public/Private Partnership would improve equity, efficiency, accountability, quality and accessibility of the entire health system. Advocates argue that the public and private sectors can potentially gain from one another in the form of resources, technology, knowledge and skills, management practices, cost efficiency and even a make-over of their respective images (ADB 2000). Partnerships are expected to ameliorate the resource constraints of the public sector by reducing investments in expensive tertiary care services.

Type of PPPs (3Ps) in Healthcare Sector

PPPs and PPC in the healthcare sector can take a variety of forms with differing degrees of public and private sector responsibility and risk. They are characterized by the sharing of common objectives, as well as risks and rewards, as might be defined in a contract or manifested through a different arrangement, so as to effectively deliver a service or facility to the public. The private sector partner may be responsible for all or some project operations, and financing can come from either the public or private sector partner or both. In practice, several key types of 3Ps and PPC are frequently encountered in the health sector as below-

1. Contracting-out

It involves publicly-financed investments aiming to improve efficiency and quality by awarding a service contract, a management contract, a construction, maintenance & equipment contract or various hybrid contracts to serve a specific need or situation, or a lease to a private partner or partners.

Service contracts are entered into by public and private partners for provision of a defined service (e.g., laboratory services, catering etc.) aiming to leverage comparative advantages of a private partner, such as experience or advanced technology, to improve efficiency and the quality of the service.

Management contracts involve transfer of authority from a public partner to a private partner to manage a public facility and provide services, including full responsibility and authority to manage all necessary functions and staff (e.g., employ and manage staff, procure medicines and equipment), with the objective of enabling more efficient management.

Construction, maintenance and equipment contracts are typically for development, refurbishment or maintenance of a healthcare facility.

Hybrid contracts may involve a variety of elements of the contracts mentioned above to serve a specific need or a situation, such as an IT contract providing for both the building and operating of the infrastructure or a health facility management contract requiring the private operator to also refurbish or upgrade the facility.

Leases involve a private partner paying a fee to the public partner to manage and operate a public facility in exchange for revenues from the facility's operation, typically with the objective of improving the facility's financial situation by introducing more efficient management. Under a lease contract, the government typically remains responsible for major new investments in the facility.

2. Concessions-

Concessions are arrangements with the private sector in which asset ownership remains in public hands but where the private partner is responsible for new investments with operating and maintaining the existing assets. Concessions can also be used for new facilities. Different contract types, such as performance-based management contracts, leases, build-operate-transfers or even divestitures under license, can be used and have various degrees of underlying risk allocated to the public and private parties. A typical example of a concession would involve the private partner financing construction of a facility and being repaid over time through a service charge to the public partner, revenues from the facility, or a combination of the two. Concessions typically shift the risk of investment to the private sector, although the government often provides an explicit or implicit guarantee to protect the private partner against the risk of lower than expected revenues or other risks.

3. Private Financing Initiatives (PFIs)-

Private Financing Initiatives (PFIs), which normally involve a concession contract, have evolved in practice as a distinct means of funding major capital investments in the healthcare sector through financing provided by private partners. In the United Kingdom's PFI, which is probably the best known example, private consortia enter into long-term contracts with the government to finance, build, and, less frequently, manage new projects (e.g., a consortium may finance construction of health facilities that are then leased by public partners).

PFIs have been a subject of an ongoing cost-benefit debate, and as with all PPPs or PPC, their applicability and use need to be evaluated carefully both as a matter of policy and on a case-by-case basis. Free entry allows for private partner participation in a project without contract with the public sector or the government (e.g., franchising). In these cases, operational and investment risks typically rest with the private partner. While the government does not usually provide any guarantees, it may provide support by adjusting the regulatory framework or offering financial incentives (e.g., tax breaks) to influence the private partners' behavior.

The specific format of PPPs and PPC in any given situation will depend on the regulatory framework, which often needs to be adjusted to accommodate new types of partnerships and collaboration. Beyond enabling PPPs and PPC, the regulatory framework plays a critical role in assuring and promoting the quality of healthcare services resulting directly or indirectly from any such arrangements. That may include establishing or revisiting quality assurance policies and indicators, monitoring and enforcement mechanisms, accreditation and licensing systems, a patient rights framework, as well as other related regulations (e.g., effective oversight structures, labor regulations to help facilitate performance-based staff management).

CHALLENGES AND OPPORTUNITIES

Partnering with the private sector carries the potential for meaningful benefits to be gained for the public partner and the health sector. Potential benefits can include reduced government

spending, greater efficiency, due to private partners' operational efficiency and better healthcare management e.g. of hospital services and infrastructure. In the healthcare sector, partnering can also be particularly valuable as a method of leveraging technical or management and spurring technology transfer, all of which can lead to quality improvements. Partnering can also reduce or better allocate risks (e.g., the private partner may be better able to manage cost and schedule overruns). Appropriate convergence of interests and expertise in a PPP or PPC in practice may also lead to a better managed project execution. Finally, in a PPP or PPC, the public partner can take steps to ensure that the above-mentioned benefits are obtained, the risk is minimized and that public funds are used in accordance with the partnership's stated objectives through introduction of payment and reward mechanisms that set incentives for better performance and improved outputs.

Risk management is also equally important for planning an effective PPP or PPC which involves careful review of the allocation of financial risks & rewards, decision-making mechanisms & responsibilities and the applicable regulatory & contractual framework. Accordingly, an accurate up-front evaluation of the likely trade-offs and benefits are key to appropriately designing and pro-actively managing a PPP or PPC. Such evaluation can uncover risks stemming from an inadequate regulatory framework or low institutional capacity, which may need to be addressed either through special provisions built into the contract or through separate reforms undertaken by the government (e.g., enhancing accreditation systems, updating patient rights policies, enabling transparency in health providers' performance). Other situation-specific risks may also need to be addressed, such as the frequently encountered risk of creating excess capacity or new capacity in the wrong place in the health system. Such risks can be mitigated through an effective planning and licensing system that allows for a needs-based distribution of services. In many situations, an adequate licensing system should not only selectively issue licenses to operate health facilities based on a set of pre-defined criteria, but might also include the option of a special regulation of high-risk interventions. A diligent up-front evaluation is also critical for ensuring financial responsibility and managing fiscal risks for the public partner.

Analysis of unsuccessful projects often reveals a hastily or inappropriately designed arrangement that might in effect shift spending off-budget, defer sizeable fiscal costs, obscure higher private financing costs, or excessively shift costs to the public sector. Appropriate fiscal risk mitigation requires that the fiscal costs and risks of the contractual obligations in a partnership or collaboration be identified and quantified upfront. Furthermore, while PPPs and PPC are not a new approach, some governments have yet to develop sufficiently sophisticated legal and institutional frameworks for their management, including effective methods for evaluating and accounting for fiscal risks, as well as the institutional capacity and expertise required to capture benefits while mitigating the associated risks.

Contracting risks can be best managed through clear and well-considered division of roles and responsibilities. To ensure that efficiency gains made by the PPP are shared between the public and private partners, contracts may need to include variable payment levels that allow appropriate benefits to be captured by the public sector. Transparency in the bidding and contracting process, as well as the contract arrangements themselves, should help eliminate incentives for any potential asset-stripping and rent-seeking behaviors by the private partner. At the same time, the sharing of risks and rewards is a key driver for a quality private partner to enter into a collaboration/partnership, and the public partner should ensure that contracts are based on realistic evaluations of the situation and do not transfer unmanageable risks to the private partner or excessively curtail performance incentives. The choice of private partner should be guided by well thought-through criteria in accordance with the specific need or situation (e.g., financial stability and a proven track record of experience and expertise in the field) and international best practices should be leveraged in the process of soliciting bids and awarding contracts. In addition, while taking existing best practices into account, contract provisions should be carefully tailored to the situation at hand. Thus, if a PPP

is intended to reduce waiting time on the waiting lists, then the contract should address not only the aspects mentioned above, but also specifically reference the objectives and set forth transparent waiting list management procedures and criteria. Appropriate monitoring and managing of quality and performance are particularly important in healthcare PPPs and PPC. Monitoring and evaluation mechanisms, performance indicators, targets and outputs, as well as any performance bonuses should be discussed upfront, built into contracts, and refined at the pilot stage if possible. It is critical that the public partner has sufficient capacity for oversight and for making timely adjustments as needed. External oversight methods can also be utilized (e.g., licenses to practice or to operate a facility or a specific health technology, and accreditation according to agreed quality standards). In ensuring continuity in the monitoring and managing of quality and performance, it is helpful that a single task force, advisory board, and/or project management office is established for the duration of the project.

PRE-CONDITIONS FOR DEVELOPING AN EFFECTIVE PPP MODEL

PPPs and PPC (Public Private Collaborations) could be beneficial for the healthcare sector if they are well justified, prepared, implemented, monitored and adjusted in an appropriate and timely manner. PPPs or PPC should include well-defined objectives, clear division of roles and responsibilities, risk allocation, and other transaction elements. In that regard, the quality of contracts between the public and private partners and in some cases, between partners and third parties is very much important to the success of a PPP or PPC. Most importantly, all parties to a PPP or PPC should bring adequate expertise and experience to the contracting process. Contracts and all other arrangements should be based on fair and transparent discussions, cover all the aspects and stages of the project, fully assess costs and benefits, including the appropriateness of the use of PPP or PPC, allocate risks and rewards, and allow for ongoing monitoring of quality and performance as well as the flexibility for ongoing adjustments as appropriate.

In practice, the options for utilizing PPPs or PPC significantly differ between contracting for hospital facilities and services, and contracting for auxiliary services (e.g., catering). The former tend to be far more complex than the latter and involve a distinct set of actors (e.g., key ministries for hospital facilities and services vs. hospital management for auxiliary services).

PPPs and PPCs for private participation in hospitals take many different forms depending on the identified needs and objectives, the government's health sector policy priorities and capacity to control the access and quality of care, the availability of and the need for funding or other resources, as well as other key elements in the public domain e.g. regulation, public consensus etc. Once the appropriateness of private participation has been determined in a fact-based manner, the public partner can select the best way to proceed from a broad set of approaches (e.g., pilot vs. broader program, profit vs. non-profit, specific service vs. bundled services, mix of patients vs. only private or only public patients) and a wide menu of options available for such a partnership or collaboration.

SUMMARY AND CONCLUSIONS

An cursory analysis of the existing PPPs in various countries and India broadly suggest that there is no uniform pattern to suggest which type of services are to be provided through partnership and what type of services should be off-limits to the private sector. Some of the most successful partnerships have been with private non-profit organizations. Lack of success in partnerships is often due to insufficient consultations with facility-level managers. Contracting is the predominant form of partnership, although other forms of partnerships are beginning to attract greater attention. Pre-negotiated partnerships seem to be more effective than competitive bidding. Apparently wherever

the partnerships initiatives have been made by the bureaucracy, the success seem to be limited compared to partnerships initiated by the private sector. Poor patients have benefited from public-private partnership. Revenue generated through user-fees is negligible so there is a need to redesign the services towards more acceptable user-fee or else to abolish them.

Capacity of private partners and public sector officials towards managing the partnerships is yet to be fully developed. Public sector managers may perceive the new initiative as a burdensome task, requiring them not only to placate their subordinates but also to seek better performance from their private partners. This is a daunting task. Private partners, who are known for their informal and flexible systems and organizational processes, are uncomfortable with the rigid organizational and managerial processes and procedures of the public sector. Bureaucracy is yet to become conversant in the principles of New Public Management. Designing partnership (contract) agreements requires sufficient capacity-building measures but central government leadership may not be ideal for achieving this aim. States could create regional resource centers to develop these capacities locally. The approach towards pricing of tariffs for services is based only on competitive tendering process rather than on a standard calculation of competitive rates. Similarly the payment system is mired in red tape that impedes successful partnerships. Policy innovations such as public/private partnerships are, of course, highly contextual. Partnership with the private sector is not a substitute for the provision of health services by the public sector. Also, public-private partnership initiatives cannot be uniform across all the regions or suitable under all kinds of political and administrative dispensations. While private partnership is an administrative decision, an obvious but important point is that it must enjoy political and community support. In states where the private sector is prevalent, partnership initiatives could be an alternative, not necessarily because of competitive efficiency but to prevent further immoderation of the poor and the deprived sections of society. There has to be a clear rationale for partnering with the private sector. It is important to understand not only what services are to be provided under private partnership but also to understand the basis on which such decisions are made.

Any policy initiatives which strengthen the services in public healthcare sector would be welcome in India. But a government fails to deliver quality social services due to lack of basic administrative capacity and would not be able to contract either clinical or non-clinical services. In all the sub sectors of social sector particularly in health sector, PPPs are a force to compute with a vast potential yet to be explored. In India the government with the teeming millions of poor population, a huge aging population in await with the obvious turn in the demographic transition in next 30 years and the meager public expenditure that it is incurring, less than 1% of the GDP, at present should explore PPP models in healthcare sector with caution.

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Classroom Climate

Dr. Manoranjan Panda*

Classroom Climate refers to the prevailing mood, attitudes, standards and goal that you and your students feel when they are in your classroom. A negative classroom climate can feel hostile, chaotic and out of control. A positive classroom climate feels safe, respectful, welcoming and supportive of student learning. Classroom climate is the classroom environment, that social climate, the emotional and the physical aspects of the classroom. It is the idea that teachers in these students growth and behavior. The students behavior affects peer interaction – the responsibility of influencing these behaviours is placed with the instructor. The way the instructor organizes the classroom should lead to a positive environment rather than a destructive and/or an environment that is not conducive to learning. Dr. Karen L. Bierman the Director of the pennstate child study center and professor of psychology, believed that a teacher needs to be “invisible hand” in the classroom.

Classroom environments are extremely important for students and for teachers. The emotional environment also will affect the learning environment and how well a student receives instruction. Emotional environment creating a positive learning environment is essential for success in the classroom.

KEY FACTORS IN CREATING A POSITIVE CLASSROOM CLIMATE

The good news is that a classroom’s climate does not just happen it is created. Regardless of your student’s past experiences there are things you can do to deliberately shape the climate of your classroom in to a positive learning environment. To create a positive climate for your classroom, focus on the following three “Pieces” of the classroom climate.

1. Develop and reinforce classroom rules and norms that clearly support safe and respectful behavior. Having classroom rules helps you create a predictable, safe learning environment for your students. Rules give your students clear boundaries and opportunities to practice self regulation and make good choices. When students feel safe and respected both emotionally and physically, they are able to focus better learning.
2. Promote positive peer relationships – You want to create an environment where your students support and are kind to one another some ways you do this are :
 - (a) Notice and reinforce casual positive interactions between students on a daily basis.
 - (b) Deliberately plan relationship-building activities and games encourage positive interactions. These can be long-term projects or short and simple games designed for students to get to know each other better.
 - (c) Pay attention to the social dynamics of your classroom. Do some students have trouble making friends ? Do some students have trouble getting along with others ? Who has a lot of friends ? Who has few friends ? Interviewing your students one-on-one can help you identify students that have stronger or weaker social connections. This can inform your seating arrangements, guide your grouping and pairing decisions and assist you in helping students form new networks of friends.
 - (d) Have class meetings : Class meetings provide a safe environment in which students can discuss with you and each other topics that are important to them. You and your students can get to know each other better and build relationships through open discussions

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on subjects like : Following rules, How to get help, including others at Recess, solving playground problems, etc. This helps create a positive classroom climate built on trust and respect.

3. Nurture positive relationships with all students - You need to let your students know that you not only care about their progress in the classroom, you also care about them as human beings. Some ways you can do this are :
 - (a) Greet your students by name every time that walk in the door. This lets them know that you notice and care that they are there.
 - (b) Use warm, inclusive behaviors with your face, body and words each day. Smile ! Ask "How are you feeling?" Look at your students, Notice and reinforce their positive behaviors with encouraging words.
 - (c) Ask your students personal questions that will help you get to know them and what is happening in their lives outside of school.
 - (d) Notice changes in students physical and emotional behaviors. Changes may indicate a student is in-need of additional emotional support. Provide or find support for that student as needed.
 - (e) Spend and keep track of individual time, with each one of your students over a let of duration (such as each month)

PURPOSE OF A POSITIVE CLASSROOM CLIMATE

Teachers should learn to guide their students, not to alienate them. The safety of the student's well-being is paramount in their development of social ties with peers and their instructors. As education becomes more inclusive, teachers need to become more aware of how to organize groups of students and how the students are arranged can lead to a favourable environment. Well organized classrooms are an important component to classroom functions as it leads to more dialogue and formative assessment. Students with special education needs (SEN) tend to feel more excluded from the other students in the classroom. SEN students include those with behavioral problems and these with learning difficulties. Students who do not have disadvantages are more inclined to participate as they feel more like they belong and have a higher belief in their academic abilities. Education becomes less of a chore and more enjoyable when students grow as a group which can lead to the reduction of students acting out destructively. In order to affect students, a teacher needs to monitor and modify the influence students have on one another. Teachers are able to help students feel included by assigning groups and rearranging the seating chart so less cliques are formed in the classroom. Combating bad behavior is a teacher's duty. Teachers need not only to take into consideration how the classroom is arranged, but observed students background family life grade also and many other complex issues surrounding life.

TECHNOLOGY IN THE CLASSROOM

The increased use of technology can lead to the replacement of teachers which would completely remove any social aspect of a classroom climate as the students would be learning from a robot or a machine and would not have the teacher students connection that is essential. Oral presentations and group collaborations students will learn to be dynamic in how they learn and interact with others. As well "without a classroom where students can form friendships and relationships with their peers, they may not learn the some social cues as regular students. Without any real face to-face time with their teacher, they may take the classes less seriously.

Inclusive Classroom Climate

An inclusive classroom climate refers to an environment where all students feel supported intellectually and academically and are extended a sense of belonging in the classroom regardless of identity, learning preferences or education. Such environments are sustained when instructors and students work together for thoughtfulness, respect and academic excellence, and are key to encouraging the academic success of all students. Research indicates that many students may be more likely to prosper academically in settings with more collaborative modes of learning that acknowledge students personal experience (Kaplan and Miller 2007)

Student learning can be enhanced by establishing a classroom tone that is friendly, caring and supportive and that lets students explore the relationships among course material, personal and social experiences. Instructors can consider a variety of areas to promote inclusivity, including the syllabus, choice in assigning reading, discussion expectations and personal style.

RECOMMENDATIONS

1. Structure classroom conversations to encourage respectful and equitable participation.
2. Use small groups to encourage non-competitive ways of learning and encourage cross cultural communication.
3. Anticipate sensitive issues and acknowledge racial, class or cultural differences in the classroom when appropriate.
4. Model inclusive language.
5. Use multiple and diverse examples.
6. Personally connect with students.
7. Provide alternative means for participation.
8. Respectfully communicate with students.
9. Address offensive, discriminatory and insensitive comments.
10. Perform a self-Assessment.
11. Arranging the classroom minimizing distractions.
12. Creating an environment conducive to key learning.
13. Forming & maintaining productive Tr.-St. relationships.
14. Establish non threatening Atmosphere.
15. Promoting a sense of community and belongingness.
16. Discussing a problem privately with a student's Questioning.
17. Teaching Self-regulation strategies self-monitoring.
18. Concerning with parents.

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The importance of Innovation in Teaching and Learning – Trends in the 21st Century

Dr. Rohit Kumar*

ABSTRACT

“In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education” – B.K. Passi.

In the twenty-first century, significant changes are occurring related to new scientific discoveries, informatization, and globalization, the development of astronautics, robotics, and artificial intelligence. The twenty-first century is rapidly changing. New technology introduces day by day. Teaching is more challenging. We need to change the teaching method according to the changing world. In the 19th century and 20th century, the information resources were only books for the students. But now there are many means of information all around us, an age in which wireless internet means we are literally surrounded by information, we no longer need students in rows facing the teacher. For primary education, interactive learning is a great way of education for rising stars (age 5-12 years). Interactive learning styles comprise of mind mapping, flipped learning and remote learning. The pursuit of 21st century skills – collaborative problem-solving, IT, information and economic literacy – require 21st century teaching methods. The role of teachers can no longer be to impart knowledge but to guide, discuss and, of course, measure the progress of students so that they know when more support is needed. Today, innovative schools are designing classrooms for the pursuit of knowledge, rather than its conveyance, and even doing away with them altogether.

Keyword- Importance of Innovations in Teaching and Learning in 21 Century

INTRODUCTION

Education is an important component of every society which could significantly contribute to a country's economic, social development. In an era where technology enhancements and innovations are in their prime, there are many opportunities for innovative learning and teaching methodologies. Traditional teaching methods were primarily based on a teacher explaining a topic of a textbook; students were not active participants in the class. New teaching methods, however, encourage the students to take an active role in the class to awaken their curiosity and creativity.

Education plays an important and critical role globally in developing a skilled workforce. For many decades, the use of textbooks has been the traditional method of instruction; however, the emergence and implementation of teaching effectiveness assessment techniques has revealed that most students do not absorb the course content up to the expected level.

In 21st century teachers need to serve as a guide or mentor for their students, not as the all-knowing sage providing them with all their information. With so much access to resources of all kinds, children are invariably going to know more than teachers on different topics, and be a step

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ahead of the technology in use. Teachers need to be empowered as facilitators and motivators for learning, so that they can empower their students in turn.

This shift is great news for teachers. Instead of struggling to give kids all the information they need to succeed in areas the teacher knows little about, they can support students as they make their own steps into different fields. It's about preparing kids to go beyond their parents and teachers, making sure they have the skills to do it, and then helping along the way as they build confidence to achieve.

This means teachers need to be forward-thinking, curious and flexible. Teachers must be learners: learning new ways of teaching, and learning alongside their students. Simply asking questions like "what will my students need twenty or fifty years from now? How can I help give them those skills?" can change your mindset, make you a leader, and help you bring about change in your classroom, school and community. In a time when mental health and wellbeing is one of the biggest challenges facing young people, a 21st century education can give students the skills they need both for now and for the future. Skills like communication, critical thinking and EQ go beyond the workplace: they can help people through the most difficult times of their life. Finding your passion, doing it well, having a sense of purpose and focus, and being able to control your own work and life are all significant steps on the path to wellbeing

A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

The coalition P21 (Partnership for 21st Century Learning) has identified four 'Skills for Today':

- **Creativity**
- **Critical thinking**
- **Communication**
- **Collaboration**

These four themes are not to be understood as units or even subjects, but as themes that should be overlaid across all curriculum mapping and strategic planning. They should be part of every lesson in the same way as literacy and numeracy.

Creativity is about thinking through information in new ways, making new connections and coming up with innovative solutions to problems. Critical thinking is about analysing information and critiquing claims. Communication is understanding things well enough to share them clearly with other people. Collaboration is about teamwork and the collective genius of a group that is more than the sum of its parts.

There are other skills that are important, which fall within these four areas. Entrepreneurship can be considered a skill of its own. Inquiry and problem solving are key. Emotional intelligence (EQ) is one of the most important keys to successful work and relationships. The bottom line? Education needs to be all about empowering students with transferable skills that will hold up to a rapidly changing world, not prescribed content that has been chosen for its past relevance.

The ability to think critically and creatively, to collaborate with others, and to communicate clearly sets students up for success in their careers, but also empowers them to lead happier, healthier lives.

Bringing your school into the 21st century requires taking the lead instead of trailing behind, actively seeking out new ways of doing things and staying in touch with the world outside of the education system. Change on a broad scale requires leadership in the classroom and across the school community, but every teacher can take steps immediately to help their students succeed.

Difference the past traditional teaching and present era-

In a traditional classroom, students sit in rows at individual desks or small tables, facing the teacher. There's a very good reason for this: they are designed so that teachers can efficiently transmit information to groups of students. This made sense when teachers were students' most accessible information sources. But in an age in which wireless internet means we are literally surrounded by information, we no longer need students in rows facing the teacher. The pursuit of 21st century skills – collaborative problem-solving, IT, information and economic literacy – require 21st century teaching methods. The role of teachers can no longer be to impart knowledge but to guide, discuss and, of course, measure the progress of students so that they know when more support is needed. Today, innovative schools are designing classrooms for the pursuit of knowledge, rather than its conveyance, and even doing away with them altogether.

In a traditional classroom, teacher in the central part of the class room and main sources of information is the book. But in present scenario teacher is only guide and mentor of the students.

Today, innovative schools are designing classrooms for the pursuit of knowledge, rather than its conveyance, and even doing away with them altogether.

TRENDS IN 21ST CENTURY EDUCATION

For primary education, the interactive learning is a great way of education for rising stars (age 5-12 years). The interactive learning styles comprise of mind mapping, flipped learning and remote learning.

- (a) **Mind-maps** being graphics and visual makes learning fun and interactive. The current hyperactive generation studying in preschools and primary finds it easy to grasp and recall information. Also, it opens up imaginations in their minds since the entire mind-map is prepared using circled ideas linked together with lines, the same way a human mind functions.
- (b) **Flipped learning** is a blended learning where students study the concepts at their home from tutorials and video lectures. Such online learning provides comfort to all – students, tutors and parents.
- (c) **Remote learning** is kind of flipped learning where tutor provides assistance/tutoring to the students online from the remote location. Here, students can avoid going to schools or educational institutes and still can attend classes virtually.

There are 5 Emerging Trends in 21st-Century Education

1. App Innovation and Gamification.
2. Digital Literacy.
3. Library Media Specialists.
4. Self-Directed Professional Ddevelopment.
5. Collaborative **Learning**.

1. **App Innovation and Gamification:**

As a result of the recent explosion in education-related apps, educators can decipher students' interests, academic passions and "trouble spots" more readily and in real-time to differentiate and fine-tune instruction. MIT App Inventor, for example, enables students to create their own apps in the comfort of their classrooms. The app offers training for students, a forum and additional support for educators, and a "challenge" for students to create their own apps. At the same time, education-related games that enhance skills in English language arts and other subjects have exploded in popularity, such as "Mathalicious"

and “Get the Math,” which provide practical, true-to-life experiences. As students become comfortable utilizing online games to learn, educators can entice students via new apps to fine-tune skill-specific areas, such as mathematics and science.

2. Digital Literacy

Creating a digital literacy curriculum can be based on students’ developmental stages, and educators should be cognizant of both the risks (such as distractions) and myriad learning opportunities that technology integration and utilization in the classroom may provide. With increasing numbers of teachers using technology in the classroom and schools permitting students to become engaged with content via digital literacy, some schools are adopting formal digital literacy curriculum and digital literacy plans. Perhaps as a result, Google has published a plethora of resources about understanding digital literacy and digital citizenship, including YouTube videos, teacher’s guides and lesson plans.

Digital literacy may encompass simple student tasks, such as creating classroom presentations, or more intricate, collaborative work, such as video clip creations or posting online “mind-maps” using digital tools. The field of digital literacy will continue to grow in importance in the coming years as new approaches to learning via new technologies are embraced.

3. Library Media Specialists

Across the United States, and indeed throughout the world, libraries are increasingly becoming local technology hubs. Since libraries offer myriad services which require some knowledge of technology and how to access the internet, librarians’ job descriptions and key responsibilities have drastically changed.

Library Media Specialists today remain informed about new technologies and research methods, and how students (and the general public) integrate digital formats into their work. In a separate, newfound administrative role, Library Media Specialists have many new responsibilities. They not only must establish technology policies and become responsible for budget oversight, but they must also plan the physical and virtual library space, and create a welcoming, positive and innovative atmosphere. Considering how new digital formats should be arranged in new workstations and deciding which specific formats to choose could affect physical layout, budget planning and alignment and common space issues.

They also evaluate and produce information through the active use of a broad range of tools, resources and information technologies, and (particularly at the high school and collegiate levels) may also integrate technology into the curriculum, which requires a keen understanding of how new technologies enhance the learning process for students while adhering to rigorous state standards. Library Media Specialists will continue to grow in importance as technology is integrated into 21st-century school curriculum.

4. Self-Directed Professional Development

In recent years, we have seen an increase in self-directed professional development (PD) for educators that includes interactive online webinars, or videos and other content that may be streamed through web browsers. One recently-published article offers a tempting feast of online options for educators to choose from. Since states are increasingly demanding that certified educators update their skills to remain in compliance with ethical and legal guidelines and become familiar with the latest standards, some school districts are turning to self-directed, online modules to provide educators opportunities to complete interactive learning components to remain abreast of the latest developments in education.

5. Collaborative Learning

New applications are making it easier for classroom teachers to be both innovative and interactive, and this trend is expected to grow exponentially in the coming years. From Google Docs to interactive whiteboards to new applications that create quizzes and activities, this is an exciting time for collaborative learning in education.

- Kahoot is one new application worth highlighting. At no cost for educators to download and install, educators may conceive of fun quizzes and learning activities to enhance student engagement. According to one review, this management system enables educators more flexibility in managing students' learning and documenting progress from any device.

“**Educreations Interactive Whiteboard**” by Edmodo is another way for both educators and students alike to assess, jointly present, or partake in interactive activities. Unlike “Kahoot,” however, which is available gratis, the “Educreations Interactive Whiteboard” is available for individual classroom purchase from Edmodo for \$11.99/month.

New technologies have been a boon for school leaders and educators seeking to collaborate and hone their skills. Advancements in technology should continue to enhance collaborative learning, along with improving dynamic group presentations, in 21st-century school settings.

CONCLUSION

The job of a teacher is a challenging one, encompassing a diverse range of roles and responsibilities. But this does not mean that teachers have skills and qualities that belong exclusively to them: students, too, have long been informally inspiring, advising, supporting and offering a listening ear to their friends and classmates. Indeed, schools are beginning to recognize the potential of harnessing and developing these assets in order to help students to work in complementary ways alongside teachers, enabling them to play a more active part in shaping their own education and that of their peers.

The challenges of the 21st century place demands on young people to be good learners. They need to be resilient learners, able to make mistakes and learn from them. To be independent learners, willing to take ownership of their learning. And to be flexible learners, ready to use different learning strategies to navigate and adapt to a rapidly changing world. If students are to achieve this they must have effective ‘teachers of learning’, who fully understand the process of learning – and the best way for teachers to achieve this is to become learners themselves.

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4. Dr. Sharareh Kermanshachi, University of Texas at Arlington
5. Chatting with Edward de Bono in Spain at the ICOT Conference. De Bono has world acclaim for his theories on creativity and lateral thinking
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A Study on Self Concept in Relation to Family Related Variables

Dr. Jagabandhu Behera*

ABSTRACT

The purpose of seeking the effect of family related variables on Self concept of the Higher Secondary students, the investigator selected 247 Higher Secondary students (N =247) from different streams by using the stratified sampling method. The Mukhopadhyaya and Basantia Self Concept Questionnaire (MBSCQ) with the modified version was adopted to measure the Self Concept. Descriptive statistics with 'F' test were employed as statistical techniques for testing the hypotheses. The family related variables were found as the factors in Self Concept of Higher Secondary students.

Keywords: Self Concept, Family Size, Family Income, Parents' Education

INTRODUCTION

The sole purpose of the educational plan, policies, programmes, strategies is to increase the proficiency of the students in their academic field. There are a number of factors that affect students' academic excellence. Self-concept has been proven to be the most important determinant among them. The various research studies conducted reported that Self concept was related to children's Academic Achievement. Again a number of factors play the differential roles in forming persons' self-concept. As per Haworth et al (2010) there are numerous factors that can affect one's self-concept. These are age, education, media, appearance, culture, abuse, relationships, gender, locality or place of birth and residence, income, etc. The family is the first nucleus that everyone is exposed to. Children develop their sense of self from the environment in which they grow up. Self-concept, as its name implied, means one's concept about oneself and simply self concept refers to as the set of images, thoughts and feelings that an individual has of himself/herself. As an individual grows, he not only forms concepts about his surroundings and other individuals, he also gradually forms an image or a concept about himself. Self-concept is the individual's view and evaluation of him/herself. Self-concept also includes cognitive, emotional and evaluative elements (Plug et al 1993:317-318). Environment whether it is family, school or society has a tremendous impact in forming the self-concept, attitudes and values among the individual child. P.S. Kale (1983) reported that the relationship between the development of self-concept with the family and school factors positive. Self-concepts of students from single-parent families were significantly lower than the global scores of students from intact families (Rebecca B. Sweeney and Bruce A. Bracken, 2000). Family-related factors, like parent's educational level, their values and expectations have a significant impact on child's early skills, attitudes, habits, mental and emotional set up, motivation, aspirations, career maturity, self concept and later educational outcomes. Keeping this in view the researcher selected to study the impact of family related factors on self concept of adolescents.

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OBJECTIVES OF STUDY

Based on the above discussion the following were the objectives of the study:

1. To compare the level of adolescents' Self Concept in relation to Family Sizes.
2. To compare the level of adolescents' Self Concept in relation to Family Income.
3. To compare the level of adolescents' Self Concept in relation to Parents' Education.

HYPOTHESIS

Ho1 There exists no significant differences among the adolescents in relation to their self concept regarding the Family Size i.e. Large, Medium and Small families.

Ho2 There exists no significant differences among the Under Graduate students in relation to their self concept regarding the Family Income i.e. High, Medium and Low Income families.

Ho3 There exists no significant differences among the Under Graduate students in relation to their self concept regarding the Mothers' education i.e. High, Medium, Low and No Education.

Ho4 There exists no significant differences among the Under Graduate students in relation to their self concept regarding the Fathers' education i.e. High, Medium, Low and No Education.

METHODOLOGY OF THE STUDY

Method Employed

For the study, the investigator has adopted a survey method which comes under the scope of Descriptive Frame Work.

VARIABLES INVOLVED

Dependent Variable

One dependent variable i.e. Self Concept

Independent Variables

Four independent variables i.e.

- (a) Family Size : The single child with parents having in total 3 or 4 family members was considered as small family, 2 children with parents and grandparents having 5 to 6 members was considered as medium and joint family consisted of more than 6 members was considered as large family.
- (b) Family Income: The researcher after observing the questionnaires duly filled up by the respondents, considered the monthly Income of the family of respondents and classified them as high, medium and low income group on the basis of a certain convenient range and slab of the monthly income.
- (c) Education of Parents: Due observations of the filled up MBSCQ administered by researcher, parents' education group has been considered. The parents who were totally illiterates as No education group, upto the Secondary as low education, Higher Secondary passed as medium and parents with Under Graduate or more qualifications were considered as high educated.
- C. Tools used:** To measure the Self Concept, MBSCQ prepared by Professor D. Mukhopadhyaya and Dr. J. Basantia was selected to use with some modified version. The questionnaire

consisted of the profile of the Higher Secondary students such as Family Type, Family Size, Monthly Family Income, Place of Residence, Mother's Education and Father's Education.

D. Statistics Used: After scoring the data, the investigator has used the following statistical techniques for analysis and interpretation of data:

- (i) Descriptive statistics such as Mean, Median and Standard deviation and Graphical presentation a
- ii. Inferential statistics such as 'F' test

POPULATION AND SAMPLE OF THE STUDY

- (i) **Population:** The Higher Secondary students of West Bengal were considered as the population of the study.
- ii. **Sample: 247 (N -247) Higher Secondary** students studying in Class XII of two Higher Secondary Schools situated in Jalpaiguri District of west Bengal were considered as the sample for the study. Purposive convenient sampling method was used by the researcher.

RESULTS AND DISCUSSION

Table-1: Showing the Descriptive Statistics for the Scores of MBSCQ

Statistics		Values
N		247
Mean		165.263
Std. Error of Mean		1.243
Median		166.00
Mode		165.00
Std. Deviation		19.542
Variance		381.894
Skewness		-0.037
Std. Error of Skewness		0.155
Kurtosis		-0.495
Std. Error of Kurtosis		0.309
Range		88.00
Minimum		121.00
Maximum		209.00
Sum		40820.00
Percentiles	P ₂₅	152.00
	P ₅₀	166.00
	P ₇₅	179.00

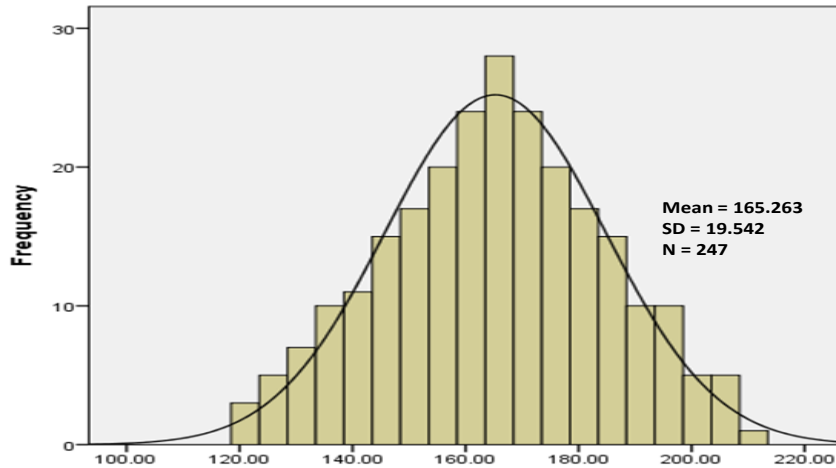


Fig.-1: Showing the NPC with Histogram for the Scores of MBSCQ

Observation of both the descriptive statistics presented in table -1 and NPC showed in Fig-1 indicated that, the distributions of scores for the MBSCQ tends to be normality. Due to the normality of the scores, the researcher determined to use 'F' test for the analysis of the scores in present study.

Table-2: Showing the Data Summary

Family Variables	Groups	N	Mean	SD	Std. Error
Family Size	Large	54	162.167	3.208	0.437
	Medium	70	167.543	4.183	0.5
	Small	123	169.854	23.604	2.128
Family Income	High	46	171.630	12.394	1.827
	Medium	121	164.587	7.218	0.656
	Low	80	161.863	14.812	1.656
Mother's Education	High	39	177.026	32.103	5.141
	Medium	105	156.971	17.059	1.665
	Low	60	157.5	6.698	0.865
	No Education	43	153.372	24.376	3.717
Father's Education	High	61	172.639	6.688	0.856
	Medium	103	175.437	6.521	0.643
	Low	54	155.667	8.459	1.151
	No Education	29	154.00	16.167	3.002

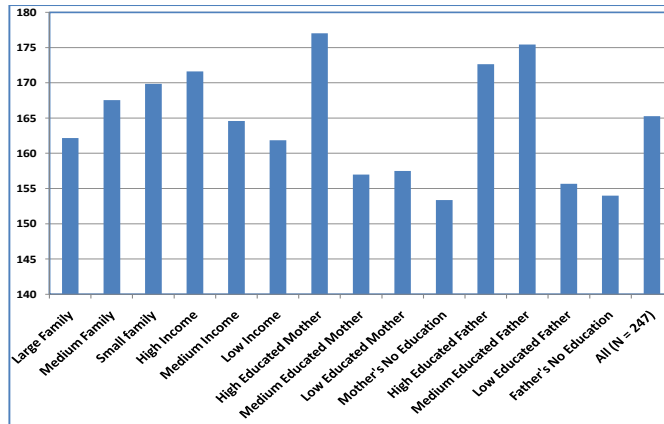


Fig.-2: Showing the Mean values of MBSCQ

The above table showed that, Family Income and Parents' education had an impact on self concept to a great extent than the size of the family. The highest mean values was in case of children's having high educated mothers and it was lowest in case of the children having mothers with nom education.

Table-3: ANOVA of Self-concept of the Respondents in Relation to their Family Size ANOVA Summary

Source	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F- Value	p-Value
Between Groups	2	2217.435	1108.718	3.879	0.02
Within Groups	244	69726.197	285.763		
Total	246	71943.632			

*significant at 0.01 level

The ANOVA value showed in table-3 revealed that there was a significant difference in Self Concept of the respondents in relation to their family size. Thus, it has been established that Self Concept of the respondents were influenced by the size of family. Student's belonging to the small size families were found having more Positive Self Concept as compared to the students from large size families. A child's family and home environment has a strong impact on his/her development of Self concept.

Table-4: ANOVA of Self-concept of the Respondents in Relation to Family Income ANOVA Summary

Source	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F- Value	p-Value
Between Groups	2	2830.368	1415.184	11.323*	0.00
Within Groups	244	30495.682	124.982		
Total	246	33326.05			

*significant at 0.01 level

ANOVA result indicated that there was a significant difference in Self Concept of the respondents in relation to their family income (Table-4). So it might be strongly said that Self Concept of the respondents were influenced by the Family Income. Student's belonging to the high income group families were found having more Positive Self Concept as compared to the students from low income group families. Income of the family or parents of a child has a strong impact on his/her development of Self concept.

Table-5: ANOVA of Self-concept of the Respondents in Relation to their Mother's Education. ANOVA Summary

Source	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F- Value	p-Value
Between Groups	3	14499.953	4833.318	12.104	0.75
Within Groups	243	97030.847	399.304		
Total	246	111530.7997			

The study of the 'F' value indicated that there was a significant difference in Self Concept of the respondents in relation to their Mother's Education. Thus, we can see that Self Concept of the respondents were influenced by the Mother's Education. Children of mothers having high education were found having more Positive Self Concept as compared to the no or low education mother families. Mothers' level of education has a direct correspondence to their sons' or daughters' self concept.

Table-6: ANOVA of Self-concept of the Respondents in Relation to eir Father's Education. ANOVA Summary

Source	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F- Value	p-Value
Between Groups	3	20905.394	6968.465	93.392	0.75
Within Groups	243	18161.472	74.615		
Total	246	39036.866			

The study of the 'F' value revealed that there was a significant difference in Self Concept of the respondents in relation to their father's Education. Adolescents those whose fathers were high educated were found having more Positive Self Concept as compared to the no or low education fathers' families. Father' level of education has been proved as predictors in forming the self concept of their children.

MAJOR FINDINGS

The following major findings have been revealed from the above analysis and interpretation of data.

1. The family size is the factor of Self concept of the adolescents.
2. Parents' income is a factor of forming the self concept of the adolescents. Students, whose parental monthly income level was higher, showed higher level of Self Concept.

3. Mothers' level of education acts a major factor of forming the self concept among their children. There was a significant difference in Self Concept of the students in relation to their father as well as mother's education level.
4. Fathers' level of education is a predictor their children's self concept. Students, whose parental education level was higher, showed higher level of Self Concept.

The similar results were found by P.S. Kale (1983), who conducted a study of the "Development of Self Concept at Pre-Adolescent Level with Reference to Some Family and School Factors." These family related variables were also found as predictors by the researchers i.e. McPherson and Rust (1987), Behrman and Rosenzweig (2002), Twenge and Campbell (2002) Gregg and Propper and Washbrook (2007) found that higher income, occupational class and education level have a strong impact on the development of a positive child's self-concept.

But the results of the present study made a contradiction with results of some previous studies. Eshel and Klein (1981), Dragonas (1983), Chapman, Lambourne, and Silva (1990) and Atherley (1990) reported that socioeconomic status of the family was not the factor in formation of persons' self-concept or self concept was minimally influenced by the family's socioeconomic status.

IMPLICATIONS

Walls, J. A. M., Hinkley, K. R. and Reid, W. H. in their "Encouraging Positive Self-Concepts in Children" (2015) suggested how to develop the positive self concept. They used the word model of 'PRAISE' as a strategy to develop positive self concept and each letter stands for:

- P-Praise yourself, and help others to do the same.
 - R-Respect children.
 - A-Accept children.
 - I-Invest time in children.
 - S-Set reasonable goals.
 - E-Evaluate your accomplishments realistically.
1. Facilitate self-praise and individualized instructional procedures to be followed.
 2. Counsel the students that money and education of Parents or family background is not the key of success, every individual has unique qualities which would have to develop.
 3. Establish a warm, comfortable Environment at school and home.
 4. Promote individual responsibility for choices.
 5. Frequent Parent-teacher meeting.
 6. Frequent and free conversation with adolescents to remove the feeling of inferiority and help them treat others with respect.
 7. Identify and recognize each student's strengths.
 8. Make a conscious effort to reinforce unique qualities among students.
 9. Scholarship and student aid programmes to be continued.
 10. Organizing counseling programmes for students and parents.

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‘Self-Regulation and Well-being Among Teachers’- A Meta-Cognitive Training Approach

Dr. Mary George Varghese*

ABSTRACT

Education builds the future of every nation and teachers are the pivots of the education system. Quality teaching is the result of having an underlying structure that supports both the learner and the teacher. The various changes around the world and in education specifically, causes teacher-burnouts. A stressed teacher will be more easily agitated, less tolerant, quick to judge and feel fatigued and run down. Their creativity will be stunted and their ability to think clearly and guide the students will take great effort. Their emotional landscape is potentially in tatters resulting disturbed relationship with colleagues and students. Without happy and healthy relationships, there is no hope of honest, open communication, respectful attitudes, kind behaviour or constructive support. And moreover there is no room to grow, develop or understand how to be assertive rather than reactive, aggressive or passive aggressive.

The paper throws light on the various stressors of the teachers and the effectiveness of Metacognitive Approach in Training (MAT) in developing the wellbeing and Self-regulation among teachers. The research adopted a mixed method approach wherein the phase I was quasi-experimental research pre-test –post-test design and Phase II was carried out qualitatively. The outcome of the research shows the impact of the Metacognitive Approach in Training (MAT) on teacher-wellbeing and self-regulation. The paper narrates the experiences of the respondents during the programme and how it worked at the cognitive and affective domains of the participants. The author affirms the effectiveness of MAT on Teacher-wellbeing programs and self-regulation.

Key words: Metacognition, Meta-cognitive Training Approach, Self-Regulation, and Teacher Well-Being

INTRODUCTION

Education builds the future of every nation and teachers are the pivots of the education system. Quality teaching is the one which that supports both the learner and the teacher. If it's not supporting the learners, it's not adequate and it denotes a poor or faulty system. Above all the factors that determine the quality of education, the teacher plays a prominent factor. Teachers are the ones' who transverse the curriculum. So they have to transact the content meaningfully. A teacher with adequate skills, right attitude and appropriate mind set are pre-requisite for making the classroom alive and leaning more effective. So it is very important that teachers should lead a balanced life inside and outside school, which in turn delivers an implicit message that teachers and their well-being are valued and valuable.

The ever changing world and the drastic changes happening in education specifically, causes teacher-burnouts. These constant changes in the personal and professional life causes stress on

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teachers. A stressed teacher will never be able to perform well in her class, moreover, will be more easily agitated, less tolerant, quick to judge and feel fatigued and run down. Teacher's creativity will never bloom under stress and their ability to think clearly and guide the students will take great effort. Their emotional landscape is potentially in tatters resulting disturbed relationship with colleagues and students. Without happy and healthy relationships, there is no hope of honest, open communication, respectful attitudes, kind behaviour or constructive support. And moreover there is no room to grow, develop or understand how to be assertive rather than reactive, aggressive or passive aggressive.

WELL-BEING AND SELF -REGULATION

Well-being is not just about happiness. It is about living life well, developing ourselves and in our full potential; developing relationships with ourselves and others and contributing to our society, our world. Wellbeing in the workplace is increasingly regarded as a key to better employee engagement and leads to sustainable organisation performance. Research shows that employees with high levels of wellbeing are more successful at work and in their lives. They are more engaged and show increased health, resilience, commitment and morale. The research also indicates that organisations with high employee wellbeing show improved performance, productivity and customer satisfaction.

WHY WE NEED 'TEACHER WELL BEING PROGRAMME'

'Teachers are in a unique position to really make a difference when it comes to promoting and addressing student mental health concerns in and out of the classroom'.

Working in education is exciting yet highly demanding, especially when teenagers are in the picture. The impact that a teacher may have on students' development and well-being is profound, and as a result the role of the teacher often extends beyond the traditional classrooms. This can be challenging for some teachers, particularly when faced with mental health problems that youth may be experiencing. The mental health of students in schools is an often overlooked, yet extremely relevant issue for today's educator.

A teacher's wellness gets reflected on the students' wellness. The Teachers are the first role models any student would have. Students tend to walk on their role model's footsteps and imitate them. Teachers, who establish a healthy work/life balance, have more energy and serve as healthy lifestyle role models for their students. Healthy children are fast learners. Healthy and aware teachers promote healthy behaviours and practices among students, who then emulate these behaviours into their own lifestyle and engage in more health-promoting activities. Hence, one sees a simple two step chain with the philosophy, that whatever the teacher or role model does is easily adopted by the students. Well-being in schools is a fundamental pre-requisite for healthy, constructive and productive quality teaching and learning. Teaching at its best arises from healthy teachers who are well rested, open minded, clear thinking and compassionate towards the challenges of learning.

METACOGNITION

Metacognition refers to the self-awareness of individuals about their knowledge and self-understanding, self-control and self-manipulation of the process of their own cognition [Osman & Hannafin, 1992]. An Individual with high metacognitive abilities not only are clearly aware of their learning objectives, but also know effective and efficient approaches to construct knowledge; therefore, such individuals can monitor their own learning and utilize various learning strategies, thus enhancing leaning achievement and learning motivation (Pressley & Wolshyn, 1995). In this research the

researcher analyses the scope of metacognitive approach in getting the desired outcomes from the affective and psychomotor domain unlike the usual researches which focuses on cognitive domain.

METHODOLOGY OF THE STUDY

Experimentation Phase (Metacognitive Approach in Training (MAT))

The state of wellbeing is more to do with an individual's self-discipline, an attitude and approach towards self, hence the researcher adopted the metacognitive approach in wellbeing training programme. The researcher analysed the various stressors of the teachers and identified the areas which needs improvisation as a part of wellbeing program. The following were the workout areas

- Know Your Body
- Wellbeing & Happiness Index
- Craft your day
- Self-Awareness & work towards Your Goal
- Conduct yourself @work
- Balance work and Life
- Stress Management
- Mindfulness
- Building Resilience
- Assess your Health & Potential

At the II phase the researcher studied the effectiveness of Metacognitive Approach in Training (MAT) in developing e wellbeing and Self-regulation among teachers. The research adopted a mixed method approach wherein the phase I was quasi-experimental research pre-test –post-test design and Phase II was carried out qualitatively. The study was conducted on a sample of 40 in-service teachers at the secondary level, and the sampling technique used was multistage random sampling.

The study adopted the following tools and techniques

- The Stress Scale for teachers
- Observation /Researcher Notes
- Participant Reflective Journal
- Self-check Rubrics (for Affective/Psychomotor Domain)

RESULTS AND DISCUSSION

The analysis of the data showed the following results:

The obtained t-ratio for the pre-test scores of the Stress of the experimental and control group 1.90 which is less than 1.58 and hence is not significant at 0.05 level. Hence there is no significant difference in the pre-test scores on Stress of experimental and control groups. The t- ratio obtained is 12.24 for the post-test scores on stress of experimental and control groups. This is greater than 2.58 hence it is significant at 0.01 level. Hence the null hypothesis is rejected. There is a significant difference in the post-test scores on social stress of experimental and control groups. The post test scores on the social stress of the experimental group is significantly different from that of control group.

The qualitative data collected through the observation records and notes, practioners reflective journals, self-check rubrics etc. were studied qualitatively. The researcher also taken testimony of the participants, observations of supervisors and fellow teachers and principals to understand the impact of MAT programme on the participants. Some of the responses are “..... It was such a life changing experience for all these days.... I could see a better me and the programme improved the quality of my life” Respondent A. “ Having the opportunity to discuss with the problems

openly and honestly without any prejudice was a great relief to my work stress.... and the coping strategies and workouts were worthwhile....” Respondent B. The self-reflective journal of teacher participants shows the teacher performance improved productivity and efficiency increased, burnout/ conflicts reduced and they are enjoying their work better. Many of them could come out with creative and innovative ideas with respect to their classroom transactions, teaching learning and evaluation practices.

CONCLUSION

The teachers have greater responsibility towards the future generations as they help in personality and character formation of every child. So it is very essential to take care of the wellbeing of the teachers to function at their best.

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Indispensable Strategies of Present and the Prospect: Online Learning and Its Effects of Learning the Physical Science Pedagogy Among College of Education Students Amid the Covid-19 Lockdown

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ABSTRACT

The first quarter of 2020 saw significant challenges for the global higher education community. The COVID-19 pandemic brought a closure to all schools, colleges and universities all around the world. It flipped the traditional learning process to an online teaching method. All higher educational institutions have no option but to make use of internet technology and to make online learning the only way out to continue with the academic activities. This paper aims at examine whether the students in a private higher education institution are satisfied with the sudden plunge in online learning of content in Physical Science Pedagogy. The main objectives of the study were: to know the perceptions of the students from the responses given by the male students and female students, to know the perceptions of students by examining their location, to know the perceptions of students by finding out the students economic background, to know the perceptions towards learning by the teachers IT background, and to know their perceptions to online learning by comparing responses to their previous exam scores. The study was conducted in six Colleges of Education, in Visakhapatnam District, Andhra Pradesh, India, and respondents were second year B.Ed., students. Descriptive Survey method was used as a research method. The population of the study was 300 and the sample of 130 means 43% of population was selected by the probability sampling technique, more specifically simple random sampling method by using random number table (RNT). Researcher developed questionnaire in English was used as data collection tool. The questionnaire was prepared in the form of Google forms and disseminated to sample students, and the students returned the forms through internet after furnish their responses. Frequency and percentage were used as tools for analysing the data. The major findings of the study were: Relating with learning process, teaching process, and understanding of the concepts in online system in COVID-19 pandemic, more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with online process. Relating with learning process, teaching process, and understanding of the concepts in online system: more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students, more percentage of rich and middle income background of students have positive attitude with online process and poor income background students were strongly disagree with, online process. more percentage of above average and average of students have positive attitude with online process and below average students were strongly disagree with, online process. Relating with IT knowledge of teachers,

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all students of the sample irrespective of their gender, area of living, economic back ground and ability in academic achievement were strongly agree with, online process is good enough to learn the contents in the Physical Science Pedagogy, if the teachers have IT knowledge who were teaching the concepts in online system.

Keywords: Lockdown, COVID-19, Online learning, Higher Education.

INTRODUCTION

The world today is going through a changed and fearful time brought about by the COVID-19 pandemic. The UNESCO Director General said, "Never before have we witnessed educational disruption on such a large scale" This Corona Virus is similar to SARS as it can be fatal as it can be easily transmitted. The academic calendar has been disrupted globally and school, colleges and universities had to closed and students have returned to their homes to isolate and quarantine with their families (UNESCO, 2020) Examinations have been mostly cancelled and the continuation of the coming semesters is still in disarray. Educators and leaders around the world are grappling with the uncertainty of the future semesters. So, the decisions made on account of the COVID-19 lockdown for higher education must be accurate and reasonable, as it forever make an indelible mark in history.

Students being the most vulnerable so all educational institutions were closed around the world since the end of March, 2020 and UNESCO (2020) reported that 91% of the enrolled learners have been affected in around world. Academic leaders are promoting online education as a way out to this crisis (UNESCO,2020) World Bank is actively working with the Ministries of Education in several countries to utilize educational technologies and provide remote learning opportunities to students during the COVID-19 pandemic. Even though many top universities around the world have been gradually moving in the past decade from the traditional face to face classes to online programs (Bao,2020).

The sudden and unprecedented closure of campuses across India and other parts of the world has enhanced the digital delivery of learning. Along with this, there were the teething problems for both the teachers and learners despite of the recent advancements in the use of technology. Schools, colleges and universities all over the world even in the developing countries, embraced the sudden shift to online learning with sophistication and effectiveness (Murphy,2020). As it is reported by UNESCO (2020), more than a billion learners in 165 countries are affected by the lockdown.

Education moulds a person and Higher Education provides the pathway to reach the students destiny. Any calamity that occurs in the world will always impact education. Surely enough, the COVID-19 virus has its footprints on education in general and higher education in particular. The deadly pandemic brought the higher education institutions all over the world to respond and think of alternative methods of learning. The sudden and scary scenario paved a way for traditional classroom learning to step into the digital world or remote learning or online learning. This shift does not need face to face interaction between the teacher and students and thus prevents and controls the spread of the virus according to the government guidelines. It is an advantage for the students as it allows them to learn at their convenience in the comfort and safety of their homes and yet be virtually connected. The use of a desktop, laptop or smart phones and the internet forms the major component of this learning methodology. There are various apps that the students can use such as Whatsapp, Video conferencing, Zoom etc Thus, online learning has proved to be the best and effectual method of growth in all sectors, especially during this lockdown. Its partners include

Google, Microsoft, Facebook and Zoom alongside influential international organizations the OECD and World Bank, all now aligned to the common mission of extending online education globally.

In the sudden closure of all educational institutes, UGC, the apex body of higher education in India has ordered online learning to keep the academic momentum of the nation going. Alternatives and suggestions were given to affiliated universities and colleges to effectively engage the teachers and learners in academic activities. The Secretary of Higher Education (MHRD), has given the notice that all teaching and learning to utilize the current lockdown period digitally and effectively utilize the UGC's e-learning platforms.

The government directive brought a sudden, disruptive shift to bring all existing courses online. Online courses generally needs a complete design with lesson plan, audio and video teaching materials. Along with that, there should be the technology support teams. With the sudden emergence of the COVID-19, most faculty members were caught unawares and faced challenges of unpreparedness and of lack of online teaching experience and technological support.

Despite the challenges of the faculty's unpreparedness or technical obstacles, but most of the difficulties are the students' lack of self-discipline, suitable learning materials and supportive environment when they are self-isolated at home.

Online learning can be defined as " learning using electronic technology for explicit purpose of learning" The 21st century has seen great progress and development of technology that led to better online learning around the world. Learners can communicate virtually with their teachers and their peers through Internet technology. In fact, this current crisis of the pandemic lockdown, learning hasn't come to a halt but rather learning is transferred virtually using multiple media platforms. Online learning is a best way in the present crisis to transfer knowledge without the physical presence to a virtual classroom scenario. It is vital that the virtual class compensates the traditional classroom by creating a comfortable and a supportive and comfortable environment to participate.

Online learning has been around for the past decade or more and it is being recognized globally as a cost effective method to deliver knowledge and good results to a large group. At the same time, motivation to learn because of the sudden plunge into online learning is debatable. There are encouraging features of online learning. It enables students to maintain social distancing and minimize the spread of the virus acquire knowledge and staying at home. Despite being at home it allows students to work at their own pace to a flexible schedule. Also, students can choose their own location and using their devices and helps student monitoring and attendance. It upgrades the standard of the institution.

The government directive brought a sudden, disruptive shift to bring all existing courses online. Online courses generally needs a complete design with lesson plan, audio and video teaching materials. Along with that, there should be the technology support teams. With the sudden emergence of the COVID-19, most faculty members were caught unawares and faced challenges of unpreparedness and of lack of online teaching experience and technological support.

Despite the challenges of the faculty's unpreparedness or technical obstacles, but most of the difficulties are the students' lack of self-discipline, suitable learning materials and supportive environment when they are self-isolated at home.

OBJECTIVES OF THE STUDY

General Objective

To identify the perceptions of second year B.Ed., students and the effects by doing online classes in learning Physical Science Pedagogy during the COVID-19 lockdown.

Specific Objectives

- To know the perceptions of the students from the responses given by the male students and female students in Colleges of Education in Visakhapatnam District.
- To know the perceptions of students by examining their location of students in Colleges of Education in Visakhapatnam District.
- To know the perceptions of students by finding out the students economic background of students in Colleges of Education in Visakhapatnam District.
- To know the perceptions towards learning by the teachers IT background of students in Colleges of Education in Visakhapatnam District.
- To know their perceptions to online learning by comparing responses to their previous exam scores of students in Colleges of Education in Visakhapatnam District.

RESEARCH QUESTION OF THE STUDY

- Is there any differences in the perceptions of the male and female students in Colleges of Education in Visakhapatnam District?
- Is there any differences in the perceptions of students in Colleges of Education in Visakhapatnam District?
- Is there any differences in the perceptions of students in Colleges of Education in Visakhapatnam District?
- Is there any differences in the perceptions towards teachers IT back ground of students in Colleges of Education in Visakhapatnam District?
- Is there any differences in their perceptions to online learning by comparing responses to their previous exam scores of students in Colleges of Education in Visakhapatnam District?

SIGNIFICANCE OF THE STUDY

This study has made a few recommendations that will pave the way for the institutional authorities, policymakers and academicians for online learning. There should be a made a uniform academic plan for all colleges and universities to continue learning process during this pandemic. There should be good infrastructure in all educational institutions that regulates all digital learning in any future emergencies. There should ensure that teachers in all subjects have specific IT training in preparing digital material and learning management to conduct online learning. Finally, there should be a resilient education system which ensures online learning is blended with the regular face to face learning.

OPERATIONAL DEFINITIONS OF KEY WORDS

- **Lockdown:** For people to stay in place as a requirement in response to a risk
- **COVID-19:** Otherwise called the Corona virus which is deadly to humans.
- **Higher Education:** Types of education given after passing secondary school
- **Online learning:** Education that takes place over the internet

REVIEWS OF RELATED LITERATURE

Cathy Mae Toquero (2020), Conducted a study entitled “Challenges and Opportunities for Higher Education amid the COVID19 Pandemic: The Philippine Context”. The major objectives of

the study were: to know how higher education is affected, to know how it can respond to future challenges and to know the need for alternative solutions. The method of the study was observation method. The study was conducted in 1 College of Education, Mindanao State University, General Santos City, Philippines. The major findings of the study was to recommend to educational institutions to produce studies to proliferate and document the impact of the pandemic to the educational system and there is also a greater need for educational institutions to strengthen the practices in the curriculum and make it more responsive to the learning needs of the students even beyond the conventional classrooms.

John Demuyakor (2020), Conducted a study entitled “Corona virus (COVID-19) and Online Learning in Higher Institutions of Education: A Survey of the Perceptions of Ghanaian International Students in China”. The major objectives of the study were: to investigate the level of satisfaction of online learning in higher educational institutions and to know how Ghanaian international students are coping with these new initiatives. The method of the study was a purposive online survey. The study was conducted in We Chat group of Ghanaian students who are participating in online learning in various higher educational institutions of China. The major findings of the study suggest that the implementation of online learning programs was a very great idea as the majority of the sampled students supported the initiative. The study also revealed that students have adequate knowledge of the COVID-19 pandemic. Another finding that came up during the research is the high cost of participating in online learning. However, our results showed that students outside China due to the COVID-19 spend so much money to buy internet data for online learning. Last but not least, the study discovered that internet connectivity was very slow for students leaving within the dormitories of various universities in China. The findings from this study will be of much benefit to university administrators and management in taking future emergency decisions concerning the implementation of online learning programs for student’s different backgrounds.

RESEARCH DESIGN

Method of Research

The study was conducted in six Colleges of Education, in Visakhapatnam District, Andhra Pradesh State, India, and respondents were second year B.Ed., students. Descriptive Survey method was used as a research method.

POPULATION, SAMPLING TECHNIQUE AND SAMPLE

The population of the study was 300 second year B.Ed., students studying in Colleges of Education in Visakhapatnam District, Andhra Pradesh State, India. The population frame was carefully prepared.

Out of 300 of population, 130 means 43% were selected as sample by the probability sampling technique, more specifically simple random sampling method by using random number table (RNT) in the study. Out of the sample of, 130 students 40 (31%) were boys and 90 (69%) were girls according to gender of the students; 91 (70%) were belongs to rural area and 39 (30%) were belongs to urban area according to their area of living of the students; 26 (20%) were rich, 65 (50%) were middle class and 39 (30%) were poor according to income of the parents of the students: 26 (20%) were above average, 78 (60%) were average and 26 (20%) were below average students according to average of previous semesters scores of the students. Details were embodied in the following table.

Table 1 Details of the Sample

VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE	TOTAL PERCENTAGE
GENDER OF THE STUDENTS	BOYS	40	31	100
	GIRLS	90	69	
AREA OF THE STUDENTS	RURAL	91	70	100
	URBAN	39	30	
ECONOMIC STATUS OF THE PARENTS OF STUDENTS	RICH	26	20	100
	MIDDLE CLASS	65	50	
	POOR	39	30	
LEARNING ABILITY OF THE STUDENTS	ABOVE AVERAGE	26	20	100
	AVERAGE	78	60	
	BELOW AVERAGE	26	20	

DATA COLLECTION TOOL

Researcher developed questionnaire in English was used as data collection tool. The questionnaire contains both open ended items and closed ended items. There are 30 items in the questionnaire. There were seven open ended items, which were used to collect demographic data of the students and 23 closed ended items with five point Likert scale were used to collect opinions of the students, out of which seven items relating with teaching process, seven items relating with learning process, seven items relating with level of understanding of the concepts, and the remaining two items relating with effect of teaching relating with IT knowledge of teachers who were teaching the concepts, through online.

VALIDITY AND RELIABILITY OF THE RESEARCH TOOL

The validity of the questionnaire was calculated by content validity ratio (CVR) method developed by Lawshe in 1975. The questionnaire was sent to five subject experts by internet, and all the five experts considered every item is essential. Pilot test was conducted with 30 students other than the sample, and the reliability was calculated by split-half method using Cronbach alpha. The value obtained is 0.85 which is above 0.65, so the researcher used it for data collection

METHOD OF DATA COLLECTION

The questionnaire was prepared in the form of Google forms and disseminated to sample students, and the students returned the forms through internet after furnish their responses.

Tools of Analysis

Frequency and percentage were used as tools for analysing the data.

ANALYSIS AND INTERPRETATION OF THE DATA

Perceptions of the Students Based on Gender Towards Online Teaching-Learning System of Education

In accordance with gender of the students; Relating with learning process in online system in COVID-19 pandemic, out of 40 boys 20 (50%) were strongly agreed, 18 (45%) were agreed and two (5%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 90 girls 40 (45%) were strongly agreed, 28 (31%) were agreed, 10 (11%) were undecided and 12 (13%) were disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with gender of the students; relating with learning process in online system in COVID-19 pandemic, 95% of boys, 76% girls were agreed and 22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with teaching process in online system in COVID-19 pandemic, out of 40 boys 30 (75%) were strongly agreed, 10 (25%) were agreed and no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 90 girls 40 (45%) were strongly agreed, 28 (31%) were agreed, 20 (22%) were undecided and two (2%) were disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with gender of the students; relating with teaching process in online system in COVID-19 pandemic, 95% of boys, 76% girls were agreed, and 22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with understanding of the concepts in online system in COVID-19 pandemic, out of 40 boys 30 (75%) were strongly agreed, eight (20%) were agreed and two (5%) were disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy. Out of 90 girls 50 (56%) were strongly agreed, 18 (20%) were agreed, 20 (22%) were undecided and two (2%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with gender of the students; relating with understanding of the concepts in online system in COVID-19 pandemic, 95% of boys, 74% girls were agreed, and 22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 40 boys 30 (75%) were strongly agreed, 10 (25%) were agreed and no one disagreed with online process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of Physical Science Pedagogy. Out of 90 girls 42 (47%) were strongly agreed, 28 (31%) were agreed and 20 (22%) were undecided with online learning process is good enough to learn the contents if the teacher has good knowledge in IT would be effective in learning the content of Physical Science Pedagogy.

In accordance with gender of the students; relating IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of boys, 78% girls were agreed, and

22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Perceptions of the Students Basing on Area of the Students Towards Online Teaching-Learning System of Education

In accordance with area of living of the students; Relating with learning process in online system in COVID-19 pandemic, out of 91 rural students 20 (21%) were strongly agreed, 18 (19%) were agreed 12 (15%) are undecided 30 (33%) were strongly disagreed and 11 (12%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 39 urban students 20 (51%) were strongly agreed, 19 (49%) were agreed, and no one disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with area of living of the students; relating with learning process in online system in COVID-19 pandemic, only 40% of rural students, 100% urban students were agreed, and 15% of rural students were in the undecided stage. This shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with teaching process in online system in COVID-19 pandemic, out of 91 rural students 20 (22%) were strongly agreed, 18 (20%) were agreed and 53 (58%) were disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy. Out of 39 urban students 30 (77%) were strongly agreed, nine (23%) were agreed, no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with area of living of the students; relating with teaching process in online system in COVID-19 pandemic, only 42% of rural students, 100% urban students were agreed, and 58% of rural students were disagreed. This shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with understanding of the concepts in online system in COVID-19 pandemic, out of 91 rural students 10 (11%) were strongly agreed, 18 (20%) were agreed, 30 (33%) were strongly disagreed and 33 (36%) were disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy. Out of 39 urban students 32 (82%) were strongly agreed, seven (18%) were agreed and no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with area of living of the students; relating with understanding of the concepts in online system in COVID-19 pandemic, 31% of rural students, 100% urban students were agreed, and 69% of rural students were disagreed. This shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 91 rural students 83 (91%) were strongly agreed, eight (9%) were agreed, with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of Physical Science Pedagogy. Out of 39 urban students 30 (77%) were strongly agreed, 9 (23%) were agreed and no one disagreed with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in learning the content of Physical Science Pedagogy.

In accordance with area of living of the students; relating with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of rural students and 100% urban students were agreed. This shows all students agreed with teachers should have IT knowledge who were teaching the concepts in online system, then only online process is successful to learn the contents in the Physical Science Pedagogy.

Perceptions of the Students Basing on Economic Status of the Parents of Students Towards Online Teaching-Learning System of Education

In accordance with economic status of the students; Relating with learning process in online system in COVID-19 pandemic, out of 26 students who belong to rich all 26 (100%) were strongly agreed, and no one disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy. Out of 65 middle income students 40 (62%) were strongly agreed, 20 (31%) were agreed, and five (7%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 39 poor students all 39 (100%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with economic status of the students; relating with learning process in online system in COVID-19 pandemic, 100% of students with rich background, 93% of students with middle income background and 0% of students with poor background were agreed. This shows more percentage of rich and middle income background of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas poor income background students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with teaching process in online system in COVID-19 pandemic, out of 26 students who belong to rich 20 (77%) were strongly agreed, six (23%) were agreed and no one disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy. Out of 65 middle income students 40 (62%) were strongly agreed, 15 (23%) were agreed, and 10 (15%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 39 poor students all 39 (100%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

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Relating with understanding of the concepts in online system in COVID-19 pandemic, out of 26 students who belong to rich 20 (77%) were strongly agreed, six (23%) were agreed and no one disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy. Out of 65 middle income students 40 (62%) were strongly agreed, 20 (31%) were agreed, and five (7%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 39 poor students all nine (23%) were agreed and 30 (77%) were disagreed with online process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with economic status of the students; relating with understanding of the concepts in online system in COVID-19 pandemic, 100% of students with rich background, 96% of students with middle income background and only 23% of students with poor background were agreed. This shows more percentage of rich and middle income background of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas poor income background students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 26 students who belong to rich all 26 (100%) were strongly agreed, and no one disagreed with online process is good enough to learn the contents if the teacher has good knowledge in IT would be effective in the learning of Physical Science Pedagogy. Out of 65 middle income students 40 (62%) were strongly agreed and 25 (38%) were agreed with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of Physical Science Pedagogy. Out of 39 poor students all 39 (100%) were agreed with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of Physical Science Pedagogy.

In accordance with economic status of the students; relating with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of students with rich background, 100% of students with middle income background and 100% of students with poor background were agreed. This shows all students of the sample irrespective of their parents economic status were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy if the teachers have IT knowledge who were teaching the concepts in online system

Perceptions of the Students Basing on Learning Ability of the Students Towards Online Teaching-Learning System of Education

In accordance with ability in academic achievement of the students; relating with learning process in online system in COVID-19 pandemic, out of 26 above average students 20 (77%) were strongly agreed, six (23%) were agreed and no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 78 average students 40 (51%) were strongly agreed, 38 (49%) were agreed no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 26 below average students 20 (77%) were strongly disagreed and six (23%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with ability in academic achievement of the students; relating with learning process in online system in COVID-19 pandemic, 100% of students with above average in academic achievement, 100% of students with average in academic achievement, and 0% of students with below average in academic achievement, were agreed. This shows more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas below average students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with teaching process in online system in COVID-19 pandemic, out of 26 above average students 20 (77%) were strongly agreed six (23%) were agreed and no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

Out of 78 average students 40 (51%) were strongly agreed, 38 (49%) were agreed no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 26 below average students 20 (77%) were strongly disagreed and six (23%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with ability in academic achievement of the students; relating with teaching process in online system in COVID-19 pandemic, 100% of students with above average in academic achievement, 100% of students with average in academic achievement, and 0% of students with below average in academic achievement, were agreed. This shows more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas below average students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with understanding of the concepts in online system in COVID-19 pandemic, out of 26 above average students 22 (85%) were strongly agreed, four (15%) were agreed and no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 78 average students 30 (38%) were strongly agreed, 48 (62%) were agreed no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 26 below average students 20 (77%) were strongly disagreed and six (23%) were disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy.

In accordance with ability in academic achievement of the students; relating with understanding of the concepts in online system in COVID-19 pandemic, 100% of students with above average in academic achievement, 100% of students with average in academic achievement, and 0% of students with below average in academic achievement, were agreed. This shows more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas below average students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.

Relating with effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 26 above average students 23 (88%) were strongly agreed, three (12%) were agreed and no one disagreed with online learning process is good enough to learn the contents if the teacher has good knowledge in IT would be effective in the learning of Physical Science Pedagogy. Out of 78 average students 50 (64%) were strongly agreed, 28 (36%) were agreed no one disagreed with online learning process is good enough to learn the contents in the Physical Science Pedagogy. Out of 26 below average students 20 (77%) were strongly agreed and six (23%) were agreed with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of Physical Science Pedagogy.

In accordance with ability in academic achievement of the students; relating with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of above average students in academic achievement, 100% of average students in academic achievement and 100% of below average students in academic achievement were agreed. This shows all students of the sample irrespective of their ability in academic achievement were strongly agree with, online process is good enough to learn the contents in the Physical Science Pedagogy if the teachers have IT knowledge who were teaching the concepts in online system.

SUMMARY AND CONCLUSION

Summary

This paper aims at examine whether the students in a private higher education institution are satisfied with the sudden plunge in online learning for Physical Science Pedagogy. The main objectives of the study were: to know the perceptions of the students from the responses given by the male students and female students, to know the perceptions of students by examining their location, to know the perceptions of students by finding out the students economic background, to know the perceptions towards learning by the teachers IT background, and to know their perceptions to online learning by comparing responses to their previous exam scores. Five research questions were framed and The study was conducted in six Colleges of Education, in Visakhapatnam District, Andhra Pradesh, India, and respondents were second year B.Ed., students. Descriptive Survey method was used as a research method. The population of the study was 300 and the sample of 130 means 43% of population was selected by the probability sampling technique, more specifically simple random sampling method by using random number table (RNT). Researcher developed questionnaire in English was used as data collection tool. The questionnaire was prepared in the form of Google form and disseminated to sample students, and the students returned the forms through internet after furnish their responses. Frequency and percentage were used as tools for analysing the data. Five research questions were framed and answered by findings of the study.

FINDINGS OF THE STUDY

- Relating with learning process in online system in COVID-19 pandemic, more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with teaching process in online system more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with understanding of the concepts in online system more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating IT knowledge of teachers who were teaching the concepts in online system more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with learning process in online system more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with teaching process in online system more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with understanding of the concepts in online system shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with IT knowledge of teachers who were teaching the concepts in online system shows all students agreed with teachers should have IT knowledge who were teaching the

concepts in online system, then only online process is successful to learn the contents in the Physical Science Pedagogy.

- Relating with learning process in online system shows more percentage of rich and middle income background of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas poor income background students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with teaching process in online system shows more percentage of rich and middle income background of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas poor income background students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with understanding of the concepts in online system, more percentage of rich and middle income background of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas poor income background students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with IT knowledge of teachers who were teaching the concepts in online system shows all students of the sample irrespective of their parents economic status were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy if the teachers have IT knowledge who were teaching the concepts in online system
- Relating with learning process in online system shows more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas below average students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with teaching process in online system shows more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas below average students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with understanding of the concepts in online system more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas below average students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.
- Relating with IT knowledge of teachers who were teaching the concepts in online system shows all students of the sample irrespective of their ability in academic achievement were strongly agree with, online process is good enough to learn the contents in the Physical Science Pedagogy if the teachers have IT knowledge who were teaching the concepts in online system.

CONCLUSION

There are differences in the perceptions of the male and female B.Ed., students in Colleges of Education. More percentage of boys have positive attitude than girls, and boys were more cognizant than girls with, online process is good enough to learn the contents in the Physical Science Pedagogy.

There are differences in the perceptions of B.Ed., students in Colleges of Education depending on their area of living. more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process is good enough to learn the contents in the Physical Science Pedagogy.

There are differences in the perceptions of B.Ed., students in Colleges of Education depending on their economic background. more percentage of rich and middle income background of students have positive attitude with, online process is good enough to learn the contents in the Physical Science Pedagogy. Whereas poor income background students were strongly disagree with, online process is good enough to learn the contents in the Physical Science Pedagogy.

There are no differences in the perceptions towards teachers IT background of B.Ed., students in Colleges of Education. Relating with IT knowledge of teachers who were teaching the concepts in online system shows all students of the sample irrespective of their ability in academic achievement were strongly agree with, online process is good enough to learn the contents in the Physical Science Pedagogy if the teachers have IT knowledge who were teaching the concepts in online system.

There are no differences in their perceptions to online learning by comparing responses to their previous exam scores of second year B.Ed., students of Colleges of Education in Visakhapatnam District.

Higher education worldwide is affected due to the COVID-19 pandemic that thousands of schools, colleges and higher educational institutions closures followed in a very limited span of time to enforce social distancing measures. Educational institutions particularly in the India, are presented with surmounting challenges in its system of planning, implementation, and assessment. On a light note, however, the global pandemic opened up opportunities to the country to upgrade its educational mode of delivery and transfer its attention to emerging technologies. Higher education institutions thereby need to seize the opportunity to strengthen its evidence-based practices, provide accessible mental health-related services, and make the curriculum responsive to the needs of the changing times.

SUGGESTIONS FOR FURTHER RESEARCH

- More studies should conduct to effectively respond to the threat of the pandemic, universities need to reassess the curricular interventions to gear for readiness towards online learning. Likewise, campus medical health representatives can develop health management protocols and tools to ensure that stakeholders follow environmental health practices even outside the academia.
- Studies should be conducted not only with the academic implications, so as to strengthen policy implications to craft environmental policies which can strengthen the health management systems in the university.
- Researchers should keep in mind there are numerous gaps remains in the scientific community as to the impact of COVID-19 to higher education.
- Future studies should evaluate the impact of the COVID-19 pandemic to the educational system and gather scientific evidences on how the educational institutions can effectively respond to another future virus outbreak.

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Education as the Mastery of the Mind Through Yoga

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Education, according to Swami Vivekananda, is not filling the mind with a lot of facts but changing the man by perfecting the mind. Perfecting and getting complete mastery of one's own mind is the ideal of education. It is not possible to change the mind by force. Nor is it possible to change it by one's own sweet will. One can change one's mind only by gaining complete mastery over one's own thoughts. The thoughts and the senses should be my servants not my masters. Then only it is possible to dispel evil. Education is a process of making man divine by the mastery over one's thoughts and senses. This is possible through the power of concentration. Concentration, according to Vivekananda, is the power of attachment of the mind to certain things. Concentration includes the power of detachment also. The perfect mind is that which has both the power of attachment and detachment. It has the capacity to take itself off certain things. Education should enable the student to develop the power of attachment as well as the power of detachment. "If the man is equally powerful in both— that man has attained manhood"¹, says Vivekananda.

An individual who has the power of attachment and detachment alone is the master of himself or herself. Nothing can make such a person unhappy. He does not become miserable even if the whole world crumbles. He cannot be disturbed even when the entire universe tumbles about his ears. He exists like the Buddha whose silence is so deep that even a thousand carts passing by him cannot disturb. Vivekananda holds that no book can teach us the powers of the mind. No amount of reading can help us in attaining the power of concentration, attachment and detachment. Crowding the mind of the child is of no avail in gaining concentration. Teaching of all philosophies or theories is of no use. It is only through the science of Yoga, *Rāja-Yoga* in particular, that one can achieve the power of the concentration of the mind. Vivekananda maintains that *Rāja-Yoga* is the greatest science of the mind. It is the psychology which alone embodies the facts and secrets about the mind. *Rāja-Yoga* is the science of the mind that ancient India has offered to the world. *Patanjali* is its founder. He codified the *Yoga Sūtras* by collecting the materials from the Vedas and the Upanisads. Vivekananda has written a brilliant commentary on *Patanjali's Yoga Sūtra*. The title of Vivekananda's commentary is *Rāja-Yoga*.

Vivekananda regards Raja-Yoga as the science of mind par excellence. He hails it as the true education that every individual should obtain. The education in Raja-Yoga, otherwise known as, the science of the power of concentration, begins with the control of the breath (*prāṇayama*). *Prāṇayāma* is preceded by five abstentions (*Yamas*) and five prescriptions (*Niyamas*). The five abstentions are avoidance of harming others (*ahimsa*), false hood (*satya*), theft (*aparigraha*), continence (*brahmacarya*), and greed (*aparigraha*). And the five prescriptions are purity (*saucha*), contentment (*santosha*), mortification (*tapah*), study (*svadhyāya*) and devotion to God (*Īśvarānandana*).

Breathing exercise (*prāṇayāma*) is very beneficial to every student. It slowly and gradually takes us into the chambers of the mind. It ultimately enables us to get control of the mind. Of course one has to go through a long and hard struggle of breathing. One cannot practice breathing as something curious. It has to be exercised according to a plan. Practicing breathing systematically even for a few days will definitely give us benefits. "Practice a few days, and if you do not find any benefit, then come and curse me", say Vivekananda².

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According to Vivekananda, sublimation of the mind is an important aim of education. Sublimation means directing our impulses, desires and emotions towards higher states of mind. It is raising our activities from lower to sublime levels of integration and harmony. Education should involve the process of transforming the undesirable traits of the child into desirable qualities. It is a process of elevating the mind by substituting the bad thought with the good ones. It is converting the destructive attitudes of the child into constructive ones. For instance, the emotions like anger and jealousy towards others may be channelled towards self-improvement. The students can be trained to respect the law and order through the sports activities. Besides these instances of sublimation, there may be sublimation through spiritual conversion which "is manifested through a sudden change of heart and emotional regeneration affecting vitally the outlook, inner adjustment and habits of life of an individual"³.

Vivekananda holds that the mind can be sublimated through work (*karma*), knowledge (*jnāna*), meditation (*dhyāna*), and love (*bhakti*). In all these ways of sublimation, education plays a vital role. Education must enable the individual to sublimate his or her mind through work. Work is an essential part of our life. We are active by nature. Everyone must be doing something or other always. Action is an inalienable aspect of life. No action is absolutely good or absolutely bad. Every action involves both good and bad. "There is no action which does not bear good and evil fruits at the same time"⁴. For instance, in the act of delivering a lecture one may be killing thousands of microbes. But it does not mean that we must abstain from work. Vivekananda maintains that we have to work and do well to others. But we have to work without a motive for results. We have to work disinterestedly. Disinterested action is the best means of sublimating one's mind. It is the best means of reaching perfection. Work without attachment to the fruits thereof is the way to sublimation and perfection. Education should enable the person to work not like a slave but like a master. Working like a slave results in selfishness and attachment. Working as the master of our mind gives rise to the bliss of non-attachment. This is the secret of work that education has to reveal. This is what Vivekananda calls *Karma-Yoga*. *Karma-Yoga* is working without a motive. It is work without selfishness and expectation. *Karma-Yoga* means doing good because it is good to do good. He who does good work even in order to get to heaven binds himself down. Work that is done even with the least selfish motive forges a chain on our feet. Vivekananda says "He works best who works without any motive, neither for money, nor for fame, nor for anything else; and when a man can do that, he will be a Buddha, and out of him will come the power to work in such a manner as will transform the world. This man represents the very highest ideal of *Karma-Yoga*"⁵.

Another means by which education has to sublimate the mind is through knowledge (*Jnāna-Yoga*). *Jnāna-Yoga* means realization of *that* by knowing which everything else is known. The Self or the Soul is *that* by knowing which all else is known. The Self is non-dual Brahman which appears to be manifold by the interpolation of name and form. It is one without the second, eternal, pure and unchangeable. The various changes in the universe are only the appearances of the Self. It is due to ignorance or *Maya* that we see the one as the many. Time, space and causality are at the root of our seeing the manifoldness of the universe. But the one who is knowledgeable and wise sees the one only. Such a person is called a liberated one and he alone is truly educated. "The man who has in this life attained to this state, for whom, for a minute at least, the ordinary vision of the world has changed and the reality has been apparent, he is called the 'Living Free' (*Jeevanmukta*). This is the goal of the Vedantin, to attain freedom while living"⁶. True education is the Vedanta which sublimates the mind through reasoning aimed at the knowledge of the Self. The one who attains the knowledge of the Self is called a *Jnāna-Yogi*.

Meditation is another means of sublimating the mind. In meditation the mind is sublimated by controlling it. This process of sublimating the mind by controlling is called *Rāja-Yoga* as advocated

Patanjali. Rāja-Yoga is the science of attaining the powers and the immortal bliss. It consists of eight steps, namely, *yama*, *niyama*, *āsna*, *prāṇayāma*, *pratyāhāra*, *dhāraṇa*, *dhyāna* and *Samādhi*. Of the eight steps, the latter four steps are very important for sublimating the mind. *Pratyāhāra* means withdrawing the mind from the senses and their objects. *Dhāraṇa* means focusing the mind on any one of the objects without fluctuation. It is detaching the mind from the world and attaching it on any of object of our choice. The object of concentration may be an external one to begin with. It may also be a gross one. But gradually the mind should be directed towards the objects that are internal and subtle in nature. The concentration should be focused on an internal organ, called the *Buddhi*. Deep concentration of the mind on the *Buddhi* is called *Dhyāna*. It is called meditation in which the concentration is like the flow of oil from one vessel into another. At this stage, the Yogi attains the supernatural powers (*Siddhis*) which he has to abjure. It is only by relinquishing the powers that the Yogi reaches the final stage of *Samādhi*. *Samādhi* is the state of super consciousness which is free from the clutches of Nature (*Prakṛti*). It is the stage in which the mind (*citta*) is pure and devoid of all fluctuations. This is the state in which there is an end to all mental modifications. It is the state of meditation in which the Yogi attains the seedless state of *Samādhi* and experiences *Sachidānanda*. “Then the glory of the soul, undisturbed by the distractions of the mind or motions of the body, will shine forth in its full effulgence; and the Yogi will find himself as he is, as he always was, the essence of knowledge, the Immortality and the all pervading”⁷.

The former four stages of *Rāja-Yoga* are preparatory. They are external in character. They constitute the physical and moral aspects of Yoga. *Yama* and *Niyama* give the moral training to the Yogi. As it has already been mentioned, they involve certain abstentions and obligations that the Yoga should observe. He should abstain from speaking untruth, causing injury, taking others’ things and so on. He should observe the norms like being happy and pure in thought, word and deed. He should also have faith in God and acquire the knowledge of the scripture. *Asana* is the next step which is required for sitting in meditation for long hours. So the Yogi should sit in such a posture which is firm and comfortable. Next is *prāṇayāma* which means controlling of the breath. It involves three stages, namely, inhaling, retention and exhaling of the breath. Prolonged exercise of the three processes leads to the controlling of breath. Controlling of the breath (*Prāṇa*) leads to the concentration of the mind. Breath-control leads to *Pratyāhāra* which means checking the outgoing powers of the mind, freeing it from the thralldom of the senses and their objects. “When we do this, we shall really have character. Then we shall have taken a long step towards freedom: before that we were more machines”⁸. *Pratyāhāra* leads to the remaining three stages of yoga, namely, *Dhāraṇa*, *Dhyāna* and *Samādhi* which have been explained above.

The fourth means of sublimating the mind is love. Vivekananda regards it as the greatest force of controlling the mind. He calls it *Bhakti Yoga*. *Bhakti Yoga* means devotion to God with utmost love. It is the science of spiritual love which gives the highest and glorious results. It is sublimating various passions like anger, envy and hatred to the level of pure love. The several emotions of the human heart are not wrong in themselves. They only have “to be carefully controlled, sublimated and directed until they acquire excellence”⁹. Vivekananda says that *Bhakti* or love for the Lord is the best means of sublimating the mind. It loves the highest by relinquishing the pleasures of the lower kind. “*Bhakti-Yoga* is the science of higher love. It shows us how to direct it; it shows us how to control it, how to manage it, how to use it, how to give it a new aim, as it were, and from it obtain the highest and the most glorious results, how to make it lead to spiritual blessedness”¹⁰.

Vivekananda distinguishes between two kinds of *Bhakti*, namely, *Para* and *Apara*. *Apara Bhakti* means devotion to the God of the form. It involves the worship of the idols, symbols or images of the formless God. Gradually the *Bhakti* evolves to the level of the devotion to the God who is formless. Loving the formless Almighty is *Para-Bhakti*. The Yogi goes beyond the limiting

adjuncts of the Supreme God. He realizes the state of freedom wherein all the bondages will fall off from him naturally. Divine grace dawns on the *Bhakta* when he directs his emotions toward the formless without suppressing them. Here, the love of the pleasures of senses and of the intellect is thrown aside and cast into the shade by the supreme love for God Himself. Swami says, "The love of God grows and assumes a form which is called *Para-Bhakti* or supreme devotion. Forms vanish, rituals fly away, books are superseded; images, temples, churches, religions and sects, countries and nationalities— all these little limitations and bondages fall off by their own nature from him who knows this love of God"¹¹.

Thus Education means sublimating the mind through love for God. It means the realization of the Supreme Reality through *Bhakti Yoga*, besides *Rāja-Yoga*, *Jnāna Yoga* and *Karma Yoga*. Of all the four, sublimation through love for the Almighty is the shortest, direct and the most effective. It can be followed by all irrespective of whether one is learned or not. One moment of deep and mad love for God is enough to attain the knowledge of the Supreme, maintains Vivekananda.

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हरियाणा में महिलाओं की व्यावसायिक सहभागिता: एक विश्लेषण

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सारांश

प्रस्तुत शोध पत्र हरियाणा में महिलाओं के द्वारा व्यावसायिक क्षेत्र में योगदान अथवा व्यावसायिक सहभागिता की तस्वीर पेश करता है। शोध पत्र हरियाणा में राज्य एवं जिला स्तर पर व्यावसायिक क्षेत्र एवं श्रम शक्ति विभाजन में लैंगिक अंतर की व्याख्या करता है। यह महिलाओं द्वारा किए जाने वाले व्यावसायिक कार्यों के प्रकार और कार्य की गुणवत्ता का जहां परीक्षण करता है, वहीं शहरी एवं ग्रामीण क्षेत्र में महिला व्यवसाय परिदृश्य का तुलनात्मक अध्ययन भी करता है। शोध परिणाम द्वितीयक आंकड़ों के विश्लेषण पर आधारित है जिनका संग्रहण सरकार अथवा विभिन्न स्वायत्त अभिकरणों के द्वारा समय-समय पर किया जाता है। इसमें मुख्यतः एन.एस.एस.ओ., राष्ट्रीय प्रतिदर्श सर्वेक्षण एवं श्रम ब्यूरो के द्वारा जारी किए गए आंकड़ों का प्रयोग किया गया है। शोध पत्र के परिणाम बताते हैं कि हरियाणा में महिलाओं की व्यावसायिक सहभागिता का प्रतिशत दर हमारी राष्ट्रीय स्तर की प्रतिशत दर से काफी कम है। शोध पत्र में हरियाणा के जिलों के परिणाम भी दर्शाए गए हैं जिनमें उत्तरी जिलों में लैंगिक अंतर, दक्षिण एवं दक्षिण पश्चिमी जिलों की बजाय ज्यादा है। यह जानना और भी रुचिकर है कि जिन जिलों में साक्षरता दर ज्यादा है उनमें व्यावसायिक सहभागिता में लैंगिक अंतर उन जिलों से ज्यादा है जिन जिलों में साक्षरता दर बहुत कम है। शोध पत्र में 2001 से 2011 तक के दशक में राष्ट्रीय एवं राज्य स्तर पर महिलाओं की कार्य सहभागिता में आए अंतर का ब्योरा भी दिया गया है।

मुख्य शब्दावली: कार्यशक्ति सहभागिता, लैंगिक अंतर, व्यावसायिक भागीदारी, सशक्तिकरण

प्रस्तावना

एशियाई देशों में महिला सहभागिता के क्षेत्र में काफी तेजी से बदलाव आ रहे हैं, सभी क्षेत्रों में महिलाओं की भागीदारी बढ़ रही है। विश्वविद्यालयों से बड़ी संख्या में स्नातक डिग्री ग्रहण कर चुकी युवतियाँ कार्यशक्ति का हिस्सा बन रही हैं। हालांकि महिलाओं के द्वारा कंपनियों के उच्च पदों पर आसीन होने या नेतृत्व करने के आंकड़े इतने संतोषजनक नहीं हैं। इसके अलावा कार्यशक्ति के विभिन्न क्षेत्रों में भी महिलाओं की भागीदारी कम है और इसके बढ़ने की गति भी काफी कम है। इंटरनेशनल फाइनेंस कॉर्पोरेशन (IFC) ने दक्षिण पूर्व एशियाई देशों पर अपने शोध में पाया कि जिन कंपनियों के बोर्ड में महिलाओं की भागीदारी ज्यादा है, उन कंपनियों का रिटर्न भी ज्यादा था। इस शोध कार्य में इन्डोनेशिया, मलेशिया, फिलीपिन्स, सिंगापुर, थाईलैंड, वियतनाम और चीन को शामिल किया गया। बोर्ड में 30: से ज्यादा महिलाओं की संख्या वाली कंपनियों के एसेट पर रिटर्न 3.8: था बल्कि बोर्ड में 30: से कम महिलाओं की संख्या वाली कंपनियों के एसेट पर रिटर्न 2.4: था। इक्विटी

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पर रिटर्न को भी अगर देखा जाए तो उन्हीं कंपनियों का ज्यादा था जिनके बोर्ड में महिलाओं की भागीदारी ज्यादा थी (आई.एफ.सी. 2019)। विश्व आर्थिक मंच की ग्लोबल जेंडर गैप इंडेक्स रिपोर्ट 2020 में 153 देशों को शामिल किया गया है, जिसमें भारत का स्थान 112वां है। दक्षिण एशिया में भारत, बांग्लादेश, नेपाल और श्रीलंका के बाद चौथे स्थान पर है। रिपोर्ट में विश्व के विभिन्न हिस्सों में लैंगिक असमानता समाप्त करने की संभावित समय सीमा बताई गई है, दक्षिण एशिया में संभावित समय सीमा 71.5 साल बताया गया है। रिपोर्ट के विभिन्न मापदण्डों में आर्थिक सहभागिता एवं अवसर के मापदंड को अगर देखें तो कुल 153 देशों में से भारत का स्थान 149वां है (आई.एल.ओ. 2019), जो शोध का विषय भी है।

अंतरराष्ट्रीय श्रम संस्थान (ILO) ने भी अपनी रिपोर्ट में कहा कि दक्षिण एशिया में लैंगिक असमानता बिल्कुल स्पष्ट दिखाई देती है। 2018 के आंकड़ों के अनुसार श्रम शक्ति सहभागिता में वैश्विक लैंगिक अंतर 27: था और अभी 2030 तक इसमें कुछ बड़े बदलाव की आशा नहीं है। घनी आबादी वाले एशियाई देशों (चीन एवं भारत) में न तो लैंगिक अंतर में कमी नजर आयी और न ही कोई बढ़ोतरी दर्ज हुई। रिपोर्ट में कहा गया है कि इस क्षेत्र में अतिरिक्त प्रयास करने की आवश्यकता है (आई.एल.ओ. 2019)। निम्नलिखित तालिका में भारतीय जनगणना 2011 के आंकड़ों के अनुसार भारत में पुरुषों एवं महिलाओं की कार्य सहभागिता दर को दर्शाया गया है।

तालिका 1: कार्य सहभागिता दर (:)

Year	Rural		Urban	
	Female	Male	Female	Male
2000-2001	28.7	54.4	14.0	53.1
2001-2002	31.4	54.6	13.9	55.3
2002	28.1	54.6	14.0	53.4
2004-05	32.7	54.6	16.6	54.9
2005-06	31.0	54.9	14.3	54.0
2007-08	28.9	54.8	13.8	55.4
2009-10	26.1	54.7	13.8	54.3
2011-12	24.8	54.3	14.7	54.6

स्रोत: भारतीय जनगणना आंकड़े 2011

तालिका 1 में दर्शाए आंकड़ों से एक बात स्पष्ट है कि इस क्षेत्र में अगर अतिरिक्त प्रयास करने हैं तो हमें सूक्ष्म स्तर पर शोध कार्य करने की आवश्यकता है, प्रस्तुत शोध पत्र में भारत के उत्तरी राज्य हरियाणा में महिलाओं की कार्य सहभागिता का विश्लेषण किया गया है। 1 नवम्बर 1966 में हरियाणा राज्य पंजाब से अलग होकर वजूद में आया, यह प्रांत देश भर में अपनी अलग पहचान रखता है, इसका कारण कृषि, खेलों में सर्वोत्तम स्थान, बड़ी संख्या में सेना में भागीदारी आदि है। इन तमाम विशेषताओं के अलावा एक पक्ष लैंगिक

समानता का भी है जिसमें हरियाणा की स्थिति ज्यादा अच्छी नहीं है। भारतीय जनगणना आंकड़े 2011 के अनुसार, हरियाणा में कुल कार्य सहभागिता दर जहां शहरी क्षेत्र में 32.95: है वहीं ग्रामीण क्षेत्र में यह दर 36.4: है। अगर बात लैंगिक अंतर की करें तो शहरी क्षेत्र में पुरुषों की दर 51.15: है, वहीं महिलाओं की कार्य सहभागिता दर बहुत ही कम 12.1: है। ग्रामीण क्षेत्र में भी यह अंतर साफ नजर आता है, वहां पुरुषों की कार्य सहभागिता दर 50.1: है और महिलाओं की दर 20.8: है। हरियाणा में महिलाओं की कार्य सहभागिता दर (17.79:) हमारे देश की राष्ट्रीय दर (25.51:) से भी कम है जोकि एक शोध का विषय है।

राष्ट्रीय परिवार स्वास्थ्य सर्वेक्षण 2017 के अनुसार हरियाणा में व्यावसायिक भागीदारी में अभी भारी लैंगिक अंतर है। रिपोर्ट के अनुसार 15 से 49 वर्ष आयु वर्ग की सभी महिलाओं में से केवल 22: कामकाजी महिलाएं हैं बल्कि पुरुषों में यह दर 77: है। कामकाजी महिलाओं में 81: महिलाओं को मानदेय नकदी के रूप में मिलता है, 12: महिलाओं को मानदेय नकदी अथवा काम के बदले अन्य वस्तु के रूप में और 16: महिलाओं को काम के बदले किसी भी प्रकार का मानदेय नहीं दिया जाता। वहीं कामकाजी पुरुषों में 93: पुरुषों को नकद मानदेय मिलता है और केवल 7: पुरुष ऐसे हैं जिन्हें किसी भी प्रकार का मानदेय नहीं मिलता। कामकाजी महिलाओं में से 57: महिलाएं कृषि से अलग व्यवसायों में कार्यरत हैं, इसकी तुलना में 74: कामकाजी पुरुष कृषि से अलग व्यवसायों में हैं। कामकाजी विवाहित महिलाओं में से 77: ऐसी महिलाएं हैं जो अपने कमाए पैसे का प्रयोग अथवा नियोजन स्वयं अथवा पति के साथ मिलकर करती हैं। कामकाजी विवाहित महिलाओं में से 38: महिलाएं ये मानती हैं कि उनकी आय अपने पति के बराबर या ज्यादा है। विवाहित कामकाजी पुरुषों में से 86: पुरुष मानते हैं कि वह अपनी कमाई या आय का नियोजन अकेले या पत्नी के साथ मिलकर करते हैं और 57: पुरुष जिनकी पत्नियाँ भी कामकाजी हैं, ये मानते हैं कि उनकी पत्नी की आय उनकी आय के बराबर या ज्यादा है (एन.एफ.एच.एस. 2017)।

निर्णय लेने की क्षमता के बारे में उपर्युक्त सर्वे में जब महिलाओं से पूछा गया तो पाया गया कि सर्वे में भाग लेने वाली महिलाओं में से 23: ऐसी महिलाएं हैं जिनका निर्णय लेने में शून्य योगदान है। निर्णय लेने के मुख्य तीन क्षेत्र स्वयं के स्वास्थ्य की देखभाल, घर के लिए मुख्य खरीद फरोख्त और अपने मायके घर या किसी रिश्तेदार के घर जाने को शामिल किया गया। इस प्रकार राष्ट्रीय परिवार स्वास्थ्य सर्वे 2017 में जो आंकड़े दिखाए गए हैं, वो हरियाणा में लैंगिक अंतर की एक साफ तस्वीर पेश करते हैं (एन.एफ.एच.एस. 2017)। महिलाओं के द्वारा निर्णय लेने की क्षमता तब तक नहीं विकसित हो सकती जब तक समाज में उससे दायम दर्जे के सदस्य की तरह व्यवहार किया जाएगा। सशक्तिकरण अथवा निर्णय लेने की क्षमता इस चीज पर भी निर्भर करती है कि महिलाओं की व्यावसायिक सहभागिता का प्रतिशत क्या है। व्यवसाय में महिलाओं की भागीदारी लैंगिक असमानता को दूर करने में सहायता कर सकती है, जिससे जीवन के विभिन्न पहलुओं पर निर्णय लेने की उनकी क्षमता विकसित होगी और सही अर्थों में सशक्तिकरण होगा (ममेन एंड पारसन, 2000)। आगे दी गई तालिका में महिला एवं पुरुष की व्यावसायिक सहभागिता का तुलनात्मक विश्लेषण किया गया है।

उपरोक्त तालिका में 15-19 वर्ष आयु वर्ग में महिलाओं की रोजगार प्रतिशत दर को अगर देखें तो 15.7: महिलाएं कामकाजी हैं और इसी आयु वर्ग में पुरुषों की दर 20.5: है, जोकि महिलाओं की दर से लगभग 5: ज्यादा है। लेकिन जैसे ही आयु बढ़ती है तो महिला पुरुष की व्यावसायिक भागीदारी का अंतर भी बढ़ता जाता है। जैसे

तालिका 2: महिलाओं के द्वारा व्यवसाय/रोजगार अपनाने एवं नकद कमाई का विवरण

Age	Percent distribution of employed respondents by type of earnings				Percent distribution of employed respondents by sector			Number of employed respondents			
	Cash and in-kind		In-kind only		Not paid		Total				
	Cash only	Cash and in-kind	In-kind only	Not paid	Agriculture	Non-agriculture					
WOMEN											
15-19	15.7	519	45.9	21.8	6.5	25.8	100.0	67.2	32.8	100.0	81
20-24	17.7	642	69.6	11.1	2.7	16.6	100.0	34.6	65.4	100.0	113
25-29	20.7	572	75.5	9.8	2.2	12.5	100.0	42.7	57.3	100.0	118
30-34	21.6	532	79.5	6.0	3.9	10.6	100.0	30.2	69.8	100.0	115
35-39	28.9	393	73.3	8.7	4.3	13.7	100.0	42.7	57.3	100.0	113
40-44	28.8	379	65.2	12.3	3.4	19.2	100.0	43.4	56.6	100.0	109
45-49	25.9	288	63.6	17.9	2.0	16.4	100.0	49.4	50.6	100.0	74
Total	21.8	3,325	68.8	11.8	3.5	15.9	100.0	43.0	57.0	100.0	725
MEN											
15-19	20.5	578	84.9	4.6	1.0	9.6	100.0	23.9	76.1	100.0	118
20-24	64.7	623	93.1	1.5	0.2	5.2	100.0	23.2	76.8	100.0	403
25-29	89.3	593	88.3	4.0	0.2	7.5	100.0	24.1	75.9	100.0	529
30-34	98.3	498	90.3	2.6	0.8	6.3	100.0	25.6	74.4	100.0	489
35-39	97.2	417	87.1	4.7	0.2	8.0	100.0	30.0	70.0	100.0	405
40-44	98.3	357	91.1	4.0	0.3	4.6	100.0	24.5	75.5	100.0	351
45-49	97.0	315	85.2	4.6	0.6	9.6	100.0	31.6	68.4	100.0	306
Total	77.0	3,380	89.1	3.6	0.4	7.0	100.0	26.1	73.9	100.0	2,601

स्त्रोत: राष्ट्रीय परिवार स्वास्थ्य सर्वेक्षण (NFHS&4) 2015-16

तालिका में 20–24 आयु वर्ग की महिलाओं और पुरुषों में व्यावसायिक भागीदारी का अंतर लगभग 47: है, जो 15–19 आयु वर्ग के अंतर से बहुत ज्यादा है। इसके अलावा सभी आयु वर्गों में व्यावसायिक सहभागिता में लैंगिक अंतर बिलकुल स्पष्ट दिखाई दे रहा है। सर्वेक्षण में दिये गए विभिन्न आयु वर्गों की कुल प्रतिशत दर का अगर तुलनात्मक अध्ययन किया जाए तो लगभग 56: का भारी अंतर स्थिति की गंभीरता को बयान करता है (एन.एफ.एच.एस. 2017)।

व्यावसायिक क्षेत्र को सर्वेक्षण में कृषि एवं गैर कृषि क्षेत्रों में बांटा गया है। कृषि के क्षेत्र का अगर हम तुलनात्मक अध्ययन करें तो देखेंगे कि सभी आयु वर्गों में पुरुषों के मुकाबले महिलाओं की प्रतिशत दर ज्यादा है। जहां 43: महिलाएं कृषि के क्षेत्र में कार्यरत हैं वहीं पुरुषों की कुल प्रतिशत दर 26: है। सर्वेक्षण से यह बिलकुल स्पष्ट है कि गैर कृषि क्षेत्र में पुरुषों का दबदबा है, सर्वेक्षण में शामिल 3380 पुरुषों में से 73.9: पुरुष गैर कृषि क्षेत्र में कार्यरत हैं। अगर महिलाओं की बात करें तो सर्वेक्षण में शामिल कुल 3325 महिलाओं में से 57: महिलाएं गैर कृषि क्षेत्र में कार्यरत हैं। लैंगिक अंतर की दर इस बात से भी समझ में आती है कि सर्वेक्षण में शामिल 3325 महिलाओं में 725 ऐसी महिलाएं हैं जो कामकाजी हैं, वहीं पुरुषों की कुल संख्या 3380 में से 2601 ऐसे पुरुष हैं जो कामकाजी हैं (एन.एफ.एच.एस. 2017)।

हरियाणा में अगर जिलों की बात की जाए तो हमें लगभग सभी जिलों में लैंगिक अंतर की तस्वीर साफ नजर आएगी। ये बात अलग है कि उनका आपस में तुलनात्मक अध्ययन करके हम कुछ जिलों में व्याप्त लैंगिक अंतर को दूसरे जिलों की अपेक्षा कम देख सकते हैं लेकिन राष्ट्रीय स्तर से तुलना करने से स्थिति ज्यादा गंभीर नजर आती है।

आगे दी गई तालिका में हरियाणा के सभी जिलों में 2001 और 2011 जनगणना आंकड़ों के आधार पर लैंगिक अंतर को दर्शाया गया है। इससे पूर्व हमने हरियाणा की एक प्रांत के रूप में भारत में महिलाओं की व्यावसायिक सहभागिता के क्षेत्र में जो स्थिति है, उसको दर्शाया था। राज्य की सीमा के अंदर जो भौगोलिक आवंटन जिलों के रूप में किया गया है, उन सभी जिलों में विभिन्न मानदंडों पर विभिन्नता पायी जाती है। अब यह देखना भी जरूरी है कि महिलाओं की व्यावसायिक सहभागिता के क्षेत्र में इन जिलों में विभिन्नता किस प्रकार की है? राज्य स्तर पर व्यावसायिक सहभागिता की जो दर है उसकी तुलना में क्या विभिन्न जिलों की स्थिति संतोषजनक है?

तालिका में दिए गए 2011 के आंकड़ों से स्पष्ट है कि हरियाणा के ज्यादातर दक्षिण एवं दक्षिण पश्चिम जिलों में लैंगिक अंतर तुलनात्मक रूप से कम है लेकिन उत्तरी जिलों में भारी अंतर नजर आ रहा है, जिनके प्रति संवेदनशील होने की जरूरत है। उत्तरी जिले यमुनानगर (44.4:) और अंबाला (43.6:) जहां सबसे बड़े लैंगिक अंतर को दर्शा रहे हैं, वहीं महेंद्रगढ़ (23.9:), भिवानी (24.6:) और रिवाड़ी (25.6:) में यह अंतर तुलनात्मक रूप से कम है। तालिका में 2001 और 2011 के जनगणना आंकड़ों की तुलना भी की गई है जिससे पता चलता है कि 2001 के मुकाबले 2011 में सभी जिलों में लैंगिक अंतर बढ़ा है (लक्ष्मी नारायण 2016)। 2011 के जनगणना आंकड़ों में अगर हम साक्षरता दर को देखें तो अंबाला (82.9:), पंचकुला (83.4:) और यमुनानगर (78.9:) जैसे उच्च साक्षरता दर वाले जिलों में लैंगिक अंतर अधिक है और मेवात (56.1:), फतेहाबाद (69.1:), पलवल (70.3:) और सिरसा (70.4:) जैसे कम साक्षरता दर वाले जिलों में लैंगिक अंतर कम है, जो अपने आप में हमें सोचने के लिए मजबूर करता है।

तालिका 3: जिले-वार(हरियाणा) महिला कार्यशक्ति सहभागिता दर

Sl. No	District	2001			2011			Changes from 2001 to 2011	
		M	F	Gap	M	F	Gap	Female WPR	Gender Gap
1	Ambala	50.9	10.2	40.7	53.5	9.8	43.6	-0.4	2.9
2	Bhiwani	49.2	35.4	13.8	49.7	25.1	24.6	-10.3	10.8
3	Faridabad	48.3	20.9	27.4	49.4	12.1	37.2	-8.8	9.8
4	Fatehabad	54.4	34.4	20.0	53.2	23.6	29.6	-10.8	9.6
5	Gurgaon	46.8	27.7	19.1	53.0	16.1	36.9	-11.6	17.8
6	Hisar	51.9	33.2	18.7	52.4	25.0	27.4	-8.2	8.7
7	Jhajjar	51.4	35.7	15.7	48.6	17.2	31.3	-18.5	15.6
8	Jind	51.6	34.8	16.8	51.7	25.0	26.7	-9.8	9.9
9	Kaithal	50.9	25.8	25.1	51.3	16.1	35.1	-9.7	10.0
10	Karnal	50.2	19.0	31.2	51.6	14.8	36.8	-4.2	5.6
11	Kurukshetra	51.2	21.4	29.8	52.6	15.0	37.5	-6.4	7.7
12	Mahendragarh	48.0	38.2	9.8	47.9	24.3	23.6	-13.9	13.8
13	Mewat	38.6	15.6	23.0	39.3	12.6	26.7	-3.0	3.7
14	Palwal	42.6	24.5	18.1	43.5	13.9	29.6	-10.6	11.5
15	Panchkula	54.5	18.2	36.3	55.0	17.8	37.2	-0.4	0.9
16	Panipat	51.0	25.8	25.2	50.8	15.0	35.8	-10.8	10.6
17	Rewari	49.7	36.8	12.9	49.6	24.0	25.6	-12.8	12.7
18	Rohtak	49.3	27.8	21.5	48.0	14.9	33.1	-12.9	11.6
19	Sirsa	53.0	30.7	22.3	54.1	21.6	32.5	-9.1	10.2
20	Sonapat	49.7	30.4	19.3	50.1	19.8	30.3	-10.6	11.0
21	Yamunanagar	50.1	11.7	38.4	52.9	8.3	44.7	-3.4	6.3
	Haryana	50.3	27.22	39.62	50.4	17.8	32.6	-16.1	10.3

स्रोत: प्राथमिक जनगणना सारांश-2001 और 2011

तालिका में दिए गए 2011 के आंकड़ों से स्पष्ट है कि हरियाणा के ज्यादातर दक्षिण एवं दक्षिण पश्चिम जिलों में लैंगिक अंतर तुलनात्मक रूप से कम है लेकिन उत्तरी जिलों में भारी अंतर नजर आ रहा है, जिनके प्रति संवेदनशील होने की जरूरत है। उत्तरी जिले यमुनानगर (44.4:) और अंबाला (43.6:) जहां सबसे बड़े लैंगिक अंतर को दर्शा रहे हैं, वहीं महेंद्रगढ़ (23.9:), भिवानी (24.6:) और रिवाड़ी (25.6:) में यह अंतर तुलनात्मक रूप से कम है। तालिका में 2001 और 2011 के जनगणना आंकड़ों की तुलना भी की गई है जिससे पता चलता है कि 2001 के मुकाबले 2011 में सभी जिलों में लैंगिक अंतर बढ़ा है (लक्ष्मी नारायण 2016)। 2011 के जनगणना आंकड़ों में अगर हम साक्षरता दर को देखें तो अंबाला (82.9:), पंचकुला (83.4:) और यमुनानगर (78.9:) जैसे उच्च साक्षरता दर वाले जिलों में लैंगिक अंतर अधिक है और मेवात (56.1:), फ़तेहाबाद (69.1:), पलवल (70.3:) और सिरसा (70.4:) जैसे कम साक्षरता दर वाले जिलों में लैंगिक अंतर कम है, जो अपने आप में हमें सोचने के लिए मजबूर करता है।

निष्कर्ष

भारत के अन्य राज्यों से अगर हरियाणा की तुलना की जाए तो महिलाओं की कार्यशक्ति सहभागिता दर उल्लेखनीय रूप से कम है। 2001 से 2011 के अंतराल में व्यावसायिक सहभागिता में व्याप्त लैंगिक अंतर और ज्यादा बढ़ा है। महिलाओं की आबादी का एक बड़ा हिस्सा अभी भी कृषि संबन्धित क्षेत्रों में कार्यरत है, बल्कि पुरुष ज्यादातर गैर कृषि क्षेत्र में कार्य कर रहे हैं, जिससे उनकी आय में वृद्धि हो रही है। प्रस्तुत शोध पत्र में हरियाणा के सभी जिलों में व्यावसायिक सहभागिता में व्याप्त लैंगिक अंतर का भी विश्लेषण किया गया और पाया कि लगभग सभी जिलों में लैंगिक अंतर की दर हमारी राष्ट्रीय लैंगिक अंतर की दर से ज्यादा है। निष्कर्ष के तौर पर हम कह सकते हैं कि अभी हमें इस क्षेत्र में गंभीरता से कार्य करने की जरूरत है। सरकार के द्वारा महिला व्यावसायिक सहभागिता के लिए जो प्रयास किए जा रहे हैं और नई उभरती महिला उद्यमियों के लिए जो आर्थिक सहायता के प्रावधान किए जा रहे हैं, धरातल पर उनकी कितनी जागरूकता है? जरूरत इस बात की है कि सरकार के इन प्रयासों का प्रचार-प्रसार जमीनी स्तर पर किया जाए। इस क्षेत्र में परिवर्तन की दर बहुत धीमी है, इसे तेज करने के लिए नई योजनाओं को लाना भी बहुत जरूरी है।

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प्राचीन भारत में शक्ति पूजा के विकाश

डॉ० जायदीप सान्याल* और डॉ० इमरान अहमद**

सारांश

भारतीय संस्कृति में धर्म का बहुत ही महत्वपूर्ण स्थान रहा है। वास्तव में देखा जाय तो यह भारतीय संस्कृति का प्राण है। अति प्राचीन काल से ही धर्म को एक प्रेरित करने वाला तत्व के रूप में स्वीकार किया गया। भारत अनेक धर्मों तथा सम्प्रदायों की क्रीड़ास्थली रही। धार्मिक सहिष्णुता का जो आदर्श झलक यहाँ देखने को मिलता है वह विश्व के अन्य संस्कृति में नहीं मिलती। प्रत्येक धर्म ने भारतीय संस्कृति के निर्माण में अपना अपना योगदान दिया है। प्राचीन भारतीयों के धर्म के विषय में सुनिश्चित ज्ञान हमें सर्वप्रथम वैदिक साहित्य से प्राप्त होता है जिसमें, वेद, ब्राह्मण ग्रंथ, आरण्यक तथा उपनिषद की गणना की जाती है। शक्ति को इष्टदेवी मान कर पूजा करने वाले इन्ही सम्प्रदायों में एक शाक्त सम्प्रदाय है। प्राचीन भारतीय देवसमूह में देवताओं के साथ-साथ देवियों का भी महत्वपूर्ण स्थान रहा अर्थात् शक्ति (देवी) की पूजा अत्यन्त प्राचीन काल से ही होती रही। वैष्णव तथा शैव धर्मों के ही समान शक्त धर्म भी अत्यन्त लोकप्रिय रहा है।

विशिष्ट शब्द – धार्मिक सहिष्णुता, क्रीड़ास्थली, ईश्वेदी, देवसमूह, शाक्तधर्म, मृणमूर्ति, सिंहवानी, सहिष्णुता

शोध प्रविधि - प्रस्तुत शोध पत्र में व्याख्यात्मक एवं विप्लेशणात्मक शोध विधि का प्रयोग किया गया विभिन्न पुस्तकालय से सम्पर्क कर इसे पूर्ण करने का प्रयास किया गया है।

भूमिका

प्राचीन भारत में शक्ति पूजा का प्रचलन विशेष रूप से था। मातृदेवी की पूजा प्रागैतिहासिक युग से ही प्रचलित है। मातृदेवी की मृणमूर्तियाँ साक्ष्य के रूप में यह दर्शाती हैं कि अत्यन्त प्राचीन काल से बनती रही। खुदाई में जो प्राप्त मूर्तियाँ मिली हैं वह इस बात की ओर इशारा करती हैं कि मातृदेवी को शक्ति के रूप में माना जा सकता है। एक मुहर पर सात औरतो की खड़ी आकृतियाँ बनी हैं और उनके सामने एक बकरा बंधा है जिसके पिछे लोग ढोल बजाते हुए नाच रहे हैं। देवी उपासना की पौराणिक परम्परा में सप्तमातृका की उपासना का बोध होता है। इस मुहर पर सात औरतो का अंकन इसका बोधक है। दूसरी ओर पौराणिक शाक्तधर्म में देवी के लिए पशुबलि की मान्यता समाज में प्रचलित है। यहाँ एक मुहर पर बंधा बकरा बलि के लिए उपस्थिति प्रतीत होता है। पौराणिक देवी पूजन का आरम्भ मान सकते हैं। यहाँ से प्राप्त नारी मूर्तियों में

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**सहायक प्रध्यापक (पार्ट टाइम) यूनीवर्सिटी लॉ कॉलेज, विनोबा भावे विश्वविद्यालय, हजारीबाग।

एक विशेषता मुख्य रूप से दिखती है कि वे निवस्त्र हैं। निवस्त्रता प्रकृति के खुलेपन तथा उत्पादन का बोधक है। इससे हम कह सकते हैं कि ये प्रकृति को मातृदेवी मानकर उपासना करते थे इनकी पुष्टि यहाँ के एक मुहर पर प्राप्त एक देवी की मूर्ति से होती है जिसके सिर पर चील की तरह एक पंखी पंख फैलाए बैठा है लगता है कि वह मातृदेवी की रक्षा कर रहा है।

यहाँ से एक मोहर पर अंकित एक स्त्री की नाभि से कमलनाल निकलता हुआ दिखाया गया है। यह उत्पादन एवं उर्वरता का बोधक होता है। शक्ति की उपासना पृथ्वी पूजा से जुड़ी है। वहीं से मातृदेवी की उपासना का प्रारम्भ माना जाता है। यहाँ इन सभी का सम्बंध पृथ्वी देवी से और पौधों का सम्बन्ध उर्वरता तथा सृजनशीलता से जोड़ा जा सकता है। इसी प्रकार की एक मूर्ति प्राप्त हुई है देवी पालथी मारे बैठी है और उनके दोनो ओर पुजारी भी बैठे हैं तथा इसके सिर पर एक पीपल का वृक्ष उगा है। इसको भी उत्पादकता का प्रतीक माना जा सकता है इसके अतिरिक्त बड़ी संख्या में मातृदेवियों की मूर्तियों का यहाँ मिलना घोटक है कि ये लोग देवी की उपासक थे। अनेक प्रकार के आभूषणों तथा केशविन्यास से सज्जित देवीयों को देख कर यह अनुमान लगाया जा सकता है कि विविध देवियों की मान्यता यहाँ रही होगी अन्यथा सर्वत्र एक ही प्रकार की देवी मूर्तियाँ प्राप्त होती हैं एक बात और ज्ञात होती है कि ये प्रकृति को मातृदेवी के रूप में मानते थे तभी देवियों के साथ प्रकृति अवयव यहाँ जुड़ा मिला। प्रकृति के ही सहारे जीव का पोषण होता है सम्भवतः ऐसा इनका विश्वास था।

शक्ति का प्रारम्भिक रूप जो जगत जननी के नाम से जानी जाती है, वास्तव में उनका विकास शक्ति के रूप में हुआ है। शक्ति के रूप में विकसित होकर वे पार्वती, कपाला भरणा, काली एवं सिंहवाहिनी दुर्गा बनकर कालान्तर में उदित हुईं उन्होंने असीम शक्ति से सम्पन्न महाकाली का रूप धारण किया। यहाँ यह भी उल्लेखनीय है कि शिव भी 'महाकल' कहे जाते हैं। इसलिये शक्ति एवं शिव की एकात्मकता स्वयंसिद्ध है।

कलांतर में शक्ति के अनेक नाम जुड़ गये जो उनके क्रमिक विकासित होने वाले रूपों से परिचित कराती हैं। काली, चामुण्डा, चण्डी, देवी, शिवानी, रुद्रणी, भवानी आदि विभिन्न नाम उनके शैव सम्बन्धों को स्पष्ट करते हैं। साथ ही लक्ष्मी, वैष्णवी, ब्रह्मणी, इन्द्रणी आदि नाम भी उन्हें प्रदान किये गये हैं जो उनके उत्तरोत्तर बुद्धिशील स्वतंत्र अस्तित्व को स्पष्ट करते हैं, न कि दूसरे देवताओं के प्रभाव को। बुद्धी और प्रज्ञा की देवी के रूप में उनहे 'वाग्देवी' सरस्वती भी सम्बोधित किया जाता है। मध्य युग तक शक्ति उपासना बहुत अधिक बढ़ चुकी थी और देवी की उपासना सृष्टि के पालक संहारकर्ता दोनों ही रूपों में की जाती थी।

जैसा कि जानते हैं कि शक्ति पूजा का इतिहास अत्यन्त प्राचीन है। सिन्धु सभ्यता के अवशेषों में मातृदेवी का संकेत मिलना, खुदाई में स्त्रियों की मृणमूर्तियाँ प्राप्त होना यह स्पष्ट करती है कि सिन्धु घाटी की सभ्यता माता की देवी के रूप में अराधना की जाती थी और ये मूर्तियाँ उसी की परिचालक हैं।

ऋग्वैदिक युग में अधिकतर देवताओं की पूजा का प्रचलन था लेकिन ऋग्वेद में उषा एवं वाग्देवी की भी स्तुति की गई है। ऋग्वेद के दशवे मण्डल में एक पूरी शुक्त तांत्रिक थी जिसे 'देवी शूक्त' कहा जाता है। महार्षि अभृण की दुहिता का नाम 'वाक' था जिसकी देवी के साथ अभिन्नता थी। ऋग्वेद के दशवें मण्डल की सूक्त में उसके उद्गार इस प्रकार व्यक्त किये गये हैं— मैं ही ब्रह्म के द्वेषियों को मारने के लिये रुद्र का धनुष चढ़ती हूँ। मैं ही सेनाओं को मैदान में लाकर खड़ा करती हूँ, मैं ही आकाश और पर्वत तथा पृथ्वी पर

सशरीर व्याप्त हूँ। मैं सम्पूर्ण जगत् की अधीश्वरी हूँ। अपने उपासको को धन की प्राप्ति कराने वाली, साक्षात् करने योग्य पर ब्रह्म को अपने से अभिन्न रूप में जानने वाली और पूजनीय देवताओं में प्रधान हूँ। सम्पूर्ण दूतो में मेरा प्रवेश है। अनेक स्थानों में रहने वाले देवता जहाँ कहीं जो कुछ भी करते हैं वह सब मेरे लिये करते हैं। इन उल्लेखों से स्पष्ट है कि शक्ति की महत्ता को वैदिक ऋषियों ने स्पष्ट रूप से स्वीकार किया था।

उत्तर वैदिककाल में देव पूजा वा प्रचालन प्रचुर मात्रा में हो चुका था। ब्रह्मण ग्रन्थों आरण्यक और उपनिषदों से इसकी जानकारी स्पष्ट रूप से मिलती है। वाज्यस्नेयी संहिता में आम्बिका के रूप में देवी का उल्लेख किया गया है और उन्हे रुद्र की बहन 'स्वस' बताया गया है। तैत्तरीय और शतपथ ब्रह्मण में रुद्र के पत्नी पार्वती के सदर्थ भी प्राप्त होते हैं। केन उपनिषद में 'उमा' शब्द का भी प्रयोग हुआ है जहाँ उन्हे विद्या की देवी का स्वरूप बतलाते हुए 'हेमवती' कहा गया है। पार्वती, उमा, हिमवती आदि शब्द पर्वतीय प्रदेश को इंगित करते हैं और उसी प्रदेश में देवी शक्ति के प्रभाव को भी अभिव्यक्त करते हैं। यही नहीं शिव को भी कैलाशवासी माना गया है। और कैलाशपति के रूप में उनकी आराधना उनके गिरी प्रदेश से सम्बन्धित होना व्यक्त करती है।

महाभारत में भी देवी की स्वतंत्र पूजा का उल्लेख प्राप्त होता है। इसमें देवी माहात्म्य का विस्तृत विवरण प्राप्त होता है। महाभारत के समय तक शक्त सम्प्रदाय समाज में ठोस आधार प्राप्त कर चुका था। भीष्मपर्व में वर्णित युद्ध में विजय प्राप्त करने के लिये कृष्ण की सलाह पर अर्जुन ने दुर्गा की आराधना की थी, जिसमें उन्होंने देवी दुर्गा के कई नामों की स्तुति की जिसमें कुमारी, विद्या, उमा, कांतारवासिनी, कौशिका, काली, महाकाली, कपाली चण्डी, कात्यायनी, कराला आदि नामों का उल्लेख मिलता है। विराटपर्व में युधिष्ठिर भी देवी की आराधना की है जिसमें उन्होंने देवी को महिषासुरमार्दिनी, यशोदा के गर्भ से जन्म लेने वाली विन्धाचल निवासी, नारायण की परमप्रिय और वासुदेव की भगिनी के रूप में सम्बोधित किया है। एक कथा में बताया गया है कि देवता जब शुम्भ तथा निशुम्भ जैसे असुरों से पीड़ित हुए तब उन्होंने हिमालय पर्वत पर जा कर आराधना की इससे प्रसन्न होकर देवी ने अपने को प्रकट किया तथा असुरों का विनाश की। वह अम्बिका, काली, चामुण्डा, कौशिकी आदि नामों से विख्यात हुई। इस प्रकार महाभारत युग में देवी की आराधना विभिन्न रूपों में प्रचालित थी वह जगत् जननी के रूप में जानी जाती थी।

पुराणों में भी देवी की विभिन्न रूपों की कथाएँ आई हैं। हरिवंश पुराण के अनुसार विष्णु ने पाताल लोक में जाकर कालरूपिणी योग निद्रा से यशोदा की पुत्री के रूप में जन्म लेने का, जन्म लेने के बाद यह शिला पर पटक दी गई और आकाश गामी होकर उन्होंने विन्ध्य पर्वत पर स्थान धारण किया। मार्कण्डेय पुराण में वर्णित दुर्गा सप्तशति अत्यधिक प्रसिद्ध है जिसमें शक्ति की व्यापकता एवं महत्ता का विशेष वर्णन किया गया है। देवी को सभी प्राणियों विष्णु—माया, चेतना, बुद्धि निद्रा, क्षुधा, छाया, शक्ति, तृष्णा, क्षांति, लज्जा, शांति, श्रद्धा, कान्ति, लक्ष्मी, वृत्ति, स्मृति, दया, तुष्टि, मातृ तथा भान्ति रूपों में स्थित बताकर उनकी उपासना की गई है। उसमें शक्ति का तीन रूपों में उल्लेख किया गया है— महाकाली, महालक्ष्मी तथा महासरस्वती। गुप्तकाल में पौराणिक हिन्दु धर्म की उन्नति हुई इस समय विभिन्न देवी—देवताओं के साथ—साथ देवियों की उपासना भी व्यापक रूप से की जाती थी। नचना कुठार में इस समय पार्वती के मन्दिर का निर्माण हुआ। दुर्गा, गंगा, यमुना, आदि की बहुसंख्यक मूर्तियाँ इस काल में विभिन्न स्थलों से मिलती हैं। गंगा तथा यमुना का अंकन

गुप्तकालिन मंदिरों के चौखटों पर मिलता है। हर्षकाल में भी शक्ति पूजा का खुब प्रचलन था। हर्षचारित में कई स्थानों पर दुर्गा देवी की पूजा का उल्लेख मिलता है। हुएनसांग के विवरण से पता चलता है कि उस समय दुर्गा देवी को मनुष्यों की भी बलि दी जाती थी। शक्ति पूजा का प्रथम ऐतिहासिक पुरातात्विक प्रमाण कुषाण शासक हुविष्क के सिक्कों पर अंकित देवी के चित्रों में मिलता है इससे पता चलता है कि ईसा की प्रथम शती तक देवी की मूर्तियों बनने लगी थी।

पौराणिक युग के बाद शक्ति-पूजा का निरन्तर उल्लेख प्राप्त हुआ है। पूर्व मध्ययुगीन साक्ष्यों से शक्ति-पूजा का पता चलता है। भेड़ाघाट (जबलपुर) के समीप 64 जोगिनी का मंदिर है जिसमें 900-1100 ई० के मध्य देवी की प्रतिमाएँ गढ़ी गईं। उसमें शक्ति की 44 प्रतिमाएँ हैं। खजुराहो और सुराडा (उडीसा) में भी देवी की अनेक मूर्तियाँ प्राप्त हुई हैं। प्रतिहार शासक महेन्द्रपाल के अभिलेख में दुर्गा को अनेक रूपों में अभिहित किया गया है। आसाम स्थित के काम रूप कामाख्या देवी का मंदिर भी प्रसिद्ध है जो देवी के कामरूप को व्यक्त करता है। जम्मू के निकट स्थित शारदा देवी का मंदिर शक्ति के सौम्य रूप को व्यक्त करता है। मधुमति के दाये तट पर शारदा देवी का मंदिर सम्पूर्ण देश में विख्यात है। पूर्व मध्यकाल के साहित्यकारों तथा विदेशी लेखकों ने देवी के मंदिरों तथा उसकी उपासना का भी उल्लेख किया।

आधुनिक युग में भी शक्ति-पूजा का प्रचलन सर्वत्र भारत में पाया जाता है। कश्मीर कांची और कामाख्या (असम) प्राचीन भारत में शक्ति पूजा के प्रसिद्ध केन्द्र के रूप में देखा जा सकता है।

देवी के सम्बन्ध में प्राचीन साहित्य में जो उल्लेख प्राप्त होते हैं उन सब से यह संकेत मिलता है कि शक्ति के तीन रूप, प्रसिद्ध हैं सौम्यरूप, प्रचण्डरूप, और कामप्रधान रूप। देवी के सौम्य रूप की ही पूजा अत्यधिक प्रचलित रही, उमा, पार्वती, लक्ष्मी आदि देवी के सौम्य रूप को व्यक्त करते हैं। देवी के प्रचण्ड रूप की पूजा कापालिका और कालामुख आदि करते रहे हैं। दुर्गा, चण्डी, कपाली के रूप में देवी के प्राचीन रूप की पूजा की जाती है। काम रूपणी देवी की उपासना शाकल लोग करते हैं जो देवी के मोह और माया को समस्त जगत से ऊपर मानते हैं। वह देवी को भैरवी, त्रिपुरसुन्दरी और ललिता आदि कहते हैं। शंकराचार्य के सौन्दर्य लहरी में देवी के इसी आलौकिक सौन्दर्य का चित्रण किया गया है।

शक्ति पूजा का ज्ञान तत्व शैव सिद्धांतों से प्रभावित तो है कि साथ ही शक्ति की दार्शनिक सत्ता एवं व्यावहारिक सत्ता एक स्वतंत्र एवं उनमुख सत्ता है जो उसे सर्वोच्च स्थान प्राप्त करती है। प्रज्ञा एवं स्वप्न दोनों ही स्थितियाँ महामाया का स्वरूप हैं। ब्रह्म, विष्णु और शिव का अशं होने के फलस्वरूप सृजन, पालन और संहार तीनों तत्वों का समन्वय उनमें हुआ है जिसके परिणाम स्वरूप भक्त उन्हें जगतमाता के रूप में मानता है।

दार्शनिक सत्ता में शिव एवं शक्ति आद्य तत्व हैं। शक्ति अन्तरमुर्त होने पर शिव और शिव बर्हिमुख होने पर 'शक्ति'। शिव-भाव में शक्ति भाव कम होता है और शक्ति तत्व में शिव भाव कम होता है। जब दोनों की स्थिति समान होती है तभी समस्या होता है जिसे शैव 'परमशिव' के नाम से पुकारते हैं और शक्य परम शक्ति के नाम से। दर्शन शाकतो का यह मानना है कि दुनिया की सर्वोच्च शक्ति स्त्रोण है। इसलिए वे देवी दुर्गा को ही ईश्वर रूप में पूजते हैं। दुनिया के सभी धर्मों में ईश्वर की जो कल्पना की गई है, वह पुरुष के समान की गई है। अर्थात् ईश्वर पुरुष जैसा हो सकता है किंतु शाक्त धर्म दुनिया का एक मात्र ऐसा धर्म है, जो सृष्टि रचनाकार को जननी या स्त्रोण मानता है। सही मायने में यही एकमात्र धर्म स्त्रियों का धर्म है।

सृष्टिकारक होने के फलस्वरूप देवी को लालित, भट्टारिक और त्रिपुर सन्दरी की संज्ञा भी दी गई है क्योंकि जगत जितना सौन्दर्य है उन्ही के करण से है और वह पूर्ण अखण्ड सौन्दर्य की निकेतन है। शक्ति पूजा प्राची विश्व की प्रायः सभी सभ्यताओं में होती रही है तभी शक्ति को आदि शक्ति माना जाता है।

निष्कर्ष

सभी सम्प्रदायों के समान ही शक्त सम्प्रदाय का उद्देश्य भी मोक्ष है। फिर भी शक्ति का संचय करो, शक्ति की उपासना करे, शक्ति ही जीवन है, शक्ति ही धर्म है, शक्ति ही सत्य है, शक्ति सर्वत्र व्याप्त है और शक्ति की सभी को आवश्यकता है। बलवान बनो, वीर बनो निर्भय बनो, स्वतंत्र बनो और शक्तिशाली बनो इसलिये नाथ और शक्त सम्प्रदाय के साधक शक्तिमान बनने के लिये तरह-तरह के योग और साधना करकते रहते हैं सिद्धियाँ प्राप्त करते रहते हैं। शक्ति से ही मोक्ष पाया जा सकता है। शक्ति नहीं है तो सिद्ध, बुद्धि और समृद्धि का कोई मतलब नहीं है। भारतीय संस्कृति में धर्म एक सर्वोधिक महत्वपूर्ण स्थान है। यह भारतीय संस्कृति का प्राण है। अति प्राचीन काल से ही धर्म को एक पवित्र प्रेरक तत्व के रूप में स्वीकारा गया। भारत-भूमि अनेक धर्मों तथा सम्प्रदायों की स्थली रही।

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In-Service Training at Elementary School Level: Impact on Classroom Practices in Gujarat

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ABSTRACT

Teacher Education includes both pre-service and in-service training to the teachers. Here, in the present study, in-service training for teacher at elementary education level has been taken for research to explore any Changes in Classroom Practices of Elementary Schools as a result of such training. Multi-stage random sampling techniques were followed for selection of sample. As the objective of the study was to assess effectiveness or impact of in-service training for elementary school teacher, the classroom teaching processes were observed through a **Classroom Observation Schedule (CROS)** from 25 (twenty-five) classes of teachers working in elementary schools(primary and upper primary). The analysis was made through simple percentage calculation on the activities of the teachers were calculated. The results depict that in-service training has significant positive effects, in favour of teachers, on the activities observed during the classroom teaching –learning process, continuous evaluation during classroom teaching-learning process, use of teaching methods in classroom teaching-learning process, use of teaching aids in classroom teaching learning process, use of audio-visual aids in classroom teaching-learning process, end lesson evaluation in classroom teaching-learning process and levels of teaching abilities of teachers.

Keywords: In-Service Training; Classroom Practices; Elementary Schools; Impact.

INTRODUCTION

In-service teacher training updates teachers in issues concerning content, methodology and evaluation; upgrades serving teachers in tasks with which they are currently occupied; initiates and orients teachers to new roles and technologies, and provides opportunities for teachers to update and upgrade their knowledge. Besides, in-service teachers' training programme at elementary education level helps in building the capacity of and infuses professionalism to elementary teachers; and developing of theme specific modules like NCF, RTE, CCE, NISTHA, etc., for training of in-service teachers of elementary level.

The focus is on in-service training programme for elementary school teachers in DIETs of Gujarat (a state of India) where such programmes are organized every year under the Gujarat Council of Educational Research and Training (GCERT), Government of Gujarat through an intervention scheme for Samgra Shiksha Abhyan, Universalisation of Elementary Education. Names of in-service training schemes are: Induction Programme: For inducting to newly recruited Head teachers; Vidya Sahayak, Diploma in Elementary Education: For upgrading the untrained teachers by NIOS, Samarthyaa: To train teachers in pedagogical concept as well as content; School Readiness programme: To prepare teachers teaching at lower primary levels, Gunotsav 2.0: School monitoring Accreditation tool for SI

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of Schools. School Heads: To train head of schools on new trends of education, Pragnya: To train teachers teaching at standards 1st and 2nd stage provide activity based pedagogy. Among these programmes, hard spots of learning and district specific need based topics for different categories of teachers working in primary, upper primary. The elementary level training is comprised of both content and theme (RTE, NCF and SCE). These training programmes bring changes in classroom practices in schools pertaining to core teaching abilities/skills e.g., Management of activities, Use of inside and outside facilities for classroom teaching, Effective use of audio-visual aids, Beginning of lesson with interesting activities, Implement of quick reactions, Conducting creative evaluation, Clear instruction to students, Suitable homework to students

RESEARCH BACKGROUND

The studies conducted on the area, selected here, were reviewed by the researcher vividly with the strengths and weaknesses with its relevance to the present study. Yadav (NCERT-2012) conducted a study at different states to assess impact of in-service teacher training in classroom transactions. The findings reported as in-service training had a positive impact on classroom transaction in terms of use of teaching skills, subject teaching, use of TLMs, development in teacher behaviors, curricular activities etc.. Changes were observed in the states such as, Bihar, Odisha, Rajasthan, Uttar Pradesh, Maharashtra, Gujarat and West Bengal; no changes were marked in Meghalaya, Nagaland and Haryana. The study reports that impact depends on quality of in-service training and its transaction inputs.

A study on in-service training as contributory factor influencing teachers' performance conducted by Jahangir, Saheen and Kazmi (2012) to examine effect of Higher Education Commission's sponsored in-service teacher training on the trainee's concept about good teachers. The present study has brought a significant change in perception of the teacher about the knowledge category, due to the in-service training. In short the overall scenario of a good teacher has undergone tremendous change because of the said training programme. Eswaran and Singh (2008) (All India Primary Teachers' Federation) conducted a study on Effectiveness of In-service Education of Teachers on students drop out rate and effect of training on teachers' performance. The study revealed that in service training has positive impact on dropout rate and improvement of performance of teachers, particularly with reference to classroom transaction. Chakraborty, Das, Bagchi, Upadhyay and Bandyopadhyay (2005) conducted a study entitled "An Assessment of In-Service Teachers' Training Programmes in Five Districts of West Bengal". The study finds that, although by and large the training programmes have been successful in sensitizing the teachers about the need for learning modern pedagogical tools, they have not been as effective in orienting the teachers towards the need for closing inter-group disparities and weakening the close association between the student's innate social characteristics and her learning achievement. A study conducted by Raina (2005) on opinion of secondary school teachers on the effectiveness of in-service training programmes in enhancing their professional competencies. The study reported that the in-service training programmes were effective in developing professional competencies of teachers. Fifty one themes were listed in the questionnaire under the major areas viz., changes in the school curriculum, methods of evaluation, Knowledge in Educational Technology, Knowledge in Educational Psychology, Class Management and Developing Relationship with others, Motivating Teacher Performance, Developing Teacher Ethics, Leisure Utilization and Enhancing Job Satisfaction. It was reported that in-service training programmes were found to be not effective in the areas viz., knowledge in Educational Technology, Class Management and Enhancing Job Satisfaction. Joy and Manickam (2002) conducted a study among fifty primary school teachers who were undergoing an in-service teachers' training programme. The study found that the teachers' attitude towards the use of computer became more favorable with the increase

in the awareness about use of computers in the process of instruction. The study concluded with a suggestion that the contents that enrich positive attitude towards computer assisted instruction are to be included more in the future in-service training programmes for the teachers. Subrahmanian (2001) conducted a study on the impact of DIETs on the work efficiency of primary school teachers of Kerala State. The study assessed the work efficiency of teachers after undergoing in-service courses in DIETs with regard to content enrichment, class management, evaluation, and community participation. The study reported that after attending the in-service training programmes teachers have positive impacts on their work efficiency in schools. Based on the significance of the findings of the above studies, the researcher has taken an attempt to explore the impact of in-service training being provided to the elementary school teachers of Gujarat in terms of classroom transactions through conducting a study with the objective and research question cited below:

OBJECTIVE OF THE STUDY

The objective of the study is as

1. To study the different components of the in-service training programmes conducted by DIETs of Gujarat in terms of changes in classroom practices as a result of such training.

Research Question pertaining to Objective

The research questions of the study based on the objective stated above is as:

RQs: What are the opinions of teachers regarding training on classroom interaction? And whether in-service training programmes have any impact on the overall performance of the primary school teachers? As a result of in-service training organized for teachers?

Core teaching abilities/skills such as

- Activities during classroom,
- Use of teaching methods,
- Use of audio-visual aids,
- Beginning of lesson with interesting activities,
- Implement of quick reactions,
- Conducting creative evaluation,
- Clear instruction to students,

METHODOLOGY

The methodology includes design of the study; sample; tools used for collection of data; and techniques of data analysis which are summarized as under:

DESIGN OF THE STUDY

The present study comes under the survey design of descriptive research. The findings of the study pertaining to the impact of in-service teacher training on classroom transaction are mostly based on the observation of classroom process of teachers.

Sample

The population of the study comprised of 25 (twenty-five) school teachers of Gujarat who received in-service training organized by DIETs of Gujarat. In the this stage for classroom observation

schedule (CROS) for teachers, Twenty-five (25) CRCs spread over six (06) districts of Gujarat were selected for the purpose of following multi-stage sampling technique. In the present context, classroom teaching processes were observed from 25 (twenty-five) classes' teachers working in elementary schools under these CRCs were selected.

Tool Used

A *Classroom Observation Schedule* (CROS) was used to study **different components of** in-service training programme for elementary school teachers of **Gujarat** in terms of changes in classroom practices pertaining to core teaching **abilities/skills** e.g., Activities during classroom, Use of teaching methods, Use of audio-visual aids, Beginning of lesson with interesting activities, Implement of quick reactions, Conducting creative evaluation, Clear instruction to students,

TECHNIQUES OF DATA ANALYSIS

The analysis was made through simple percentage calculation on the activities of the teachers were calculated to find percentages.

RESULTS AND DISCUSSION

The classroom practices of teachers were observed along a schedule, with reference to the aspects, core teaching abilities/skills e.g., Activities during classroom, Use of teaching methods, Use of audio-visual aids, Beginning of lesson with interesting activities, Implement of quick reactions, Conducting creative evaluation, Clear instruction to students, was presented as follows:

Table 1: Activities observed during the classroom teaching-learning process

Sr. No	Activities	Yes	No
1	Testing previous knowledge	18 (90%)	2 (10%)
2	Classroom discipline	20 (100%)	0
3	Activity oriented teaching	18 (90%)	2 (10%)
4	Encouragement to students for discussion	15 (75%)	5 (25%)
5	Students' participation in discussion	16 (80%)	4 (20%)
6	Encouragement to students for asking questions	11 (55%)	9 (45%)
7	Students' quick responses to questions	14 (70%)	6 (30%)
8	Creative involvement of students in activities	18 (90%)	2 (10%)
9	Explanation of concept with illustration	18 (90%)	2 (10%)
10	Continuous evaluation during classroom teaching	19 (95%)	1 (5%)
11	Use of textbook for description of content	14 (70%)	6 (30%)
12	Use of teaching methods	20 (100%)	0
13	Use of teaching aids	20 (100%)	0
14	Use of audio-visual aids	14 (70%)	6 (30%)
15	End lesson evaluation of students	20 (100%)	0

From the table 1 it can be observed that out of 20 primary school classrooms observed, all the activities required for an effective classroom teaching-learning were observed throughout the teaching-learning process. The activities used by all the teachers in their classroom teaching were maintaining classroom discipline, use of teaching methods, use of teaching aids and end lesson evaluation. The most of the teachers were using the activities of continuous evaluation throughout the lesson (95%), creatively involving students in teaching-learning activities (90%), activity oriented teaching (90%), testing of previous knowledge (90%), explanation of concept with illustration (90%) and participating students in discussion (80%). It was also observed that majority of the teachers were encouraging students for discussion (75%), using textbook for content description (70%), getting quick response to questions (70%) and using audio-visual aids (70%),

Table-2: Continuous evaluation during classroom teaching-learning process

Sr. No	Continuous evaluation	Frequency	Percentage
1	Through oral questioning	15	75
2	Through written questions	6	30
3	Through exercise or homework	2	10

From the table 2 it can be seen that majority of the teachers were continuously evaluating their students through oral questioning (75%) whereas the remaining teachers were continuously evaluating their students through either written questions (30%) or exercise/homework (10%).

Table-3: Use of teaching methods in classroom teaching-learning process

Sr. No	Teaching methods	Frequency	Percentage
1	Lecture	13	65
2	Role play	2	10
3	Project work	4	20
4	Team work	7	35
5	Practical work	5	25
6	Field observation	5	25

From the table 3 it can be observed that out of 20 classrooms observed, the teaching method used by majority of the teachers was lecture (65%). The other teaching methods used by the teachers were team work (35%), practical work (25%), field observation (25%), project work (20%) and role play (10%).

Table-4: Use of teaching aids in classroom teaching-learning process

Sr. No	Teaching aids	Frequency	Percentage
1	Chalkboard	14	70
2	Chart	9	45

Sr. No	Teaching aids	Frequency	Percentage
3	Model	9	45
4	Flash cards	4	20
5	Worksheet	4	20
6	Figure illustration	7	35

From the table 4 it can be seen that majority of the teachers was using chalkboard (70%) as teaching aid. The remaining teaching aids used by the teachers were chart (45%), model (45%), figure illustration (35%), flash cards (20%) and worksheets (20%).

Table-5: Use of audio-visual aids in classroom teaching-learning process

Sr. No	Audio-visual aids	Frequency	Percentage
1	LCD projector	7	35
2	Television	3	15
3	Computer	6	30
4	Films/videos	5	25
5	Mobile	1	5

From the table 5 it can be observed that some of the teachers were using audio-visual aids in their classroom teaching-learning process. The use of audio-visual aids such as LCD projector (35%), computer (30%), films/videos (25%) and television (15%) have been found during the classroom observation. It was also observed that one of the teacher used mobile as audio-visual aid during the classroom teaching.

Table-6: End lesson evaluation in classroom teaching-learning process

Sr. No	Continuous evaluation	Frequency	Percentage
1	Through oral questioning	15	75
2	Through written questions	9	45
3	Through exercise or homework	4	20

From the table 6 it can be seen that majority of the teachers had used oral questioning (70%) for end lesson evaluation of their students whereas the remaining teachers used written questioning (45%) and exercise/homework (20%) for end lesson evaluation of their students. Further observation about the level of teaching abilities of teachers done, the following result presented in table 7 has been emerged out.

Table-7: Levels of teaching abilities of teachers

Sr. No	Teaching abilities	Satisfied	Average	Unsatisfied
1	Management of activities	11 (55%)	9 (45%)	0
2	Use of inside and outside facilities for classroom teaching	11 (55%)	4 (20%)	5 (25%)

Sr. No	Teaching abilities	Satisfied	Average	Unsatisfied
3	Effective use of audio-visual aids	9 (45%)	5 (25%)	6 (30%)
4	Beginning of lesson with interesting activities	11 (55%)	7 (35%)	2 (10%)
5	Implement of quick reactions	6 (30%)	11 (55%)	3 (15%)
6	Conducting creative evaluation	11 (55%)	7 (35%)	2 (10%)
7	Conducting diagnostic work	10 (50%)	9 (45%)	1 (5%)
8	Clear instruction to students	15 (75%)	5 (25%)	0
9	Suitable homework to students	14 (70%)	6 (30%)	0

From the table 7 it can be observed that out of 20 classrooms observed, majority of the teachers had demonstrated satisfied level of their teaching abilities in the providing clear instructions to students (75%) and giving suitable homework to students (70%). More than half of the teachers demonstrated satisfied level of their teaching abilities in managing activities (55%), use of facilities in classroom (55%), beginning of lesson with interesting activities (55%), conducting creative evaluation (55%), and an average level of teaching ability in implementing quick reactions of students (55%). Half of the teachers (50%) had demonstrated satisfied level of teaching abilities in conducting diagnostic work.

FINDINGS

The findings from the above analysis based on classroom practices pertaining to impact of in-service training are as follows:

- The most of the teachers were using the activities of continuous evaluation throughout the lesson (95%), creatively involving students in teaching-learning activities (90%), activity oriented teaching (90%), testing of previous knowledge (90%), explanation of concept with illustration (90%) and participating students in discussion (80%).
- Majority of the teachers were continuously evaluating their students through oral questioning (75%).
- Majority of the teachers was using lecture method (65%).
- Majority of the teachers was using chalkboard (70%) as teaching aid.
- Majority of the teachers had used oral questioning (70%) for end lesson evaluation of their students.
- Majority of teachers indicated that in-service training has a significant effect on the abilities/skills of teachers for presenting the lesson in the classroom teaching-learning processes.
- Majority of the teachers had demonstrated satisfied level of their teaching abilities in the providing clear instructions to students (75%) and giving suitable homework to students (70%).

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Moral Development Through the Lens of Caring Perspective

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ABSTRACT

Feminist philosophy focuses on providing strength to the feminine view, by holding those qualities that are uniquely feminine as the way forward for humanity. Human cultures have been made patriarchal by deeming female oriented principles and ethics as inferior. Feminists have raised their voices regarding the suppression of their sexuality. Her sexuality has been deemed as the source of her feelings, and thus a cause of ownership by the male. The feminist strugglers have had to take up the challenge against conventional thinkers who believed that ethics would be reason guided, and they have started to bring the movement towards care guided ethics which cater to a thriving progressive society in a broader way. The examples in all eras of humanity need to be examined to correct this wrong with argument and conviction. Sociological thought and popular culture are placed under the lens here and the male bias is pointed out. It is known to all, that as rational beings, each and every human possesses the ability of reason, as an inbuilt mechanism. Although this ability strengthens and transforms with age, human beings are not only guided by the sense of reasoning and logic, there have been many aspects which comprise the moral ability of human beings to decide, judge and choose for themselves. This paper intends to show that care ethic is distinct in their approach to human morality, it works as complementary force in healthy moral development of human beings.

It is necessary for the very survival of the human race that we rethink the sexes. The problem is that nature may have fashioned man and woman differently, but it has created them equal, as perfect halves of a whole. It is human civilization that differentiated the sexes into gender, claimed the superiority of one over the other and oppressed one to establish the superiority of the other, all in the name of protecting them from harm. This oppression happened at three levels; by making them fear the consequences of confrontation, thereby establishing their physical inferiority; by stating that women were prone to emotional lack of control and hysterical behavior, thus claiming their emotional inferiority; by stating that they could not have certain education and certain professions, thus emphasizing their intellectual inferiority. The latter two were much worse because they drained the will of the woman to fight back, it took away her self-respect, and the sad thing is, it happened in all cultures, at different times and in different guises, till it was questioned and fought against by the proponents of feminist ethics. Feminist ethics not only brought into focus the voice of the oppressed women but also all marginalized people of the world.

Let us first begin with why ethics, per se, is important. Human civilization survives on the capacity of humans to make decisions on the basis of right, wrong, correct, incorrect, beneficial to self or group and so on and so forth. This basis is what we call ethics, it can be defined as rules, regulations and methods for choosing a particular course of action over another. Now, the use of

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ethics too becomes a ground for discrimination as a gender difference is created in the way men and women think, the latter's point of view receiving a recessive social status, as the dominant view is that of the male, their way of looking at right and wrong considered to be the accepted way in society. The male insistence on the justice ethic as the best way of problem solving has been prevalent in humanity for a long time.

Let us briefly discuss the characteristics of the justice ethic. It is based on the tenets of reason (the use of rational argument), principle (decision-making on the basis of established theory), autonomy (no decision under dependence or pressure of others) and impartiality (all human beings to be treated the same, no undue favors) form the core of this particular point of view. There can be no doubt that it is vital in the development of moral and value systems in the human world. So what is it that we are missing there?

To address this question, feminists attempted to re-interpret the theory of justice given by the conventional thinkers then justice would not merely be a concept which is guided by reason only, rather quite comprehensive nature of justice we could found to be actualized. They identified that both reason and care are integral part of ethical decision making as they complement each other. The journey of feminist ethics or the care-ethic emerges from there. According to the care ethic proponents, blind application of rules to any and every situation, actually takes us away from morality in the truest, most human sense of the word. This area is considered to be woman oriented, as nature makes them better at sensitivity empathy. Indeed, human attachment to other humans, to ideals, to thoughts, to aesthetic sensibilities are a big factor of their development on all fronts and of their actions as well as their choices.

The problem arises when we start making comparisons between care and justice ; and start assigning a value to what works better, or which is the better choice for that matter, and that is what has always been done in the running of social systems. The woman's viewpoint has been regarded as inferior, suitable only in the private sphere of the home, in the nurturing of family and children, whereas the justice ethic has been deemed suitable for the public spheres of life such as politics, law, commerce and enterprise. In multiple incidents and anecdotes right from the beginning of time, the woman has been the victim of the treatment of her as a commodity, as a possession of the male, that has led to unethical or at least unjust behavior towards them, which no sense of reason, of justice, and of care can make acceptable.

Here lies the biggest injustice by those very proponents of justice, wherein an invaluable quality granted by nature to women was deemed their weakness, their capacity for nurturing was used as an excuse to confine them in the private arena, as it was concurred that their sensitivity made them emotional, dependent and partial. A travesty of justice was conducted by the so-called upholders of justice in human society for centuries, and to add insult to injury, this was done on the pretext of protecting women from harm, abuse and immoral activity, as they lived in fear of their vulnerability due to their caring nature being misused by those very men who created principled impartial constructs for the world to live on.

The 'ethic of care' or 'care-based ethic' actually suggests sharing and interpersonal relationship; and it could touch upon every moment at every context. Actually love, passion, relationship etc. teach us about ourselves through which we connect each other. And this kind of approach lead to the way of moral development. In such a way, the contribution of feminist ethics specially in the applied field must have enormous impact in the society.

There is no such definition of care given by care-ethicists like Carol Gilligan and Nel Noddings. Daryl - Koehn (feminist ethicist) understands that care is an active concern, with interpersonal, mutual reciprocity. ¹ Care-giver and care-recipient both play an important role in care-oriented situation. It can be mentioned that the person who is supposed to nominate as a care-giver to somebody who

actually requires for caring, in between them, it is very urgent to maintain informal attitude towards the care-recipient by the care-giver, as if care-giver would be happy if there being allowed to provide the service to the person who needs so. No sort of egoistic reflection in care-giver's attitudes are desirable during the course of offering their service. Daryl Koehn expresses her views that, "... caregiver actively concerns herself with attending to the individually expressed needs, feelings and interests of the cared-for and strives to create a shared self with people who are similarly committed to a secure world in which beings are nurtured and given an opportunity to realize fully their individuality."²

Daryl Koehn understands that Nodding's and Gilligan's point of view about care-ethic actually considers listening to be more important to concretize every moral dilemma instead of mechanically applying universal rules.³ Caring in a true sense, ethical agent can do converse with others supply the relevant categories for judgement. In such a way, caring agent makes a connection with others.⁴ It demands every individual to be caring with autonomy to form a desirable, rational, moral world.⁵ Care-ethics asked to receive other, even if totally unlike themselves so as to be anxious of their well-being as we would for our own.⁶

Virginia Held, a notable feminist, expressed that the association of reason, form, knowledge and maleness create the impression that man, as a citizen, makes government and law, as a warrior protects society by his willingness to risk death, his decisions guided by human morality in the public realm. In contrast, the private household realm of the women, where she merely "reproduce" life as natural biological matter, or serves the "natural" needs of man for food, shelter, companionship.⁷

Sara Ruddick (feminist ethicist) emphasizes on especially maternal thinking, which is aligned with non-violence and peace.⁸ Carol Gilligan also gives stress on non-violence. According to her, non-violence signifies either help people or protecting people from hurt. The notion of absolute non-violence is not possible because of conflicts between hurting oneself and hurting others, between hurting some, rather than others, but the care ethical aim is to cause the least hurt. Thus, from the perspective of care, moral maturity foregrounds responsibility to hold oneself accountable for the unavoidable hurt/ violence that we end up causing anyway.⁹ However, Noddings, Held and some other feminist ethicists claim that "Care, now, is the activity of meeting needs rather than a forms of deliberation. This practice gets associated with mothering in the woke of some, but is generalized by others to a whole range of inter-relationship – relationship between friends, between a teacher and her student, a nurse and her patient - that are all geared towards responding to human vulnerability."¹⁰

Here, I would like to refer to one of the contemporary feminist scholar, Vrinda Dalmiya, who provides best counterpoint to the justice ethic principle, by stating that caring too, is in one sense, 'process of need fulfilment'¹¹ where she describes it as the 'intellectual virtue of mechanism'¹², wherein a person in need of care is correctly identified and the needed help is efficiently provided, due to good faculties. On other sense caring is a 'disposition' or a quality, that is part and parcel of the personality make-up of the individual. Here the term caring becomes an 'intellectual virtue of character'¹³. Character has to be fleshed out with self-consciousness, the sense of commitment to the value of caring, not because of obligation or social rules, not for fame, praise or ego satisfaction but because that's the way one's made. That is why care comes naturally to women, they are made that way. Caring as a virtue of character needs relational humility, an approach most important for effective moral development, and a problem of the justice ethic.

Bidisha Mukherjee (2008) points out that an ethical decision has to reflect the agent's sensitivity and commitment to the five basic pillars (adhocism, connectivity, responsibility, caring, contextuality)¹⁴ of ethics ignored by the justice theory. They are listed as follows:

Adhocism - this indicates the transient nature of rules in human society, they tend to change with time, study, research, world events, natural phenomena and a plethora of other factors. Everything from lifestyle, human interaction, education etc. is amenable to change, and this, moral values have to undergo suitable changes too.

Connectivity - a lot of human philosophy and psychology hinges on the fact that all human beings need human contact and connect to survive and thrive. Humans cannot live in isolation and a lot of decisions that they make are based on this need to belong, to be with people, and to bond emotionally with them. Ethics cannot be devoid of such humane feelings.

Responsibility - there are consequences of decisions, particularly which judge others, on the basis of rules which might generalise situations. This makes judgmental conclusions the onus of the person judging, and this responsibility has to be borne. An action has reasons, situations and personalities associated to it, and it is one's responsibility to look at all these factors, along with established rules before moral acceptance or rejection of certain actions or behaviors.

Caring - this pillar, in fact, subsumes all the others if considered in its broadest sense. Care calls for an empathetic attitude, trying to put oneself in another's shoes, to try to understand the various situations that shape his/her actions and decisions. It asks one to feel another's pain, despair and anger due to a sense of kinship, of humanity with all others.

Contextuality - every action, phenomenon and situation has a background, an ecosystem, where it is created and strengthened. Desirable, undesirable, lawful, unlawful, correct or incorrect outcomes don't happen in vacuum, so looking at them without their proper context is tantamount to myopia or tunnel vision. Looking at context makes us understand motivation,

BEHAVIOR AND OUTCOMES IN A MORE HOLISTIC AND INCLUSIVE MANNER, THUS CREATING A BETTER STRUCTURE FOR OUR MORAL AND ETHICAL IDEAS.

Thus it is visible that the feminist ethic finds a voice of the caring woman who can, in fact uphold the principles of justice ethic quite well, but also presents a very nuanced multifaceted view of the world and how we look at it. That is why, it tries to challenge faulty perceptions and gender stereotypes which have entrenched themselves in all cultures, and make even educated, intelligent and accomplished men perpetuate the same misconceptions of gender differences. Many examples in our folklore and history indicate that justice is associated with toil, of fulfilment of duty and obligations, and therefore gets associated with maleness. On the other side, the female gets associated with softness, sensitivity and comfort, thereby equating her as the caring, sheltered human. Even in language and poetry, the woman is named as the career, the one who cares and provides succour, that being made as a secondary, transient goal as compared to the more grounded justice, that being the primary goal. Such a classification sows the seeds of gender discrimination. Any choice keeping the care ethic becomes inferior, as it is considered easy, though without it, true justice would be almost impossible to achieve, as the human is first characterized by his capacity to create and sustain meaningful relationships with care.

They felt that the only way women could get respect, dignity, equal opportunity as men enjoyed, was through education and work in the public arena. Education is the only source of knowledge which liberates our mind; which strengthen the intellect and critical abilities and removes all sort of prejudices. Importantly, they also fought for equal work in the sphere of public work outside the private sphere.

Moral rules and regulations are basically expected to be more humane and related to the rightness and wrongness of human conduct. Moral decisions are fair if responsibility towards others and self are balanced. Gradually the feminist movement achieved a state where changes in women's rights occurred, and the world is now gradually rethinking morality with a heed to care.

We need to emphasize the role of women, the way they think and feel to provide a comprehensive picture of a morally developed society. The different approaches of moral development in humans would be:

1. An element of training imparted in society regarding 'discipline of maternal thought' becomes essential in this scenario. The most instinctive and multifaceted tasks in society is that of the mother, from the time of the conception of an offspring to the time when this offspring is ready to be a worthwhile citizen. It involves sternness and relaxation, laughter and tears, experimentation and god gifted knowledge, extremities and moderation, and the best training in morality, ethics and values.
2. The psychological division of labour can become an asset to society, wherein men and women augment each other's skills and utilize them maximally, for effective moral development and resolution of problems.
3. Justice is not always a matter of reasoning; it is one of being appropriately sensitive and having the right nose for injustice. The care-based feminist ethics provides the balance that is needed for the justice ethic to function effectively, justice is for human beings, and human beings cannot exist as zero-sum entities of right and wrong. The care ethic gives more emphasis to pertinent issues of suffering and problems in humanity such as natural calamities, hunger, medical negligence, malevolent abuse and brutalization of communities and individuals.

Modern Indian authors, though very progressive and egalitarian, have used this very lopsided theme to tell their stories, sometimes also further emphasising that the care ethic associated with emotion leads the woman to be misused, by others who exploit her with ease, leading to disastrous results. That is why, she needs to be protected. The case can be illustrated by the story by Rabindranath Tagore, 'Ghare Baire'. The female protagonist Bimala, is happily married to a man shown as the epitome of the justice ethic, rational, progressive and pragmatic. Then comes the husband's friend, flamboyant and mercurial, a freedom fighter, who uses fiery speeches and declarations of loyalty and love to attract the lady, to get material and emotional benefits from her. At the height of passion, the husband's warnings fall on deaf ears. She pays very heavily for trusting the wrong person, and realises her folly too late, after losing her husband to mobs, incited by the trickery of his friend. Such stories, though beautifully told, and sending the right moral message of not being attracted to patina or glitter, also, sends the message of the woman not deserving the freedom granted her, as she gets swayed by a smooth-talking conman because he fans her passion, manipulates her emotions and makes her unable to be just towards others, be objective.

The feminist standpoint has been studied by many scholars, but the care perspective needs analysis on a case-to-case or a situation to situation basis. Educational applications of the justice care ethic for moral development is also a worthwhile area of study, as we today face a major paradigm shift in educational principles, where traditional methods and ideas are constantly being challenged.

In conclusion, it can be summed up that though the theme of the story is very relevant to the sociology of India in that period, and the telling is absolutely gripping, the reiteration of the ethical stereotype prevalent in those times is glaring and so very unfortunate. This woman is shown to be very open to the suggestion that true justice demands passion at the cost of pragmatic thought and rationality, she is shown to be unable to resist the attraction of a fiery personality, however frivolous, and that fire, finally burns her life. Such stories reinforce the patriarchal mindset that women have to be protected from themselves, that the care ethic will grossly be misused to create anarchy, chaos and harm. These instances can be used as examples by even learned scholars of the justice ethic, to justify the gross injustice such perceptions do towards women. Variations of these themes are common in popular culture, and need to be carefully scrutinized, to modify for a more positive holistic messaging which the feminist ethic asks for, where mistakes may be made by any human, and solutions emerge out of rules as well as human caring.

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इतिहास के आईने में विद्यापति और लोक संगीत

अभिषेक कुमार*

मिथिलांचल के विद्यापति का युग मैथिली लोकगीतों का स्वर्ण युग माना जाता है। यद्यपि चौदहवीं शताब्दी में लोक शैली के रूप में लोरिक गाथा का प्रचलन था। कुछ मैथिली लोक साहित्यकार तथा गीतकार विद्यापति को लोकगीतकार नहीं मानते अथवा विद्यापति के पदों को लोकगीत के श्रेणी में नहीं रखते, परन्तु परम्परा एवं लोक व्यावहारिकता की दृष्टि से विद्यापति के अधिकांश गीत शुद्ध लोकशैली के हैं। प्रायः सभी अवसरों पर गाये जाने वाले गीत विद्यापति काव्य की सबसे बड़ी विशेषता है। उनकी पदों में भक्ति एवं श्रृंगार इसका बाहुल्य है। विद्यापति रचित महेशवाणी नचारी, देवीगीत, बटगमनी इत्यादि जगत प्रसिद्ध हैं। विद्यापति के समकालीन जीवनाथ, भीष्म कंस, नारायण झा, आनन्द झा का नाम अग्रणी है। भगवती गोसाउनि से संबंधित गीतों की रचना में जीवन झा, तुलापति सिंह, दुर्गादत्त सिंह तथा तिरहुता, समदाउन, चौमासा, लगनी, मलार आदि की रचनाओं में चन्दा झा, जीवन झा, चक्रधर झा, विलोचन झा, आनन्द झा तथा बाबा नागार्जुन का नाम अग्रणी है। लोकगीतों से प्रभावित काव्य रचनाओं के रचनाकारों में डा० ब्रज किशोर वर्मा, मणिपदम्, ईशनाथ झा का नाम भी उल्लेखनीय है।(1)

महाकवि एवं स्वनाम धन्य संगीताचार्य विद्यापति ठाकुर राजा शिवसिंह के समय में ही हुए थे। इन्होंने मिथिला के संगीत को एक दिशा प्रदान की। विद्यापति जयदेव के काव्य रचना से अत्यंत प्रभावित थे। जिन्होंने गीत गोविन्द की रचना में राधाकृष्ण के दिव्य प्रेम को मानवीय आकृति एवं आवरण देकर अध्यात्मवाद का निरूपण किया था। भक्ति और श्रृंगार—ये दोनों पक्ष विद्यापति के साहित्य का अत्यंत प्रमुख तत्वों में से एक हैं। विद्यापति के संगीत में वर्णित राग—रागिनी का जो निरूपण किया गया है, वो राधा और कृष्ण के अलौकिक प्रेम के आधार पर है। आध्यात्मिक अनुभूति की अभिव्यक्ति हेतु राधा और कृष्ण के मानवीय श्रृंगार में भक्ति का निरूपण किया गया है। फलस्वरूप शब्द, स्पर्श, क्षण, रसगंध आदि के आधार पर भक्ति साहित्य के निर्माण की एक परम्परा स्थापित हुई जो आज सांगीतिक साहित्य के रूप में उपलब्ध है।(2)

महाकवि कोकिल विद्यापति के गीत आज मिथिला के जन—जन में बसा हुआ है। अबुल फजल ने अपने आईने—ए—अकबरी(3) में मिथिला के संगीत का वर्णन किया है, जिसमें विद्यापति के संगीत को देशी संगीत में सर्वोच्च स्थान प्रदान किया है। विद्यापति द्वारा रचित गीत साहित्य—गीत होते हुए भी लोकगीत, लोकगीत होते हुए भी साहित्य गीत माना गया है। विभिन्न अवसरों पर प्रयुक्त व्यवहार गीत निश्चित रूप से लोकगीत है, परन्तु इसका शब्द विन्यास, अभिव्यक्ति रीति और भाव सौष्टव निश्चित रूप से साहित्यिक है। अबुल फजल अपने आईने—ए—अकबरी में देशी संगीत की चर्चा करते हुए लाचारी (नचारी) के विषय में लिखा है। जिसका गलैडविन के द्वारा अंग्रेजी में अनुवादित पंक्ति इस प्रकार है—

Those in the tirhut language called Lachari were composed by Bedyapet and are on This violence of the passion of love.(4)

*जिला-मधुबनी।

प्रचलित अर्थ में उक्त व्याख्या अशुद्ध प्रतीत होता है। किन्तु जगज्योति मल्ल के गीतपंचाशिका के अनुसार नवाचारी का जो व्यापक अर्थ है। उसकी पुष्टि हाती है। इस प्रकार नचारी के प्रसिद्धि का यह सबल प्रमाण है। इससे यह भी स्पष्ट होता है कि विद्यापति का श्रृंगारिक पद तब तक अखिल भारतीय स्तर पर ख्याति प्राप्त कर चुका था।

उमावति उपाध्याय की रचना मैथिली भाषा में अति प्राचीन है। उन्होंने गेय पदों की रचना की है। स्वयं उनकी कामना है –

“आशुद्रान्तं कवीनां भ्रमतु भगवती भारती भङ्गि में दौं”।

उनकी रचनाओं को शुद्ध भी गाते रहें है। उमापति के बाद कविकोकिल विद्यापति का प्रादुर्भाव हुआ। विद्यापति को अभिनव जयदेव इसीलिए अभिहित किया जाता है कि उनके गीत इस मिथिला भूखण्ड के नर-नारी सभी के मुँह से सुने जाते हैं। भगवान शिवभक्ति परक नाचारी, तिरहुता, बटगमनी, आदि अनंतकाल तक गाये जाते रहेंगे। त्रिवेणी के रचयिता आचार्य रामचन्द्र शुक्ल ने अपनी पुस्तक में लिखा है – “जयदेव की देववाणी की सिन्धु पीयूषधारा जो काल की कठोरता में दब गयी थी। अवकाश पाते ही लोकभाषा की सरसता में परिणत होकर मिथिला की आमराइयों में विद्यापति के कोकिल कंठ से प्रकट हुई और आगे चलकर ब्रज के कटील कुंजों में फैले, मुरझाये मनो की सींचने लगी (5)

रामानाथ ठाकुर ने टेल्स फ्रॉम विद्यापति में लिखा है कि –

“Vidyapati thakur (1350-1440) has been immortal as the great poet who wrote sweet songs in the language actually spoken in the land. He has called “the chekoo” of Mithila and his sweet warbling ushered spring in the vernacular Literature of Northern India” (6)

त्रिभुवन विश्वविद्यालय, काठमाण्डु, नेपाल के पूर्व हिन्दी विभागाध्यक्ष श्री कृष्णचन्द्र मिश्र ने अपनी अभिव्यक्ति में विद्यापति के विषय में कहा है कि

“अपनी काव्य कला की महानता के कारण विद्यापति विश्व के बेजोड़ कवि हैं। सौन्दर्य, प्रेम और श्रृंगार के गायक के रूप में” मैथिल कोकिल हैं मगर इनके साथ ही वे एक महान सामाजिक सांस्कृतिक व्यक्ति भी हैं। (7)

मैथिल भाषा ऐतिहासिक विदेह जनपद की भाषा है। इस पवित्र भूभाग को लोक पारम्परिक काव्य और संगीत में रसप्लावित किया है।

हिमालय के प्राकृतिक सौन्दर्य, पाद प्रदेश में प्रवाहित कमला-कोशी, गंगा-गंडकी आदि नदियों के कल्लोल, हरा-भरा वन प्रांतर एवं खेत-खलिहानों की समृद्धि सुषमा, शील शक्ति सौन्दर्य से सम्पन्न नायक-नायिकाओं के शौर्य-पराक्रम की भावभूमि में वीर, श्रृंगार एवं करुणा की अंतर्धाराएँ, मुक्ताकाश में उड़ते तरुण मेघों के मलार, फागुन और चैत की वासंती सुषमा, उत्तर की हिम हवा और दक्षिण के गेहूँ तथा गुलाब के गंधों को समेकित कर लोक कंठों को समर्पित कर दिया जाए तो उन कंठों से जो स्वर स्पंदित होंगे वही हमारा मैथिली लोक संगीत व काव्य होगा।

अतः मैथिली लोक संगीत एवं लोक काव्य उतना ही नैसर्गिक है, जितना वनफूल, उतना ही मुक्त है जितना आकास का पंछी, उतना ही पवित्र और प्रवहमान है जितना की गंगा और कमला की धाराएँ

संदर्भ सूची

- (1) दरभंगा डिस्ट्रिक्ट गजेटियर, पृ 124
- (2) श्रीश, डा0 दुर्गानाथ झा: मैथिली साहित्यिक इतिहास (1921), पृ0 99
- (3) सिंह बुन्नीलाल : मिथिला की लोक संस्कृति विशेषांक (शोध पत्रिका) मिथिला शोध संस्थान, दरभंगा 2007 पृ0 71
- (4) सिंह बुन्नीलाल : मिथिला की लोक संस्कृति विशेषांक (शोध पत्रिका) मिथिला शोध संस्थान, दरभंगा 2007 पृ0 72
- (5) सिंह बुन्नीलाल : मिथिला की लोक संस्कृति विशेषांक (शोध पत्रिका) मिथिला शोध संस्थान, दरभंगा 2007 पृ0 72
- (6) डा0 कविश्वर चंदा, मिथिला भाषा चरित्र रामायण से उद्धृत
- (7) डा0 कमलदेव : मिथिला की लोक संस्कृति विशेषांक (शोध पत्रिका), मिथिला शोध संस्थान, दरभंगा 2007 पृ0 86

जैन धर्म में कलास्थापत्य

डॉ. राजीव कुमार*

भारत एक ऐसा स्थल था जहाँ पर विभिन्न धर्मों आदि का विकास हुआ तथा कितने ही धर्म यहाँ पर बने और फले फूलें। इन धर्मों में से मुख्य हैं सनातन, बौद्ध तथा जैन धर्म, इन धर्मों को शह देने का तथा प्रचारित प्रसारित करने का कार्य यहाँ के राजाओं ने तथा यहाँ के व्यापारी वर्ग ने बड़े पैमाने पर किया। प्राचीन भारतीय मूर्तियों को देखने पर यह तो सिद्ध हो जाता है की यहाँ पर एक ही कलाकार विभिन्न धर्मों की मूर्तियाँ बनाने का कार्य करता था। भारतीय मूर्ती परंपरा की यदि बात करें तो इसमें मूर्तियों की कला का निर्धारण स्थान के माध्यम से होता है ना की धर्म के माध्यम से, उदाहरण के लिए मथुरा कला, सारनाथ कला, गंधार कला आदि, इनके अलावा विभिन्न वंशों के आधार पर भी कला का निर्धारण किया जाता था जैसे की गुप्त कला, मौर्य कला, परमार कला, प्रतिहार कला आदि।

भारतीय कला का इतिहास अत्यंत प्राचीन है। परंपरागत रूप से भारतीय कला का वर्गीकरण स्थापत्य कला, मूर्तिकला, चित्रकला, संगीत, काव्य, नृत्य व रंगमंच में किया जाता है। कालानुक्रम में भारत में प्राकृतिक, हिन्दू, जैन, बौद्ध, इस्लाम व ईसाई धर्मों ने भारतीय कला को प्रभावित किया है, जिसे निम्नलिखित बिंदुओं के आधार पर समझा जा सकता है—

प्राचीन समय में प्राकृतिक तत्त्वों यथा सूर्य इत्यादि की पूजा की जाती थी। निःसंदेह इसी वजह से घर के वास्तुशास्त्र में मुख्य द्वार को पूर्व की तरफ बनाया जाता था। इसके अतिरिक्त हड़प्पा में मिली योगी की मूर्ति की तुलना शिव से की जाती है। बौद्ध धर्म के प्रभाव स्वरूप तीसरी शताब्दी ईसा पूर्व में अशोक ने स्तूप, विहार इत्यादि का निर्माण कराया। साँची का स्तूप इसका अनुपम उदाहरण है। गुप्तकाल में हिन्दू धर्म के प्रभाव स्वरूप स्थापत्य व मूर्तिकला में हिन्दू भगवानों को प्रेरणात्मक तत्त्व स्वरूप प्रयुक्त किया गया। देवगढ़ का दशावतार मंदिर जो विष्णु के अवतार से प्रभावित है, धर्म का कला पर स्पष्ट प्रभाव को दर्शाता है। जैन धर्म से प्रभावित भारतीय कला को एलोरा की गुफाओं से लेकर मथुरा शैली में देखा जा सकता है।

जैन संस्कृति मूलतः आत्मोत्कर्षवाद से सम्बद्ध है। इसलिए उसकी कला एवं स्थापत्य का हर अंग अध्यात्म से जुड़ा हुआ है। जैन कला के इतिहास से पता चलता है कि उसने यथासमय प्रचलित विविध शैलियों का खूब प्रयोग किया है और उनके विकास में अपना महनीय योगदान भी दिया है। आत्मदर्शन और भक्ति भावना के वश मूर्तियों और मन्दिरों का निर्माण किया गया और उन्हें अश्लीलता तथा श्राद्धगारिक अभिनिवेशों से दूर रखा गया। वैराग्य भावना को सतत् जागरित रखने के लिए चित्रकला का भी उपयोग हुआ है। यहाँ हम जैन पुरातत्त्व (कला) को पाँच भागों में विभाजित कर रहें। मूर्तिकला, स्थापत्यकला, चित्रकला, काष्ठशिल्प और अभिलेख तथा मुद्राशास्त्र।

*सहायक प्राध्यापक, ति.मां भा. वि. भागलपुर।

इन सभी कला-प्रकारों में अनासक्त भाव को मुख्य रूप से प्रतिबिम्बित किया गया है। इसी में उसका सौन्दर्यबोध और लालित्य छिपा हुआ है। यहाँ पुरातत्त्व पर पृथक् से भी विचार करने की आवश्यकता नहीं है। उसे हम जैन मूर्तिकला तक ही सीमित रखना चाहते हैं।

भिन्न-भिन्न प्रदेशों में जैन कला तत्त्व स्थानीय कला-शक्तियों और विधाओं पर निर्भर रही है और उसके दोष-गुणों का कोई सम्बन्ध जैन धर्म के साथ नहीं है। जैन कला के सौन्दर्यबोध का आलोचनात्मक निर्णय हमें उसकी व्यापक शैली और प्रतिमा विधान सम्बन्धी आवश्यकताओं को ध्यान में रखकर करना चाहिए, जिससे कि वह समान शैली की हिन्दू कलाओं से भिन्न सिद्ध हो सके। क्षेत्र एवं इतिहास सम्बन्धी तथ्यों में विभेद करता हुआ पुरातात्विक ज्ञान जैन कला के सौन्दर्यबोध के मूल्यांकन में बहुत सहायक हो सकता है। बौद्ध कला की भाँति जैन कला रोमन, यूनानी या रैनेसान्स अथवा प्रतिहार, चालुक्य व चोल कला की भाँति किसी एक शैली के विकास पर निर्भर नहीं रही वरन् एक विशिष्ट सांस्कृतिक एवं दार्शनिक दृष्टिकोण की विविध शैलियों में अभिव्यक्त होती रही है। पात्र नहीं, वरन् पात्र में भरा द्रव्य जैन कला के स्वरूप को प्रकट करता है। इस प्रकार पुरातत्त्व और इतिहास किसी भी कलाकृति के जैन रूप का मूल्यांकन करने के लिए आवश्यक है क्योंकि वह जैन रूप ऐतिहासिक प्रादेशिक शैली विशेष के माध्यम से ही यर्थाथ रूप में जाना जा सकता है। अस्तु, जैन कला के जैन रूप का सौन्दर्य बोधात्मक मूल्यांकन करने के लिए एक सुनिश्चित विद्या का अनुसरण करना चाहिए। हमें उस स्थानीय अथवा ऐतिहासिक शैली का बोध होना चाहिए जिसकी कलाकृति एक विशेष उदाहरण है। दूसरे, हमें उक्त मूर्ति के प्रतिमा विधान एवं पूजा सम्बन्धी आवश्यकताओं का ज्ञान होना चाहिए। तीसरे, इन दोनों सीमाओं के भीतर उक्त मूर्ति के शिल्प कौशल तथा सौन्दर्य गुण का मूल्यांकन करना चाहिए। कलाकृति विशेष के सौन्दर्य प्रभाव के मूल्यांकन करने के लिए उस विशिष्ट गुण पर भी ध्यान देना चाहिए जो जैन कला की कुछ सर्वश्रेष्ठ कृतियों को एक अद्वितीय एवं प्रतिष्ठित स्थान प्रदान करती है। विभिन्न शैलियों में विभिन्न उपादानों के प्रयोग से निर्मित जैन कलाकृतियों में जो एक समान तत्त्व दृष्टिगोचर होता है उसका कारण जैन दर्शन का अपना निरालापन ही हो सकता है। उदाहरणार्थ हलेबिड के प्रसिद्ध जिनमन्दिरों का उल्लेख किया जा सकता है जो होयसल कला का प्रतिनिधित्व करता है और जिसपर चालुक्य कला का भी प्रभाव है। इसी प्रकार विजयनगर के अनेक जिन मन्दिरों को उल्लेखित किया जा सकता है। भारतवर्ष में शुद्ध भावात्मक और सादे स्थापत्य शिल्प के ये श्रेष्ठ नमूने हैं, जबकि राजस्थान के रणकपुर का 9५वीं शती का जिनमंदिर अपने अत्यन्त एवं विस्तृत अलंकरण के कारण उपरोक्त मन्दिरों से सर्वथा भिन्न शैली का है, तथापि विशेषतया जैन कला का नमूना है। १०वीं-११वीं शताब्दी में मध्य भारत के जैन मन्दिरों का मूल्यांकन भी अत्यधिक अलंकरण से पूरित है। जैनकला के विकास में चौमुखी प्रतिमाओं का भी उल्लेखनीय स्थान है जिनका एक सुन्दर मध्यकालीन उदाहरण मध्य प्रदेश में कडवाह के निकट इन्दौर में विद्यमान है।

जैन मूर्तिकला का सर्वेक्षण करने पर हम उसके विकास क्रम को साधारण तौर पर इस प्रकार अंकित कर सकते हैं—

१. मोहनजोदड़ो, हड़प्पा में प्राप्त योगी मूर्तियों को जैन मूर्तियों के रूप में यदि स्वीकार कर लिया जाये तो उन्हें प्राचीनतम जैन मूर्तियों के रूप में मान्यता मिल सकती है।
२. मूर्तिकला के क्षेत्र में जैनों का प्राचीनतम योगदान माना जा सकता है यदि हम कलिंगजिन को नन्दकालीन मूर्ति के रूप में स्वीकार कर लें।
३. शुंग-कुषाणकाल में जिन मूर्तियों के वक्षस्थल पर श्रीवत्स चिह्न उत्कीर्ण होने लगा और कायोत्सर्ग और ध्यानमुद्रा में मूर्तियों का निर्माण होने लगा। चौबीस तीर्थकरों की परम्परा भी प्रचलित हो गई। कला-कौशल अधिक नहीं था।
४. गुप्तकाल में मूर्तिकला में लालित्य आया। नवग्रह और भामण्डल का प्रतिरूपण हुआ। कतिपय चिह्न भी उत्कीर्ण होने लगे। नवग्रह, भामण्डल का अंकन और चतुर्मुखी प्रतिमा का प्रचलन हुआ। पाँचवीं शती तक जिनों,शलाका पुरुषों विद्याओं, यक्ष-यक्षियों आदि की धारणा स्पष्ट हो चुकी थी।
५. छठी शताब्दी से दसवीं शताब्दी तक तांत्रिक प्रवृत्तियों का प्रभाव रहा। परिमाणतः देवकुल में और भी वृद्धि हुई।शलाका पुरुषों के लक्षण ग्रन्थ भी लिखे गये। आठवीं-नवीं शती तक तीर्थकरों के चिह्न भी निश्चित हो गये। कला में तांत्रिकता जैन धर्म की आचार-परम्परा की परिधि में ही रही। सोलह महाविद्याओं की भी सूची तैयार हो गई। दिक्पालों का उत्कीर्णन भी प्रारम्भ हो गया।
६. दसवीं शताब्दी में नवग्रह का अंकन प्रारम्भ हुआ। क्षेत्रपाल का उत्कीर्णन लगभग ग्यारहवीं शती में हुआ। ग्यारह-बाहरवीं शती में ही गणेश को भी देवकुल में सम्मिलित कर दिया गया पर उसकी लोकप्रियता श्वेताम्बर सम्प्रदाय में ही अधिक रही। ग्यारहवीं से तेरहवीं शती तक मूर्ति कला का सर्वाधिक विकास हुआ।
७. १३-१४वीं शताब्दी से मूर्तिकला का ह्रास होना प्रारम्भ हो जाता है।
८. वीतरागी मूर्तियों के आसपास सरागी शासन देव-देवियों का अंकन एक प्रश्न लिये हुए है। उनकी गणना कुलदेवों में की गई है। फिर भी उनका पूजन प्रारम्भ हो गया जो वैदिक और बौद्ध धर्म का प्रभाव है। क्रियाकाण्डी साहित्य का विस्तार लगभग १२-१३वीं शताब्दी से प्रारम्भ होता है और १५वीं शताब्दी तक वह स्थापित हो जाता है। सोम, यम, वरुण और कुबेर में चार दिक्पालों की संख्या बढ़कर १० तक पहुँच गई।
९. जैन तीर्थकर की मृण्मूर्तियाँ भी बनने लगीं पर वे परिमाण में बहुत कम हैं।

हम भारतीयता के परिप्रेक्ष्य में यह सुनिश्चित रूप से कह सकते हैं कि जैन कला ने सतत् रूप से उसके विकास में अपना महत्त्वपूर्ण योगदान दिया। मूर्तिकला का जो सौष्ठव और आध्यात्मिकनिष्ठ रूप यहाँ दिखाई देता है, वह अन्यत्र नहीं। अहिंसा और सदाचरण की पृष्ठभूमि में जैन मूर्तिकला का अवदान स्मरणीय है। भारतीय ज्ञानपीठ से प्रकाशित जैन स्थापत्य कला इस दृष्टि से विशेष अध्ययन के लिए उपयोगी ग्रन्थ है।

- भारतीय कलाओं का संसार अत्यंत प्राचीन व व्यापक होने के साथ-साथ उतना ही गूढ़ भी है। हमारी कलाएँ वेद, उपनिषद्, महाकाव्य, पुराण, श्रुति, स्मृति परम्परा एवं वाचिक परम्परा में रची-बसी हैं। हमारी कलाएँ भारतीय कलादृष्टि एवं सौंदर्यबोध को अभिव्यक्त करती हैं। कहा गया है— 'भाविष्यकरण कला' याने नए-नए भावों के आविष्कार को कला कहते हैं। कला को आकार प्रदान करने वाले को कलाकार। कला को पारिभाषित करें तो कला संपूर्ण मानव जाति की सूक्ष्म अनुभूतियों, अनुभवों एवं कल्पना की वैयक्तिक अभिव्यक्ति है।
- कला सृजन का ऐसा माध्यम है जो संस्कृति का संवाहक होती है। भारतीय संस्कृति विश्व की समस्त संस्कृतियों के मध्य एक अर्वाचीन, समृद्ध, वृहद विविधतापूर्ण संस्कृति है। हमारी संस्कृति की पहचान बहुरैखिकता में है, जहाँ लोक और वेद दोनों एक दूसरे से ऊर्जास्वित और संपुष्टित होकर आगे बढ़ते हैं। समस्त भारतीय परम्पराएँ व कलाएँ उस अविच्छिन्न धारा को समग्रता में प्रस्तुत करती हैं जिसके कारण तमाम बाहरी हमलों के मध्य हमारी संस्कृति व सभ्यता कायम रही।
- भारतीय कलाओं एवं सांस्कृतिक इतिहास के समस्त ग्रन्थ व शोध इस ओर इंगित होते हैं कि प्राचीनकाल से ही हमारी कलाएँ गायन, वादन, नृत्य, अभिनय, चित्रकला, मूर्तिकला व अन्य मिश्रित कलाएँ आपस में आदान-प्रदान के सरल व जटिल तानों-बानों से अंतरगुम्फित रही हैं। अग्निपुराण जैसा विष्णु धर्मात्तर पुराण में भी इन कलाओं का वर्णन मिलता है। महर्षि पाणिनी की अष्टाध्यायी में शिलालिन व कृशाश्व ऋषि द्वारा रचे गए नटसूत्र का वर्णन मिलता है। प्राचीन समय से ही हमारे व्याकरणाचार्य कवि भी हुए हैं, कवि चिकित्सक हुए हैं, आयुर्वेदाचार्य योगाचार्य भी हुए और नाट्यशास्त्री भी हुए हैं। उपरोक्त कथन के समर्थन में महर्षि पाणिनी, महर्षि पंतजलि, आचार्य भरत व इस कोटि के अनेक विद्वानों, आचार्यों, महर्षियों के ग्रन्थों के उदाहरण हमारी संस्कृति में भरे पड़े हैं। ऐसा होना उस संस्कृति में स्वाभाविक है जिसके महानतम ग्रन्थ दो से तीन हजार वर्ष प्राचीन हो तथा जिनका प्रचार-प्रसार अत्यंत व्यापक भू-भागों में हो रहा है।
- भारतीय कला एवं वैभव पर विचार-विमर्श के दौरान एक अत्यंत महत्वपूर्ण बिन्दु है दर्शन व कला दृष्टि। भारतीय कलाओं का आधार हमारे वेद व दर्शनशास्त्र, उपनिषद इत्यादि रहे हैं दर्शन का संबंध जीवन व अनुभव दोनों के साथ है। भारतीय कला वैभव पर विमर्श के दौरान एक अत्यंत महत्वपूर्ण बिन्दु है दर्शन या दृष्टि। भारतीय विचारधाराओं में दर्शन शब्द का प्रयोग कई अर्थों में किया जाता है। दर्शन का संबंध जीवन व अनुभव दोनों के साथ है। हमारे वेद, दर्शन-शास्त्र उपनिषद इत्यादि ही भारतीय कलाओं के आधार रहे हैं। इन वैदिक दर्शन जैसे न्याय, वैशेषिक दर्शन, सांख्य व योग दर्शन, मीमांसा व वेदान्त एवं अवैदिक दर्शन जैन, बौद्ध तथा चार्वाक दर्शनों ने अपनी-अपनी दृष्टि से विश्व का जो रहस्य देखा, उसके तर्क व अनुभव के आधार पर प्रतिपादन किया, वहीं दृष्टि प्रत्येक विचारधारा का साहित्य बन गया।

- भारतीय विचारधाराओं में दर्शन शब्द का प्रयोग कई अर्थों में किया जाता है। व्याकरणशास्त्र के अनुसार यह शब्द 'दृश' धातु से बना है जिसका अर्थ है देखना। इसी धातु से ऋषि शब्द भी बनता है, जिसका अर्थ है 'देखने वाला'। देखता तो प्रत्येक प्राणी है, किंतु उसे ऋषि नहीं कहा जा सकता। ऋषि वह है जो जीवन अथवा विश्व के रहस्य को देख सका। जीवन का रहस्य जानने वाला विद्वान दार्शनिक के रूप में। इस प्रकार दर्शन शब्द का भी अर्थ है 'रहस्य का साक्षात्कार'।
- जैन दर्शन में दर्शन शब्द के दो अर्थ मिलते हैं जिनमें पहला अर्थ श्रद्धा है जो दो प्रकार की है 'मिथ्या' व 'सम्यक्'। सम्यक् श्रद्धा को 'सम्यग्दर्शन' भी कहा गया है। बौद्ध दर्शन में दर्शन की जगह 'दृष्टि' शब्द अधिक प्रचलित है। वहाँ भी आध्यात्मिक विकास का प्रारंभ सम्यक् दृष्टि के साथ होता है। कलाओं में भी यही दृष्टि महत्वपूर्ण होती है। जिसे विकसित होने में प्रतिभा, कठिन परिश्रम व समय गुरु का मार्गदर्शन लगता है।

प्राचीन भारतीय धर्म, मूर्ति और कला स्थापत्य में जैन धर्म और उससे सम्बंधित विविध प्रतिमाओं और स्मारकों को महत्वपूर्ण स्थान प्राप्त है। विशेष रूप से जैन स्थापत्य और मूर्तिकला के विकास में जैन धर्म एवं संस्कृति का प्रमुख योगदान रहा है। जैन धर्म के उपासना केंद्रों के रूप में षैलोत्कीर्ण गुहाओं, विहारों और मंदिर वास्तु के साथ-साथ मूर्तिकला के प्रभूत प्रमाण भारत के सभी क्षेत्रों में पाये जाते हैं। श्रमण संस्कृति का प्रभाव भारतीय संस्कृति के लगभग सभी पहलुओं पर दृष्टिगोचर होता है। तेईसवें और चौबीसवें तीर्थंकर क्रमशः पार्श्वनाथ और महावीर के पूर्व से ही जैन धर्म अस्तित्व में था। आदिनाथ और नेमिनाथ के प्राचीन साहित्यिक संदर्भ और हड़प्पा सभ्यता से प्राप्त मूर्तिकला के कतिपय प्रमाणों से इस धर्म की प्राचीनता के संकेत मिलते हैं। निश्चित रूप से इतना अवश्य कहा जा सकता है

जैन धर्म से जुड़े यदि मंदिरों की बात की जाए तो दिलवाडा के जैन मंदिर, खजुराहो के जैन मंदिर, उन के जैन मंदिर आदि प्रमुख हैं, इनके अलावा यदि स्थापत्य की बात की जाए तो उदयगिरी खंडगिरी, एलोरा, ग्वालियर आदि स्थानों को देखा जा सकता है। जैन तीर्थंकरों की प्रतिमाओं के विषय में बात की जाए तो मुख्य रूप से तीर्थंकर की प्रतिमाओं को वस्त्रविहीन ही दिखाया जाता है तथा इसके अलावा तीर्थंकरों के छाती पर श्रीवत्स का अंकन किया गया रहता है। बाहुबली, पार्श्वनाथ, महावीर, ऋषभनाथ आदि प्रमुख जैन तीर्थंकर हैं जिनकी प्रतिमाएं हमें बड़े पैमाने पर देखने को मिलती हैं। बाहुबली की प्रतिमा में बाहुबली को खड़े हुए अवस्था में दिखाया जाता है तथा उनके ऊपर वनस्पति के बेल का अंकन किया जाता है, पार्श्वनाथ के सर के ऊपर कई मुख वाले नागों का अंकन किया जाता है। जैन धर्म में स्वेताम्बर और दिगंबर मूर्तियों में कुछ मामूली अंतर ही हमें देखने को मिलते हैं। लखनऊ संग्रहालय में एक पूरी व्यवस्थित जैन वीथिका का निर्माण किया गया है जिसमें हमें विभिन्न प्रतिमाओं को देख सकते हैं। इन प्रतिमाओं में गोमेद अम्बिका, तीर्थंकर तथा अन्य कई और प्रतिमाएं रखी हुयी हैं जो की जैन धर्म से सम्बंधित हैं। जैनियों की स्थापत्य कला अद्वितीय और अनुपमेय है। इस की विशाल मूर्तियां भी बहुत सुंदर है और फिर देव के समान विशाल है। मैसूर में अब तक 70 फीट की एक मूर्ति विद्यमान है। जिन्होंने अपने तीर्थंकरों के उपलक्ष्य में विशाल तथा सुंदर मंदिरों का निर्माण करवाया। जिससे मूर्ति कला का विकास उच्च कोटि का था। जैनियों की अन्य दे दे है कि उन्होंने

गृह निर्माण कला स्थापत्य कला को जन्म दिया। जैनियों की यह देन मूर्तिकला के लिए बहुत लाभप्रद सिद्ध हुई। जिन्होंने विशाल भवन गुजरात गिरनार में विशेष धर्म की विशेषता प्रकट होती हैं। जिन्होंने जगह-जगह अपने मंदिर नहीं बनवाया बल्कि एक स्थान पर अनेक मंदिरों का निर्माण करवाया। दिलवाड़ा के मंदिर आज भी जैन मंदिरों के सुंदर नमूने कहे जाते हैं।

सन्दर्भ

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भारतेन्दु की आलोचना दृष्टि

डॉ० दिव्या रानी*

ड्राइडन के अनुसार “ आलोचना वह कसौटी है जिसकी सहायता से किसी रचना का मूल्यांकन किया जाता है वह उन विशेषताओं का लेखा-जोखा प्रस्तुत करती है। जो साधारण: किसी पाठक को आनन्द प्रदान करती है।”

कारलायल के अनुसार “किसी साहित्यिक कृति का व्यक्ति के मन पर जो प्रभाव पड़ता है उसे व्यक्त करना ही आलोचना है।”

आई.ए. रिचर्ड्स के अनुसार “आलोचना के रूप में कोई स्थापना करना वास्तव में मूल्यों के न्यायधीश के रूप में स्थापना करना है।”

हडसन के अनुसार “समीक्षा के द्वारा पाठक रचयिता की विशाल चिन्ता भूमि का भागीदार बन जाता है।”

बाबू गुलाब राय के अनुसार “ सम्यक प्रकार से देखने में वस्तु या कृति का प्रभाव, अस्वाद, उसकी व्याख्या और उसका शास्त्रीय तथा नैतिक मूल्यांकन सभी बाते आ जाती है। आलोचक समाज का प्रतिनिधि बन कृति को देखना है, समाज को उसके मूल्यतम् तथ्यों से परिचित कराता है और लोकहित की दृष्टि से उसका मूल्यांकन कर लेखकों को भी दिशा निर्देश करता है।” बाबू श्यामसुन्दर दास के अनुसार “साहित्य क्षेत्र में ग्रंथ को पढ़कर उसके गुणों और दोषों का विवेचन करना और उसके संबंध में अपना मत प्रकट करना आलोचना कहलाता है....यदि हम साहित्य को जीवन की व्याख्या मानें तो आलोचना को उस व्याख्या की व्याख्या मानना पड़ेगा।”

साहित्य जहाँ अनुभूति का पुनः सृजन है वहाँ आलोचना वस्तुतः उस सृजन की पुनः सृष्टि है। डॉ. नगेन्द्र का कथन है— “आलोचना की आत्मा कलाव्यय है, किन्तु इसकी शरीर रचना वैज्ञानिक है। आत्मा को कलामय होने का अर्थ यह है कि आलोचना भी मूल्यतः आत्मभिव्यक्ति ही है — यहाँ भी आलोचक कलाकृति के विवेचना-विश्लेषण के माध्यम से आत्मलाभ करता है।” आलोचना का मूल्य उद्देश्य कवि की कृति के सभी दृष्टिकोणों से स्वाद कर पाठकों को उस प्रकार के आस्वादन में सहायता देना तथा उनकी रुचि को परिमार्जित करना एवं साहित्यिक की गति निर्धारित करने में योग देना है। आलोचना के सामान्यतः विद्वानों ने दो प्रमुख उद्देश्य बताए हैं — ‘निर्धारित किये गए सत् साहित्य के निर्माण को प्रोत्साहन तथा असत् साहित्य का निराकरण।’ संस्कृत-साहित्य में आलोचना का अत्यंत प्रौढ़ रूप उपलब्ध होता है, अतः सर्वप्रथम संस्कृत की आलोचना-पद्धतियों को देख लेना ही अधिक समीचीन प्रतीत होता है। संस्कृत में छः प्रकार की आलोचना पद्धतियाँ, प्रचलित हैं — आचार्य पद्धति, टीका, पद्धति, शास्त्रार्थ पद्धति, सूक्ति पद्धति, खण्डन पद्धति तथा लोचन पद्धति।

*अतिथि सहायक प्राध्यापिका, एस० एम० कॉलेज, भागलपुर, ति० माँ० भा० वि०, भागलपुर।

भारतेन्दु युग हिन्दी साहित्य का प्रवर्तन युग है, जिसमें साहित्य के विभिन्न रूपों की संरचना में साहित्य सृष्टियों ने रुचि ली है। इसलिए कि उन्होंने साहित्य-विषय, साहित्य-रूप साहित्य शिल्प, और साहित्य भाषा सभी स्तर पर अपने पूर्ववर्ती साहित्य को प्रकृति और प्रवृत्ति से युग के आग्रह पर परिवर्तन करना चाहा था। इस युग में यही परिवर्तन आलोचना के क्षेत्र में भी दिखता है। भारतीय आलोचकों की पद्धति- परम्परा में संस्कृत विधागत सम-आलोचको भरतमुनि, राजशेखर, कुन्तक, मम्मट आदि से बढ़ती हुई हिन्दी में आई। तुलसी की यह उक्ति का प्रयोजन 'कीरति भनति भूति भलि सोई, सुरसारि सब कहुँ हित होई', काव्य की सैद्धान्तिक विवेचना थी तो कबीर की यह उक्ति 'संस्कीरत है कूप जल, भाखा बहता नीर' भाषा की प्रवाहमयता और जीवतता तथा भाषा के प्रतिमान को स्थापित करने की कसौटी थी। रीतिकाल में भी ठाकुर और घनानंद आदि ने भी कविता का वलगत खण्डन किया है। घनानंद की 'मोहि तो मोरे कवित्त बनावत' रचना तथा रचनाकार के मध्य अंतःसंबंध तथा 'ढेल सो बनाय आय मेलत सभा के बीच, लोगन कवित की 'ओकि खेल करि जाने है' द्वारा ठाकुर ने कारखानों से निकलने वाली बनी-बनाई परिपाटी में कुछ रूढ़िवादी उपमानों के सहारे और अंलकारों से लदी कविताओं की खबर ली है।

उन्नीसवीं शताब्दी संसार के इतिहास को नई दिशा में जोड़ने वाली शताब्दी है। यूरोप में सर्वत्र राजतंत्र के विरुद्ध विद्रोह हुआ। धीरे-धीरे प्रजातंत्र का रोब बढ़ता गया और सर्वत्र राजतंत्र शिथिल होता गया। इसी परिस्थिति में उन नवीन विचारधारा ने धीरे-धीरे भारत के विचारशील लोगों को भी प्रभावित करना शुरू किया। भारतेन्दु युग के इस काल में राष्ट्रीयता का प्रवेश हो गया था। इस प्रवाह धीरे-धीरे काव्यों में नाटकों में, उपन्यासों में निबंध और अन्य रचनाओं में भारतवर्ष की पराधीनता और उसका शोषण प्रकट होने लगा। जिससे लेखकों के हृदय की व्याख्या बड़ी व्याकुलता से प्रकट हुई है। आचार्य हजारी प्रसाद द्विवेदी लिखते हैं कि "देशभक्ति, परोपकार भावना मातृभाषा के प्रतिप्रेम समाज-सुधार और पराधीनता के बंधन से मुक्ति उन दिनों की प्रगतिशील मनोवृत्ति के चिन्ह है।" और यही मनोवृत्ति भारतेन्दु युग की आलोचना दृष्टि के मूल में भी है।

हिन्दी आलोचना का सूत्रपात भी 1883 में भारतेन्दु के द्वारा लिखित निबंध 'नाटक' से ही हुआ था। इस निबंध में लगभग साठ पृष्ठों में नाटक का शास्त्रीय विवेचन और इतिहास प्रस्तुत किया गया है। यह निबंध एक साथ ही सैद्धान्तिक और व्यवहारिक आलोचना का सूत्रपात करता है। यह निबंध दशरूपक, नाट्यशास्त्र, साहित्य दर्पण विलसंस हिन्दू थियेटर्स, आर्य दर्शन, लायक ऑफ दी एमिनेंट, परसंस हिस्ट्री द इटालिक थियेटर्स जैसे ग्रंथों के आधार पर लिखा है। नाटक प्रणयन के सिद्धान्त के संबंध में भारतेन्दु का कहना है - जिस समय में जैसे सहृदय जन्म ग्रहण करे और देशी रीति-नीति का प्रभाव जिस रूप में चलता रहे, उस समय में उक्त सहृदयता के अतःकरण की वृत्ति और सामाजिक रीति पद्धति इन दोनों विषयों की समीचीन समलोचना करके नाटकादि दृश्य काव्य प्रणयन करना योग्य है।

"संस्कृत नाट्यशास्त्र का विवेचन करते हुए भारतेन्दु लिखते हैं 'संस्कृत नाटक की भाँति हिन्दी नाटक में इनका अनुसंधान करना व किसी नाटकांग में इनको यत्नपूर्वक रखकर हिन्दी नाटक लिखना व्यर्थ है, क्योंकि प्राचीन लक्षण रखकर आधुनिक नाटकादि की शोभा संपादन करने से उल्टा फल होता है और प्रयत्न व्यर्थ हो जाता है।' यो हिन्दी नाट्य रचना और हिन्दी नाट्य लोचन दोनों को संस्कृत के अंधानुकरण से बचाने की बात कहकर भारतेन्दु ने अपने आधुनिक दृष्टिकोण को सही प्रमाणित किया। ऐसी संतुलित और नवोन्मेषशालिनी

दृष्टि के विकास को आरंभिक युग में 'समालोचना' नाम ठीक ही गया था, आगे चलकर आलोचना नाम अर्द्धि एक प्रचलित हो गया।" भारतेन्दु जी ने अपने 'नाटक' शीर्षक निबंध में मुख्यतः नाटक विवेचन करते हुए लिखा है वे साहित्य को शाश्वत सत्ता मानते हुए भी उसमें समाज-सापेक्षता को प्रमुख मानते थे उन्होंने इसी निबंध में भारतीय नाटककार कालिदास और अंग्रेजी नाटककार शेक्सपीयर के भाव-विधान की भी तुलना की है और उनकी लोकप्रियता का उल्लेख कर यह प्रतिपादित किया कि लेखक किस प्रकार जन-जीवन के निकट रहकर अपना साहित्य निर्माण करते हैं।

इस युग की आलोचनात्मक गतिविधि सैद्धान्तिक व व्यवहारिक आलोचना के दोनों क्षेत्रों में थोड़ी-बहुत दिखाई पड़ी। भारतेन्दु ने 'नाटक' नामक पुस्तक में राष्ट्रीय-सामाजिक चेतना का वाहक बनाने का क्रांतिकारी विचार प्रस्तुत किया। उन्होंने 'कविवचन सुधा' में 'हिन्दी कविता' नाम का एक महत्वपूर्ण लेख भी लिखा। 'हरिश्चन्द्र-चन्द्रिका (जोआलोचना-संभूषिता थी) 'आनंदकादम्बिनी' सारसुधानिधि, 'हिन्दी प्रदीप' आदि इस युग में प्रकाशित पत्र-पत्रिकाएँ हैं। जिनके माध्यम से आलोचना की चेतना का प्रसार हुआ। प्रेमघन और बालकृष्ण भट्ट ने ऐसी व्यवहारिक आलोचनाएँ लिखी जिनमें आलोच्य रचनाओं के गुण-दोष कथन या निरूपण के साथ ही सूक्ष्म सैद्धान्तिक चर्चा भी मिलती है। 'प्रेमघन' ने श्री 'रमेशचन्द्र दत्त' द्वारा बंगला में लिखित तथा 'बाबू गदाधर सिंह' द्वारा हिन्दी में अनुदित उपन्यास 'बंग विजेता' की आंतरिक विशेषताओं का विश्लेषण करते हुए आलोचना की। उन्होंने 'लाला श्रीनिवास' के 'संयोगिता स्वयंवर' नामक ऐतिहासिक नाटक का भी, सिद्धान्त पक्ष प्रस्तुत करते हुए 'आनंदकादम्बिनी' में विस्तृत आलोचना की है। इसी प्रकार पं. बालकृष्ण भट्ट ने भी 'हिन्दी प्रदीप' में संयोगिता स्वयंवर' की अपनी दृष्टि से आलोचना की, जिसमें उन्होंने नाटक की यत्र-तत्र सैद्धान्तिक चर्चा करते हुए नवयुग के संदर्भ में उक्त रचना पर विचार किया। नवीन हिन्दी आलोचना का सूत्रपात हुआ और हम इसमें देशकालानुसार नवीन उपकरणों का भी न्यूनर्द्धि एक समावेश हुआ। मुख्यतः संपादकीय लेख गुण दोष, विवेचनात्मक मूल्यांकन, कुछ स्वतंत्र लेख, पुस्तक परिचय, टिप्पणी आदि के रूप में ही आलोचना उपलब्ध है।

"इन नवीन नाटकों की रचना के मुख्य उद्देश्य ये होते हैं यथा-श्रृंगार, कौतुक, हास्य, समाज संस्कार, देशवत्सलता।" 'जातीय संगीत' के नाम के निबंध में उन्होंने जैसे देशोन्नति के लिए गीत रचने पर जोर दिया था वैसे ही नाटक रचना के लिए समाज-संस्कार और देश-प्रेम के उद्देश्य रखे गए। समाज-संस्कार के नाटकों में देश की कुरीतियों का दिखलाना मुख्य कर्तव्य कर्म है। यथा-शिक्षा की उन्नति, विवाह-संबंधी कुरीति-निवारण अथवा धर्म संबंधी अन्यान्य विषयों में संसोधन इत्यादि। आजकल कहीं भी धर्म की जरा भी नुक्ताचीनी पुराणपंथियों ने देखी की चीख-चीखकर आसमान सिर पर उठा लेते हैं। इस वाक्य से भारतेन्दु के सचेत समाज-सुधाकर की छवि सामने आती है। उनकी रचनाओं में धर्म संबंधी विषयों में संशोधन या कुरीति निवारण देखना उन पर आलोचक के विचार थोपना नहीं वरन् उन्हीं के सिद्धान्तों के अनुसार उनका साहित्य परखना है। भारतेन्दु ने देशप्रेम के उद्देश्य के बारे में लिखा है, देशवत्सल नाटकों का उद्देश्य पढ़ने वाले या देखने वाले के हृदय में स्वदेशानुराग उत्पन्न हो जाता है और वे प्रायः करुण और वीर रस के होते हैं। भारतेन्दु के अनुसार लोगों की अंतर्वृत्तियाँ भी बदलती हैं, सामाजिक रीति-नीति थी। जिस समय में सहृदय जन्म ग्रहण करे और देशीय रीति का प्रभाव जिस रूप से चलता रहे, उस समय उस उक्त

सहृदय के अतः करण की वृत्ति और सामाजिक पद्धति की इन दोनों विषयों पर समलोचना करके नाटकादि दृश्यकाव्य प्रणयन करना योग्य है।

भारतेन्दु आँख मूँद कर न तो प्राचीन पद्धति पर चलने का समर्थन करते हैं न आँख मूँदकर उस पद्धति को ठुकराने के पक्ष में है। उनका मानना था कि प्राचीन नियमों को युग की आवश्यकताओं के अनुसार परखकर ही अपनाना चाहिए। सफल नाटककार बनने के लिए मनुष्य को मानव जीवन पर गंभीर अध्ययन करना चाहिए। इसके लिए तरह-तरह के लोगों से मिलना चाहिए उनका स्वभाव पहचानना चाहिए। भारतेन्दु के अनुसार वृत्तियाँ शाश्वत न होकर परिवर्तनशील हैं। परिवर्तित वृत्तियों का ध्यान रखकर नाटक लिखे जाना चाहिए। साहित्य में अलौकिक विषयों की जगह लौकिक विषयों को जगह देनी चाहिए। नाटक लिखने के लिए समाज का व्यापक अनुभव होना बहुत जरूरी है।

हिन्दी में व्यंग्यपूर्ण आलोचना का सूत्रपात करने वाले भी भारतेन्दु हैं भद्वे अनुवादों की चर्चा करते हुए 'नाटक' नामक निबंध पर उन्होंने लिखा है —

“ एक आनन्द और सुनियो। नाटकों में कही-कही आता है 'नाटपेनोपविश्य' अर्थात् पात्र बैठने का नाट्य करता है। उसका अनुवाद हुआ राजा नाचता हुआ बैठता है। नाट्येन्नोल्लेख्य की दुर्दशा हुई है ऐसे नाचते हुई लिखती है। ऐसे ही 'लेखनी को लेकर नाचती हुई' निकट बैठकर नाचती हुई। और आनन्द सुनिए। 'इति विष्कम्भकः का अनुवाद हुआ है 'पीछे निष्कम्भक आया' धन्य अनुवादकर्ता! और धन्य गवर्नमेंट जिसने पढ़ने वालों की बुद्धि का सत्यानाश करने को अनेक द्रव्य का श्राद्ध करके इसको छापा!!!” भारतेन्दु ने आलोचना में ऐतिहासिक दृष्टिकोण और सोदृश्य साहित्य-रचना के सिद्धान्त ही प्रतिपादित नहीं किए उन्होंने निर्भीक और व्यंग्य पूर्ण आलोचना की परिपाटी भी चलाई।

भारतेन्दु ने निबंध के माध्यम से जागृति आंदोलन या राष्ट्रीयता का आंदोलन खड़ा किया। उनका उद्देश्य निबंध के माध्यम से जनता में भारतीयता की भावना जगाना ही उनका उद्देश्य था। यह अपनी परम अराधना एवं साधना से मातृभाषा हिन्दी में प्राण प्रतिष्ठा की थी। वे हिन्दी भाषा को अत्यंत सम्पन्न, परिमार्जित तथा समृद्ध भाषा के रूप में देखना चाहते थे। इसलिए उन्होंने हिन्दी के साथ राष्ट्रीय हित को जुड़ा देखना चाहते थे। इसलिए उन्होंने हिन्दी के साथ राष्ट्रीय हित को जुड़ा देखकर तत्कालीन साहित्य एक नये रूप में पथ-प्रदर्शन किया और उस काल की आवश्यकताओं के अनुसार उसे जनता के समक्ष लाए। इस प्रकार उनकी देशभक्ति की भावना स्वयं तक सीमित न होकर साहित्य के माध्यम से जनसाधारण तक पहुंची और नवजागरण की लहर आई। भारतेन्दु और उनके साथी वे साहित्यकार थे जिन्होंने साहित्य को सामाजिक उत्तर दायित्व की चेतना से युक्त किया ऐसा करने में वे समर्थ हो पाए क्योंकि वे सामाजिक समस्याओं के प्रति सचेत थे और उनके प्रति अपने जिम्मेदारी महसूस करते थे। इस युग का साहित्य केवल मनोविनोद या विलास की सामग्री नहीं प्रस्तुत करता, अपितु समाज का चित्रण करता है और उसके विकास की प्रेरणा देता है। भारतेन्दु युग के जिन साहित्यकारों के द्वारा नई आलोचना का सूत्रपात हुआ उनमें प्रायः सभी मुख्यतः सर्जक साहित्यकार थे।

भारतेन्दु साहित्य में आलोचना अपने परिपक्व रूप में भले ही न हो लेकिन यत्र-तत्र उनकी समालोचनात्मक प्रज्ञा के दर्शन हो ही जाते हैं, जो आज की विकसित बौद्धिक चेतना के सम्मुख एक नवीन विधा के रूप में दृष्टिगत

होता है। जार्ज ग्रियर्सन भारतेन्दु को उत्तर भारत के सबसे बड़े आलोचक की संज्ञा प्रदान की है। आजकल हिन्दी-साहित्य पर तरह-तरह की विचारधाराओं के प्रभाव डाले जा रहे हैं। इनका उद्देश्य समाज-संस्कार और देशोन्नति से हटाकर साहित्य को निर्जीव और अन्तर्मुखी बना दिया जाए। इन प्रभावों से हमें अपने साहित्य की रक्षा करना चाहिए, उसकी जातीय विशेषताएँ पहचानना चाहिए, उन्हें पुष्पित और पल्लवित होने का अवसर तथा हमारी भाषा और साहित्य के लिए लाभकारी होता है। सही अर्थों में भारतेन्दु की आलोचना दृष्टि भी साहित्य के क्लासिक मानदण्डों की स्थिरता और सामाजिक सोद्देश्यता का आधार ही निर्मित करती है।

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गांधीजी सत्य और अहिंसा पर आधारित एक नवीन व्यवस्था की स्थापना करना चाहते थे जिस पर भारतीय समाज का पुनर्गठन किया जा सके। गांधीजी का संदेश केवल वाणी से नहीं। उनके समग्र जीवन से मुखरित हो उठा था। उनका उद्देश्य किसी दर्शन की स्थापना न होकर सत्य, अहिंसा जैसे साधनों के माध्यम से परिवर्तन और परिवर्धन होता रहा।

मानव अपने जीवन लक्ष्य को प्राप्त कर सके इसके लिए एक विशिष्ट प्रकार की समाज व्यवस्था आवश्यक है। यह समाज व्यवस्था ऐसी होनी चाहिए जो व्यक्ति के विकास मार्ग में आने वाली कठिनाइयों को दूर कर उसे प्रगति पथ पर अग्रसर कर सके। महात्मा गांधी ने ऐसी समाज व्यवस्था को सर्वोदय का नाम दिया है और उसकी सम्पूर्ण व्यवस्था को अपने विचारों के माध्यम से सपष्ट किया है। सर्वोदय का आधार आध्यात्मिक होने के कारण उसकी सिद्धि के साधन भी आध्यात्मिक हैं। इस कार्य के लिए उन्होंने जिस कार्य-पद्धति का विकास किया, वह सत्याग्रह की अर्थात् स्वयं अवर्णनीय कष्ट उठाकर और मृत्यु का भी आलिंगन करके सत्य और अहिंसा पर अटल रहने की पद्धति है।

गांधीजी के अनुसार आदर्श सामाजिक व्यवस्था व्यक्ति के मध्य और पुरुष एवं नारी के मध्य समानता पर आधारित होगी। ऐसा समाज नैतिक, राष्ट्रवादी तथा आत्मज्ञानी व्यक्तियों का होगा। उनके अनुसार इस सामाजिक व्यवस्था में बाह्य आडम्बरपूर्ण धर्मों के द्वारा अज्ञानी एवं सीधे लोगों पर आरोपित की गई साम्प्रदायिकता कठोरता, धार्मिक दोषारोपण तथा विवेकशून्यता से मुक्त सामाजिक व्यवस्था होगी, जिसमें व्यक्ति के व्यक्तित्व के विकास के सम्पूर्ण अवसर उपलब्ध होंगे। गांधी व्यक्ति को सर्वोच्च मानते हुए व्यक्ति की गरिमा तथा प्रतिष्ठा के सबसे बड़े समर्थक थे। उनका सम्पूर्ण विचार-दर्शन व्यक्ति की स्वतंत्रता एवं व्यक्ति के व्यक्तित्व के विकास के इर्द-गिर्द घूमता दृष्टिगोचर होता है।

गांधीजी के शब्दों में— 'व्यक्तिगत स्वतंत्रता ही, व्यक्ति के समाज के प्रति पूर्ण और स्वेच्छापूर्ण समर्पण को सुनिश्चित कर सकती है। यदि उससे यह स्वतंत्रता छीन ली जाएगी तो व्यक्ति की गरिमा समाप्त हो जाएगी और समाज नष्ट हो जाएगा। व्यक्ति की स्वतंत्रता का निषेध करके किसी भी समाज का निर्माण किया जाना संभव नहीं है। अतः समाज के प्रति पूर्ण समर्पण का भाव व्यक्ति पर बाहर से आरोपित नहीं किया जा सकता और न ही किसी राजनीतिक बाध्यता या सामाजिक अनुशासन का परिणाम हो सकता है। यह तो व्यक्ति की अपनी अन्तरात्मा का स्वाभाविक आदेश होगा।'

गांधीजी के मतानुसार मनुष्य केवल अस्थि मांस का मात्रा न होकर उससे कुछ अधिक है। इस समस्त दृश्य, अस्थायी, अचेत पदार्थ समूह के पीछे चैतन्य शक्ति, आत्मा है जो अदृश्य, शाश्वत, सर्वव्यापी एवं स्वप्रबुद्ध है। यह ईश्वर और मनुष्य में तथा सृष्टि की निम्नतर योनियों में भी कोई अन्तर्विरोध नहीं है। पुनः गांधीजी लिखते हैं कि मैं ईश्वर की परिपूर्ण एकता में विश्वास करता हूँ अतः मानवता की भी परिपूर्ण एकता का

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विश्वासी हूँ मैं अद्वैत का विश्वासी हूँ, मैं मनुष्य की बल्कि समस्त जीवों की अनिवार्य एकता का विश्वासी हूँ। वे आत्मा की सत्ता में विश्वास करते हैं और इस संदर्भ में उनका मत है कि—'आत्मा शरीर के उपरान्त भी विद्यमान रहती है, इस ज्ञान के कारण सत्याग्रही इसी जीवन में सत्य की विजय देखने के लिए अधीर नहीं होता। अपने द्वारा सामयिक रूप से अभिव्यक्त सत्य का विरोधी भी ग्रहण कर सकें, इसके प्रयास में मरण का भी वरण करने की क्षमता में ही वस्तुतः सत्याग्रही की विजय निहित है।

हक्सले के अनुसार, 'ऐसा मानव अपनी शरीरिक संवेदनाओं एवं लालसाओं के प्रति अनाशक्त, शक्ति एवं आधिपत्य की अपनी आकांक्षाओं के प्रति अनाशक्त।¹² गांधीजी के आदर्श मानव को वैष्णव भी कहा जा सकता है जो दूसरों के दुःखों को पहचानता है और दुःख के समय उन पर उपकार करता है किन्तु वह अपने मन में उसके लिए अभिमान न करता हो, जिसके विचार, शब्द एवं कार्य पवित्रा हो। जो समदृष्टि हो, तृष्णा का त्याग कर चुका हो, दूसरे की स्त्री जिसके लिए मातृतुल्य हो, जो असत्य न बोलता हो, धन को कभी हाथ न लगता हो, जो मोह—माया व्याप्त नहीं हो, जो लोभ को जीत चुका हो, कपट रहित हो, काम—क्रोध को जीत चुका हो, ऐसा मानव ही गांधीजी की दृष्टि में आदर्श मानव है।

गांधीजी के मत में सामाजिक पुनर्निर्माण का सर्वाधिक महत्त्वपूर्ण साधन व्यक्ति का नैतिक अनुशासन ही है और ये नैतिक सिद्धान्त ही अहिंसात्मक समाज व्यवस्था का ढांचा निर्धारित करते हैं। मनुष्य को मनुष्य कहलाने के लिए इन नैतिक सिद्धान्तों का अनुगमन करना ही होगा। जो व्यक्ति नैतिकता के नियमों के अनुसार बिना ना नुकर किए अपने जीवन को अनुशासित करने के लिए प्रस्तुत नहीं है उसे ठीक—ठाक मनुष्य नहीं कहा जा सकता।

आध्यात्मिक जीवन की पवित्रता एवं श्रेष्ठता, मानव जाति के बन्धुत्व बोध तथा शान्ति के प्रति प्रेम, इन आदर्शों के आधार पर एक पूरी नई पीढ़ी को प्रशिक्षित करने की आवश्यकता है। गांधीजी ने नैतिकता को जीवन के मूल आधार के रूप में स्वीकार करते हुए यह माना है कि व्यक्ति ईश्वर को स्वयं अपने आप में पा सकता है। चूंकि व्यक्ति दैवीय गुणों से युक्त है अतः वह सत्यान्वेषण, तपस्या, आत्म—संयम तथा इन्द्रिय—निग्रह से बुराइयों के ऊपर उठकर अपना चरम विकास कर सकता है। आत्म—विजय प्राप्त करने के लिए लालायित व्यक्ति को किसी उच्च आदर्श की प्राप्ति की ओर प्रवृत्त होना आवश्यक है। अतः इस कार्य के लिए मनुष्य को नैतिक एवं भौतिक प्रगति का समन्वय करता होता है। व्यक्तिगत हित एवं सामाजिक हित का समन्वय सभी प्राणियों के कल्याण की प्रेरणा प्रस्तुत करता है तथा मानव को ईश्वरतुल्य बना देता है। मनुष्य जब ईश्वरतुल्य नहीं बन जाता, तब तक उसे शान्ति नहीं मिल सकती। इस स्थिति की प्राप्ति का प्रयास ही सर्वोच्च और एकमेव महत्वाकांक्षा है। नैतिकता से ओत—प्रोत व्यक्ति अपने समाज के कल्याण के लिए किए गए कार्यों के अनुपात में महान् बनता है।¹⁷

विनोबा भावे ने सर्वोदय के आदर्श एवं उसकी नीति का प्रतिपादन करते हुए कहा है कि इस प्रकार सर्वोदय का आदर्श अद्वैत है और उसकी नीति समन्वय की है। मानवकृत विषमता का वह निराकरण करना चाहता है एवं प्राकृतिक विषमता को वह घटाना चाहता है, तभी सभी का जीवन सम्पन्न होगा, सबका उदय होगा, सर्वोदय होगा। सर्वोदय एक ऐसा कर्म—दर्शन है जिसके द्वारा मानवता को शोषण मुक्त किए जाने का मार्ग प्रशस्त किया गया है। इस प्रकार यह स्पष्ट है कि सर्वोदय, समाज के सुख को अपना आधार बनाकर चला है। प्यार एवं स्नेह के बंधन, सामुदायिक विश्वास एवं पारस्परिक एकता की भावना पर इसकी नींव आधारित है।

विनोबा भावे ने महात्मा गांधी द्वारा प्रतिपादित सर्वोदय दर्शन को व्यावहारिक स्तर पर एक ठोस विकास स्तर प्रदान किया। गांधीजी का यह विश्वास था कि यदि समाज एवं व्यक्ति के जीवन का आधार प्रेम तथा सर्वोच्च नैतिक सिद्धान्तों पर अवलम्बित नहीं होगा तो कितना ही उपदेश क्यों न दिया जाये, उससे कोई लाभ नहीं होगा। इसीलिए गांधीजी ने यह स्पष्ट किया है कि यदि हमें आदर्श समाज व्यवस्था की प्राप्ति की ओर अग्रसर होना है, तो व्यक्ति और समाज की कायापलट सर्वोदय समाज की स्थापना द्वारा ही सम्भव होगी।

यद्यपि गांधीजी व्यक्तिगत स्वतंत्रता की प्राप्ति के लिए संघर्ष करते हैं लेकिन वे व्यक्ति की समाज के प्रति कर्तव्य भावना की उपेक्षा नहीं करते हैं। गांधीजी ने कहा, “मैं व्यक्तिगत स्वतंत्रता को बहुमूल्य मानता हूँ किन्तु हमें यह कभी नहीं भूलना चाहिए कि मनुष्य स्वतः सामाजिक प्राणी है। अपनी व्यक्तिवादिता को तत्त्वतः समंजित करना सीखकर ही वह वर्तमान स्थिति तक उठ सका है। व्यक्तिवादिता तो जंगली जानवरों का कानून है। हमने सम्पूर्ण समाज के लिए, कल्याण के लिए व्यक्ति स्वतंत्रता एवं सामाजिक नियंत्रण का मध्य मार्ग चुनना सीखा है।” गांधीजी ने वर्णाश्रम धर्म व्यवस्था में व्यक्तिगत स्वतंत्रता और सामाजिक कर्तव्यपरायणता का समन्वय देखा है। वर्णाश्रम व्यवस्था के सन्दर्भ में गांधीजी का मत है— ‘मैं ऐसा मानता हूँ कि हर आदमी दुनिया में कुछ स्वाभाविक प्रवृत्तियाँ लेकर जन्म लेता है। इसी तरह हर एक आदमी की कुछ निश्चित सीमाएँ होती हैं, जिन्हें जीतना उसके लिए शक्य नहीं होता। इन सीमाओं के ही अध्ययन और अवलोकन से वर्ण का नियम निष्पन्न हुआ है। वह अमुक प्रवृत्तियों वाले अमुक लोगों के लिए अलग-अलग कार्यक्षेत्रों की स्थापना करता है। ऐसा करके उसने समाज से अनुचित प्रतिस्पर्धा को टाला है। वर्ण का नियम आदमियों की अपनी स्वाभाविक सीमाएँ तो मानता है, लेकिन वह उनमें ऊँच-नीच का भेद नहीं मानता। एक ओर तो वह ऐसी व्यवस्था करता है कि हर एक को उसके परिश्रम का पफल अवश्य मिल जाए और दूसरी ओर वह उसे अपने पड़ोसियों पर भार बनने से रोकता है। यह ऊँचा नियम आज नीचे गिर गया है और निंदा का पात्रा बन गया है। लेकिन मेरा विश्वास है कि आदर्श समाज व्यवस्था का विकास तभी किया जा सकेगा जब इस नियम के रहस्यों को पूरी तरह समझा जाएगा और उन्हें कार्यान्वित किया जाएगा।

गांधीजी के मत में वर्ण व्यवस्था अपने मूल रूप में समाज के सदस्यों की क्षमताओं के अनुसार कर्तव्यों के विभाजन की वैज्ञानिक प्रणाली है। इसका उद्देश्य वर्णों के सदस्यों के मध्य, हीनता या श्रेष्ठता के भेद उत्पन्न करना नहीं है। कर्तव्यों का व्यक्ति की प्रकृति के अनुसार चार भागों में वर्गीकरण, प्राचीन भारतीय ग्रंथों में प्रतिपादित सिद्धान्त मात्रा नहीं है, अपितु यह एक विश्वव्यापी प्रवृत्ति है। गांधीजी की यह मान्यता है कि ज्ञान का सृजन एवं विस्तार, सुरक्षा के लिए शक्ति का प्रयोग, धन और सम्पदा का संग्रह और वितरण तथा मानव जीवन के निर्वाह के लिए आवश्यक सेवाएँ जुटाना मानवीय गतिविधियों का एक सहज वर्गीकरण है। गांधीजी के मतानुसार वर्ण व्यवस्था का नैतिक पक्ष इस भावना में समाविष्ट है कि व्यक्ति कोई विशिष्ट कार्य सम्पन्न कर सकने की अपनी स्वाभाविक क्षमताओं का उपयोग अपने व्यक्तिगत भौतिक स्वार्थों की पूर्ति के लिए नहीं, अपितु सामाजिक हित और स्वयं की आध्यात्मिक उन्नति के उद्देश्य से प्रेरित होकर करेगा।

वर्ण व्यवस्था, समाज को वर्णों के रूप में विभक्त नहीं करती अपितु वर्णों के सदस्यों के मध्य सौहार्द्र और प्रेम माध्यम से, सामाजिक एकता को सुनिश्चित करती है। वर्ण व्यवस्था वैज्ञानिक आधार पर समाज को संगठित करने का एक व्यावहारिक आधार प्रस्तुत करती है और एक ऐसा वातावरण प्रस्तुत करती है जिसमें

व्यक्ति सर्वोत्तम रीति से क्षमताओं का सामाजिक हित में उपयोग करते हुए अपने चरम आध्यात्मिक लक्ष्य की प्राप्ति कर सके। गांधीजी के मतानुसार—वर्ण का निर्णय तो जन्म के द्वारा होता है किन्तु उसका संरक्षण, उसके कर्तव्यों का पालन करके ही किया जा सकता है।

यह स्पष्ट है कि गांधीजी के विचारों में वर्ण व्यवस्था, आश्रम व्यवस्था के साथ अनिवार्य रूप से जुड़ी हुई है। जिस प्रकार सम्पूर्ण समाज की उन्नति के लिए समाज का चार वर्णों में विभाजन किया गया है ताकि प्रत्येक समाज के प्रति अपने कर्तव्यों का पालन कर सके, उसी प्रकार मनुष्य के जीवन का चार चरणों में जो विभाजन किया गया है वह सार्थक है। जीवन के चार चरणों का ब्रह्मचर्य, गृहस्थ, वानप्रस्थ एवं सन्सास आश्रम के रूप में विभाजन भारतीय ग्रंथों में प्रतिपादित आश्रम व्यवस्था का सार है। अतः गांधीजी की यह मान्यता थी कि वर्ण व्यवस्था, आश्रम व्यवस्था के साथ जुड़कर अधिक सार्थक होती है। वे वस्तुतः वर्ण और आश्रम व्यवस्था को परस्पर निर्भर एवं एक दूसरे का पूरक मानते थे।

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प्राचीन भारतीय सैन्य व्यवस्था का परिचय

डॉ. दिवाकर प्रसाद*

साधारणतः भारतीय मनीषियों का विश्वास है कि आदि काल में मनुष्य का जीवन सुख तथा शान्ति का जीवन था। उस समय मनुष्य की आवश्यकताएँ अत्यन्त अल्प थीं जो सरलतापूर्वक पूर्ण हो जाती थीं। इतिहास का वैज्ञानिक ढंग से अध्ययन करने से विदित होता है कि प्रागैतिहासिक काल में मानव जीवन अंधकार में डूबा हुआ था। सभ्यता का विकास हजारों और लाखों वर्षों में हुआ। प्रागैतिहासिक काल का मनुष्य एक शिकारी तथा भोजन की तलाश में इधर-उधर भटकनेवाला मानव था। ऐतिहासिक खोजों के अनुसार कहा जा सकता है कि मानव को उदर पूर्ति के लिए जब कन्द मूल फल पर्याप्त मात्रा में सुलभ न हो सका तब उसे जंगली जीव-जन्तुओं का शिकार करना आरम्भ किया। यहीं से युद्ध श्रीगणेश होता है क्योंकि जंगली जानवरों से लड़ने तथा भोजन प्राप्ति के लिए मनुष्य ने पाषाण के अनेक हथियारों का निर्माण शुरू किया। धीरे-धीरे जब मनुष्य ने सभ्यता की सीढ़ी पर अपने कदम बढ़ाए तो उसे धातु के प्रयोग का ज्ञान हुआ और उसने भाँति-भाँति के अस्त्र-शस्त्रों का निर्माण किया। आज परमाणु बम तथा भाँति-भाँति के प्रक्षेपास्त्रों का प्रयोग भी किया जाने लगा है। अध्ययन की सुविधा की दृष्टि से ऐतिहासिक काल से पूर्व के प्रागैतिहासिक काल में हम दो भागों में अध्ययन कर सकते हैं।

पाषाण युग

मानव की आवश्यकताएँ आदि काल से ही रही होंगी और उनकी पूर्ति के लिए मानव ने तरह-तरह के औजारों तथा हथियारों का सहारा लिया होगा। समय के थपेड़ों को खाकर मानव के ये उपकरण धरती के भीतर दब गए और मानव ने उत्खनन द्वारा मानव सभ्यता के इतिहास के क्रम की खोज की। इसी कारण मानव ने सभ्यता के इस युग को पाषाण युग की संज्ञा दी क्योंकि इस युग में उसे पत्थर के हथियार ही अधिक मिले हैं। पाषाण युग को आगे चलकर दो भागों में विभाजित किया गया है।

पूर्व पाषाण युग

इस युग में मानव का जीवन अत्यधिक संघर्ष पूर्ण था। वह वृक्षों के नीचे तथा कन्दराओं में रहता था। वह पूर्ण रूप से असभ्य तथा बर्बर था और प्रकृति पर निर्भर था। प्रकृति के प्रांगण में उसका जीवन पशु तुल्य था। उसे प्राकृतिक झंझावातों से युद्ध करना पड़ता था। उस काल का मानव खेती तथा आग से अनभिज्ञ था। चूंकि वह शिकार पर पूर्ण रूप से निर्भर था इसलिए उसका जीवन इधर-उधर भ्रमण करने में ही बीतता था। प्रायः मानव टोली बनाकर रहता था और इसी सामूहिक जीवन में उसने पेड़ों की छालों से अपना तन ढकना सीखा। धीरे-धीरे पशुओं से आत्मरक्षा करने के लिए मनुष्य ने पाषाण के हथियारों का निर्माण किया।

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इन हथियारों की सहायता से मनुष्य ने जंगली जानवरों का शिकार किया। सम्भवतः उदर पूर्ति के कारण ही दो दलों में संघर्ष छिड़ जाता होगा जो युद्ध की प्रारम्भिक अवस्था कही जा सकती है। इसी अवस्था में मनुष्यों ने अपने रक्षार्थ बड़े-बड़े संगठनों को बनाना सीखा होगा। प्रत्येक मनुष्य की विचारधारा तथा दृष्टिकोण भिन्न होता है। अतः एक विचारधारा दूसरी विचारधारा से टकराते समय युद्ध का रूप धारण कर लेती है। इस युद्ध को संचालित करने के लिए गिरोह का एक मुखिया रहा होगा। सम्भवतः जो व्यक्ति सबसे अधिक बुद्धिमान तथा शक्तिशाली होता होगा उसी को यह पद दिया जाता होगा। इस युग में मनुष्य को युद्ध कला का विशेष ज्ञान नहीं था। धीरे-धीरे उसने आखेट के द्वारा युद्ध कला की जानकारी प्राप्त की।

मध्य पाषाण युग-

इस युग में मनुष्य पूर्व पाषाण युग की अपेक्षा अधिक सभ्य हो गया था। सम्भवतः इस युग में उसे अग्नि का भी ज्ञान हो चुका था। तब वह जंगली जानवरों के मांस को भूनकर खाने लगा। मनुष्य को इस युग में विभिन्न प्रकार के जानवरों का तो ज्ञान हो गया था। परन्तु सम्भवतः पशु-पालन और कृषि का ज्ञान नहीं हो पाया था। उसने अपने शरीर को वृक्षों की छालों, पशुओं की खालों आदि से ढँकना शुरू कर दिया था। गुफाओं के अन्दर रेखाचित्रों को देखकर विदित होता है कि प्राचीन मानव में लालित्य की भावना का भी विकास हो चुका था। गुहचित्रों को देखकर विद्वानों ने अनुमान लगाया है कि इस युग में मानव ने जादू टोना आदि की भी जानकारी प्राप्त कर ली थी। मध्य पाषाण युग में गिरोहों का आकार पाषाण युग की अपेक्षा कुछ बड़ा हो गया था। गिरोह के सदस्य मुखिया की आज्ञाओं का पालन करते थे। इस काल में मानव ने स्थायी निवास भी बनाने शुरू कर दिए थे। इस युग के हथियारों में भी सुधार आ गया था। वे पाषाण युग की अपेक्षा अधिक सुन्दर तथा सुडौल होते थे। मानव ने धनुष-बाण, भाला, हथौड़ा छुरियाँ, फरसा आदि का निर्माण करना सीख लिया था। इस युग के मानव की प्रवृत्ति शिकार से दूर होकर सुरक्षात्मक हो गयी थी।

उत्तर पाषाण युग-

इस युग में मनुष्य ने कृषि क्रियाओं तथा पशुओं को पालना शुरू कर दिया था। उपयुक्त जलवायु वातावरण आदि के कारण जनसंख्या में भी वृद्धि होने लगी थी। अब उसने स्थायी रूप से रहने से लिए गाँव बसाने शुरू कर दिए। उस समय उसने घास-फूस की झोपड़ियों को बनाना शुरू किया। कृषि में उसने गेहूँ, जौ-बाजरा, मक्का, शाक, फल आदि पैदा करना सीखा। आगे चलकर उसने निर्माण कला का ज्ञान भी प्राप्त कर लिया। इस युग की बहुत सी वस्तुएँ उत्तर तथा दक्षिण भारत में प्राप्त हुई हैं। संगठन में विकास, युद्ध कला में प्रगति आदि की दृष्टि से इस युग में बाहरी आक्रमणों से सुरक्षा के लिए युद्ध भी होने लगे। इस प्रकार मनुष्य ने जितनी आर्थिक उन्नति की उतनी ही अधिक युद्ध की प्रवृत्ति को भी बढ़ाया। इस कारण इस युग में अस्त्र-शस्त्र काफी तेज, सुडौल आकर्षक तथा चमकदार होते थे। अस्त्र-शस्त्रों में धनुष-बाण, बर्छी, कुल्हाड़ी तथा हँसिया महत्त्वपूर्ण थे। इस अस्त्र-शस्त्र के बनाने में कठोर पत्थरों का प्रयोग किया जाने लगा। लोग किलेबन्दी की ओर भी प्रवृत्त होने लगे थे। ऋग्वेद में असुरों के दुर्गों के निर्माण का वर्णन मिलता है। सम्भवतः गाँवों के चतुर्दिक जो परिखा बनायी जाती थी वह किलेबन्दी का ही रूप थी। ऐसे प्रमाण मिलते हैं कि इस युग की बस्तियाँ अपने से पृथक् बस्तियों

पर आक्रमण करती थी। युद्ध कला का विकास भी हो चुका था। युद्ध कला में प्रत्येक मनुष्य प्रवीण होने की ओर प्रवृत्त होता था।

धातु युग-

पाषाण युग के अन्तिम समय में मनुष्य को आग की जानकारी हो गयी थी अतः उसने भोजन को पकाकर खाना आरम्भ कर दिया था। इसी समय उसे धातु का ज्ञान हो गया अतः उसने पत्थर के औजारों के स्थान पर धातु के औजार बनाने शुरू कर दिए। धातु काल को हम कांस्य-काल, ताम्र काल तथा लौह काल में विभाजित कर सकते हैं। भारत में सिन्धु प्रदेश को छोड़कर कांस्य युग में क्रमिक विकास के प्रांगण उपलब्ध नहीं हैं। क्योंकि उत्तर भारत में ताम्र युग तथा दक्षिण भारत में धातु युग का श्रीगणेश ही सर्वप्रथम हुआ था। जहाँ तक धातु युग की युद्धकला तथा अस्त्र-शस्त्रों का प्रश्न है, वह आरम्भिक तथा मध्यकाल के ही समान थी उसमें कोई विशेष अंतर दृष्टिगोचर नहीं होता है। परन्तु अस्त्र-शस्त्रों की बनावट तथा प्रयोग विधि में अवश्य अंतर आ गया था।

सिन्धु घाटी सभ्यता की सैन्य-पद्धति-

प्राचीन सभ्यताओं का जन्म विशेष रूप से नदी घाटियों में हुआ था। इसका मुख्य कारण यह था कि नदियों की घटियाँ तथा विशाल मैदान नदियों द्वारा लायी हुई मिट्टी द्वारा निर्मित हुए थे। उन मैदानों में मनुष्य के जीवन यापन की प्रायः सारी सुविधाएँ उपलब्ध हो जाती थीं। अतः 'बसाव' सरल होता होगा। सिन्धु घाटी सभ्यता के संबंध में भी ये ही सन्दर्भ दृष्टिगत किए जा सकते हैं। सिन्धु घाटी के भग्नावशेषों में लगभग 40 छोटी बड़ी बस्तियों का अनुमान लगाया गया है जिसकी दो महत्वपूर्ण बस्तियाँ हड़प्पा और मोहनजोदड़ो में थी। इस युग में सैन्य संगठन अवश्य ही उन्नतावस्था में रहा होगा। सिन्धु सभ्यता के समय विशाल साम्राज्य तथा शान्ति की स्थापना प्रबल सैन्य शक्ति की कमी के कारण भिन्न-भिन्न हो सकती थी, इसलिए इस युग में अवश्य ही विशाल सेना रही होगी। डॉ. दीक्षित ने लिखा है, "सिन्धु घाटी सभ्यता के काल में जनता 4भागों में बँटी हुई थी—अर्थात् विद्वान् वर्ग, योद्धा वर्ग, व्यापारी वर्ग तथा खेती वर्ग। इस प्रकार युद्ध का कार्य योद्धा वर्ग के हाथ में रहा होगा।" उत्तर पाषाण युग के अधिकांश हथियार ताँबे के होते थे। जिनमें बरछी, भाला, कटार, धनुष-बाण, छुरी, गदा आदि मुख्य थे। ये हथियार सुरक्षात्मक होते थे। इस नगर सभ्यता के अंतर्गत किलेबन्दी के भी प्रमाण मिलते हैं। डॉ. डीलर ने हड़प्पा में विशाल किले होने की बात लिखी है। ऋग्वेद में इन्द्र द्वारा दुर्गों के विनाश की बातें उल्लेखनीय हैं। इस प्रकार सुरक्षा की दृष्टि से हड़प्पा सभ्यता के लोग दुर्गों तथा परिखाओं का निर्माण करते थे। इस युग के लोगों की सैन्य-व्यवस्था तथा युद्ध पद्धति काफी अच्छी थी। भारतीय सैन्य-पद्धति के अध्ययन के स्त्रोतेत यद्यपि प्राचीन भारतीय सैन्य-पद्धति के स्त्रोत्र या साधन बहुत से हैं तथापि यहाँ हम मुख्य स्त्रोतों पर ही विचार करेंगे। इस दृष्टि से भारतीय सैन्य-पद्धति के अध्ययन के स्त्रोत निम्नांकित हैं।

धार्मिक साहित्य -

प्राचीन काल में आर्यों ने धार्मिक भावना से ओत-प्रोत होकर धार्मिक ग्रंथों का प्रणयन किया। परन्तु इन ग्रंथों में प्रसंगवश तत्कालीन सैनिक संगठन, युद्ध कला, युद्ध पद्धति, संग्राम तन्त्र आदि के विषय में विचार

व्यक्त किए गए हैं, जिनके द्वारा हमें उस समय की युद्ध कला का ज्ञान प्राप्त होता है। धार्मिक साहित्य में चारों वेद, उपनिषद, पुराण, रामायण, महाभारत आदि ग्रन्थ उल्लेखनीय हैं।

ऐतिहासिक साहित्य-

ऐतिहासिक साहित्य के अंतर्गत कौटिल्य का अर्थशास्त्र तथा शुक्राचार्य का शुक्रनीतिसार प्रमुख ग्रन्थ हैं। आचार्य कौटिल्य ने अपने विश्व प्रसिद्ध ग्रन्थ 'अर्थशास्त्र' में सैनिक विज्ञान के संबंध में काफी लिखा है। इतना उत्तम ग्रन्थ संसार की अन्य भाषाओं में मिलना कठिन है।

विदेशी विवरण-

प्राचीन भारत में विधा तथा धर्म के अनेक केन्द्र स्थापित थे इनमें अनेक जिज्ञासु तथा शैक्षिक पिपासु विद्यार्जन के लिए विदेशों से आते थे। तक्षशिला, नालन्दा तथा विक्रमशिला के विश्वविद्यालय संसार में अकेले ही थे। उस युग में भारत के यूनान, अरब, चीन, फारस आदि देशों से राजनयिक संबंध भी बने हुए थे। विदेशी यात्रियों में हमें मेगस्थनीज, फाह्यान हेनसांग आदि यात्रियों के विवरण मिलते हैं जिनमें तत्कालीन भारतीय राजाओं की सेना तथा युद्ध कला के बारे में भी समझाया गया है। ये विवरण भारतीय सैन्य विज्ञान की जानकारी के साधन हैं।

शिला लेख -

प्राचीन काल के राजगण अपनी विजयों के विवरण पत्थरों की शिलाओं पर खुदवा देते थे। भारत में अनेक ऐसे शिला-लेख मिले हैं जिनके अध्ययन से उस काल की सैनिक व्यवस्था को जानकारी प्राप्त होती है।

भगनावशेष -

भारतीय पुरातत्व विभाग ने अनेक ऐतिहासिक स्थलों की खुदाई कराई है। जिनमें प्राचीन काल की युद्ध संबंधी अनेक वस्तुएँ प्राप्त हुई हैं। इनका अध्ययन करके हम उस काल की सैनिक पद्धति का ज्ञान प्राप्त करते हैं। हड़प्पा, सिन्धु, कौशाम्बी आदि स्थानों के भगनावशेषों से हमारे हाथ महत्वपूर्ण स्त्रोत लगे हैं।

कला तथा सिक्के-

प्राचीन भारतीय ललित कलाओं और सिक्कों से भी तत्कालीन सैनिक पद्धति, अस्त्र-शस्त्र आदि की जानकारी मिल जाती है। अजन्ता तथा एलोरा की गुफाएँ इस बारे में हमारा मार्ग-दर्शन करती हैं। प्राचीन काल के सिक्कों पर जिन चित्रों को गोदा या उभारा गया है उनको देखकर भी तत्कालीन सैनिक संगठन के बारे में काफी अनुमान लगाया जा सकता है। गुप्तकालीन सिक्कों पर घुड़सवार, धनुषबाण आदि के चित्र बने हुए हैं जिनको परख कर यह सिद्ध होता है कि गुप्त काल में धनुषधारी घुड़सवार सेना द्वारा युद्ध लड़े जाते होंगे। प्राचीन काल में आर्य लोग युद्ध विद्या में कुशल थे। ऋग्वेद में राजाओं तथा इन्द्र के अनेक युद्धों का वर्णन आया है। आर्यों के अनार्यों को युद्ध में हराने के लिए पैदल तथा रथ सेना का निर्माण किया था। अस्त्र-शस्त्रों में धनुष, बाण, भाला, बरछी, कटार, मुग्दर आदि का उल्लेख मिलता है। सैन्य पद्ध

ति के अध्ययन के स्रोतों में हमारे पास अनेक साक्ष्य जैसे धार्मिक, ऐतिहासिक तथा विदेशी साहित्य और विवरण इसके अतिरिक्त शिलालेख, भग्नावशेष, कलाएँ तथा सिक्के भी हमारी सहायता करते हैं। इनका अध्ययन करके प्राचीनकालीन सैन्य-पद्धति के संबंध अधिक जानकारी सुलभ की जा सकती है। प्राचीन भारत के सैन्य इतिहास का अवलोकन करने से पता चलता है कि प्राचीन काल से ही सैन्य संगठन का विकास शेष विश्व से पहले ही हुआ था। प्राचीन भारतीय सैन्य इतिहास लगभग 2000 वर्षों से फैला हुआ है। पाषाण तथा प्रागैतिहासिक काल में मानव स्वयं निर्मित पत्थर तथा काष्ठ के हथियार का प्रयोग करता था। प्राचीन भारतीय विद्वान शुक्र और आचार्य कौटिल्य ने सेना को "बल" के नाम से जाना है। आचार्य शुक्र के अनुसार, "बल के आधार पर व्यक्ति निःशंक होकर कार्य कर डालता है।" "राज्यरूपी वृक्ष की जड़ राजा है, सैन्याधिकारी शाखाएँ और सेना उस वृक्ष की पत्तियाँ हैं।" आगे चलकर सैन्य-शक्ति के संवर्धन की आवश्यकता महसूस की गयी होगी। इसलिए महाकाव्य युग में चतुरंग बल का निर्माण हुआ। यही लड़ाकू अंग भी माने जाते हैं। महाभारत में अष्टांग बल की व्याख्या दी गयी है। सेनेनाओं के आकार-प्रकार सभ्यता के विकास के साथ ही सेनाओं का निर्माण एवं विकास हुआ। प्राचीन भारतीय शास्त्रों के अध्ययन से पता चलता है कि उस समय अपेक्षाकृत बड़ी सेनाएं प्रयोग की जाती थीं। तत्कालीन साहित्य पर दृष्टिपात करने से प्रतीत होता है कि नन्द वंश के अन्तिम राजा घनानन्द की सेना में 2000रथ, अश्वारोही सैनिक, 7000हाथी और 20ए000 पैदल सैनिक थे। प्राचीन भारतीय शास्त्रों में स्थल सेना के साथ-साथ कहीं-कहीं पर यद्यपि नभ तथा जलसेना का भी उल्लेख मिलता है, किन्तु उनके संगठन और प्रयोग आदि के संबंध में कोई प्रामाणिक विवरण उपलब्ध नहीं है। अतः हमें प्राचीन काल में स्थल सेना के वर्चस्व को स्वीकार करने में कोई संकोच नहीं होना चाहिए। उस समय की स्थल सेना आवश्यकता तथा परिस्थिति के अनुसार कई प्रकार की होती थी। आचार्य कौटिल्य के अर्थशास्त्र में निम्नलिखित 7 प्रकार की सेनाओं का उल्लेख मिलता है।

मौल बल-

इसमें स्थायी, नियमित वेतनभोगी सैनिक जो सामरिक महत्त्व के रक्षार्थ राज्य की ओर नियुक्ति किए जाते हैं तथा दीर्घकाल तक सेवा करने वाले सैनिकों से निर्मित थी। इसमें क्षत्रिय ही भर्ती किए जाते थे।

भृतक बल-

यह वेतनभोगी सैनिकों द्वारा निर्मित थी जो आपातकाल अथवा युद्ध के समय भर्ती किए जाते थे। श्रेणी बल-यह सेना सम्भवतः राज्य के विभिन्न प्रकार के व्यापारी वर्गों द्वारा बनायी गयी सेना थी जो अपने जनपद अथवा राष्ट्रहित में बड़े-से-बड़े त्याग करने को उद्धृत रहते थे।

मित्र बल-

मित्र राजा की सहायतार्थ बुलायी गयी सेना को मित्रबल के नाम से पुकारा गया।

अमित्र बल-

यह सेना उन शत्रु राजाओं की सेना होती थी जो जीत लिए गए हों या किन्हीं प्रकार से उन्हें वश में कर लिया गया हो।

अटवी बल-

यह सने । सीमावती पन्तान तथा वनाने मने रहनवे ली, लटू मार करनेवाली असभ्य जंगली जातियों द्वारा बनायी जाती थी। इनमें सबसे उत्तम प्रकार की मौल बल सेना होती थी। शेष पाँच प्रकार की सेना मौल बल के अपर्याप्त होने पर बनायी जाती थी। इतिहास आदि काल से चले आ रहे मानव जीवन की घटनाओं का क्रमबद्ध ज्ञान है। अतः एक तरह से सैन्य विज्ञान से संबंधित जानकारी का स्रोत इतिहास ही समझा जा सकता है। विभिन्न कालों से राजाओं शान्ति को आज युद्ध की तैयारी का समय माना जाता है। शायद इसी को ध्यान में रखकर अमेरिकी प्रसिद्ध दार्शनिक विलियम जेम्स ने भी कहा है कि युद्ध और शान्ति का अर्थ एक ही है। शान्ति वस्तुतः युद्ध की तैयारी का समय है। शान्ति काल में युद्ध की तैयार होती है और युद्ध काल में वास्तविक युद्ध छिड़ जाता है। अतः यह स्पष्ट है कि अतीत पर वर्तमान और भविष्य निर्भर हैं। वर्तमान सैन्य संगठन सैनिक क्रियाएं, शैलियां तथा प्रयोग अतीत पर निर्भर हैं। वर्तमान का प्रयोग भविष्य को अध्ययन करना आवश्यक है। युद्ध क्रियाओं का विकास, उनका परिवर्तन तथा उनका प्रभाव इतिहास द्वारा ही ज्ञात हो सकता है। अतः हम कह सकते हैं कि सैन्य विज्ञान इतिहास से ही वर्तमान की प्रयोग सामग्री एकत्रित करता है और उसका विश्लेषण कर उसके सुधार तथा उन्नति के साधनों पर विचार करता है। इस प्रकार इतिहास ही सैन्य विज्ञान के भावी स्वरूप तथा वर्तमान स्वरूप का जनक है और सैन्य क्रियाएं इतिहास का प्रमुख अंग हैं।

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आलोचक प्रेमचंद की दृष्टि में साहित्य और समाज

रोहित मिश्रा*

प्रेमचंद हिन्दी साहित्य के महान साहित्यकार हैं। स्वतंत्रता पूर्व बीसवीं सदी के पूर्वार्द्ध में उन्होंने जब अपने कथा साहित्य का लेखन प्रारंभ किया था, उस समय हमारा भारतीय समाज ब्रिटिश साम्राज्य के अधीन परतंत्रता का दुःख झेल रहा था। अपने देश की अधोगति को देखकर इस संवेदनशील साहित्यकार को अपने राष्ट्र के उत्थान के लिए कुछ सोचने पर विवश किया और उसी का परिणाम है हमारे सामने उनका विस्तृत कथा साहित्य जो इस देश की तात्कालिक दुरावस्था पर अँगुली उठाता है, जिसके तहत आम नागरिक असहनीय पीड़ा और कष्टों से रूबरू हो रहा था।

प्रेमचन्द ने अपना साहित्य राष्ट्रोत्थान को ध्यान में रखकर लिखा था। उनके सम्बंध में जनार्दन प्रसाद झा ने लिखा है कि “जिन समस्याओं को लेकर वह अपनी उपन्यास कला का निर्माण करते हैं वे सामयिक होती हैं। प्रेमचन्द खुद तो लोक हितकारी साहित्य की रचना करते ही थे, वहीं दूसरों में भी अच्छे साहित्य की रचना करने का उत्साह बढ़ाया करते थे। प्रेमचन्द ने अपनी रचनाओं में आम जनता के सुख-दुख और उसके संकल्प-विकल्पों का ही चित्रण मिलता है लेकिन उसमें भी मध्यमवर्ग ही खासतौर पर उनका स्नेह तथा आत्मीयता को पाने में सफल रहा है। प्रेमचन्द के उपन्यास साहित्य के केन्द्रीय धरातल पर हम मध्यमवर्ग और ग्रामीण जीवन को ही ज्यादा प्रतिष्ठित होते हुए देख पाते हैं। प्रेमचन्द के सृजन कर्म के बारे में डॉ. नत्थन सिंह ने लिखा है—“वह समाज में, समता की स्थापना के पक्षपाती थे। सभ्यता, संस्कृति और नैतिकता से अलगावित व्यक्ति को, वह सुसंस्कृत बनाना चाहते थे।” साहित्य किसी साहित्यकार के आदर्शों, विचारों एवं सिद्धान्तों का साकार रूप होता होता है, वह उसी के अनुरूप अपने साहित्य का सृजन करता है। डॉ. त्रिलोकी नारायण लिखते हैं कि “प्रत्येक व्यक्ति की आत्मा उसके विचारों में प्रतिध्वनित होती है। मानव सदैव अपने विचारों को व्यक्त करने के लिए व्यग्र रहता है, चाहे वह मौखिक रूप में हो या लिखित रूप में।...साहित्यकार अपने अनुभव और चिंतन को लेखनी की सहायता और हृदय की प्रेरणा से सदैव अभिव्यक्त कर देता है।... मानव जीवन के प्रवर्तक अच्छे विचार ही होते हैं। साहित्य के अन्तर्गत प्रवाहित जितनी भी प्रवृत्तियां होती हैं, उनको प्रेरित करने की महान् शक्ति है विचार।...साहित्यकार की वाणी जीवन के सभी क्षेत्रों, भावनाओं एवं पहलुओं को जीवन प्रदान करती है इसलिए उसके साहित्य को समझने के लिए उसकी विचारधारा को समझ लेना परमावश्यक है।”

जीवन में साहित्य एक अनिवार्य वस्तु है। साहित्य के बिना हमारी पाशविक वृत्तियों का निदान नहीं हो सकता है। जीवन और साहित्य में अटूट संबंध होता है। साहित्य में मनुष्य की सूक्ष्म से सूक्ष्मतः भावनाएं व्यक्त होती हैं। प्रेमचन्द ने ‘जीवन में साहित्य का स्थान’ शीर्षक निबंध में लिखा है—“साहित्य का आधार जीवन है। इसी नींव पर साहित्य की दीवार खड़ी होती है।...जीवन परमात्मा की सृष्टि है; इसलिए अनंत है, अबोध है, अगम्य है। साहित्य मनुष्य की सृष्टि है; इसलिए सुबोध है, सुगम्य है, और मर्यादाओं से परिमित है।...जीवन

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का उद्देश्य ही आनंद है।... ऐश्वर्य और भोग के आनंद में ग्लानि छिपी होती है। उससे अरुचि भी हो सकती है, पश्चाताप भी हो सकता है; पर सुन्दर से जो आनंद प्राप्त होता है, वह अखंड है, अमर है।” प्रेमचन्द की विचारधारा के सम्बन्ध में प्रो. रामकृष्ण मिश्र का मत है कि “प्रेमचन्द के जीवन-दर्शन का मूल तत्व मानववाद है। मनुष्य में मनुष्यत्व की प्रतिष्ठा उनके मानववाद का इष्ट है। मनुष्यत्व की महिमा संभावनाओं पर उनका अदम्य विश्वास ही अत्यंत सामर्थ्यपूर्ण ढंग से चित्रित हो पाया है।”

प्रेमचन्द ने नैतिक मूल्यों से समृद्ध साहित्य के उद्देश्य के बारे में एक स्थान पर लिखा है कि “समाज के सांस्कृतिक विकास में साहित्य सर्वदा से एक प्राणवत् शक्ति रहा है। मनुष्य के विचारों और भावों में जो कुछ सुन्दर और सत्य है, उसे उसने अपने में स्थान दिया है। तदुपरान्त, यह शारीरिक और मानसिक संकीर्णता तथा गुलामी के विरुद्ध हमेशा युद्ध टानता रहा है। अपने गत्यात्मक स्वरूप में इसने हमेशा जीवन और समाज के उदात्त और सुखप्रद विचारों के लिए भूमि तैयार की है। यद्यपि समाज के व्यक्तिवादी आदर्शों से एक प्राण रहने से अधिकांश में उसकी मनोवृत्ति व्यक्तिवादी रही है, तथापि कई अवसरों पर वह आप-से-आप मनुष्य के अहंभाव से ऊपर उठा है। वस्तुतः उन्नतिमूलक विश्ववाद ही सर्वदा उसका प्रिय आदर्श रहा है।” प्रेमचन्द की सर्वप्रियता की वजह है उनका जनवादी साहित्य और युगान्तरकारी विचारधारा। जैसा कि हंसराज रहबर लिखते हैं—“कोई लेखक जितना ही अपने समय की आत्मा को पहचान लेता है और इतिहास की विकासात्मक शक्तियों को समझकर उनका साथ देता है, उतना ही उसका साहित्य साश्वत, प्रभावशाली और व्यापक होता है और उतना ही स्थायी और मूल्यवान होने के कारण शताब्दियों और युगों तक पढ़ा जाता है।”

साहित्य साधना, मानव और मानवेतर प्रकृति को नई व्याख्या देने की शक्ति रखती है। वह मानवीय मेधा को उर्ध्वगामी बनाती है। प्रेमचन्द ने अपने ‘कहानी कला’ नामक निबंध में इस सम्बन्ध में लिखा है कि “हमारी आत्मा के विकास को शक्ति कहां से मिलेगी? शक्ति तो संघर्ष में है। हमारा मन सब बाधाओं को परास्त करके अपने स्वाभाविक कर्म को, प्राप्त करने की सदैव चेष्टा करता रहता है। इसी संघर्ष से साहित्य की सृष्टि होती है। यही साहित्य की उपयोगिता भी है।” साहित्य ने मानव सभ्यता को निरन्तर गति प्रदान करते हुए उसकी सोच और समझ को परिष्कृत ही नहीं किया है, उसे नवीन ऊँचाइयों से भी नवाजा है। प्रेमचन्द के अनुसार—“मनुष्य संस्कृति का विकास ही इसी लिए हुआ है कि मनुष्य अपने को समझे। अध्यात्म और दर्शन की भांति साहित्य भी इसी सत्य की खोज में लगा हुआ है, अंतर इतना ही है कि वह इस उद्योग में रस का मिश्रण करके उसे आनंदप्रद बना देता है। इसी लिए अध्यात्म और दर्शन केवल ज्ञानियों के लिए है, साहित्य मनुष्य मात्र के लिए।” वास्तव में कथाएं वह विचार योजना है जो समाज के उन आदर्शों को अमर बना देती है जिससे अन्याय का विनाश होकर लोगों को बेहतर जिंदगी की सौगात मिलती हो।

‘गोदान’ भारतीय लोकजीवन की अमर कृति इसलिए बन पाया क्योंकि उसमें लेखक ने अपनी कला प्रतिभा का शिखर छू लिया है। यह उपन्यास मानव की जिजीविषा और संघर्ष को दिखलाता है। प्रो. शांतिप्रसाद वर्मा लिखते हैं कि ‘गोदान’ भारतीय जीवन का इतना सजीव चित्र है कि वह पर्ल एस. बक के प्रसिद्ध उपन्यास ‘द गुड अर्थ’ से कहीं अधिक अच्छा बन पड़ा है जो चीन के त्रस्त जीवन की विभीषिका को दिखलाता है। ‘गुड-अर्थ’ की अमेरिका में धूम मच गयी थी, मगर ‘गोदान’ भी उससे किसी मायने में कम नहीं। प्रेमचन्द की लेखकीय प्रतिभा को तो और अधिक सम्मान देने को जी चाहता है क्योंकि आर्थिक और राजनीतिक संघर्षों के

होते हुए भी वह इतनी सुन्दर कृति की रचना कर सके, लेकिन उनमें जरा भी अहंकार नहीं था, आम आदमी से वे जरा भी अलग हटकर नहीं रहे।

कला का उद्देश्य विलासिता और नयनाभिराम दृश्य पैदा करना ही नहीं है, कला का उद्देश्य देश और सामाजिक की सोच को समृद्ध करते हुए निरंतर उसे उन्नत मार्ग पर बढ़ाना। कला का उद्देश्य मनुष्य को निरंतर पशुत्व से मानवीय संस्कारों में दीक्षित करना होना चाहिए। प्रेमचन्द कला के सम्बंध में अपने विचार प्रकट करते हुए लिखा है—“मुझे यह कहने में हिचक नहीं कि मैं और चीजों की तरह कला को भी उपयोगिता की तुला पर तौलता हूँ। निस्संदेह कला का उद्देश्य सौन्दर्यवृत्ति की पुष्टि करना है और वह हमारे आध्यात्मिक की कुंजी है; पर ऐसा कोई रूचिगत मानसिक तथा आध्यात्मिक आनंद नहीं, जो अपनी उपयोगिता का पहलू न रखता हो।” मुँशीजी ने ‘कला, कला के लिए’ का सिद्धान्त विलासिता के पोषण के रूप में लिया है। एक स्थान पर उन्होंने स्वयं स्वीकार किया है कि ‘कला, कला के लिए’ सिद्धान्त उस वक्त कारगर हो सकता है, जब देश में चारों तरफ खुशहाली हो और सभी लोगों को जीने का बराबर हक मिल रहा हो किन्तु आज हमें जब चारों तरफ भुखमरी और गरीबी के नजारें दिख रहे हों और हम राजनीतिक अहम एवं सामाजिक बंधनों में पड़कर अपने अहम उद्देश्यों से भटक गये हों तो ऐसे में किसी भी विचारशील व्यक्ति का मन दुखी हो जाता है। ‘रंगभूमि’ में भी सोफिया के माध्यम से कला के सम्बंध में प्रेमचन्द ने अपनी धारणा पुष्ट की है। सोफिया अपने भाई प्रभुसेवक से कहती है—“तुम्हारी कविता उच्च कोटि की है। मैं इसे सर्वांग सुन्दर कहने को तैयार हूँ। लेकिन तुम्हारा कर्तव्य है कि अपनी इस अलौकिक शक्ति को स्वदेश-बंधुओं के हित में लगाओ। अवनति की दशा में शृंगार और प्रेम का राग अलापने की जरूरत नहीं होती, इसे तुम भी स्वीकार करोगे।”

साहित्य का उद्देश्य क्या होना चाहिए, यह बात प्रेमचन्द के कथा-साहित्य, उपन्यास, लेखों एवं निबंधों में स्पष्ट हो जाती है। साहित्य का सृजन इस संसार से असुन्दर और विकारयुक्त तत्वों को मनुष्य के रास्ते से दूर हटाने के लिए होता है। हजारीप्रसाद द्विवेदी की साहित्य के बारे में कुछ ऐसी ही मान्यता हैं—“मैं साहित्य को मनुष्य की दृष्टि से देखने का पक्षपाती हूँ। जो वाग्जाल मनुष्य को दुर्गति, हीनता और परमुखापेक्षिता से बचा न सके, जो उसकी आत्मा को तेजोदिप्त न बना सके, जो उसके हृदय को परदुःखकातर और संवेदनशील न बना सके, उसे साहित्य कहने में मुझे संकोच होता है।” इसी तरह प्रेमचन्द ने भी साहित्यकार की कसौटी तय करते हुए लिखा है—“जो कुछ असुन्दर है, अभद्र है, मानवता से रहित है, वह उसके लिए असह्य होना चाहिए तथा शब्दों तथा भावों की सारी शक्ति से उस पर वार करे। उसमें मानवता, दिव्यता और भद्रता का बाना बांधे रहना है। जो दलित है, पीड़ित है, वंचित हैं—चाहे वह व्यक्ति हो या समूह—उसकी हिमायत और वकालत करना उसका फर्ज है।” उन्होंने साहित्य को राष्ट्रहित में समर्पित कर देने का जो ओजस्वी आह्वान किया था, वह वर्तमान लेखकों के लिए एक बीजमंत्र हो सकता है। प्रेमचन्द की मान्यता थी कि जनता में देशभक्ति की भावना को इतनी सजीव और स्फूर्त कर देना चाहिए कि वह देश की भलाई के लिए छोटे-छोटे स्वार्थों का बलिदान करना सीख जाये।

प्रेमचन्द सदैव मानवीय सरोकारों के लेखक रहे और उनकी दृष्टि में नितांत दार्शनिक, वायवीय और काल्पनिक साहित्य और उसकी रचना करने वाले साहित्यकार की समाज के लिए कोई उपयोगिता नहीं थी। उनकी समझ से साहित्य जिसमें जीवन के उत्थान की प्रेरणा मौजूद न हो समाज को पतन के रास्ते पर ले

जाने की चीज था। 'साहित्य का उद्देश्य' नामक निबंध में उन्होंने एक स्थान पर लिखा है—“जब साहित्य पर संसार की नश्वरता का रंग चढ़ा हो, और उसका एक-एक शब्द नैराश्य में डूबा, समय की प्रतिकूलता के रोने से भरा और शृंगारिक भावों का प्रतिबिंब बना हो, तो समझ लीजिए कि जाति जड़ता और ह्वास के पंजे में फंस चुकी है और उसमें उद्योग और संघर्ष का बल नहीं रहा। उसने ऊंचे लक्ष्यों की ओर से आंखें बंद कर ली है और उसमें से दुनिया को देखने समझने की शक्ति लुप्त हो गई है।”¹⁸ प्रेमचन्द का कथा-क्षेत्र, व्यक्ति, परिवार, समाज, ग्राम, नगर और राष्ट्र को समेटता हुआ एक विशाल जगत् का आकार लेता गया। प्रेमचन्द के उपन्यास केवल समस्याओं एवं समाधान का दस्तावेज नहीं है। उनके लेखन में व्यक्ति और समुदाय का मनोविज्ञान, समन्वय, नैतिक चरित्र और जीवन की वास्तविकता पर आश्रित आदर्शों की परिणति का चित्रण हुआ है। उन्होंने अपनी रचनाओं में राष्ट्र के सामने जो आदर्श रखे हैं वे दुनिया की सुन्दरतम अभिलाषाओं और सद्भावनाओं को प्रकट करते हैं। प्रेमचन्द का साहित्य इस बात का एहसास भी कराता है कि साहित्यकारों को सद्, विशद और सिद्धान्तों की पराजय बिल्कुल भी स्वीकार नहीं करनी चाहिए और अंधेरों पर उजाले की जीत दिखाना उसका ध्येय होना चाहिए। समाज को सुधारने का यह रास्ता यही मायनों में एक राष्ट्रवादी साहित्यकार की भावनाओं को उजागर करता है।

साहित्य सृजन का आशय केवल मानव जीवन की अनुभूतियों की व्याख्या नहीं है बल्कि देश और समाज सेवा के प्रति दृढ़ निश्चय पैदा करना भी उसका कार्य है। इसी ओर संकेत करते हुए प्रेमचन्द ने 'हंस' में लिखा था—“साहित्य उस उद्योग का नाम है, जो आदमी ने आपस के भेद मिटाने और उस मौलिक एकता को व्यक्त करने के लिए किया है, जो इस जाहिरी भेद की तह में, पृथ्वी के उदर में व्याकुल ज्वाला की भांति, छिपा हुआ है। जब हम मिथ्या विचारों और भावनाओं में पड़कर असलियत से दूर जा पड़ते हैं, तो साहित्य हमें निर्मल जल के उस सोते तक पहुंचाता है, जहां त्मसपजल (यथार्थ) अपने सच्चे रूप में प्रवाहित हो रही है।”²¹ प्रेमचन्द ने साहित्य को लोकरंजन की बजाय मानव मन के परित्राण का उपकरण मानते हुए लिखा है—“साहित्य उसी रचना को कहेगें, जिसमें कोई सच्चाई प्रकट की गई हो।” साहित्यकार के उद्देश्य के बारे में प्रेमचन्द लिखते हैं कि—“साहित्यकार का काम केवल पाठको का मन बहलाना नहीं है, यह तो भाटों और मदारियों, विदूषकों और मसखरों का काम है। साहित्यकार का पद इससे कहीं ऊंचा है। वह हमारा पथ-पदर्शक होता है, वह हमारे मनुष्यत्व को जगाता है—हममें सद्भावों का संचार करता है, हमारी दृष्टि को फैलाता है—कम से कम उसका यही उद्देश्य होना चाहिए।”

धन-ऐश्वर्य और विलास में ही सौन्दर्य तलाशने वाले लेखकों की आलोचना करते हुए प्रेमचन्द ने लिखा था कि उन्हें जीवन एवं सौन्दर्य के प्रति नजरिया बदलना चाहिए—“हमारे उस कलाकार के विचार से जीवन का चरम लक्ष्य यही है। उसकी दृष्टि अभी इतनी व्यापक नहीं कि जीवन-संग्राम में सौन्दर्य का परमोत्कर्ष देखे। उपवास और नग्नता में भी सौन्दर्य का अस्तित्व सम्भव है, इसे कदाचित् वह स्वीकार नहीं करता। उसके लिए सौन्दर्य सुन्दर स्त्री में है—उस बच्चों वाली गरीब रूप-रहित स्त्री में नहीं जो बच्चे को खेत की मेड़ पर सुलाए पसीना बहा रही है। उसने निश्चय कर लिया है कि रंगे होठों, कपोलों और भौंहों में निस्सन्देह सुन्दरता का वास है, उसके उलझे हुए बालों, पपड़ियां पड़े हुए होठों और कुम्हलाए हुए गालों में सौन्दर्य का प्रवेश कहाँ। प्रेमचन्द द्वारा दी गई सौन्दर्य की यह अवधारणा साहित्यकारों के

लिए प्रेरणास्रोत रही है। प्रेमचन्द एक सजग कलाकार थे जिससे रचनाकार अतिरिक्त ढंग से सायास होने के लिए बाध्य होता है जिसका प्रभाव रचनाओं में वैचारिक आग्रह के रूप में दिखने लगता है। सजगता और सहजता को एक साथ निभा पाना अक्सर मुश्किल होता है। प्रेमचन्द की रचनात्मक क्षमता का सबूत यह है कि उनकी रचनाएं अपनी पृष्ठभूमि में वैचारिक सजगता को झलकाते हुए भी अपनी सहजता पर आंच नहीं आने देतीं।

प्रेमचन्द के सृजन कर्म का उद्देश्य अपने साहित्य के माध्यम से एक ऐसे भारतीय समाज का सृजन करना था, जिसकी आधारशिला देश में व्याप्त अशिक्षा, अंधविश्वास जातिवाद, क्षेत्रवाद, साम्प्रदायिकता और तमाम तरह के शोषण की कब्र के ऊपर खड़ी होती है। एक शोषण मुक्त और आपसी सौहार्द युक्त समाज की रचना का उद्देश्य लेकर किए गए अपने सृजनकर्म के उद्देश्य में, प्रेमचंद शतप्रतिशत सफल रहे हैं। उनका साहित्य सदियों तक भारतीय समाज के लिए निश्चय ही प्रकाश स्तंभ का कार्य करता रहेगा।

प्रेमचन्द एक जागरूक साहित्यकार थे। कल्पना की अपेक्षा सत्य, अन्तर्मुख की अपेक्षा बहिर्मुख, मृत्यु की अपेक्षा जीवन, निराशा की अपेक्षा आशा तथा कुरुपता की अपेक्षा सौन्दर्य के वे सच्चे उपासक थे। उन्होंने यथार्थ का आँचल कभी नहीं छोड़ा। यथार्थ के सुदृढ़ धरातल पर ही उन्होंने अपने आदर्शलोक का निर्माण किया, जिसे उन्होंने 'आदर्शान्मुखी यथार्थवाद' का नाम दिया है। जीवन में जो कुछ स्वस्थ, सुन्दर, सत्य एवं कल्याणकारी है, वही उन्हें ग्राह्य है। शेष सर्वथा त्याज्य।²⁶ और यही कारण है कि प्रेमचन्द की चिन्तन शैली में हम उनके समय, साहित्य, विचार और विचारधाराओं की प्रगतिशील चेतना का जगह-जगह प्रभाव पाते हैं। लेकिन उनकी मूलतः चिंतन शैली मानवीय ही रही। "जो आलोचक गाँधीवादी, अम्बेडकरवादी और साम्यवादी विचारधाराओं के माध्यम से उनकी चिंतनशैली की खोज करते हैं वे वास्तव में आधार की ओर नहीं देखते। प्रेमचन्द सच्चे अर्थों में न तो गांधीवादी थे न साम्यवादी। उन्होंने राजनीतिज्ञों अथवा समाजशास्त्रियों द्वारा निश्चित सिद्धांतों के आधार पर अपने साहित्य का सृजन नहीं किया। मानवीय मूल्यों को उन्होंने सर्वोपरि स्थान दिया है। यदि उन्होंने साम्यवाद का समर्थन किया है तो इसलिए कि साम्यवादी समाज-व्यवस्था में मानवीय मूल्यों की उपेक्षा नहीं की जाती। यही देखकर उन्होंने सोवियत रूस की 'नई सभ्यता' का जोरदार समर्थन किया था। रवीन्द्रनाथ टैगोर ने भी 'रूस की चिट्ठी' में सोवियत संघ की प्रशंसा की थी। उसी तरह प्रेमचन्द ने अम्बेडकर के अस्पृष्टता विरोधी अभियान की प्रशंसा से अभिभूत होकर 'हंस' के मुखपृष्ठ पर डॉ. अंबेडकर का चित्र छापा था, क्योंकि अम्बेडकर अमानवीय जाति प्रथा के खिलाफ इस देश के तमाम दलित, आदिवासी और स्त्रियों की लड़ाई लड़ रहे थे। उन्होंने गांधीवादी दर्शन को भी इसीलिए अपनाया कि उसमें भी मानवीय मूल्य विद्यमान थे। चाहे उसे गांधीवादी दर्शन या गांधीवादी नैतिकता कहा जाए, चाहे भारतीय संस्कृति। सत्य, अहिंसा, स्वदेशी वस्तुओं, हरिजनों व शोषितों के प्रति प्रेमभावना आदि बातें यदि उनमें मिलती हैं तो इस आधार पर हम उन्हें गांधीवादी नहीं ठहरा सकते, भले ही ये प्रेरणाएं उन्हें गांधीजी के वैचारिक सम्पर्क से मिली हों। चाहे गांधीवाद से प्रभावित प्रेमचन्द हों और चाहे साम्यवाद से, उनका मौलिक चिन्तन सर्वत्र स्पष्ट लक्षित है, तभी वे आज इतने महान बन सके, तभी वे मनुष्य जाति को कुछ दे सके और तभी उनके साहित्य में इतनी गहराई आ सकी।"

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आधुनिक भारत में महिलाओं की स्थिति में परिवर्तन

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शिक्षा जो की मानव जीवन का आधार स्तम्भ है, के अभाव में मानव जीवन के विकास की कल्पना ही नहीं की जा सकती है। यह मानव जीवन की उत्कृष्टता एवं उच्चता का प्रतीक है। प्राचीन काल से ही शिक्षा को आत्मज्ञान एवं आत्म प्रकाश का साधन माना गया है। संक्षेप में यह कहा जा सकता है कि शिक्षा मनुष्य के जीवन को सार्थक बनाती है। वर्तमान में शिक्षा जहाँ एक ओर बालकों का सर्वांगिक विकास कर उन्हें विद्वान, चरित्रवान और बुद्धिमान बनाती है, वहीं दूसरी ओर यह समाज के विकास के लिए भी एक आवश्यक एवं शक्तिशाली साधन है। यह आगे आने वाली पीढ़ी को उच्च आदर्शों, आकांक्षाओं, विश्वासों जैसे सांस्कृतिक सम्पत्ति को हस्तान्तरित करता है। भारतीय मानव जीवन विश्व के साथ-साथ विकास की प्रक्रिया में बढ़ी तेजगति से दौड़ रहा है। विकास का यह युग परिवर्तनों का युग है। हर क्षेत्र में नूतन आविष्कार हो रहे हैं। आज चारों ओर परिवर्तन—ही—परिवर्तन दृष्टिगोचर होते हैं। जीवन के हर क्षेत्र में परिवर्तन काम करते हैं। राजनीतिक, सामाजिक तथा आर्थिक क्षेत्रों में आज क्रान्तिकारी परिवर्तन हो रहे हैं। इन परिवर्तनों के कारण अनेक कई समस्याएँ उत्पन्न होती हैं। भारत में महिलाएं अब सभी तरह की गतिविधियों जैसे कि शिक्षा, राजनीति, मीडिया, कला और संस्कृति, सेवा क्षेत्र, विज्ञान एवं प्रौद्योगिकी आदि में हिस्सा ले रही हैं। इंदिरा गांधी जिन्होंने कुल मिलाकर पंद्रह वर्षों तक भारत के प्रधानमंत्री के रूप में सेवा की, दुनिया की सबसे लंबे समय तक सेवारत महिला प्रधानमंत्री हैं। भारत का संविधान सभी भारतीय महिलाओं को सामान अधिकार (अनुच्छेद 14), राज्य द्वारा कोई भेदभाव नहीं करने (अनुच्छेद 15 (1)), अवसर की समानता (अनुच्छेद 16), समान कार्य के लिए समान वेतन (अनुच्छेद 39 (घ)) की गारंटी देता है। इसके अलावा यह महिलाओं और बच्चों के पक्ष में राज्य द्वारा विशेष प्रावधान बनाए जाने की अनुमति देता है (अनुच्छेद 15(3)), महिलाओं की गरिमा के लिए अपमानजनक प्रथाओं का परित्याग करने (अनुच्छेद 51(ए)(ई)) और साथ ही काम की उचित एवं मानवीय परिस्थितियाँ सुरक्षित करने और प्रसूति सहायता के लिए राज्य द्वारा प्रावधानों को तैयार करने की अनुमति देता है। (अनुच्छेद 42),.. भारत में नारीवादी सक्रियता ने 1970 के दशक के उत्तरार्द्ध के दौरान रफ्तार पकड़ी। महिलाओं के संगठनों को एक साथ लाने वाले पहले राष्ट्रीय स्तर के मुद्दों में से एक मथुरा बलात्कार का मामला था। एक थाने (पुलिस स्टेशन) में मथुरा नामक युवती के साथ बलात्कार के आरोपी पुलिसकर्मियों के बरी होने की घटना 1979-1980 में एक बड़े पैमाने पर विरोध प्रदर्शनों का कारण बनी। विरोध प्रदर्शनों को राष्ट्रीय मीडिया में व्यापक रूप से कवर किया गया और सरकार को साक्ष्य अधिनियम, दंड प्रक्रिया संहिता और भारतीय दंड संहिता को संशोधित करने और हिरासत में बलात्कार की श्रेणी को शामिल करने के लिए मजबूर किया गया। महिला कार्यकर्ताएं कन्या भ्रूण हत्या, लिंग भेद, महिला स्वास्थ्य और महिला साक्षरता जैसे मुद्दों पर एकजुट हुईं। चूंकि शराब की लत को भारत में अक्सर महिलाओं के खिलाफ हिंसा से जोड़ा जाता है, महिलाओं के कई संगठनों ने आंध्र प्रदेश, हिमाचल प्रदेश, हरियाणा, उड़ीसा, मध्य प्रदेश और

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अन्य राज्यों में शराब-विरोधी अभियानों की शुरुआत की। कई भारतीय मुस्लिम महिलाओं ने शरीयत कानून के तहत महिला अधिकारों के बारे में रूढ़िवादी नेताओं की व्याख्या पर सवाल खड़े किये और तीन तलाक की व्यवस्था की आलोचना की। 1990 के दशक में विदेशी दाता एजेंसियों से प्राप्त अनुदानों ने नई महिला-उन्मुख गैरसरकारी संगठनों (एनजीओ) के गठन को संभव बनाया। स्वयं-सहायता समूहों एवं सेल्फ इम्प्लॉयड वुमेन्स एसोसिएशन (सेवा) जैसे एनजीओ ने भारत में महिलाओं के अधिकारों के लिए एक प्रमुख भूमिका निभाई है। कई महिलाएं स्थानीय आंदोलनों की नेताओं के रूप में उभरी हैं। उदाहरण के लिए, नर्मदा बचाओ आंदोलन की मेधा पाटकर। भारत सरकार ने 2001 को महिलाओं के सशक्तीकरण (स्वशक्ति) वर्ष के रूप में घोषित किया था। महिलाओं के सशक्तीकरण की राष्ट्रीय नीति 2001 में पारित की गयी थी। संस्कृति पूरे भारत में महिलाएं साड़ी (शरीर के चारों ओर घेरकर पहना जाने वाला एक लंबा कपड़े का टुकड़ा) और सलवार कमीज पहनती हैं। बिंदी महिलाओं के श्रृंगार का एक हिस्सा है। परंपरागत रूप से विवाहित हिंदू महिलाएं लाल बिंदी और सिंदूर लगाती हैं लेकिन अब ये महिलाओं के फैशन का हिस्सा बन गयी हैं। रंगोली (या कोलम) एक परंपरागत कला है जो भारतीय महिलाओं में बहुत लोकप्रिय है। 1992-93 के आंकड़ों के मुताबिक भारत में केवल 9.2: घरों में ही महिलाएं मुखिया की भूमिका में हैं। हालांकि गरीबी की रेखा से नीचे के परिवारों में लगभग 35: को महिला-मुखिया द्वारा संचालित पाया गया है।^{ख37,}

हालांकि भारत में महिला साक्षरता दर धीरे-धीरे बढ़ रही है लेकिन यह पुरुष साक्षरता दर से कम है। लड़कों की तुलना में बहुत ही कम लड़कियाँ स्कूलों में दाखिला लेती हैं और उनमें से कई बीच में ही अपनी पढ़ाई छोड़ देती हैं।^{ख25,} 1997 के नेशनल सैम्पल सर्वे डेटा के मुताबिक केवल केरल और मिजोरम राज्यों ने सार्वभौमिक महिला साक्षरता दर को हासिल किया है। ज्यादातर विद्वानों ने केरल में महिलाओं की बेहतर सामाजिक और आर्थिक स्थिति के पीछे प्रमुख कारक साक्षरता को माना है। अनौपचारिक शिक्षा कार्यक्रम (एनएफई) के तहत राज्यों में 40: केंद्र और केन्द्र शासित प्रदेशों में 10: केंद्र विशेष रूप से महिलाओं के लिए आरक्षित हैं। वर्ष 2000 तक लगभग 0.3 मिलियन (तीन लाख) एनएफई केन्द्रों द्वारा तकरीबन 7.42 मिलियन (70 लाख 42 हजार) बच्चों को सेवा दी जा रही थी जिनमें से से लगभग 0.12 मिलियन (12 लाख) विशेष रूप से लड़कियों के लिए थे। शहरी भारत में लड़कियाँ शिक्षा के मामले में लड़कों के लगभग साथ-साथ चल रही हैं। हालांकि ग्रामीण भारत में लड़कियों को आज भी लड़कों की तुलना में कम शिक्षित किया जाता है। अमेरिका के वाणिज्य विभाग की 1998 की एक रिपोर्ट के मुताबिक भारत में महिलाओं की शिक्षा की एक मुख्य रुकावट अपर्याप्त स्कूली सुविधाएं (जैसे कि स्वच्छता संबंधी सुविधाएं), महिला शिक्षकों की कमी और पाठ्यक्रम में लिंग भेद हैं। आम धारणा के विपरीत महिलाओं का एक बड़ा प्रतिशत कामकाजी है। राष्ट्रीय आंकड़ा संग्रहण एजेंसियाँ इस तथ्य को स्वीकार करती हैं कि श्रमिकों के रूप में महिलाओं की भागीदारी को लेकर एक गंभीर न्यूनानुमान है। हालांकि पारिश्रमिक पाने वाले महिला श्रमिकों की संख्या पुरुषों की तुलना में बहुत ही कम है। शहरी भारत में महिला श्रमिकों की एक बड़ी संख्या मौजूद है। एक उदाहरण के तौर पर सॉफ्टवेयर उद्योग में 30: कर्मचारी महिलाएं हैं। वे पारिश्रमिक और कार्यस्थल पर अपनी स्थिति के मामले में अपने पुरुष सहकर्मियों के साथ बराबरी पर हैं। ग्रामीण भारत में कृषि और संबद्ध क्षेत्रों में कुल महिला श्रमिकों के अधिक से अधिक 89.5: तक को रोजगार दिया जाता है। कुल कृषि उत्पादन में महिलाओं की औसत

भागीदारी का अनुमान कुल श्रम का 55: से 66:: तक है। 1991 की विश्व बैंक की एक रिपोर्ट के अनुसार भारत में डेयरी उत्पादन में महिलाओं की भागीदारी कुल रोजगार का 94: है। वन-आधारित लघु-स्तरीय उद्यमों में महिलाओं की संख्या कुल कार्यरत श्रमिकों का 51: है। श्री महिला गृह उद्योग लिज्जत पापड़ सबसे प्रसिद्ध महिला व्यापारिक सफलता की कहानियों में से एक है। 2006 में भारत की पहली बायोटेक कंपनियों में से एक – बायोकॉन की स्थापना करने वाली किरण मजूमदार-शॉ को भारत की सबसे अमीर महिला का दर्जा दिया गया था। ललिता गुप्ते और कल्पना मोरपारिया (दोनों भारत की केवल मात्र ऐसी महिला व्यावसायियों में शामिल हैं जिन्होंने फोर्ब्स की दुनिया की सबसे शक्तिशाली महिलाओं की सूची में अपनी जगह बनायी है) भारत के दूसरे सबसे बड़े बैंक, आईसीआईसीआई बैंक को संचालित करती हैं।

अधिकांश भारतीय परिवारों में महिलाओं को उनके नाम पर कोई भी संपत्ति नहीं मिलती है और उन्हें पैतृक संपत्ति का हिस्सा भी नहीं मिलता है।, महिलाओं की सुरक्षा के कानूनों के कमजोर कार्यान्वयन के कारण उन्हें आज भी जमीन और संपत्ति में अपना अधिकार नहीं मिल पाता है। वास्तव में जब जमीन और संपत्ति के अधिकारों की बात आती है तो कुछ कानून महिलाओं के साथ भेदभाव करते हैं। 1956 के दशक के मध्य के हिन्दू पर्सनल लॉ (हिंदू, बौद्ध, सिखों और जैनों पर लिए लागू) ने महिलाओं को विरासत का अधिकार दिया। हालांकि बेटों को पैतृक संपत्ति में एक स्वतंत्र हिस्सेदारी मिलती थी जबकि बेटियों को अपने पिता से प्राप्त संपत्ति के आधार पर हिस्सेदारी दी जाती थी। इसलिए एक पिता अपनी बेटी को पैतृक संपत्ति में अपने हिस्से को छोड़कर उसे अपनी संपत्ति से प्रभावी ढंग से वंचित कर सकता था लेकिन बेटे को अपने स्वयं के अधिकार से अपनी हिस्सेदारी प्राप्त होती थी। इसके अतिरिक्त विवाहित बेटियों को, भले ही वह वैवाहिक उत्पीड़न का सामना क्यों ना कर रही हो उसे पैतृक संपत्ति में कोई आवासीय अधिकार नहीं मिलता था। 2005 में हिंदू कानूनों में संशोधन के बाद महिलाओं को अब पुरुषों के बराबर अधिकार दिए जाते हैं।

1986 में भारत के सर्वोच्च न्यायालय ने एक वृद्ध और तलाकशुदा मुस्लिम महिला, शाहबानो के हक में फैसला सुनते हुए कहा कि उन्हें गुजारा भत्ता मिलना चाहिए। हालांकि कट्टरपंथी मुस्लिम नेताओं ने इस फैसले का जोर-शोर से विरोध किया और उन्होंने यह आरोप लगाया कि अदालत उनके निजी कानून में हस्तक्षेप कर रही है। बाद में केंद्र सरकार ने मुस्लिम महिला (तलाक संबंधी अधिकारों की सुरक्षा) अधिनियम को पारित किया। इसी तरह ईसाई महिलाओं ने तलाक और उत्तराधिकार के समान अधिकारों के लिए वर्षों तक संघर्ष किया है। 1994 में सभी गिरजाघरों ने महिला संगठनों के साथ संयुक्त रूप से एक कानून का मसौदा तैयार किया जिसे ईसाई विवाह और वैवाहिक समस्याओं का कानून (क्रिस्चियन मैरेज एंड मैट्रिमोनियल काउजेज बिल) कहा गया। हालांकि सरकार ने प्रासंगिक कानूनों में अभी तक कोई संशोधन नहीं किया है। महिलाओं के विरुद्ध अपराध पुलिस रिकॉर्ड में महिलाओं के खिलाफ भारत में अपराधों का उच्च स्तर दिखाई पड़ता है। राष्ट्रीय अपराध रिकार्ड ब्यूरो ने 1998 में यह जानकारी दी थी कि 2010 तक महिलाओं के विरुद्ध अपराधों की विकास दर जनसंख्या वृद्धि दर से कहीं ज्यादा हो जायेगी। पहले बलात्कार और छेड़छाड़ के मामलों को इनसे जुड़े सामाजिक कलंक की वजह से कई मामलों को पुलिस में दर्ज ही नहीं कराया जाता था। सरकारी आंकड़े बताते हैं कि महिलाओं के खिलाफ दर्ज किये गए अपराधों की संख्या में नाटकीय वृद्धि हुई है। 1990 में महिलाओं के विरुद्ध दर्ज की गयी अपराधों की कुल संख्या का आधा हिस्सा कार्यस्थल पर

छेड़छाड़ और उत्पीड़न से संबंधित था। लड़कियों से छेड़छाड़ (एव टीजिंग) पुरुषों द्वारा महिलाओं के यौन उत्पीड़न या छेड़छाड़ के लिए इस्तेमाल की जाने वाली एक चालबाज तरकीब (युफेमिज्म) है। कई कार्यकर्ता (एक्टिविस्ट) महिलाओं के खिलाफ यौन उत्पीड़न की बढ़ती घटनाओं के लिए षष्चिमी संस्कृति के प्रभाव को दोषी ठहराते हैं। विज्ञापनों या प्रकाशनों, लेखनों, पेंटिंग्स, चित्रों या किसी एनी तरीके से महिलाओं के अश्लील प्रतिनिधित्व को रोकने के लिए 1987 में महिलाओं का अश्लील प्रतिनिधित्व (निषेध) अधिनियम पारित किया गया था। 1997 में एक ऐतिहासिक फैसले में भारत के सर्वोच्च न्यायालय ने कार्यस्थल में महिलाओं के यौन उत्पीड़न के खिलाफ एक मजबूत पक्ष लिया।

न्यायालय ने शिकायतों से बचने और इनके निवारण के लिए विस्तृत भारत में महिलाओं की औसत आयु की प्रत्याशा आज कई देशों की तुलना में कहीं कम है लेकिन इसमें पिछले कुछ वर्षों में धीरे-धीरे सुधार देखा जा रहा है। कई परिवारों, विशेष रूप से ग्रामीण क्षेत्रों में लड़कियों और महिलाओं को परिवार में पोषण संबंधी भेदभाव का सामना करना पड़ता है और ये कमजोर एवं कुपोषित होती हैं। भारत में मातृत्व संबंधी मृत्यु दर दुनिया भर में दूसरे सबसे ऊंचे स्तर पर है। देश में केवल 42: जन्मों की निगरानी पेशेवर स्वास्थ्य कर्मियों द्वारा की जाती है। ज्यादातर महिलाएं अपने बच्चे को जन्म देने के लिए परिवार की किसी महिला की मदद लेती हैं जिसके पास अक्सर ना तो इस कार्य की जानकारी होती है और ना ही माँ की जिंदगी खतरे में पड़ने पर उसे बचाने की सुविधाएं मौजूद होती हैं। यूएनडीपी मानव विकास रिपोर्ट (1997) के अनुसार 88: गर्भवती महिलाएं (15-49 वर्ष के आयु वर्ग में) रक्ताल्पता (एनीमिया) से पीड़ित पायी गयी थीं

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Universal Basic Education in India Towards Collaborative Schooling with Parents

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THE MISSION TOWARDS UNIVERSAL COMPULSORY BASIC EDUCATION

The RCFCE, 2009 which came into force in Odisha on 1 April 2010 articulates the vision and mission of the Government towards Universalization of elementary education. It directly provides impetus for fulfilment of Article 21(A) of the constitution of India. The key provision of the Act intends to assure the right to “free and compulsory elementary education” to all children within age group 6 to 14 (Class 1 to Class 8). The Act envisaged every possible means to ensure the right of the child for free and compulsory elementary education. It clearly made many provisions and guidelines for enrolment of children irrespective of caste, creed, religion and sex in schools-the Government, the Govt.-Aided and the Private. Removing all sort of obstacles like capitation fee and screening test for admission. All the seven chapters of the Act clearly utilized the comprehensive experience of the law makers to provide quality universal elementary education overpowering the filed level difficulties felt over the long years of achievement of independence. RTE act defined the role of central government, state governments. and local authority in regard to fulfilment of RTE. There is the provision that Govt. authority at different levels will take the responsibility of establishment of schools and shoulder the financial requirements. The Authority at different levels will have to ensure and monitor admission, attendance and completion of elementary education by every child. The Act prohibits class detention, expulsion of child under any circumstances from the school. There is also the prohibition of corporal punishment and any sort of mental harassment of the child. There is the guideline for maintaining proper pupil teacher ratio, appointment of qualified teachers, adoption of child centered education, learning through activities, discovery and exploration in child friendly manner for all round development of learners. It aspires to build up child’s knowledge, potentiality and talent.

POST-RTE SCENARIO OF PRIMARY EDUCATION IN ODISHA

Despite several provisions and guidelines under the RCFCE, 2009 Act, it is a matter of concern that the goal of RCFCE Act has not yet been realized.

Table 1: Dropout, Retention and Completion

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
GER	96.13	105.79	93.36	92.80	94.64	96.84	99.53
NER	93.15	90.59	82.49	81.96	84.99	89.44	86.32
Dropout Rate	10.08	5.32	5.47	12.07	9.63	5.63	6.93
Retention Rate	87.21	87.33	79.66	79.69	72.21	73.22	72.56
Completion Rate	89.54	91.25	86.60	88.71	79.63	89.39	87.16

Picture of Elementary Education in Odisha: (Source: OPEPA, 2016-17-18-19)

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The data in table 1 shows there is a decreasing trend in Gross Enrolment Ratio(GER) and Net Enrolment Ratio (NER) from session 2012-13 to 2016-17. There is still a remarkable figure of dropout. The retention rate and completion rate is also showing a decreasing trend. It is commonly experienced that the condition of elementary education of India in general and Odisha in Particular is very poor.

The Annual Status of Education Report (ASER) (Rural) 2018 revealed that only around 58% children studying in class V have knowledge of Class II texts. The report claims that 3.2 % students studying in standard V can't identify numbers from 1 to 9, while only 13.8 % students can recognise numbers from 1 to 8 and only 33.1 % students can recognize numbers between 10 and 99. While only 24.5% students in class V know subtraction, only 25.4% students can do division. Among class III students, the 2018 survey revealed that only 30.9% students can do subtraction as compared to 33.9% in 2016.

Further the ASER-2017 report depicts the condition of elementary education in India when it checked the foundation knowledge of youths within age group 14-18 who were supposed to complete primary education in their past years. The report said that 23.4% of the sample youths covered under study could not read texts of standard-II level, 46.6% could not understand 3 out of 4 written instructions, 57% could not perform division. The report also described a decreasing trend of reading and arithmetic ability of students from year 2010-11 to 2014-15 studying at class-VIII (see Table2). The picture for Odisha described by the same report is that 14.5% of sample youths studied could not read texts of standard-II level, 56.5% could not perform division, 32.8% could not perform subtraction, 46.5% could not understand 3 out of 4 written instructions.

Table-2: Literacy and Numeracy Position of School Children in Odisha

	2010-11	2011-12	2012-13	2013-14	2014-15
% of students at Std-VIII who can read std-II text	83.5	79.4	76.4	74.2	74.6
% of students at Std-VIII who can do simple division	68.3	56.8	48.0	46.0	44.1

(Source- Report of ASER-2017)

The National Achievement Survey, 2017 conducted by NCERT reported that the percentage of under achievers (achievement up to 30%) is increased with increase in grade at elementary level of Odisha in particular and India in general. When 15.1% of class 3 students secured below 30% of marks in math, the figure for similar category students for class 5 was 18.1% and for class 8 was 35.9%. This trend is similar for language and science subjects. The report also depicts that average correct response of elementary students is decreasing with increase in grade level. (For example, Average correct response for math for class 3 was 62%, for class 5 was 55% and that for class 8 was 44%).

THE OVERLOOKED STAKEHOLDER

In the above context there is the need to address the potential factors responsible for success of RTE. The major aspects of RTE which are to be taken care of are I) Enrolment, II) Retention, III) Minimum level of learning acquisition, IV) Successful completion of Elementary Education, of child. Various factors are responsible for attaining success at each of the above aspects. Factors like

making basic provisions of schooling and learning, motivating children and parents, provide health and nutrition care, providing learning materials like books at free of cost, appointment of trained teachers etc are normally addressed by large number of authors. The common experience shows that Govt. have made many provisions, though not an adequate enough, in regard to fulfillment of goals with respect to RCFCE Act (Deb, 2014).

The dimension needs to be addressed for success of RCFCE Act

One of the potential factor which has not yet received due attention is Parental Involvement (PI). The author believes, PI inter alia other provisions of RTE Act can help in achieving the true spirit of RTE Act. Parents' involvement in education has already been considered as a potential factor for children's education in educationally advanced countries (Desforges and Abouchaar, 2003). Parental involvement means engaging parents in education process of children at home and in school (Report of Govt. of South Australia, 2014). Parents play vital role in education process of child by taking decision of school admission, providing basic study materials, providing home study environment, keeping the child away from home or family work, motivating the child for study and even assisting the child in study (Cotton and Wikelund, 1989). The major failure in enrolling dimension depends on parents, as the child is incapable of taking decision of admission to schools. Similarly the major cause of dropout of children at primary level lies with parents. Majority of dropout occurs because of family related causes like Parents' devaluation of education; low educational expectations of parents for their children; Lack of parental guidance or advice for school success; parents absence from family;; Death of a parent; or Homelessness (Blazer, 2018). In Regard to acquisition of minimum level of learning parents also play a vital role by monitoring and guiding children in the process of learning (Bakker and Dennessen, 2015). Some parents directly assist children to eradicate their learning difficulties; some other parents even make arrangements for children for eradicating their learning difficulties. The real motivation of child for education comes from parents. Realizing the importance of parental involvement "The No child left behind Act 2001" of US has given much emphasis on Parent Involvement in the education of the child (report of US Department of Education, 2007).

BENEFITS OF PARENTAL INVOLVEMENT

Education research over the past three to four decades has established a direct correlation between increased parent involvement and increased student achievement. Henderson and Mapp (2002) found that "students with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and go on to post education level. The synthesis of research reports by Michigan Department of Education (2001) revealed parental involvement in education of children resulted in, higher grades and test scores, higher graduation rates and better school attendance. It also observed increased motivation, better self-esteem, lowered rates of suspension, decreased use of drugs and alcohol and minimized instances of violent behavior of students. The effect of parental involvement is more powerful, when it begins at early educational process of the child, and parents are engaged directly with learning activities of children at home. Hasumi, Ahsan, Couper, Aguayo, and **Jacobsen** (2012) reported that parental involvement was significantly associated with a decreased likelihood of poor mental health. Comer, James P., and Norris M. Haynes (1992) reported through experimental study that adoption of parent involvement programme improved academic performance, behavior and adjustment to school and self-concept of students (Cited by Henderson and Mapp, 2002). Khan (1996) revealed that parental involvement

programme increases positive attitude of parents towards school and school personnel and also mobilize their resources towards school initiatives.

How parents will be Involved in education process of children

Epstein (1995), one of the frontline researchers in parent involvement, developed a framework of partnerships of parents with school. School plays a major role in initiating the programme to involve parents. The Epstein frame work covers various parental activities like parenting at home; • communicating with child and school; • volunteering in school activities; • assisting in the learning of child at home; • participating in school decision making; and • collaboration of school with community at large. She also suggested further that schools have to follow a five step implementation process: i.e. • create an action team; • obtain funds and other support; • identify starting points; • develop a three-year plan; and • continue planning and working to improve the program.

Henderson and Mapp (2002) observed that Schools that engage families of diverse backgrounds adopt three key practices: • Building trusting collaborative relationships among teachers, families, and community members; • Recognizing, respecting, and addressing needs of families and • Adopting partnership concept of school and families.

Ho and Willms (1996) found that parent involvement in form of home involvement like discussion of school activities with children and assisting children to plan their educational programme had strong relationship with academic achievement. Hara and Burke (1998) reported that implementation parental involvement programme in school resulted in increased interest of parents for education of children, appreciation of teachers and learning. The level of interest, attitude of children towards school and teachers also increased which resulted in improved attendance of students and decrease of their indiscipline behavior in school.

As majority of parents in our society are not aware of their role towards education of child and they make teachers responsible for educational achievement of children. It is therefore the responsibility of school and teachers to train parents regarding the techniques of involvement. Training of parents is essential because, practically it is very difficult on the part of the teacher to meet all expectations of parent. The various reasons which demand parental training and collaboration with teachers are: crowded classroom where paying of individual attention to each learner is difficult on the part of the teacher, a child stays only for a small portion of his/her awaked time with teachers and spends most of times with parents, it is difficult on the part of the teacher to understand the real needs of child in a diverse class room condition (Michigan Department of Education, 2001). In such a situation parental involvement complements and supplements the teachers' activities in school. This collaboration of parent and teachers can create condition for optimum development of the child.

Scope of Parental Involvement in the RCFCE Act:

The RCFCE Act has already paid attention to Parental Involvement in regard to admission of child to schools and in regard to formation of School Managing Committee (SMC) which offers limited scope for involving all parents. Meetings of the PTA and the MTA as practiced by some schools, however provide more opportunities for involving parents in schooling and child nurturing process; however these remains ceremonial in nature and are occasional practice. Therefore there is the need of a more comprehensive involvement of parents in the entire education process of child for its success. Education should no more be the sole responsibility of teachers rather it should be the joint venture of parents, teachers and other stake holders.

SUGGESTED MEASURES FOR REALIZING HOME-SCHOOL COLLABORATION

Training of Parents Involvement for children's education should a start at pre-primary level of education in order to provide love, healthy environment, and developmentally appropriate learning experiences to child. As children start schooling parents should encourage them for school education and develop positive attitude for learning, and give homework support. When Developed countries have adopted their own programmes and policies to involve parents for making elementary education successful on the basis of different research findings we should not lag behind. On similar lines of thought govt. of India must undertake policy provisions for reaping better effects of RTE. Teachers must be trained to involve parents in the process education of children. So techniques of Parental involvement should find a place in the training curriculum of teachers. Schools must take steps to educate parents first for ensuring their involvement in the education of the child. Parents involved in the education of their children, can take decision of enrolment at right time, can be conscious regarding the school attendance, Provide Resource Support to schools and Study Environment to children, make home tutoring & mentoring, monitor and supervise child's learning, give inspiration and emotional support, participation in School development programmes and activities. Each and every activity of the involved parents counts a lot for building up of potentialities of the child by complementing and supplementing the efforts of teachers. Researches in this field is inevitable for reaping benefits of Parental Involvement.

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ICT, Meta Cognition and Style of Learning & Thinking

Shinam Batra*

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn” (Toffler)

In today’s era to cope with rapid changes of the twenty-first century, innovation, technology and research are indispensable tools of education. Failure to innovate by and large means repeating yesterday’s educational programmes and strategies, tomorrow will only further jeopardize education’s reputation as contributor. Educational innovations are imperative and would no doubt be effective if they are research-based and imbued with technology of education (i.e. systematic approach to the teaching-learning process); and technology in education (e.g. use of hardwares and softwares) also need to apprise regarding dimensions of ICT.

DIMENSIONS OF ICT

ICT empowerment could be facilitated through awareness and motivation.

Awareness requires a person to have understanding of how computers impact their day to day life as well as the larger society while competence is the ability to handle various computer operations.

ICT awareness involves knowing about the existence and importance of the ICT tools and their application. ICT awareness is essential in order to increase the usage of ICT facilities. ICT awareness or literacy is defined as the knowledge and use of digital technology, communications tools and network to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.

Thus, it is the set of skills and understanding required by people to enable meaningful use of ICT appropriate to their needs.

ICT RESOURCES USED BY STUDENTS

ICT is not a single technology like the traditional technologies. They are a combination of hardware and software, media and delivery systems. ICT tools enable anytime, anywhere access to information and resources.

Some of them are named below:

- Multimedia personal computer (PC), laptop and notebook
- Application softwares such as word processing, spreadsheets, power point, simulation and speed recognition
- Multimedia projector (LCD) to communicate to a large group
- Local area network (LAN), metropolitan area network (MAN), wide area network (WAN)
- Digital video camera
- Multimedia PC /laptop with video card and web camera or digital video camera
- Computer database and data processing mechanism, CDROM and DVD
- Digital libraries
- E-mail, Internet and World wide web (WWW)
- Hypermedia and Hypertext resources

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- Computer-mediated conferencing - video and audio conferencing
- Video text, tele-text, Interactive video text, Interactive video disk (IVD) and Interactive remote instruction (IRI)
- Virtual classroom and virtual reality

METACOGNITION AND ICT

Metacognitive knowledge and skill makes student aware when to use appropriate technology, how to learn with technology and how to use technology for pedagogical purposes. i.e. where technology can be beneficial for student's learning; what learning context in which technology becomes important to use and why; what technology features that support students learning the most; and which technological tool is appropriate to use and why. One way to develop this technological knowledge is to allow students to monitor and reflect on their own learning when they are engaged in learning activities. Research indicates that ICT awareness will help students to become critical thinkers, able to search out, understand, analyze, and synthesize information. Use of ICT in the classroom is a solution of individual differences, where learners learn with own pace, interest and desires. ICT based learning is a permanent learning store in memory bank. It will be retrieved any time, any moment, anywhere and help the learner in the right direction.

LEARNING & THINKING STYLE AND ICT

The present era is full of information dominated by the digital technology. The technology is more pervasive and user-friendly has dominated our lives more and more.

21st Century education is seen as the natural source for the creation of technological literacy and the development of new technological skills as well as other skills that are needed in the new millennium like problem-solving skills, collaboration skills, critical reading and information retrieval etc. For new technologies like ICT, the creation of these new skills has meant the introduction of ICT into schools and the introduction of computer literacy or media literacy courses as well as new teaching and learning methods that befits the optimum use of such technologies. ICT helps in establishing a better dialogue between pedagogy and technology; practice and research; policies practice and theory. ICT is a very comprehensive expression that involves managing of large quantities of information and communicating it to the concerned people.

ICT leads towards the involvement of new epistemologies and pedagogies as the teachers and students have new ICT tools to work with. ICT expands access to education, motivate to learn, facilitate the acquisitions of basic skills and can transform the learning and thinking style that helps to improve the quality of education. ICT has tremendous potential for education. It enables a teacher to reach out widely, efficiently and effectively by helping them to be more modern and dynamic.

Information and Communication Technologies have enabled the convergence of a wide array of technology-based and technology-mediated resources for teaching-learning. The researcher understands that it has, therefore, become possible to employ ICT as an omnibus support system for education. The potential of ICT to respond to the various challenges the Indian education system poses are:

ICT can be beneficially leveraged to disseminate information and catalyze adaptation, adoption, translation and distribution of educational resources distributed across various media. There is an urgent need to digitize and make available educational audio and video resources, which exist in different languages. ICT can be very gainfully used for digitizing and disseminating existing print

resources like books, documents, handouts, charts and posters which have been used extensively in the school system in order to enhance its reach and use.

ICT has potential to make learning more experiential. Moreover, a large amount of data, visuals available on any topic can be brought to the classroom from all over the world. That is why ICT has been considered an emerging area with lots of potential for making educational process more meaningful. Hence it is known by the researcher that various ICT based classroom has changed transaction procedure, strategies involved during teaching learning and achievement of students and also change style of learning and thinking among students.

Some of the findings on the basis of ICT and Style of Learning and Thinking are also mentioned there.

- Students studying through Educomp project have high Enactive learning style in comparison to other ICT projects.
- Students studying through the project ICT@KV have high Figural learning style in comparison to other ICT projects.
- Students studying through Tata ClassEdge project have high Verbal learning style in comparison to other ICT projects.
- Students studying through TeachNext project have high reproductive learning style in comparison to other ICT projects.
- Students studying project Educomp project have high Constructive learning style in comparison to other ICT projects.

As it is generally believed that ICT empower teachers and learners, promote change and foster the development of '21st-century skills', but data to support these beliefs are still limited". Indeed, data on the nature and extent of these issues/ remain limited in most places because of the lack of monitoring and evaluation tools and methodologies dealing with the use of ICTs in schools and their impact on teaching and learning. Without evaluation, the implementation of further new projects and initiatives will be in vain.

CONCLUSION

It is understood that Student's success is promoted when students gain greater awareness of their own thinking and learning styles, i.e., when they engage in metacognition, when they think about their thinking, when they self-monitor or check their comprehension, and when they self-regulate their learning strategies. ICT results in transformation from teacher-oriented learning to that of exploratory self-learning. The ICT integration in teacher education is the need of the hour for quality education programs.

Metacognition compels students to think How and What learning with technology. How technology appropriate for achieving learning outcomes? How technology likely to improve learning? This research article light on the significant areas of metacognition, ICT awareness and academic awareness in a broad perspective. It would add the knowledge of academic institutions, public and social institutions. Hence the significance of research article is seen as a holistic approach towards the development of the society.

Researches depicts that high-achiever students tend to reflect on their thought processes during learning and are aware of the cognitive strategies they use i.e. they engage in 'meta-cognition' or think about their own thinking. Successful students 'self-monitor' their academic performance that is they maintain awareness of whether or not they are actually learning what they are attempting to learn and they self-regulate or adjust their learning strategies with the help of ICT and enhance their academic achievement.

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E-Commerce

Babu Sarvajeet Akela*

ABSTRACT

E-commerce involves an online transaction. E-commerce provides multiple benefits to the consumers in form of availability of goods at lower cost, wider choice and saves time. The general category of ecommerce can be broken down into two parts: E-Merchandise & E-finance. Many companies, organizations, and communities in India are doing business using E-commerce and also are adopting M-commerce for doing business. Ecommerce is showing tremendous business growth in India. Increasing internet users have added to its growth. Despite being the second largest user base in world, only behind China (650 million, 48% of population), the penetration of e-commerce is low compared to markets like the United States (266 M, 84%), or France (54 M, 81%), but is growing at an unprecedented rate, adding around 6 million new entrants every month. The industry consensus is that growth is at an inflection point. India's e-commerce market was worth about \$3.9 billion in 2009, it went up to \$12.6 billion in 2013. In 2013, the e-retail segment was worth US\$2.3 billion. About 70% of India's e-commerce market is travel related. According to Google India, there were 35 million online shoppers in India in 2014 Q1 and is expected to cross 100 million mark by end of year 2016. By 2020, India is expected to generate \$100 billion online retail revenue out of which \$35 billion will apparel sales are set to grow four times in coming years. This paper is outcome of a review of various research studies carried out on Impact of E-commerce on Indian Commerce.

INTRODUCTION

India has emerged as one of the major players on the new international business scene. Its unstoppable economic growth since reforms in 1991 has become the focus of attention of researchers in the area of international business and management. The purpose of this paper is to review the impact of e-commerce on Indian Commerce that has been published in top business and management journals, with the aim of knowing what are the most influential papers, what are the issues that have received the most attention, which are the main findings or what more needs to be done in terms of research

E-COMMERCE

E-commerce is a paradigm shift. It is a "disruptive" innovation that is radically changing the traditional way of doing business.

Electronic commerce is a type of business model, or segment of a larger business model, that enables a firm or individual to conduct business over an electronic network, typically the internet. E-commerce is the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network, primarily the Internet. These business transactions are business-to-business, business-to-consumer, consumer-to-consumer or consumer-to-business. The term *e-tail* is used in reference to transactional processes around online retail. E-commerce is conducted using a variety

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of applications, such as email, fax, online catalogs and shopping carts, Electronic Data Interchange (EDI), File Transfer Protocol, and Web services. It can be thought of as a more advanced form of mail-order purchasing through a catalog. E-Commerce is the movement of business onto the World Wide Web. The effects of e-commerce are already appearing in all areas of business, from customer service to new product design. It facilitates new types of information based business processes for reaching and interacting with customers like online advertising and marketing, online order taking and online customer service.

There has been a rise in the number of companies taking up e-commerce in the recent past. Major Indian portal sites have also shifted towards ecommerce instead of depending on advertising revenue. Many sites are now selling a diverse range of products and services from flowers, greeting cards, and movie tickets to groceries, electronic gadgets, and computers, etc

HISTORICAL DEVELOPMENT OF E-COMMERCE

A timeline for the development of e-commerce:

- 1971 or 1972: The ARPANET is used to arrange a cannabis sale between students at the Stanford Artificial Intelligence Laboratory and the Massachusetts Institute of Technology, later described as “the seminal act of e-commerce” in John Markoff’s book *What the Dormouse Said*.
- 1979: Michael Aldrich demonstrates the first online shopping system.
- 1981: Thomson Holidays UK is first business-to-business online shopping system to be installed.
- 1982: Minitel was introduced nationwide in France by France Télécom and used for online ordering.
- 1983: California State Assembly holds first hearing on “electronic commerce” in Volcano, California. Testifying are CPUC, MCI Mail, Prodigy, CompuServe, Volcano Telephone, and Pacific Telesis. (Not permitted to testify is Quantum Technology, later to become AOL.)
- 1984: Gateshead SIS/Tesco is first B2C online shopping system and Mrs Snowball, 72, is the first online home shopper
- 1984: In April 1984, CompuServe launches the Electronic Mall in the USA and Canada. It is the first comprehensive electronic commerce service.
- 1990: Tim Berners-Lee writes the first web browser, WorldWideWeb, using a NeXT computer.
- 1992: Book Stacks Unlimited in Cleveland opens a commercial sales website (www.books.com) selling books online with credit card processing.
- 1993: Paget Press releases edition No. 3 of the first app store, The Electronic AppWrapper
- 1994: Netscape releases the Navigator browser in October under the code name Mozilla. Netscape 1.0 is introduced in late 1994 with SSL encryption that made transactions secure.
- 1994: Ipswitch IMail Server becomes the first software available online for sale and immediate download via a partnership between Ipswitch, Inc. and OpenMarket.
- 1994: “Ten Summoner’s Tales” by Sting becomes the first secure online purchase.
- 1995: The US National Science Foundation lifts its former strict prohibition of commercial enterprise on the Internet.
- 1995: Thursday 27 April 1995, the purchase of a book by Paul Stanfield, Product Manager for CompuServe UK, from W H Smith’s shop within CompuServe’s UK Shopping Centre is the UK’s first national online shopping service secure transaction. The shopping service at launch featured W H Smith, Tesco, Virgin Megastores/Our Price, Great Universal Stores (GUS), Interflora, Dixons Retail, Past Times, PC World (retailer) and Innovations.

- 1995: Jeff Bezos launches Amazon.com and the first commercial-free 24-hour, internet-only radio stations, Radio HK and NetRadio start broadcasting. eBay is founded by computer programmer Pierre Omidyar as AuctionWeb.
- 1996: IndiaMART B2B marketplace established in India.
- 1996: ECPlaza B2B marketplace established in Korea.
- 1998: Electronic postal stamps can be purchased and downloaded for printing from the Web.
- 1999: Alibaba Group is established in China. Business.com sold for US \$7.5 million to eCompanies, which was purchased in 1997 for US \$149,000
- The peer-to-peer filesharing software Napster launches. ATG Stores launches to sell decorative items for the home online.
- 2000: The dot-com bust.
- 2001: Alibaba.com achieved profitability in December 2001.
- 2002: eBay acquires PayPal for \$1.5 billion. Niche retail companies Wayfair and NetShops are founded with the concept of selling products through several targeted domains, rather than a central portal.
- 2003: Amazon.com posts first yearly profit.
- 2003: Bossgoo B2B marketplace established in China.
- 2004: DHgate.com, China's first online b2b transaction platform, is established, forcing other b2b sites to move away from the "yellow pages" model.
- 2007: Business.com acquired by R.H. Donnelley for \$345 million.
- 2009: Zappos.com acquired by Amazon.com for \$928 million. Retail Convergence, operator of private sale website RueLaLa.com, acquired by GSI Commerce for \$180 million, plus up to \$170 million in earn-out payments based on performance through 2012.
- 2010: Groupon reportedly rejects a \$6 billion offer from Google. Instead, the group buying websites went ahead with an IPO on 4 November 2011. It was the largest IPO since Google.
- 2011: Quidsi.com, parent company of Diapers.com, acquired by Amazon.com for \$500 million in cash plus \$45 million in debt and other obligations. GSI Commerce, a company specializing in creating, developing and running online shopping sites for brick and mortar businesses, acquired by eBay for \$2.4 billion.
- 2014: Overstock.com processes over \$1 million in Bitcoin sales. India's e-commerce industry is estimated to have grown more than 30% from 2012 to \$12.6 billion in 2013. US eCommerce and Online Retail sales projected to reach \$294 billion, an increase of 12 percent over 2013 and 9% of all retail sales. Alibaba Group has the largest Initial public offering ever, worth \$25 billion.
- 2015: Amazon.com accounts for more than half of all ecommerce growth, selling almost 500 Million SKU's in the US.

KEY DRIVERS IN INDIAN E-COMMERCE ARE

- Large percentage of population subscribed to broadband Internet, burgeoning 3G internet users, and a recent introduction of 4G across the country.
- Explosive growth of Smartphone users, soon to be world's second largest Smartphone user base.
- Rising standards of living as result of fast decline in poverty rate.
- Availability of much wider product range (including long tail and Direct Imports) compared to what is available at brick and mortar retailers.

- Competitive prices compared to brick and mortar retail driven by disintermediation and reduced inventory and real estate costs.
- Increased usage of online classified sites, with more consumer buying and selling second-hand goods
- Evolution of Million-Dollar startup like Jabong.com, Saavn, Makemytrip, Bookmyshow, Zomato Etc.

India's *retail market* is estimated at \$470 billion in 2011 and is expected to grow to \$675 billion by 2016 and \$850 billion by 2020, – estimated CAGR of 10%. According to Forrester, the e-commerce market in India is set to grow the fastest within the Asia-Pacific Region at a CAGR of over 57% between 2012 –2016. India has an internet user base of about 354 million as of June of 2015. Despite being the second largest user base in world, only behind China (650 million, 48% of population), the penetration of e-commerce is low compared to markets like the United States (266 M, 84%), or France (54 M, 81%), but is growing at an unprecedented rate, adding around 6 million new entrants every month. The industry consensus is that growth is at an inflection point. In India, cash on delivery is the most preferred payment method, accumulating 75% of the e-retail activities. Demand for international consumer products (including long-tail items) is growing much faster than in-country supply from authorized distributors and e-commerce offerings. Largest e-commerce companies in India are Flipkart, Snapdeal, Amazon India, and Paytm.

GROWTH AND PROSPECTS OF E-COMMERCE IN INDIA

Increasing internet and mobile penetration, growing acceptability of online payments and favourable demographics has provided the e-commerce sector in India the unique opportunity to companies connect with their customers, it said. There would be over a five to seven fold increase in revenue generated through e-commerce as compared to last year with all branded apparel, accessories, jewellery, gifts, footwear are available at a cheaper rates and delivered at the doorstep, (as per industry body Assocham). It is noted that the buying trends during 2016 will witness a significant upward movement due to aggressive online discounts, rising fuel price and wider and abundant choice will hit the e-commerce industry in 2016.

It observed mobile commerce (m-commerce) is growing rapidly as a stable and secure supplement to the e-commerce industry. Shopping online through smart phones is proving to be a game changer, and industry leaders believe that m-commerce could contribute up to 70 per cent of their total revenues. In India roughly 60-65 per cent of the total e-commerce sales are being generated by mobile devices and tablets, increased by 50 per cent than in year 2015 and also likely to continue upwards. It noted that the browsing trends, which have broadly shifted from the desktop to mobile devices in India, online shopping is also expected to follow suit, as one out of three customers currently makes transactions through mobiles in tier-1 and tier-2 cities. In 2015, 78 per cent of shopping queries were made through mobile devices, compared to 46 per cent in 2013. In 2015, the highest growth rate was seen in the apparel segment almost 69.5 per cent over last year, followed by electronic items by 62 percent, baby care products at 53 per cent, beauty and personal care products at 52 per cent and home furnishings at 49 per cent. It revealed that Mumbai ranks first in online shopping followed by Delhi, Ahmedabad, Bangalore and Kolkata. On the mode of payment, almost 45 per cent of online shoppers reportedly preferred cash on delivery mode of payment over credit cards (16 per cent) and debit cards (21 per cent).

Only 10 per cent opted for internet banking and a scanty 7 per cent preferred cash cards, mobile wallets, and other such modes of payment, it said. Among the above age segments, 18-25 years of age group has been the fastest growing age segment online with user growth being contributed by

both male and female segments. The survey revealed that 38 per cent of regular shoppers are in 18-25 age group, 52 per cent in 26-35, 8 per cent in 36-45 and 2 per cent in the age group of 45-60.

CHALLENGES OF E-COMMERCE IN INDIA

India has less credit card population, lack of fast postal services in rural India. Accessing the Internet is currently hindered down by slow transmission speeds, frequent disconnects, cost of Wireless connection and wireless communication standards over which data is transmitted. High-speed-bandwidth Internet connection not available to most citizens of the nation at an affordable rate. In India, mostly people are not aware about the English language or not so good in English language. So that for the transaction over internet through electronic devices, language becomes one of the major factors to purchases, hire and sell a particular product or services. Multiple issues of trust in e-commerce technology and lack of widely accepted standards, lack of payment gateways, privacy of personal and business data connected over the Internet not assured security and confidentiality of data not in place to deploy ubiquitous IT Infrastructure and its maintenance

CONCLUSION

Growth of e-commerce depend to a great extent on effective IT security systems for which necessary technological and legal provisions need to be put in place and strengthened constantly. While many companies, organizations, and communities in India are beginning to take advantage of the potential of e-commerce, critical challenges remain to be overcome before e-commerce would become an asset for common people.

With the explosion of internet connectivity through mobile devices like Smartphone and tablets, millions of consumers are making decisions online and in this way enterprises can build the brand digitally and enhance productivity but government policies must ensure the cost effective methods/solutions. E- Commerce in India is destined to grow both in revenue and geographic reach. The challenge of establishing consumer trust in e-commerce poses problems and issues that need further research.

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Trends of Electronic Commerce on Business Organization

Dr. Suman Kumar*

ABSTRACT

The said research paper involves a study of the impact of Electronic Commerce on Business. The research study has highlighted the Management Information Systems, Finance and Accounting, Marketing and Computer Sciences of E-Commerce on Business. E-commerce is a way of conducting business over the Internet. Though it is a relatively new concept, it has the potential to alter the traditional form of economic activities. Already it affects such large sectors as communications, finance and retail trade and holds promises in areas such as education, health and government. The largest effects may be associated not with many of the impacts that command the most attention but with less visible, but potentially more pervasive, effects on routine business activities. The integration of Electronic Commerce and Business will bring a renaissance in marketing function. As it present opportunities to get close to the customer to bring the customer inside the company, to explore new product ideas and pretest them against real customers.

Keywords: Electronic Commerce, Business Organisation, Management Information Systems, Finance, Accounting, Marketing, Computer Sciences.

INTRODUCTION

E-commerce has a significant impact on business costs and productivity. E-Commerce has a chance to be widely adopted due to its simple applications. Thus it has a large economic impact. Electronic Commerce provides the capability of buying and selling products and information on the internet and other on-line service. E-commerce refers to a wide range of online business activities for products and services. E-commerce is transforming the market place by changing firms' business models, by shaping relations among market actors, and by contributing to changes in market structure. It is difficult to single out the impact of E-commerce. Some businesses addresses three themes associated with e-commerce and the organizational changes it entails, changes in business models, changes in market structure and opportunities for economic growth created by organizational change. E-commerce creates the possibility of new mode for organizing production and transacting business, by offering inters modality and complementarily – not only substitution – in business models.

E-Commerce plays an important role in the economic growth and development of nation. It is a purposeful activity includes in planning, controlling, promotion and also distribution of various goods and services. In this research paper will describe how the Business spirit play an important role in nation's growth. It also pertains to any form of business transaction which the parties interact electronically rather than by physical exchanges or direct physical contact. E-commerce is usually associated with buying and selling over the Internet or conducting any transaction involving the

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transfer of ownership or rights to use goods or services through a computer-mediated network. Though popular, this definition is not comprehensive enough to capture recent developments in this new and revolutionary business phenomenon.

E-commerce is a way of conducting business over the Internet. Though it is a relatively new concept, it has the potential to alter the traditional form of economic activities. Already it affects such large sectors as communications, service, finance, retail trade and holds promises in areas such as education, health, transport and government. The largest effects may be associated not with many of the impacts that command the most attention but with less visible, but potentially more effects on routine business activities. E-commerce presents opportunities to accelerate business processes, reduce costs, reach new customers and develop new business models and markets in the business organization. The general agreement is that electronic markets and digitalization of products will impact material flows. A clear identification of the extent and direction of effects, however, has not yet been achieved, and the issue remains controversial. Increased resource productivity is discussed as one of the major potential ecological advantages of e-commerce. Potential exists, above all, in the fields of demand and supply chain management and mass customization. Potentials to increase resource productivity appear in outline particularly in the business-to-business (B2B) field, where there may be, for instance, reduction in quantities procured or stored, surplus production, and error rates between supplier and manufacturer.

CONCEPTUAL BACKGROUND OF THE RESEARCH STUDY

Today's world is a world of IT, BT and Beauty. In the age of Globalization, tremendous progress in science and technology has brought changes in to the world of trade, commerce, banking & marketing. Electronic commerce expands the market place to national and international markets. It decreases the cost of creating processing, distributing and retrieving paper based information. The Importance of E-Commerce is very wide because it reduces the transaction cost. Reduced transaction cost leads to consumer empowerment. In short E-Commerce is bringing about a very big change in commerce and marketing.

E-Commerce is the process of buying and selling or exchanging of product, services and information via computer networks including the internet. It is the application of technology toward the automation of business transaction and work flow. It is the delivery of information; Products, Services, or payments over telephone lines, computer network, or other electronic means. It is a tool that addresses that desire of firms, consumers and management to cut service costs while improving the speed of service delivery. E-commerce remains a relatively new, emerging and constantly changing area of business management and information technology. There has been and continues to be much publicity and discussion about e-commerce. For the purpose of clarity, the distinction between e-commerce and e-business in this research paper is based on respective terms commerce and business. Commerce is defined as embracing the concept of trade, 'exchange of merchandise on a large scale between different countries'. By association, e-commerce can be seen to include the electronic medium for this exchange. Thus e-commerce can be broadly defined as the exchange of merchandise (whether tangible or intangible) on a large scale between different countries using an electronic medium – namely the Internet. The implications of this are that e-commerce incorporates a whole socio-economic, telecommunications technology and commercial infrastructure at the macro-environmental level. All these elements interact together to provide the fundamentals of e-commerce. Business, on the other hand, is defined as 'a commercial enterprise as a going concern'. E-business can broadly be defined as the processes or areas involved in the running and operation of an organization that are electronic or digital in nature. These include direct business activities such as

marketing, sales, human resource accounting and human resource management but also indirect activities such as business process re-engineering and change management, which impact on the improvement in efficiency and integration of business processes and activities.

RESEARCH METHODOLOGY

For the said present research study is based on the secondary data. Such secondary data is collected from various reference books on E-Commerce, E-Business, Marketing Management, Marketing Research, Mobile Commerce, Internet Marketing, Electronic Advertising, Economics, Commerce, Management, Banking etc. For the said research study the secondary data is also collected from the various National and International Research Books and Journals which are related to E-Commerce, Internet, Commerce, Banking, Management and Information Technology.

Objectives of the Research Study

Many E-Commerce business activities present different objectives. These may be specific and immediately measurable objectives as well as more general and complex. The most commonly cited objectives of the impact of electronic commerce on business are:

1. To study the theoretical concept of E-Commerce.
2. To study the E-Commerce Models of Business.
3. To examine impact of e-commerce on business cost and productivity
4. To study the benefits and disadvantage of E-Commerce
5. To study the barriers to E-Commerce.
6. To provide insight for policy formulation in the area of e-commerce

Hypothesis of the Research Study

E-Commerce is where business transactions take place via telecommunications networks, especially the Internet. E-commerce describes the buying and selling of products, services and information via computer networks including the Internet. It is defined as the conduct of a financial transaction by electronic means. The present said research study was carried out with following hypothesis in view:-

1. E-Commerce reduces the time between the outlay of capital and the receipt of products and services.
2. The use of internet for business marketing the goods and services are increasing day by day.
3. The impact of E -Commerce is positively affecting on business marketing.

E-COMMERCE MODELS

Creating an e-commerce solution mainly involves creating and developing an e-commerce site. The first step in the development of an e-commerce site is to identify the e-commerce model. Depending on the parties involved in the transaction, e-commerce can be classified into main 4 models.

1. Business-to-Business (B2B) Model
2. Business-to-Consumer (B2C) Model
3. Consumer-to-Consumer (C2C) Model
4. Consumer-to-Business (C2B) Model

The various models in the E-Governance scenario are

- (a) **Government-to-Government (G2G) model:** This model involves transactions between 2 governments. For example, if the Indian government wants to buy oil from the Arabian government, the transaction involved are categorized in the G2G model.
- (b) **Government-to-Consumer (G2C) model:** In this model, the government transacts with an individual consumer. For example, a government can enforce laws pertaining to tax payments on individual consumers over the Internet by using the G2C model.
- (c) **Consumer-to-Government (C2G) model:** In this model, an individual consumer interacts with the government. For example, a consumer can pay his income tax or house tax online. The transactions involved in this case are C2G transactions.
- (d) **Government-to-Business (G2B) model:** This model involves transactions between a government and business organizations. For example, the government plans to build a flyover. For this, the government requests for tenders from various contractors. Government can do this over the Internet by using the G2B model.
- (e) **Business-to-Government (B2G) model:** In this model, the business houses transact with the government over the Internet. For example, similar to an individual consumer, business houses can also pay their taxes on the Internet.

The Impact of Electronic Commerce on Business

E-Commerce and E-Business are not solely the Internet, websites or dot com companies. It is about a new business concept that incorporates all previous business management and economic concepts. As such, E-Business and E-Commerce impact on many areas of business and disciplines of business management studies.

1. **Management Information Systems** – Analysis, design and implementation of e-business systems within an organization; issues of integration of front-end and back-end systems.
2. **Human Resource Management** – Issues of on-line recruiting, home working and ‘Intrapreneurs’ works on a project by project basis replacing permanent employees.
3. **Finance and Accounting** – On-line banking, issues of transaction costs, accounting and auditing implications where ‘intangible’ assets and human capital must be tangibly valued in an increasingly knowledge based economy.
4. **Economics** –The impact of e-commerce on local and global economies; understanding the concepts of a digital and knowledge-based economy and how this fits into economic theory.
5. **Production and Operations Management** –The impact of on-line processing has led to reduced cycle times. It takes seconds to deliver digitized products and services electronically; similarly the time for processing orders can be reduced by more than 90 per cent from days to minutes. Production systems are integrated with finance marketing and other functional systems as well as with business partners and customers.
6. **Marketing** – Issues of on-line advertising, marketing strategies and consumer behavior and cultures. One of the areas in which it impacts particularly is direct marketing. In the past this was mainly door-to door, home parties and mail order using catalogues or leaflets.
7. **Commercial Law and Ethics** – The different legal and ethical issues that have arisen as a result of a global ‘virtual’ market issues such as copyright laws, privacy of customer information, legality of electronic contracts etc.

The Benefits of E-Commerce Consumers and Business

The previous sections have included discussions about what e-commerce is and its impact, but what are the benefits of e-commerce? What does it offer and why do it? The benefits of e-commerce can be seen to affect two major stake holders: Consumers and Business Organizations.

E-Commerce advantage for consumers

- **Convenience:** Every product is at the tip of your fingers on the internet. Type in the product you are looking for into your favorite search engine and every option will appear in a well-organized list in a matter of seconds.
- **Time saving:** With e-commerce there is no driving in circles while looking and digging in hopes of finding what you need. Stores online offer their full line as well as use warehouses instead of store fronts—products are easy to locate and can be delivered to your door in just days.
- **More Choices** - Customers not only have a whole range of products that they can choose from and customize, but also an international selection of suppliers.
- **Easy to compare:** Side by side comparisons are really available and easy to do. When products are placed online, they come with all the specifics, and they want you to compare them with others, know they have the best options and come back for more!
- **Easy to find reviews:** Because the competition is high, companies' online want you to look at other consumer reviews. Good and bad reviews are on every site, not only can you see if the product is liked, you can also see the reasons behind the thumbs up or down.
- **Coupons and deals:** With every online business wanting you, more and more coupons and deals can't be avoided, which are totally great for customers. With major sites that act as department store, you may find items up to 80% off. Take advantage of the competition and find the best price available.

Benefits of E-Commerce to Business

- **Increasing customer base:** The customer base is every business's main concern online or off-line. When online, a business doesn't have to worry about getting the best property in town, people from around the world have access to their products and can come back at any time.
- **Increase in sales:** Without managing the shop, any business will have higher online sales with a higher profit margin. They can redistribute wealth to make the consumer shopping experience faster and more efficient. While being available to international markets, more products will sell.
- **24/7, 365 days:** If it is snowing and the roads are closed, or it is too hot and damp to step outside in the summer, or a holiday that closed every shop in the city, your online business will be able to sell consumers 24/7 every day of the year. The doors are never close and profits will keep rising.
- **Expand business reach:** A great tool on the internet is...translation! A business online does not have to make a site for every language. With the right marketing, every consumer around the globe can find the business site, products and information without leaving home.
- **Recurring payments made easy:** With a little research, each business can meet recurring best requirements and billing will be done in a sequential manner, payment will be received in the same way.

- **Instant transactions:** With e-commerce there is no more waiting for the check to clear or a 30-day wait for certain other types of payment. Transactions are cleared immediately or at most two to three days for the money to clear through the banking system.
- **International Marketplace** - What used to be a single physical marketplace located in a geographical area has now become a borderless marketplace including national and international markets? By becoming e-commerce enabled, businesses now have access to people all around the world. Ineffect all e-commerce businesses have become virtual multinational corporations.

Disadvantages of E-Commerce

E-Commerce disadvantages for consumers

- **Privacy and security:** Before making instant transactions online, be sure to check the sites certificates of security. While it may be easy and convenient to shop, no one wants their personal information to be stolen. While many sites are reputable, always do your research for those with less than sufficient security.
- **Quality:** While e-commerce makes everything easily accessible, a consumer cannot actually touch products until they are delivered to the door. It is important to view the return policy before buying. Always make sure returning goods is an option.
- **Hidden costs:** When making purchases, the consumer is aware of the product cost, shipping, handling and possible taxes. Be advised: there may be hidden fees that won't show up on your purchasing bill but will show up on your form of payment. Extra handling fees may occur, especially with international purchases.
- **Delay in receiving goods:** Although delivery of products is often quicker than expected, be prepared for delays. A snow storm in one place may throw off the shipping system across the board. There is also a chance that your product may be lost or delivered to the wrong address.
- **Need access to internet:** Internet access is not free, and if you are using free wifi, there is the chance of information theft over an unsecure site. If you are wearing of your public library, or cannot afford the internet or computer at home, it may be best to shop locally.
- **Lack of personal interaction:** While the rules and regulations of each e-commerce business is laid out for you to read, there is a lot to read and it may be confusing when it comes to the legalities. With large or important orders, there is no one you can talk to face to face when you have questions and concerns.

E-Commerce disadvantages for Business

- **Security issues:** While businesses make great efforts to keep themselves and the consumer safe, there are people out there that will break every firewall possible to get the information they want. We have all seen recently how the biggest and most renowned business can be hacked online.
- **Credit card issues:** Many credit card businesses will take the side of the consumer when there is dispute about billing—they want to keep their clients, too. This can lead to a loss for e-commerce business when goods have already been delivered and the payment is refunded back to the consumer.
- **Extra expense and expertise for e-commerce infrastructure:** To be sure an online business is running correctly, money will have to be invested. As an owner, you need to know transactions are being handled properly and products are represented in the most

truthful way. To make sure you get what you need, you will have to hire a professional to tie up any loose ends.

- **Needs for expanded reverse logistics:** The infrastructure of an online business must be on point. This will be another cost to the business because money will need to be invested to ensure proper handling of all aspects of buying and selling, especially with disgruntled consumers that want more than a refund.
- **Sufficient internet service:** Although it seems that everyone is now on the internet all the time, there are still areas in which network bandwidth can cause issues. Before setting up an e-commerce business, be sure your area can handle the telecommunication bandwidth you will need to run effectively.
- **Constant upkeep:** When a business has started as e-commerce, they must be ready to make changes to stay compatible. While technology grows, the systems that support your business must be kept up to date or replaced if needed. There may be additional overhead in order to keep data bases and applications running.

The Barriers of E-Commerce

The drivers of e-commerce were identified and summarized there are barriers to the growth and development of e-commerce. Numerous reports and surveys identify the different kinds of barriers, and many of them focus on security as being one of the largest inhibitors to and problems for e-commerce. Different nations are different stages of development of e-commerce and as such the issues that are relevant to one nation may not be relevant to another. Similarly, the issues that are relevant to the type of organization also differ. Overall, all kinds of organizations have similar barriers but with different emphases for discuss as follows:

- **Commercial Infrastructure** - Relates to issues such as international trade agreements, taxation laws and other legal agreements that facilitate all kinds of on-line trading and so is a barrier relevant to all types of businesses.
- **Technology Infrastructure** - Deals with issues of standardization of systems and applications, which is a particular concern for larger organizations who want to implement solutions such as value chain integration and e-supply chain management.
- **Internet Infrastructure** - Deals with issues such as availability and quality of the Internet in terms of speed and reliability. This barrier is of particular concern to Business to Consumer organizations, since their business relies more on general consumers, and so the ease with which the general public can connect to the Internet has a direct impact on their Web-based business.
- **Security** -In its broadest term is one of the most significant barriers to e-commerce both within the organization and external to it. Identified as Security and Encryption; Trust and Risk; User Authentication and Lack of Public Key Infrastructure; Fraud and Risk of Loss it relates to the development of a broader security infrastructure and it also relates to the kinds of measures barriers to e-commerce businesses can take to improve security.
- **Interoperability of systems**– This is identified as one of the major barriers for large US-based Business to Business corporations. This refers specifically to implementation and compatibility problems of integrating new e-commerce applications with existing legacy systems and resources within organizations. This problem also extends to interacting with systems of business partners and stakeholders.
- **Lack of Qualified Person**- This is a particularly strong concern because internally they do not have sufficient resources to attract and maintain their own support staff to develop a

sophisticated technology infrastructure. With regards to third parties, the qualified personnel tended to work for larger organizations.

CONCLUSION

This research paper involves a study of the inability to find the product or services of interest quickly is the biggest barrier to effective marketing this problem may be overcome through E-commerce, where number of companies offer several products through the net. In Short, Indian e-commerce has to face many difficulties in web marketing because of infrastructural difficulties and computer illiteracy. Majority of the customers live in rural areas do not sufficient knowledge about computer and internet. Some of customers in urban areas do not have credit facilities and therefore online buying and selling of goods is limited to urban class having knowledge of computer internet if Indian marketers take into account essentials of good website they can definitely make success marketing in international markets.

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Globalization Model and its Affect on Indian Economy

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ABSTRACT

Globalization means creating world into market. It can be defined simply as an expansion of economic activity across political boundaries of nation states. It is associated not only with a phenomenal spread and volume of cross-border financial transactions but also with an organization of economic activities which straddle national boundaries of the world. Globalization in India is generally adopted as integrating the economy of the country with the rest of the world.

This in turn inferred that opening up the economy to foreign direct investment by providing space to foreign companies to invest in individual fields of economic activities in India; removing constraints and obstacles to the entry of MNCs; allowing Domestic companies to enter into foreign collaborations in India and also encouraging them to set up joint ventures(eg. HeroHonda; Maruti-Suzuki) abroad; carrying out massive import liberalization programmes by Converting over from quantitative restrictions to tariffs in the 1st place, and then bringing less level of import duties considerably; and instead of plethora of export incentives opting for exchange rate adjustment for promoting exports. Whether drill of globalization sown in pre-reform period as many concessions were granted to foreign capital, MNCs were permitted to enter a number of crucial sectors to which their entry was previously restricted and banned. The study is purely based on secondary data. It will have a discussion on negative and positive impacts of globalization on Indian economy.

Keywords: Liberalization, MNCs, Globalization, Economic Integration.

INTRODUCTION

Indian economy was stagnant and lopsided at the time of independence in 1947. The foreign rulers developed only those areas of economy which were needed for their own country,s development. The raw material were exported at low rates and final goods were imported at higher prices. The policy helped the development of industries in England. After independence, india adopted a mixed economy policy where specific roles were assigned to government and private sectors. The growth model of centralized planning was also adopted. Since July 1991 a new model has been adopted where role of government has been drastically reduced and privatization and liberalization have been given more weightage.

The real poke to the globalization was provided by the economic reforms of 1991 began by Government of India. The time 1980-81 was marked by critical balance of payment difficulties. The 2nd oil shock pushed up the import bill amount substantially while exports lagged considerably behind. Thus trade deficit rose to heavenly heights. During 7th plan, private remittances also appear a tendency of flattening out. As a result, net unseen could finance only 24% of trade deficit in the 7th plan. The problems were super active by gulf war in 1990-91. The trade deficit in this year takeoff

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to Rs. 16,934cr and invisibles also recorded negative earnings. Therefore, current account deficit was as large as Rs 17,369cr in 1990-91. The difficulty got further accentuated by India's grow reliance on greater cost external commercials borrowings and non-resident deposits all through the 1980s as the flow of rebate assistance was considerably less than the need. Capital was flying out of the country and country was close to defaulting borrows. Along with these traffic jams at home, so many unforeseeable changes swept the economies of nations in Eastern and western Europe, Latin America, South East Asia, and elsewhere around the same time period. Economy of India had experienced vital policy changes in the early 1990s. The new economic reform widely known as Liberalization, Privatization, and Globalization (LPG), aimed at building the Indian economy as fastest growing and globally competitive economy. The series of reforms undertaken with respect to industrial sector, trade as well as financial sector aimed at making the economy more efficient. With the onset of improve to liberalize the Indian economy in July of 1991, a new chapter has declined for India and her billion plus population. This period of economic transition has not only had tremendous impact on the overall economic development but also on the mindset of Indian citizen who could get rid from traditional, stubborn thinking, superstition, and illiteracy.

There were the economic compulsions at home and abroad that called for a complete overhauling of our economic policies and programs. Major measures initiated as part of liberalization, privatization and globalization in early nineties included the following:

1. Devaluation: The 1st step towards globalization was the devaluation of the currency by 18-19% against major currencies in the international foreign exchange market. These measures were taken to resolve the balance of payment crisis.
2. Disinvestment: In order to make the steps of globalization smooth, in privatization scheme, most of the public sector undertakings were sold to private sector to give opportunity to private players in the economy.
3. Allowing foreign direct investment across a broad spectrum of industries and encouraging non debt flows. The related department has put in place a liberal and making crystal clear foreign investment regime where most activities are opened to foreign investment on automatic route without any limit on the extent of foreign investment.
4. Non-resident Indian scheme: the common policies and facilities for FDI as available to foreign investors and companies are fully available to NRIs as well. In addition government has extended some concessions especially for NRIs and overseas corporate bodies having more than 60% stake by non- Indian residents.
5. Abolition of MRTP Act: Monopoly and Restrictive Trade Practices act was abolished as per the process of liberalization. It was compulsory for investor to get acceptance from government to have further capacity growth under MRTP Act.

Globalization has both positive as well as negative effects. One side if globalization has accelerated the growth rate of GDP on the other side it has created high inequalities among society. There are very few people who are exploiting the resources of economy and most of the proportion of GDP is possessed by them. This type of unequal distribution of income is generating poverty, unemployment etc.

GLOBALIZATION AS A BOON

1. The growth rate of GDP of India has been on the increase from 5.6% during 1980-1990 to 7% in the period of 1993-2001. In the last 15 years except 2/3 years, rate of GDP growth was more than 7%. It was 9.2% in 2006-2007, in 2016 GDP is growing at 7.4 percent shown by union budget 2016-17. At present india's economic growth slipped to 3.1 % in January to march quarter of **2019-2020** showing impact of **COVID-19 Pandemic**.

2. The foreign exchange reserves were \$39 billion (2000-01), \$107 billion (2003-04), \$145 billion (2005-06), and \$180 billion in 2007. According to reserve bank of India, India's foreign exchange reserves are \$351.83 billion as on 19 Feb, 2016; in march 13 2020 Foreign exchange Reserve fell to \$481.89 billion.
3. The cumulative FDI inflows from April 2000 to March 2020 were Rs 2,732,444.04cr. (\$470,118.99) The sectors attracting highest FDI inflows are service sector(banking, insurance, R&D,other).
4. In 2017 India's share was 52% in Global Sourcing market.
5. At nov 28 2019, With Dalal Street indices hovering at record levels, the share of Indian equities in global market capitalization in trending above its 10 year historical average.
6. As per the Forbes list 2015, India has 100 billionaires. There were only 40 billionaires in India as per Forbes 2007 list. The assets of these 100 billionaires are more than cumulative investment in the 91 public sector undertakings by the central government of India.

GLOBALIZATION AS A CURSE

1. India is home to the biggest number of child labourers in the world. The census found an increase in the child labourers from 11.28 million in 1991 to 12.59 million in 2001. M.V. foundation in Andhra Pradesh found nearly 40,000 lakh children toiling for 14-16 hours a day in cottonseed production across the country mostly girls between 7 and 14 years of age, of which 90% are employed in Andhra Pradesh. Poverty and lack of security are main causes of child labour. Post reform period has observed drastic increase in child labour because due to LPG policy the character of public sector was reduced. Therefore corporate are working for profit motive only not for social welfare.
2. Agriculture sector is the backbone of the Indian economy. Above 50% people are engaged in agriculture sector. This sector has been ignored by government in post reform period and share of agriculture has decelerated continuously. At the time of independence, agriculture was put up nearly half of the GDP but now its share is only 14% in total GDP of country. Cause for backwardness of agriculture is lack of public investment, indebtedness of farmers and presence of intermediaries between sellers (farmers) and buyers.
3. Job and social insecurity: globalization has created problems like job and social insecurity. P.S.U provides jobs alongwith social as well as job security and other benefits also. But in the modern time a person can get a job but neither he would get a neither secure job nor social security. Therefore, increasing insecurity in society is perpetuating other social evils like dowry system, crimes, unemployment etc
4. Poverty and unemployment: as per the Forbes list 2015, India's number of billionaires has crossed 100 and the wealth they possess is more than the investment in public sector undertakings by central government. This has led to broad range of inequalities of wealth among Indian. Some people are dying due to consumption of excessive food and such dying from starvation in our country. Consequently, Malnutrition, crimes and child labour, are on the rise. Still a large proportion of Indian citizen in India living below poverty line even India has been powerless to achieve millennium development goals in case of many indicators. Whether India's present generation is education but Indian youth is suffering from unemployment and they have to survive on subsistence wages. Seasonal, underemployment and structural unemployment are found in India.

COMPARISON WITH OTHER DEVELOPING COUNTRIES

Consider global trade- India's share of world merchandise exports increased from. 05% to. 07% over the past 20 years. Over the same period China's share has tripled to almost 4%. India's share of global trade is similar to that of the Philippines an economy 6 times smaller according to IMF estimates. Over the past decade FDI flows into India have averaged around 0.5% of GDP against 5% for china and 5.5% for Brazil. FDI inflows to china now exceed US \$ 50 billion annually. It is only US \$ 4 billion in the case of India.

Now India is in the process of restructuring her economy with hope of elevating herself from her present desolate position in the world. The need to boost Indian economy is more imperative and having witnessed the positive role of the foreign direct investment has played the rapid economic growth of the most of The South Asean countries and most notably china, India has embarked on an ambitious plan to emulate the successes of her neighbors to the east and is trying to sell herself as a safe and profitable destination for foreign direct investment. Present NDA government has tried to maintain status quo very well by allowing maximum FDI in different sectors as much as it may be possible. NDA's foreign policy has been commended all over the world but consequences of lead taken to increase FDI inflows in India are still on the waiting list.

POLICY IMPLICATIONS/SUGGESTIONS

1. In the case of agriculture, if the FDI is allowed 100% in multi-brand retail sector, then farmers can get remunerative prices for their crop. Farmers are getting meager prices for their produce due to many types of intermediaries between sellers (farmers) and buyers.
2. UNCTAD had underlined the heavy amount of losses to the exchequer of developing countries (\$100 billion a year) due to the routing of FDI through tax havens therefore early implementation of GAAR (General anti avoidance rule) is required which has been slow down by present government. Policy generator need to take cognizance of the fact that it is home investment which has provided an overwhelmingly heavy share of india's capital formation should not be neglected because of foreign phobia.
3. To attract investors from different countries infrastructure, Social as well as physical should be improved. Social infrastructure includes education and health on the other hand physical infrastructure includes transportation, energy, banking services etc. A good and efficient infrastructure can play a vital role in the augmentation of globalization process.
4. The government has already set the ball rolling. It has relaxed FDI norms to encourage both domestic and foreign companies to manufacture in India sell their products abroad.
5. Indian citizen has poor skill or they don't have skills at all. The Indian employers/owners have been struggling with acute shortage of skilled manpower despite India having the largest pool of young population in the world. Reason: Lack of required expertise for specific jobs. As per the labour bureau report 2014, the current size of India's formally skilled workforce is only 2%. This apart there is also beat of employability of large sections of the conventionally educated youth. The education system of India has been churning out brilliant minds but lacking in the skills sets required for specific jobs. Therefore, there is need for appropriate and adequate skill development and training which can convert this force into the largest source of technically skilled manpower. The skill India mission launched by government is pertinent initiative to provide solution to the problem. Only a job ready and skilled workforce can reap the benefits of foreign direct investment.

CONCLUDING REMARKS

Globalization has its own negative as well as positive effect in modern time. Our policy implications have been against common man. It is the government which can reap the benefits from globalization if it prepares and implement pro-people policies to attract foreign direct investment. There is illustration of many developed as well as developing economy such as south ASEAN countries like china, who have yielded a lot from globalization by trading all over the world. Our policies are influenced by big corporates and elites it is proved by the increasing number of billionaires in India as per Forbes list. Even our elections are financed by corporates so it is obviously that government policies are effected by corporates to fulfill their own personal need/desire. It is the policies of china and Russia who have well used the foreign direct investment to elevate masses above the poverty line. Such policies and attitude should be adopted by India towards globalization. Only pro- poor policies and workforce ready for jobs will be beneficial for government who believes the theory trickle-down effect. Hitherto that trickle-down effect has not been seen by Indian people. Indians are still waiting for good days.

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Influence of Attitude Towards English as a Global Language on Interest in English of Higher Secondary School Students of Kerala

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ABSTRACT

The present study attempted to find out the extent of interest in English of higher secondary school students and the relationship between attitude towards English as a global language and interest in English of higher secondary school students of Kerala. The normative survey method was used for the study. The sample for the study consisted of 1160 higher secondary school students from various parts of Kerala. An English language interest inventory and a Scale of attitude towards English as a global language, both prepared and standardised by the investigator were the tools used for data collection. In addition to percentage analysis, Pearson's product moment coefficient of correlation was also used for statistical analysis of the data.

The study found that majority of the higher secondary school students in Kerala does not possess adequate interest in English. A significant and positive relationship was found between attitude towards English as a global language and interest in English. Creating awareness in students on the importance of English proficiency in acquiring the skills for a rewarding career, revamp of curriculum by giving due importance to proficiency in English are some of the suggestions put forward. Students should be made aware of the importance of recognising English as a global language which will create interest in English. In this globalised scenario, success in academic pursuits and later career of persons coming from plurilingual environments much depend on mastery of English language.

Keywords: Interest in English, Attitude towards English as a Global Language, Higher Secondary School Students.

BACKGROUND OF THE STUDY

English has the preeminent claim to be the medium of international communication, as it has attained the stature of a world language. English is now referred to as a transnational language serving global needs. While almost 90% of the world's 6500 languages are currently threatened, English triumphs ahead as corporate 'lingua franca' across the globe with 2 billion speakers. At present, this language is not merely a useful additional skill; rather it has become a necessary qualification. It is no longer just a library language, but a language of opportunities. Over three quarters of the people around the world write their mails in English and an almost equal proportion of scientists around the world read in English and 80% of the world's electronically stored information is in English. As a result, there is a world-wide interest evinced in the propagation, study and promotion of English as a powerful tool for communicative competence and social change.

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INTEREST IN ENGLISH

Interest has an established relationship with positive academic outcomes (Silvia, 2008). Development of interest, attitude and appreciation catering to the Affective domain are counted among the common instructional objectives in teaching and learning of English. At the interest level, it is expected that the learner develops interest in studying English and in dealing with the various aspects and activities related to the language. Interest in English of students can be recognized from their desire to express and communicate in the language and in their attraction towards literature related to English. Attempt to write creatively in the language and their inclination to spend leisure time in various activities related to English is also indicators of interest in English.

Interest is the motivating force that propels one to activity. Interest can unfold in progressive phases from a triggered situational interest to a well developed individual interest (Hidi and Renninger, 2006). When interest is aroused in studies, games, literature or language, the students will spare no efforts to attain the targeted goals of interest. Attention is the effect of interest. Interest can lead to enriching learning experiences and can exert positive influences on attitudes, aptitudes and other personality traits of the persons. Along with the acquisition of knowledge and development of skills, one of the important objectives of teaching any subject is to develop in students an abiding interest in that subject. Acquisition of knowledge of English and proficiency in the language skills will be complete only when students continue their language pursuits with interest. Interests serve as important determiners of future activities and academic involvements. The personal wants, desires and goals and also the aptitudes and talents of pupils are reflected in their interests. Interest is bound to improve achievement and higher achievement in turn triggers interest.

ATTITUDE TOWARDS ENGLISH AS A GLOBAL LANGUAGE

Attitude towards English can influence interest in English. When one's attitude toward English stands positively elevated considering the global benefits and advantages associated with this language, his interest in English is more likely to be articulated. All may know the importance of English but all need not be positively inclined to accept it as a global language. Here the attitudinal measurement was carried out to examine the influence of the students' attitude towards English language as Global Language on Interest in English.

A language acquires the status of a global language when it is used by other countries as a second language where it is not a mother tongue. English has acquired the status of a global language as it is widely taught as a second/foreign language in more than 100 countries such as China, Russia, Germany and India. Countries like India have acknowledged the status of English in its Constitution. Even former French colonies like Algeria have replaced French with English as the chief foreign language in schools (Crystal, 1997). As English is counted among the most 10 spoken languages in the world, it is assumed that English would continue to dominate the world stage for the foreseeable future (Lane, 2019). On the contrary, it is also predicted by linguist like Nicholas Oster that English would soon die out as the world's most dominant language through the introduction of 'Machine translation' for communication by the people via hand-held devices (Kaisa, 2020).

English is spoken by over 2 billion people in the world which is the largest language with respect to number of speakers (Crystal, 2004). Proficiency in English makes an individual capable of establishing himself anywhere in the world. Even though an individual possess higher level of academic qualifications which can make him eligible for a particular profession, without proficiency in English it is difficult to present him/her as a suitable candidate for that profession in the job market.

Proficiency in English is considered as an essential qualification in many countries for higher studies and working. Most of the developed countries such as the USA, the UK, Canada and Australia will only accept students or job migrants who have a higher score in the International Language Testing System (IELTS), which is a common test for students and aspirants from other countries.

People who have sufficient knowledge of English can guide a community in finding out better career prospects around the world as they have the ability update information on the recent developments in any field especially in the field of science and technology. Thus, proficiency in English can facilitate as a community development tool.

From the above-mentioned grounds, it is seen that a favourable attitude towards English as a global language is essential for a student at higher secondary level for creating interest in English. Knowing that proficiency in English makes one a global citizen sensitizes an individual on the importance of acquiring mastery of English language. Thus, attitude of an individual towards English as a global language has direct influence in enhancing interest in English.

OBJECTIVES OF THE STUDY

1. To assess the extent of interest in English of higher secondary school students of Kerala.
2. To assess the influence of Attitude towards English as a global language on Interest in English of higher secondary school students.

METHODOLOGY

Normative Survey method was adopted for collecting data for the study. The sample selected for the study consisted of 1160 higher secondary students from Kerala. Due representation was given to gender and locale of the students. The tools used for the study were (1) English language interest inventory and (2) Scale of attitude towards English as a global language, both prepared and standardised by the investigator.

ANALYSIS OF DATA

The data collected through the English language interest inventory and scale of attitude towards English as a global language was analysed and the details given below.

Extent of interest in english of higher secondary school students of kerala

The extent of interest in English of higher secondary school students was analysed using an English Interest Inventory. Based on their responses, the students were classified as three groups, viz., High English interest group, Average English interest group and Low English interest group. The details of the analysis are given in Table 1.

Table 1: Extent of Interest in English of Higher Secondary Schools

Extent of Interest in English	No. & %
High level of Interest in English (Above $M + \sigma$)	396 (34.14%)
Average level of Interest in English (Between $M + \sigma$ and $M - \sigma$)	303 (26.12%)
Low level of Interest in English (Below $M - \sigma$)	461 (39.74%)
Total	1160 (100%)

Table 1 shows that the interest in English of higher secondary school students of Kerala is not adequate. Only 34.14% of students have high level of interest in English. The group which have average interest in English is 26.12% and those who have low interest in English are 39.74%. This shows that majority of the students (65.86%) do not have adequate interest in English (26.12 (Average) + 39.74% (Low)).

Relationship between interest in english and attitude towards english as a global language for the total sample and subsamples

The relationship between Interest in English and attitude towards English as a global was found out using the Pearson's product moment method and the coefficients of correlation were obtained. The details are given in Table 2.

Table 2: Relationship between Interest in English and Attitude towards English as a Global Language

Groups	N	r	SEr	Confidence Interval	
				0.05 level	0.01 level
Total sample	1160	0.299**	0.027	0.351 to 0.247	0.368 to 0.230
Male	570	0.324**	0.037	0.397 to 0.251	0.421 to 0.227
Female	590	0.271**	0.038	0.346 to 0.196	0.369 to 0.173
Rural	545	0.308**	0.039	0.384 to 0.232	0.408 to 0.208
Urban	615	0.268**	0.037	0.341 to 0.195	0.365 to 0.171

The coefficient of correlation obtained between Interest in English and Attitude towards English as a Global Language is positive and significant for the total sample and all the subsamples. This shows that there is a positive and significant relationship between Interest in English and Attitude towards English as a Global Language. That is, an increase in Attitude towards English as a Global Language will be followed by an increase in Interest in English.

MAJOR FINDINGS

1. When the higher secondary school students were categorised into three groups as high, average and low based on their interest in English, it was found that only 34.14% of students have high level of interest in English. It was also found that 26.12% have average interest in English and 39.74% have low interest in English. This shows that majority of the students (65.86%) do not have adequate interest in English (Average- 26.12%; Low – 39.74%).
2. The relationship between Interest in English and Attitude towards English as a Global Language is positive and significant for the total sample and all the subsamples as the obtained 'r' values are positive and significant. This means that an increase in Attitude towards English as a Global Language will be followed by an increase in Interest in English.

CONCLUSION

The study revealed that majority of the higher secondary school students does not have adequate interest in English. The relationship between interest in English and attitude towards

English is positive and significant for the total sample of students, male and female students, and urban and rural school students.

RECOMMENDATIONS

From the study, it was found that the interest in English of majority of the higher secondary students under study is not adequate. Better planning and implementation from the part of the authorities concerned is needed in order to infuse adequate interest in English in higher secondary students. Teachers should give sufficient awareness to students on the inevitable position of English proficiency in acquiring the skills required for obtaining rewarding career opportunities. Students should be made aware of the immense possibilities that can be brought by proficiency in English which will create a spontaneous interest in English in higher secondary school students. For this to happen, a thorough revamp of the curriculum recognising the importance of proficiency in English as a potent weapon in acquiring mastery of subject matter and success in life is essential.

Attitude towards English as a global language was found to be highly influencing the interest in English of higher secondary students. It will become increasingly difficult to find out better higher studies and career opportunities unless one is proficient in English. Curriculum constructors and educational practitioners should inculcate the proper attitude towards English as a global language in students from an early stage itself.

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धर्म एवं गाँधीजी

ज्ञानवती वर्मा* और डॉ. अलका तिवारी**

साधारणतया धर्म का अर्थ हिन्दू, इस्लाम, जोरोस्ट्रियन, बौद्ध आदि ऐतिहासिक धर्मों से समझा जाता है। धर्म-दर्शन इन धर्मों का ऐतिहासिक विवेचन मात्र नहीं है, बल्कि तथ्यों का धार्मिक विश्लेषण भी है। सभी ऐतिहासिक धर्मों का कुछ-न-कुछ आधार होते हैं, उनकी मान्यताएँ होती हैं। धर्म-दर्शन ऐतिहासिक धर्मों का व्यवहार तथा आधारों का मूल्यांकन करता है। धर्म-दर्शन में संबंधित विभिन्न तथ्यों के संकलन द्वारा धर्मों का मूल्यांकन होता है। धार्मिक तथ्यों के विश्लेषण सामान्य सिद्धांतों की खोज करना धर्म-दर्शन का मुख्य उद्देश्य है। धर्म-दर्शन का उद्भव पश्चिम में हुआ। पश्चिम में धर्म और दर्शन दो पृथक शास्त्र माने गये हैं। किन्तु भारत में दोनों को एक दूसरे से पृथक नहीं माना गया है। इसलिए भारतीय दर्शन को धर्म-दर्शन या सिर्फ दर्शन कहा जाता है।

भारतीय अर्थ में धर्मशास्त्र मानव की नैतिक क्रिया-कलापों का विवेचन है जबकि पश्चिम में धर्म-दर्शन सैद्धांतिक पहलुओं पर अधिक बल देता है। गौरतलब हो कि धर्म-दर्शन का इतिहास 1755 ई. में प्रारम्भ होता है जब ह्यूम की पुस्तक 'नेचुरल हिस्ट्री ऑफ रिलीजन' का प्रकाशन हुआ। धर्म-दर्शन का विषय अति व्यापक है, जिसमें सभी प्रकार के धर्म, उनके विश्वास तथा मान्यताएँ सम्मिलित हैं। सभी प्रकार की धार्मिक अनुभूतियाँ तथा आचरण भी धर्म-दर्शन के विषय हैं। गाँधीजी का उद्देश्य समाज के किसी विशेष अंग का पुनर्गठन न होकर मानव समाज के समस्त अस्तित्व का पुनर्निर्माण था। अन्य सामाजिक क्रांतिकारी चिन्तकों की भांति जीवन की समस्याओं के प्रति उनका भी एक विशिष्ट उपागम था, जो असंदिग्ध रूप से मुख्यतः हिन्दुत्व पर आधारित था, जिसके विषय में उनकी भावनाओं को व्यक्त करने में वे उसी प्रकार असमर्थ थे जिस प्रकार अपनी पत्नी के विषय में, और जैसा उन्होंने स्वयं कहा है: "उत्साह से वशीभूत होकर हिन्दुत्व के किसी आवश्यक तत्त्व का परित्याग उन्होंने कभी भी नहीं किया, तथापि वे ऐसे किसी सिद्धांतों या उपदेश को कभी स्वीकार नहीं कर सके 'जो नैतिक बोध के प्रतिकूल' था।"

गाँधीजी ने उसी पर विश्वास किया जो उनके विवेक को संतुष्ट कर सका और जो उनकी अंतरात्मा के निर्देश के अनुकूल था। यद्यपि उन्होंने विनम्रतावश असंख्य बार किसी सिद्धांत के प्रवर्तक या किसी पंथ के प्रतिष्ठा होने का प्रत्याख्यान किया है, तथापि उनके सिद्धांतों में संश्लिष्टता है। प्रसिद्ध गाँधीवादी विद्वान आचार्य कृपलानी ने गाँधी सिद्धांत की विवृत्ती एवं व्याख्या करते हुए कहा है: "उनकी योजनाओं और परिकल्पनाओं में व्याप्त संश्लिष्टता गाँधी कार्यक्रम को और समग्र बनाती है। यह अपने विशिष्ट सिद्धांत के साथ ही अपने पूर्णांग दर्शन का रूप धारण करता है।" 2 निःसंदेह इसे 'बृहत्तर अर्थ में' ही दर्शन कहा जा सकता है और इसी पर विश्व के निमित्त उनका संदेश आधारित है।

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गाँधीजी की धर्म संबंधी अवधारणा

गाँधीजी अपने को हिन्दू धर्म से प्रारंभ करते हैं एवं उन्होंने अनुभव या तर्क के स्वतंत्र परिपेक्ष्य से समस्याओं के समाधान या उत्तर प्रदान करने की चेष्टा की। है।³ वस्तुतः उनका उद्देश्य वास्तविकताओं का तर्कसंगत विश्लेषण करना नहीं बल्कि उसकी उपलब्धि करना था। यद्यपि भगवद्गीता में प्रतिपादित असत् से विरक्त रहने की नीति शास्त्रीय परिपूर्णता, मीमांसा द्वारा समर्थित सामाजिक नियंत्रण तथा शंकर द्वारा प्रतिपादित अभेद की भावना का सार-संकलन गाँधी दर्शन में किया गया है।⁴ तथापि वास्तविकता के संबंध में उनकी पक्की धारणा वैष्णव धर्म ग्रंथों के अनुरूप ही बनी थी। गौरतलब हो कि गाँधीजी ने हिन्दू धर्म-ग्रंथों को समग्र रूप से नहीं स्वीकार किया था। जो अयुक्तियुक्त एवं अनैतिक था, उससे वे सदा विमुख रहे। वेद, उपनिषद, गीता एवं पुराण को वहीं तक उन्होंने स्वीकार्य किया जहाँ तक वे उनके विवेक को गाह्य थे।⁵ साथ ही वह हिन्दू धर्म को एकमात्र धर्म नहीं मानते थे और यह बात अत्यंत महत्त्वपूर्ण है। उनका कथन है:

“मैं एक मात्र वेदों के दिव्यता पर विश्वास नहीं करता हूँ। मेरा विश्वास है कि बाइबिल, कुरान एवं जेन्दावेस्ता भी उतने ही ईश्वर-प्रेरित ग्रंथ हैं जितने की वेद।⁶ उनके लिए ‘सभी धर्म एक ही लक्ष्य तक पहुँचाने वाले भिन्न-भिन्न मार्ग हैं।’⁷ उनका यह भी कहना है: ‘सभी धर्म समान नैतिक नियमों पर आधारित हैं। मेरा नैतिक धर्म उन नियमों से बना है जिनसे सारे संसार के मानव आवद्ध हैं।’⁸

गाँधीजी के जीवन-दर्शन पर निम्न पुस्तकों का प्रभाव दिखाई पड़ता है -

- भगवद्गीता.
- तुलसी-रामायण.
- ईशोपनिषद.
- इतर उपनिषद.
- रामायण और महाभारत का अनुवाद.
- गुजराती और अन्य संतों का भजन.
- रामचन्द्र के ग्रंथ.
- रविबाबू के कुछ गीत और लेख.
- बाइबिल.
- टल्सटाय के ग्रंथ: खास करके दि किंगडम ऑफ गॉड इज विदिन यू, क्रिश्चियन टीचिंग, वाट इज आर्ट, इवान दी फूल, वाट शैल वी डू देन, टाल्सटाय एज ए टीचर.
- थोरो के निबंध-आन दि ड्यूटी ऑफ सिविल डिसेओबिडियन्स, कैप्टेन जॉन ब्राउन वाल्डेन.
- एडवर्ड कारपेंटर: सिविलाइजेशन-इट्स कॉज एण्ड क्योर.
- रस्किन: अन टू दिस लास्ट, सीसेम एण्ड लिलीज.
- हनरी ड्रेमंड: दि ग्रेटेस्ट थिंग एवर नोन.
- ऐथिकल रिलीजन.

- ट्रायल एंड डेथ ऑफ सॉक्रेटटीज.
- एल. डिकिन्स: लेटर्स ऑफ जॉन चाइनामैन.
- विलियम आर. थर्स्टन: थर्स्टन फिलासफी ऑफ मैरेज। 'सेल्फ रेस्ट्रेंट वर्सेस सेल्फ इंडल्जेन्से' में गाँधीजी ने 'स्टार्टलिंग कांक्लूजन्स' शीर्षक में दिया है।

धर्म को एक निश्चित मर्यादा में बांध कर नहीं रखा जा सकता। विवेकानंद की तरह महात्मा गाँधी ने धर्म को सरल रूप से सर्वसाधारण के सामने रखने की चेष्टा की। उनकी प्रवृत्तियों का मूल स्रोत धर्म है। राजनैतिक, सामाजिक आर्थिक जीवन में भी महात्मा गाँधी ने धर्म का प्रयोग किया है धर्म के साथ बाह्य तत्त्व और मनुष्य के स्वार्थ मिलकर धर्म के सच्चे अर्थ को प्रभावित करता है। गाँधीजी ने धर्म के बाह्य आडंबर को परित्याग कर उसके सार तत्त्व को समझने पर बल दिया। वे धर्म के कुलषित रूप एवं उससे समाज की हानि के प्रति काफी सजग थे। इस कारण गाँधीजी ने धर्म का आधार नैतिकता को माना। उनका विचार है कि जो धर्म नैतिकता से विरक्त और व्यावहारिकता से परे है, उसे धर्म की उपाधि नहीं दी जा सकती। धार्मिक मनुष्य के प्रत्येक काम का स्रोत उसका धर्म होता है। धर्म का अर्थ ईश्वर के साथ बंधन है धर्म परमसत्ता का अनुभव है। यही कारण भी है कि गाँधी दर्शन का केंद्र बिन्दु धर्म-विचार है।

गाँधीजी ने स्पष्ट रूप से कहा: "मनुष्य बिना धर्म का ठीक वैसा है जैसा पेड़ बिना जड़ काय अतः धर्म रूपी आधार पर ही जीवन रूपी भव्य इमारत खड़ी की जा सकती है।" 9 इसलिए उन्होंने कहा कि "मनुष्य धर्म के बिना नहीं रह सकता। कुछ नास्तिकतवादी यह कहते हैं कि उन्हें धर्म से कोई संबंध नहीं। इस पर गाँधीजी का कहना था कि यह ठीक उसी प्रकार की बात हुई जैसे मनुष्य यह कहे कि वह साँस तो लेते हैं, किन्तु उसके नाक नहीं है। बुद्धि से, सहज ज्ञान से या अंधविश्वास से मनुष्य ईश्वर के साथ कुछ-न-कुछ संबंध मानता है। कट्टर-से-कट्टर अज्ञेयवादी या नास्तिक भी किसी नैतिक सिद्धांत की आवश्यकता अवश्य स्वीकार करता है। वह उसके पालन में कुछ-न-कुछ भलाई और उल्लंघन में कुछ-न-कुछ बुराई समझता है।" 10

गाँधीजी के अनुसार धर्म क्या नहीं है? इस सदर्भ में वह कहते हैं, 'धर्म से मेरा अभिप्राय औपचारिक धर्म या रुढ़िगत धर्म नहीं है। 11 धर्म का अर्थ सम्प्रदायवाद नहीं है। 12 धर्म केवल नमाज पढ़ना या मंदिर जाना नहीं है। 13 धर्म से मेरा मतलब हिन्दू धर्म से नहीं है। 14 धर्म वह नहीं है जो दिमाग से ग्रहण किया जाता है। 15 धर्म से मेरा मतलब किसी तरह के नियम के अनुसार चलने वाले धर्म से है। धर्म कोई ऐसा वस्तु नहीं है जो मनुष्य के क्रिया-कलापों से परे हो। 16 सब धर्मों के अध्ययन के पश्चात जो ग्रहण किया जाये वह भी धर्म नहीं है। 17 जो धर्म व्यवहारिक बातों पर ध्यान नहीं देता और उन्हें हल करने में मदद नहीं करता, वह धर्म नहीं है। 18 धर्म का अर्थ गाँधीजी की -ष्टि में मत विशेष के प्रति आग्रह अथवा शास्त्रोक्त पूँजी उपासना के व्यवहार तक ही सीमित रहने वाला नहीं है।

गाँधीजी के लिए धर्म सिद्धांतों या रुढ़िवादिताओं तथा कर्मकाण्ड, पूजापाठ या बाह्य आडंबर नहीं है। न तो कोई मंदिर, न तो कोई पुस्तक, न कोई प्रतिमा ही धर्म है। धर्म कोई बौद्धिक विकास नहीं है। गाँधीजी के लिए धर्म माला जपना या बार-बार राम जपना भी नहीं है। धर्म मात्र वेद, उपनिषद, गीता एवं धर्म ग्रंथों का अध्ययन नहीं है। धर्म का यह मतलब नहीं कि सिर्फ परमार्थ की ओर अग्रसर हो और जगत को मिथ्या करार दें। गाँधीजी के लिए धर्म अनुभव है। नेहरु ने गाँधीजी के धर्म संबंधी विचारों को स्पष्ट करते हुए कहा

कि—'गाँधी का धर्म किसी सिद्धांत, रीति या संस्कार से संबंधित नहीं है।'19 धर्म का अभिप्राय विश्व से अलग होना नहीं है। उनके के लिए धर्म का अर्थ 'आत्मानुभूति या आत्म ज्ञान है।21 आत्मा का ज्ञान होना और ईश्वर का ज्ञान होना ही धर्म का अर्थ है।20 धर्म का अर्थ ईश्वर के साथ बंधना है। कहने का मतलब है कि ईश्वर हमारी हर साँस का नियंत्रण करता है।22 धर्म आत्मा के विज्ञान के बारे में बताता है। तुमको मेरे जीवन पर निगाह रखना चाहिए, कैसे मैं रहता हूँ, बैठता हूँ, बात करता हूँ, व्यवहार करता हूँ इन सब का योग जो मुझमें है वही धर्म है।'

इस प्रकार कहा जा सकता है कि गाँधीजी का धर्म आत्मा तथा ईश्वर का विज्ञान है। उनका धर्म स्वतंत्रता का समर्थक है एवं अनियंत्रणवाद का विरोधी है। गाँधीजी के लिए धर्म से आशय है—'मानव का इसके रचयिता के साथ समीकरण स्थापित करना परमात्मा को पहचानना, अनुभव करना, ईश्वर का साक्षात्कार करना। धर्म मानव को एक दूसरे से पृथक नहीं करता, यह मानव का मानव के साथ प्रेम भावना को जाग्रत करता है। उनके लिए धर्म वह रीति नियम है, जो विश्व को संचालित एवं धारण करता है। यह रीति या नियम ईश्वर है। ईश्वर और ईश्वरीय नियम में तादात्म्य है। ईश्वर और उसका नियम एक ही है। धर्म बौद्धिक युक्तियों की पहुँच के परे है। धर्म भावना की चीज है। भावना का अर्थ भावावेश या संवेग मात्र नहीं हैं, बल्कि उदात्त भावना से है। कोई ऐसा धर्म नहीं है जो मानवीय क्रियाओं से भिन्न एवं पृथक हो। धर्म तो मनुष्य के सर्वांग जीवन की क्रियाओं से संबंधित है। उसका असर प्रार्थना, राजनैतिक, आध्यात्मिक तथा राजकीय सभी कार्यों में देखने को मिलता है, मनुष्य के पूर्ण व्यक्तित्व का संबंध धर्म से है। गाँधीजी के लिए धर्म का अर्थ है — सत्य, प्रेम और न्याय के मूल्यों में अडिग और अगाध श्रद्धा तथा उन्हें इसी दुनिया में प्राप्त करने का सत्प्रयत्न।'

गाँधीजी का मानना है कि धर्म को समझने के लिए ऊँची शिक्षा प्राप्त करना या बड़े-बड़े धर्म ग्रंथों का अध्ययन करना अनिवार्य नहीं है। जिस समय जैसा हृदय कहे, वही उस समय का धर्म है। धर्म बुद्धिगम्य वस्तु नहीं हैय हृदयगम्य है। इसलिए धर्म मूर्ख लोगों के लिए भी है। गाँधीजी ने लिखा है कि "धर्म वस्तुतः बुद्धिगाह्य नहीं, हृदय गाह्य है। वह हम से अलग कोई चीज नहीं, परन्तु वह ऐसी वस्तु है, जिसे हमें अंदर से विकसित करना है। वह सदा हमारे अन्तर में ही है। कुछ लोगों को उसका भान है, दूसरे कुछ को उसका जरा भी भान नहीं, लेकिन वह तत्त्व उनमें भी है— धर्म एक व्यक्तिगत संग्रह है। उसे मनुष्य स्वयं ही रख सकता है और स्वयं ही खोता है। समुदाय में ही जिसकी रक्षा कर सके वह धर्म नहीं मत है।' उन्होंने धर्म को अन्तर्मुख विकास का रूप माना इसलिए धर्म को बुद्धि और तर्क का विषय नहीं, बल्कि हृदय का, अनुभव का विषय माना। धर्म अपने से अलग कोई बाहरी चीज नहीं, भीतर की चीज है और ऐसा कहकर गाँधीजी ने धर्म को आत्मतत्त्व का अंश कहा। इस प्रकार जिन नियमों एवं सिद्धांतों से सदाचार का विकास हो, सात्विक प्रवृत्तियाँ जाग्रत हों, काम, क्रोध, मोह, लोभ आदि का नाश हो, उन्हें गाँधीजी ने धर्म माना। मनुष्य के अंदर जो सत्य चिरकाल से छिपा है, उसे दिन-वदिन प्रत्यक्ष और स्पष्ट करने वाली ज्योति धर्म है। जिन नियमों पर चलने से तथा जिन आचार-विचारों का पालन करने से व्यक्ति इस ईश्वर तक पहुँच जाता है, उनकी साधना को ही गाँधीजी धर्म कहते हैं। ऐसा सत्य बुद्धि या तर्क का विषय नहीं है, इसलिए गाँधीजी के विचार से धर्म व्यक्ति और परमात्मा के बीच व्यक्तिगत साधन है। देखा जाए तो यहाँ पर गाँधीजी का विचार व्हाइटहेड के इस कथन

से मेल खाता है कि धर्म मनुष्य की एकान्तावस्था की क्रिया है, क्योंकि दोनों ने धर्म को व्यक्तिगत साधना के अर्थ में समझा है। अर्थात् धर्म वह प्रकाश है जो व्यक्तिगत है, व्यक्ति के अंदर है और जिसे समझ कर चलने से वह हमें जीवन के अंतिम लक्ष्य तक पहुँचाता है।

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Globalisation and Its Effects on Indian Economy

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ABSTRACT

Globalisation is the new essence that has come to dictate the world since the nineties of the last century. The limitations of the national with increased self-confidence on the market economy and transformed faith in the private capital and resources, a process of structural adjustment encouraged by the studies and influences of the World Bank and other International organisations have started in many of the developing countries. Globalisation has fetched in new openings to developing countries. The higher computation and access to developed country markets and technology allocate offer potential improved productivity and higher living standard. The Indian economy was well-organized by the barriers to trade and investment liberalisation of trade up to the nineties. The development of globalisation of, investment and financial flows originated in the nineties has increasingly depressed the barriers to competition and accelerated the pace of globalisation. Therefore this paper studies the economic performance of the Indian economy with the impact of globalisation with several factors of the Indian economy are measured for the study. Globalization as a process is as old as the civilization itself but gained lot of prominence only during the last two decades. It has major impact on the administrative systems of all the countries in the world especially the developing nations. India also became a part of the process when we opened up our economy to the rest of the world in 1991.

Keywords: India, Globalization, liberalization, privatization, economy, foreign trade.

INTRODUCTION OF GLOBALISATION

Globalisation and its Meaning Broadly speaking, societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross border integration can have several dimensions cultural, social, political and economic. In fact, some people fear cultural and social integration even more than economic integration. Limiting ourselves to economic integration, one can see this happen through the three channels other than the important channel through movement of people.

TYPES OF INDIAN MARKET

1. **Free Markets** - Usually free markets are operational under the 'laissez-faire' conditions - where there is no government intervention. A free market may get distorted if there exists a monopolistic situation (seller controlling major portion of the supply) or a monopolistic situation (a buyer having power on majority of the demand). In case of these distortions, the government or business bodies make an entry to ensure that the free markets operate smoothly.
2. **Currency Markets** - Currency markets are among the largest traded markets in the globe, on a continual basis. Money flows are continuous around the globe - governments, banks,

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investors and consumers - all of them are involved in buying and selling currency round the clock.. That is the velocity of money is huge with so many constantly changing hands.

3. **Stock Markets** - Stock markets seem to be the backbone of any economy - and of late they have become the most complex structure allowing investors the scope of buying and selling shares in multitude companies. Majority of the Indian stock markets are operating on an electronic network, with a physical location being maintained for buyers separately. This is the place where the parties involved can interact with each other directly.

RESEARCH METHODOLOGY

The present study will be based on secondary data. Data and information will be obtained from published papers, books, periodical, journals, internet websites and official sources like RBI Annual report, Monthly statistics of Foreign Trade of India- DGCI &S, Govt of India, Center for Monitoring Indian Economy (CMIE) and National statistics of China, China's statistical year book. The base period of proposed study will be limited to ten years before globalization (1981-1990), after globalization (1991-2000, 2001-2010). Important and relevant statistical tools will be used to analyze the data.

MAJOR STEPS TOWARDS GLOBALIZATION

Indian economy was in deep crisis in July 1991, when foreign currency reserves had plummeted to almost \$1 billion; Inflation had roared to an annual rate of 17 percent; fiscal deficit was very high and had become unsustainable; foreign investors and NRIs had lost confidence in Indian Economy. Capital was flying out of the country and we were close to defaulting on loans. Along with these bottlenecks at home, many unforeseeable changes swept the economies of nations in Western and Eastern Europe, South East Asia, Latin America and elsewhere, around the same time. These were the economic compulsions at home and abroad that called for a complete overhauling of our economic policies and programs. Major measures initiated as a part of the liberalization and globalization strategy in the early nineties included the following: 1. Devaluation: To solve the balance of payment problem Indian currency were devaluated by 18 to 19%. 2. Disinvestment: To make the LPG model smooth money of the public sectors were sold to the private sector. 3. Allowing (FDI): FDI was allowed in a wide range sectors such as Insurance (26%) etc. 4. NRI Scheme: The facilities which were available to foreign investors were also given to NRI's. 5. Throwing open industries reserved for the public sector to private participation. Now there are only three industries reserved for the public sector. 6. Abolition of the (MRTP) Act, which necessitated prior approval for capacity expansion. 7. Wide-ranging financial sector reforms in the banking, capital markets, and insurance sectors, including the deregulation of interest rates, strong regulation and supervisory systems, and the introduction of foreign/private sector competition. The series of reforms undertaken with respect to industrial sector, trade as well as financial sector aimed at making the economy more efficient.

The Policy Changes Undertaken after 1991 The TINA factor the reality faced by Indian govt in 1991 reality of India's foreign exchange reserves in a state of near bankruptcy the Rao government, while making a proposed request for a loan of US\$ 2.26 billion from the IMF, succumbed to the World Bank-IMF prescription in embarking on the so-called stabilisation and structural adjustment programmes. Because the World Bank already had a ready-made report on India 'Strategy for Trade Reform', the government, with the initiatives taken by the then Finance Minister, Manmohan Singh, was able to hastily introduce the New Economic Policy (NEP) in early July 1991. The NEP can be divided into two parts: the stabilisation programmes and the structural adjustment and reform programmes. While the former part basically aims at reducing macroeconomic imbalances (such as fiscal and current account deficits) by restraining aggregate demand, the latter essentially aims

at increasing growth, by eliminating supply bottlenecks that hinder competitiveness, efficiency and dynamism to the economic system. Over the past decade of comprehensive liberalisation, the Indian economy has undergone substantial changes. Almost all areas of the economy have been gradually opened to both domestic and foreign private investment, import licensing restrictions on intermediates and capital goods have been almost eliminated, tariffs have been significantly reduced, and full convertibility of foreign exchange earnings has been established for current account transactions. Financial markets have been liberalised to a greater extent, international standards of regulation have been introduced in the financial sector and decontrol of the banking system continued during 1996-97. As a result of the general election in April 1996, the Congress government of Narasimha Rao had been replaced by non-Congress governments, but reforms process went on, although its pace had slowed down. One significant policy adopted in June 1997 by the government of I.K. Gujral was that of the liberalisation of outward investment flow, convertibility. Hence, the Indian corporate were permitted to invest in an overseas joint venture up to 50 per cent of their resources raised through equity issues abroad. 50 After the government of I K Gujaral, Hindu nationalist Bharatiya Janata Party (BJP) was voted to power on 19 March, 1998, economic reforms continued. Some of the major steps taken include de-licensing of sugar, coal, mineral oils, etc; shifting of 340 items of import from the restricted Open General List (OGL) to the special import licence list; passage of two Bills in December, 1999 an industry friendly Foreign Exchange Management (FEMA) Bill to replace Foreign Exchange Regulation Act (FERA), and the Insurance Regulatory and Development Authority (IRDA) Bill to open the Indian insurance sector to both foreign and private domestic players; and widening of foreign direct investment (FDI) automatic route in February, 2000; etc. The EXIM Policy announced in March 2001 has completed the process of removal of Quantitative Restrictions (QRs) on Balance-of-Payment (BOP) grounds by dismantling restrictions on the remaining 715 items. It is to be noted that this policy has, however, put in place necessary mechanisms to provide a level playing field to domestic vis-à-vis imports. Following the enactment of the IRDA Act in 1999, the IRDA was set up on April 19, 2000 to protect the interest of the insurance policy holders, and to regulate, promote and ensure orderly growth of the insurance industry. Ten life insurance companies and six general insurance companies have been granted certificate of registration, out of which 12 companies have already commenced business. Recently, a host of measures have also been undertaken for further liberalising the FDI regime. For examples, FDI up to 49% from all sources are now permitted in the private banking sector; 100% FDI permitted for B to B e-commerce, courier services, oil refining, hotel and tourism sector, drugs and pharmaceuticals, Mass Rapid Transport Systems including associated commercial development of real estate; the defence industry has been allowed to open up to 100% private sector participation by Indian companies with FDI permitted up to 26%, both subject to licensing; international financial institutions have been allowed to invest in domestic companies through the automatic route, subject to SEBI/RBI guidelines and sector specific caps on FDI; etc. The State owned public sector enterprises (PSEs), initially instituted to enable the economy to achieve 'commanding heights, ' have also gone through the process of structural reforms under the recent liberalisation programmes. In order to increase efficiency and financial viability of the PSEs, the priority areas for their growth in the future have been confined only to the basic infrastructural and strategic sectors, even allowing for some degree of selective private sector participation. The traditional budgetary support for meeting the new investment requirements of the PSEs under the Plan programme had been drastically reduced, at least during the initial periods of liberalisation. The chronically sick PSEs are referred to the Board for the Industrial and Financial and Reconstruction (BIFR) for a decision as to the future of these units. The National Renewal Fund (NRF) has been established by the government in 51 February 1992. Its tasks are to reduce excess employment in the public sector and provide a safety net for workers affected in the restructuring

process. As announced in July 1991, attempts have also been made for disinvestment of a part of government holdings in the share capital of selected PSEs in order to provide market discipline and to improve the performance of public enterprises. But, attempts at disinvestment have not fared up to the expectation. The government of I.K. Gujral was considering a plan of choosing successful navaratnas to form industrial heavyweights of the sort more commonly associated with South Korea or Taiwan. The same government, in October 1997, had not only accorded the navaratna status to nine successful PSEs²⁸, but also accorded the miniratna status to additional 97 other profit-making PSEs in order to make them competitive as well. interference in their management at the micro level, 696 guidelines, issued for PSEs over the last three decades, have been withdrawn. Meanwhile, the Disinvestment Commission, set up in August 1996, had submitted seven reports covering 41 PSUs till March 1998, when Vajpayee Government came in power. Disinvestment had been recommended at varying levels for 12 PSUs. towards the public sector continues, in line with the recommendations of the Disinvestment Commission, to encompass a judicious mix of strengthening strategic units, privatising nonstrategic ones through gradual disinvestment or strategic sale and devising viable rehabilitation strategies for weak units. The new Government also intended to encourage marginally profit-making PSEs to promote VRS (Voluntary Retirement Scheme) by raising money from banks against Government guarantees and interest subsidy. These PSEs had also been encouraged to issue bonds to workers opting for VRS with the Government guaranteeing the repayment of such bonds and fully reimbursing interest payments. The GDR (Global Depositary Receipts) issue of the Gas Authority of India Limited (GAIL) was successfully completed in the international markets on 4 November 1999. A new Department of Disinvestment has been created for expediting disinvestment in PSEs. In January, 2000, the Vajpayee Government has given a green signal for privatising the public ding to divest 51% of its equity to a private party through a bidding process. It is expected that the disinvestment would be done within the framework of domestic air transport policy meaning that bidders should not have more than 40% of foreign equity.

INDIAN CONSTITUTION AND CHALLENGES OF GLOBALISATION

Globalization in its basic economic sense refers to the adoption of open and unfettered trading markets (through lowering of trade barriers, removal of capital controls, and liberalization of foreign exchange restrictions). Large volumes of money movement, increased volumes of trade, changes in information technology and communication are all integral to a global world. There is also a significant movement of people from one country to another for trade and work. Such increases in the movement of goods, labor, and services have weakened national barriers and restrictions that are imposed by a nation state. In the past two decades, economic globalization has been the driving force behind the overall process of globalization.

1. Although globalisation is a much-contested concept, there is general agreement that, in the past two decades, there has been a substantial increase in the international flow of people, capital, goods and ideas. Often, it has been suggested that globalisation has resulted, on the one hand, in the decline of the sovereignty of the nation-state and on the other hand, a downward movement of political power, giving rise to the coupled forces of 'globalisation'.
2. There are differing impacts of globalisation on the Indian polity and there have been three different responses of Indian federalism to these challenges. First, it is suggested that the deregulation of the economy has a skewed impact on the economic development of the country; while the developed regions would rapidly take off, the under developed and backward regions would lag behind. If the Indian state is to pursue its goals of equity and balanced development, it is imperative that the powers of the national government

be increased. Second, globalisation creates a legitimacy vacuum. While the nation state presides over its own dismantling of economic sovereignty, it does not abandon its control or internal sovereignty. In order to enhance its domestic sovereignty, it is compelled to create local democratic structures, which result in furthering the legitimacy of the state. With gradual deregulation of the Indian economy, there has quite naturally emerged competition between the Indian states to secure investment, especially from foreign sources.

3. Success of globalization depends on implementation of policies at the local level. So the focus has shifted from planning to execution. Since execution can only be done at the local level, centre has ceded the space to the states and local self governments.
4. Attracting foreign investment is key to success of globalization and it solely depends on the initiation and implementation of uniform policies by the centre and the states.
5. Economic development is heavily dependent on political stability and peace and harmony. As part of globalization, both the centre and states have become active partners in ensuring the above.
6. Our Constitution established a Welfare State and the Directive Principles of State Policy (DPSP) contained a detailed agenda for socio-economic transformation and reconstruction of our society. The Directive Principles were to be taken as fundamental and as providing guidance in the governance of the country. The Directive Principles emphasized that the goal of the Indian political system was not establishment of unbridled 'laissez-faire' economy under a 'Police State' but a Welfare State where the state was obliged to promote welfare of all the people by ensuring social, economic and political justice and equality to every citizen. In accordance with these visions of the founding fathers of our Constitution, the public sector came to occupy the 'commanding heights of the economy'.
7. Institutions like planning commission and NITI Ayog played a key role during the pre-liberalization days and in some instances states ruled by opposition political parties have accused the central government of misusing planning commission to further its own ends. But the situation has changed with the advent of globalization with states as well as the center realizing the fact that both are equal and active partners in the developmental process.
8. Globalisation is not a homogeneous process. It has several trajectories. Although the state might abandon its sovereignty in the economic areas, it constantly strives to reinforce its domestic sovereignty.
9. Globalisation is associated with the free movement of capital, labour, goods and services across national borders. However, these parameters of economic globalisation cannot be viewed in isolation from other aspects such as the free exchange of ideas and practices. Especially from the viewpoint of developing nations, the benefits of increasing foreign investment in any particular sector should be assessed not only in terms of capital-flows and wealth creation but also in terms of technology-transfer and the infusion of know-how and best practices. From this perspective the legal systems in various countries have a lot to learn from each other – both in terms of institutional design and the evolution of substantive laws. There is linkages between increasing globalisation and the law. One approach for examining these linkages is to survey the legal challenges thrown up by the changing socio-economic conditions. With increasing trade and investment across borders, it is important for all nations to be sufficiently invested in the multilateral processes of rulemaking and dispute-resolution while at the same time offering a balanced response to the resulting complexities through our domestic legal systems. In the age of the internet and frequent international travel – judges, lawyers, academics and even law students from different countries have a lot of opportunities to interact, collaborate and learn from each other's experiences.

CONCLUSION

The phenomenon of globalization has given a mixed experience to Indian policy makers. The impact of globalization on Indian economy is a critical fusion of rewards and costs. Although globalization was imperative for India, it has resulted in to adverse effects as well. The movement of certain economic indicators after 1991 reform like GDP growth, Foreign trade, Foreign direct investment, Service sector growth, Forex reserves etc. have brought smiles on faces of Indian policy makers for adopting such policies and reforms which directed Indian economy towards globalization. On the other hand, the movements of certain other indicators like Unemployment, Poverty, Effective education, Health, Environmental and social issues etc. have made them regret adoption of these policies and reforms. The than Indian President Dr. A P J Abul Kalam put forth India vision 2030, projecting India as one of the strongest economies of world by 2030. Global projections are also on the same line and are expecting India to be a super power by 2050. The world is looking hopefully towards India to set the new benchmarks of progress. A number of studies have projected that 21st century is the time of India. It has also been projected that India, the forth largest world economy on the basis of Purchase Power Parity, is to overcome Japan and become third largest economy of the world by 2030.

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Crowdfunding: A Lateral Approach to Provide Finance to Start-Ups in India

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ABSTRACT

Crowd funding has a long history with deep roots. It is a source of alternate finance in various fields and attaining major significance in the field of start-ups. Though the concept is traditional as in earlier days people used to appeal for funding but in those days, mostly the concept was initiated by mail subscription. However, in crowd funding the request is made through various online platforms. There are three major parties in crowd funding viz. the project initiator, individuals or companies who support the idea and the online platform or moderator which brings the parties together. This paper is an attempt to study the concept of crowd funding and analyze its various models. All the models are evaluated on various bases to obtain the summary of the popular crowd funding models in India. The paper also aims at getting the overview of popular crowd funding platforms in India. The shortcomings or criticisms of the concept would also be premeditated.

Keywords: Crowdfunding, Start-ups, Business Model, Inclusion, Crowdfunding Platforms.

INTRODUCTION

India is the eminent name in the field of start-ups. In the world, it has third highest numbers of start-ups followed by the US and the UK. On an average, everyday 3 to 4 start-ups emerge in India. It may be interesting as well as disheartening to know that almost 30% of the start-ups close down in the very first year of their establishment, while overall 50% of the start-ups close down in the first two years of their establishment. The country with such high young population is definitely expected to come out with innovative ideas and start-up units more effectively and frequently in comparison to the countries smaller in the terms of population. With such a structure, it is important to know the reasons of the failure of almost half of the units in the first two years of the establishment especially when they were started with zeal and enthusiasm. The major problem of young entrepreneurs in India is regarding the seed capital which is required in the initial days of their venture. They are young people who usually come from middle class or lower class backgrounds; thus, do not have enough collateral and cash flows to attain finance through traditional methods. In this case crowdfunding is an emerging as a new and innovative solution for entrepreneur to get easy finance based on the model 'keep what you get'. The concept of crowdfunding is already attending popularity in developed countries and has the ability to gain momentum in developing countries like India. It may be assumed as the largest growing financial industry in the modern era of technology. Moreover, it also fulfills the agenda of financial inclusion of the Government of India. It is an instrument of not only investment in micro and small scale industries but also for social change.

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RESEARCH OBJECTIVES

- To study is to analyze the background of crowdfunding;
- To examine the characteristics of various categories of crowdfunding;
- To Study the popular crowdfunding platforms in India;

HISTORICAL PERSPECTIVE

In earlier days, the similar kind of business model was used for books by the authors. When they wrote the book, they were doubtful about whether it would be sold or not. In that case they use to publicize their books through other books and request for their subscription. Though, this concept was not exactly crowdfunding, it can be used as a base for the concept of crowdfunding for better understanding. London's mercantile community saved the Bank of England in the 1730s when customers demanded their pounds to be converted into gold - they supported the currency until confidence in the pound was restored, thus crowdfunded their own money. In 1885, when government sources failed to provide funding to build a monumental base for the Statue of Liberty, a newspaper-led campaign attracted small donations from 1,60,000 donors. The present version of crowdfunding was mainstreamed for the use of art and music in the year 1997 when the fans of British rock band raised 60,000 US dollars to sponsor their US tour. They subsequently used the same method for launching their studio albums later. Since internet was not popular those days, they used crowdfunding via magazines and documentary video. After that writer/director Mark Tapio collected 1,25,000 US dollars from 25 fans to make his film 'Foreign Correspondents'.

CONNOTATION AND WORKING

Crowdfunding is a technology enabled lateral approach to raise big amount of funds from large number of people through small individual contributions in the form of donation or investment. Usually, this is done through crowdfunding platform where the entrepreneurs present their innovative ideas along with their particular need. These platforms help the entrepreneur to propagate their projects all over the globe over their websites and thus getting financial assistance from the people. In return, they charge a nominal amount of commission. A firm named Kickstarter is the most popular platform on internet for crowdfunding which has raised over one billion dollar for entrepreneurs till now. The concept is that the business schools provide an opportunity to their students to showcase their ideas in front of industrialists who may be interested to invest in their innovative and sustainable ideas. But for that segment of society who cannot afford to send their children to these elite business schools which are providing opportunities to their students, crowdfunding is the solution to make their idea reach number of people. The fields where crowd funding is been mostly used these days are artistic and creative ideas, educational expenses, medical expenses and community oriented projects. The concept is also criticized for quackery funding and fraudulent posts related to costly treatments.

CATEGORIES/MODELS OF CROWD FUNDING

Generally, people pay for two reasons, firstly investing in a project to receive rate of return or to provide financial assistance to needy people without any expectation as consideration. There can broadly Donation based crowdfunding: In this model, donations are invited for social, environmental, be four models of crowdfunding: charitable and individual causes. These campaigns are generally run by individuals who are in need of donation for individual purposes like medical or education or by non-profit organizations Reward based crowdfunding: Entrepreneurs can have an access to the low-cost finance as for working upon their social projects. compared to the traditional methods.

The funding channel does not only provide funds but also facilitate marketing research to get an estimate of the market demand in future. This platform can be best used to provide information to the prospective customers about the innovative Debt crowdfunding: This medium can provide P2P (Peer to Peer), P2B (Peer to Business) and products appeared in the market. B2B (Business to Business) lending. It is the scheme which is regulated by Reserve Bank of India with the intention of lending the finance to cater the financial needs of the individual and Equity crowdfunding: This category relates to investment in projects in order to earn shares of;the business entities for their upcoming business. unlisted entities. The rules differ in each country as per the country's regulations. In India, the trading in equity crowdfunding is not legal. The guidelines are being proposed by SEBI but final guidelines are yet to come.

SHORTCOMINGS OF CROWDFUNDING

The crowdfunding platforms have their own norms and guidelines and thee project which is unable to fulfill those guidelines are not given the benefit of the platform. It is getting extremely popular due to its inherent advantages, so it has a fierce competition to show that close line that differentiates individual's project from others. Some of the platforms charge heavy commission and even the part of the total fund raised which sometimes, defeats its purpose. Some fake drafts show very expensive medical requirements which do not turn out to be true. That creates a trust issue among the donors. Conclusion Crowdfunding is gaining immense popularity in India because Indian youth have creative ideas but shortage of funds. It is an internet driven platform which acts as a mediator between the people who have funds and who need funds. Some of its models have attractive features which catch the attention of the individuals and businesses with innovative ideas. Though there are various limitations and challenges the project initiator has to face and the road path is long in India. Yet, many micro and small-scale firms, entrepreneurs and NGOs have been successful in attaining the significant amount to fulfill their personal, entrepreneurial and social ambitions.

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“Stock Market “The First Crush of Every New Investor”

Dr. Kiran Kumari*

ABSTRACT

Stock Market Sometimes it seems to be heaven for all those new investor who heard about huge and unexpected gains and earning from Stock market. It looks like that dream world where an investor can be millionaire or billionaire in just few days. They found it too easy to invest in stock market and earn the money even without having the basic knowledge of the terminology of the stock market. This thought becomes pretty and more attractive when news around them shows that in last few days stock market has performed fantastic and total Assets of few millionaires has just doubled or tripled like Mr. Mukesh Ambani. Does stock market really perform so well and gives such fantastic returns? Does really stock market make money in such a short span and in such a really simple manner. The answer is yes but it is not fully true. To have good business in the Stock market and earn the profits, someone should be an expert and daily player. However no one can be expert in stock market without being a part of it i.e. he has to be a player among the others. To start trading in stock market someone should have the basic knowledge at least, of the Stock Market and technicalities involved in it. We in this article, trying to enlighten with the basic idea, terms used and concepts of Stock Market. This article is enlightening the basics and concepts of Stock Market.

Keywords: Stock Trading, Margins, Derivative, Dematerialization, Circuit Filters and Circuit Breakers.

INTRODUCTION

With the introduction of Information Technology and Computers, Internet, the interest of public at large (to whom we called Small Investor) has increased in stock market. Up to earliest of last decade of twentieth century the stock market was in limited approach of big investors who dealt in huge quantity of securities, having unlimited amount of money to invest and has risk bearing capacity. In those days it was taken as speculation and at all was not a respected source of income. Also the stock market was accessible physically so only those lives in cities where stock market was situated were keen to do trading. These all were the reasons why small investors were reluctant to be the part of this market. But as we said that with introduction of information technology the stock market is no longer concentrated to any area and now accessible from the entire world as well as the stock market of entire world can be accessed. Internet helped people to understand the tricks of Stock Market and hence interest of people has increased. With the flow of capital of small investors into the market, the companies are also keen to enter into the market for raising the capital and funds and through this the whole economy has saw a drastic enhancement and change which motivated the entrepreneur to come and expand the business at national level with the increases risk bearing capacity.

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WHAT IS A STOCK MARKET?

Stock Market is that place where willing Buyers of securities of different companies is looking for a seller and willing seller who is looking for buyer to buy the securities that he want to sale, meets. It provides them a platform where they do not need to search each other. The members of Stock Exchanges helps them to meet their needs and to complete the function i.e. sale and purchase and then transfer of security from seller to Buyer and money from buyer to seller. SEBI is the apex, statutory regulatory body for the securities market with the object of investor protection and development and regulation of market. It can issue directions to stock exchanges, companies, stock brokers or to any other person.

Business at a stock exchange can only be transacted by a member (stock broker or share brokers) of the stock exchange. The members enter into transactions either on their own behalf or on account of their clients (non-members) including sub-brokers. Following Matters shall be considered by SEBI before granting Registration to any Stock Broker:

- Must have necessary Infrastructure and financially sound
- Must be eligible to be admitted as a member
- Must have past Experience in the business of Dealing in Securities
- Should not be subject to any Disciplinary proceeding under the Rules, Regulations and Byelaws of the Stock Exchange involving, himself or any Partner, Director or Employees.

In every stock exchange the system works through different trading system. These trading Systems allow members or investors to deal in stock exchange. Generally there are two types of Trading System in every Stock Market. These are trading on the National Stock Exchange (NEAT System) which operates on the ‘National Exchange for Automated Trading’ (NEAT) system, a fully computerized screen-based trading system. This is a kind of system which helps users to trade their transactions at a time through the country, simultaneously with easiness and efficiency. Within this system a single order book run which displays each stock traded on a real time basis, differently showing the sales and purchase orders. The orders are executed only if the price quantity conditions match. The other one is trading on the Stock Exchange, Mumbai (BSE) which works on BOLT (BSE on Line Trading) System. it have same features as in NEAT system. It is a fully automated, computerized, Transparent and confidential mode of trading.

Within each system there are different market available (all Online) to trade differently according to the need of the use or investor. Such sub markets or markets are of four types. The first one is Normal Market where all orders which are of regular lot size or multiples thereof are traded in the normal market. Normal market consists of various book types such as regular lot orders, special term orders, negotiated trade orders and stop loss orders. The second one is Odd Lot Market. Odd lot markets are now a day’s do not exist as such, because each company has one share as standard Lot size and odd lots do not exist. This market helps in trading in those securities which is in ODD Lot. However the transaction completes only when Buy quantity and sale quantity matches exactly. Third one is Spot Market which is Similar to the normal market orders except that spot orders have different settlement periods vis-a-vis normal market. They do not have any special terms or attributes attached to them. The last one Auction Market. Auctions are begins by the Exchange on for trading members for completing the settlement process.

ORDER MECHANISM

The term order Mechanism means the type of order which exist in the system, type of order book and order matching rules. In the stock Market, orders cannot be entered simply by keying the

order in the system. The selection of right type of order is very important. Some times because of selection of wrong type of order, the seller gets loss by selling at lower price or buyer suffers loss by buying at higher price. The market has five types of orders or condition of orders. The first one is Time Related Conditions. With every order this condition is attached and we have to select any of the four. Day Orders are Valid for the day on which it is entered, If not matched it is cancelled automatically at the end of the trading day. Good-Till-Cancelled Order remains in the system till they are cancelled by Member, but Up to maximum number of days as specified by stock exchange. Good-Till-Days/Date Order allow Trading Members to specify the days/date up to which the order should stay in the system, at the end of specified day Order is removed from the system. Under Immediate or Cancel order if order is matched immediately as soon as the order is released into the market, otherwise removed from the market, Even a partial match is found, the transaction is completed in respect of the match and unabsorbed portion is cancelled immediately. The second one is price related condition. It has three different types of conditions. Limit Price Order which allow the price to be specified while entering the order, if it matches then order continuous otherwise it cancels. Market Price/Order is an order to Buy/Sell securities at the best price obtainable at the time of entering the order. Stop Loss (SL) Price/Order allow the Trading Member to place an order which gets activated only when the Market Price of the relevant security reaches or crosses a threshold price. The third one is quantity related condition with two different sub orders. Disclosed Quantity Order which allow the Trading Member to disclose only a part of the order quantity to the market. After this is traded, the next part of the order is automatically released and the process continues till the full order is executed. Stock Exchange may set a minimum Disclosed Quantity. Short Sell is an order where seller if sales the shares when he actually don't have them, in the anticipation of reduction in price later on, then it is known as short sales. These are speculative orders. These orders are risky as square up to be done on the same day.

The system also maintains an order book which records the details of all order in proper format and manner so that orders can be sought easily. It is a book which contains unmatched orders until they are matched or removed from the system. The orders are to be arranged in proper sequence in chronological order. For this the orders are numbered along with time and then immediately processed for match. If a match is not found, then the orders are saved in different 'books'. Five types of order book are generally found. The first one is Regular Lot Book which Contains all regular lot orders that have none of the following attributes or conditions attached to them All or None (AON) or Minimum Fill (MF) or Stop Loss (SL). The second one is Stop-Loss Book in which Stop Loss orders are stored till the trigger price specified in the order is reached or surpassed. Order is released in the regular lot book, when stop loss condition is met. The third one is Odd Lot Book which contains all odd lot orders (orders with quantity less than marketable lot). The system tries to match active orders against inactive orders. The fourth book is Spot Book which contains all spot orders i.e. those orders which have different settlement period. The last one is Auction Book which Contains orders that are entered for all auctions.

There is no manual mechanism for matching of the orders into the System. The system itself matches the order in price-time priority in the sequence of Best Price i.e. order that have highest price (in case of sale) and Lowest Price (in case of Buy) will be first matched and Within same Price, by time priority.

CLEARING AND SETTLEMENT MECHANISM

After processing the orders into the system the next and the last steps that comes is settlement of matched orders. i.e. delivery of securities from seller to buyer and delivery of money from buyer

to seller. Here it should also be understood that transactions are settled as per rolling settlement system. In this system trades outstanding at the end of the day have to be settled within “X” business days from the transaction date. For example in a T+2 rolling settlement, a transaction entered into on Monday will be settled on Wednesday when the pay-in or pay-out takes place. In India T+2 System is in operation. The trades of every day can be set off with the trades of the same day not with other day’s trade even though their settlement date is same. In case, a member fails to deliver the shares sold in rolling settlement, the Exchange conducts an auction session on T+2, to meet the shortfall where offers are invited from the other members to deliver the shares. If no shares are available in auction, the transactions are automatically closed out at closing price.

CONCLUSION

Stock market always been a fairy tale for all investors specially those who just started earning some amount and not able to spend the whole amount and investing without any long term goal. The reason of giving this statement is very simple, stock market is not a safer investment, it is a well known fact. Every person looks into the golden leaf of the Stock market but nobody wants to look into the wall that diverts the earning or funds of small investors toward the large investor. We always look into gains of investors without considering the type of investor who earned it. That the very basic cause of problem and loss. Large investors has huge amount of money along with great experience and of course a strong intelligent team of analyst, which is not possible for a small investor. Without looking these considerations a small investors enters into the market and losses. In short term he may earn some amount, but because of these tiny gains he invokes more of his money into the market and ultimately suffers huge losses. So the better or rather best way to enter into the market is to first acquire knowledge and experience in the stock market, be familiar and than invest or otherwise invest through some safe mode such as investment through Mutual Funds or collective Investment Schemes. This do not eliminates the risk of loss but it reduces the chances of loss due to portfolio and diversification of funds.

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A Study of Multiple Intelligence Among Degree College Teachers in Relation to their Gender and Locale

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ABSTRACT

Multiple intelligence is a theory proposed by Howard Gardener in 1983. Multiple intelligence describes a cluster of different kinds of intelligences exhibited by human beings. The purpose of the study was to find the level of multiple intelligence of degree college teachers and to find out the difference in terms of verbal-linguistic intelligence, logical and mathematical intelligence, visual and spatial intelligence, bodily kinesthetic intelligence, musical-rhythmic intelligence, intrapersonal intelligence and interpersonal intelligence and in terms of some selected personal variables such as gender and locale. 150 degree college teachers were selected randomly from different degree colleges located in rural and urban areas of Sri Muktsar Sahib District of Punjab state. The collected data was analyzed with the help of statistical techniques such as Mean, SD and t-test. Finally the study concludes that variables gender and locale of selected degree college teachers does not make any significant difference, except some core intelligences. Seven kinds of intelligence would allow seven ways to teach, not only one. This reflection will lead many teachers to develop new approaches that might meet the needs of the learners in the classroom.

INTRODUCTION

Multiple intelligence is a theory proposed by Howard Gardener in 1983. Multiple intelligence describes a cluster of different kinds of intelligences exhibited by human beings. The educational process is shaped and molded by the human, a teacher, who plays central role in any system of education. Teachers are always expected to use the different practices and strategies to meet the demands of their career. If they will be well trained and highly motivated, learning will be enhanced. Intelligence is always defined as a general cognitive skill, which is used for problem solving skill. Earlier it was believed that intelligence of a person based on one factor (g factor), then two factor and three factor. But later it is made more complicated. Then Howard Gardener originally formulated a list of seven intelligences in the book titled "Frames of Mind" and later on added the next two. He came up with eight independent type of intelligence that grow and develop differently in different people, depending upon their hereditary characteristic and environment experiences. The following are the nine types of multiple intelligences:-

VERBAL/LINGUISTIC INTELLIGENCE

Linguistic intelligence is the ability to use language effectively and to communicate both in speaking and writing. People who have a strong verbal/linguistic intelligence usually have a good

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vocabulary. They have expressive sensitivity, which is the skill that is used for expressive and practical purposes and rhetorical skill, which is used to use language effectively for interpersonal negotiation and persuasion.

MATHEMATICAL/LOGICAL INTELLIGENCE

This is learning through reasoning and problem solving. It includes representing data, reasoning skills. People who prefer to use their logical or mathematical intelligence usually do well on standardized comprehension or written language tests. They like to solve abstract problems, and often do so by trial and error. These people can see patterns in thought and logic as well as in nature.

VISUAL/SPATIAL INTELLIGENCE

This includes learning visually and organizing ideas spatially. Seeing concepts in action and in order to understand them. People who prefer to use this kind of intelligence would rather draw a picture than write a paragraph. They enjoy rearranging the furniture in the house. The spatially intelligent people see things that other people probably miss. They notice colors, shapes, and patterns, and how light falls on the objects. To encourage people with this intelligence, visual and performing arts must share center stage with other academic and vocational activities.

MUSICAL/RHYTHMIC INTELLIGENCE

This includes learning through knowing, sharing, expressing, perceiving and creating pitch and patterns for the human mind. In this kind of intelligence, learning takes place through various patterns, rhythms and music involving all the senses. E.g. Mathematical tables learnt by students in school through repetition. Music belongs to everybody. Even if we sing off-key, we still can develop our musical intelligence. If educators include music and Rhythm as an integral part of curriculum, it will help the youngsters to exercise and reinforce this intelligence, and then it develops and blossoms.

BODILY-KINESTHETIC INTELLIGENCE

Learning through muscle memory obtained from experiences. It promotes understanding through concrete experiences. People with a preference for this kind of intelligence generally have skills such as strength, balance endurance, flexibility and coordination. But if bodily –kinesthetic intelligence is not our specialty, we can still use our body to help our mind.

INTERPERSONAL INTELLIGENCE

This involves learning through interaction with people. It promotes collaboration and cooperation while working with others and involves give and take of communication, empathizing with others. People with a high preference for interpersonal intelligence always have a talent for understanding other people—their feelings, their thoughts, their innovations, their moods, their needs and their struggles. They also can use these skills to help and comfort people, to manipulate and persuade people.

INTRAPERSONAL INTELLIGENCE

It represents a frame of mind in which learners internalize learning through thoughtful connections and then transfer it to novel situation through reflective application. It is also learning through feeling, values and attitudes. Their goal is understand themselves. In order to do this, they take the time

to become aware of the many different emotions that live inside of them. To develop intrapersonal intelligence, the students should be aware of their strength and weaknesses.

NATURALISTIC INTELLIGENCE

It is the ability to recognize and classify both the animal and plant kingdoms, to make other consequential distinctions in the natural world and to use this ability productively, for example in biological science, farming and in hunting. People who use this intelligence often are always concerned with observing, classifying and understanding the parts of the physical environment as well as showing understanding of natural phenomena.

EXISTENTIAL INTELLIGENCE

This involves the ability to solve deep questions about human existence, meaning of life, meaning of death, and our role and identity in the world. It allows learner to see their place and observe their role in the classroom, in the society and in the universe.

Need and Significance of the Study

A teacher in a multiple intelligence classroom contrasts sharply with a teacher in a traditional linguistic classroom. In the traditional classroom, the teacher lectures while standing at the front of the classroom, writes on the blackboard, asks students questions about the assigned reading and waits while students finish their written work. In the multiple intelligence classrooms, the teacher continually shifts his/her method of presentation from linguistic to spatial to musical and so on, often combining intelligence in creative ways.

Multiple intelligence theory opens the door to a wide variety of teaching strategies that can be easily implemented in the classroom. The need for the study strongly felt to use the multiple intelligence in the field of education. It helps the teachers to find their strong areas of multiple intelligence, which can be used in the classroom to make their teaching effective, that will lead the students to learn better.

Objectives of the Study

- To find out significance difference between male and female degree college teachers in their multiple intelligence and its dimensions. i. e. verbal-linguistic intelligence, logical and mathematical intelligence, visual and spatial intelligence, bodily kinesthetic intelligence, musical-rhythmic intelligence, intrapersonal intelligence and interpersonal intelligence.
- To find out significance difference between rural and urban degree college teachers in their multiple intelligence and its dimensions. i. e. verbal-linguistic intelligence, logical and mathematical intelligence, visual and spatial intelligence, bodily kinesthetic intelligence, musical-rhythmic intelligence, intrapersonal intelligence and interpersonal intelligence.

Hypotheses of the Study

- There exists no significance difference between male and female degree college teachers in their multiple intelligence and its dimensions. i. e. verbal-linguistic intelligence, logical and mathematical intelligence, visual and spatial intelligence, bodily kinesthetic intelligence, musical-rhythmic intelligence, intrapersonal intelligence and interpersonal intelligence.

- There exists no significance difference between rural and urban degree college teachers in their multiple intelligence and its dimensions. i. e. verbal-linguistic intelligence, logical and mathematical intelligence, visual and spatial intelligence, bodily kinesthetic intelligence, musical-rhythmic intelligence, intrapersonal intelligence and interpersonal intelligence.

Selection of Sample

The sample constituted of 150 degree college teachers drawn from different colleges of Sri Muktsar Sahib District of Punjab.

Tools Used

Multiple Intelligence inventories by V. Chislett and A. Chapman (2005) was used to measure the multiple intelligence and its dimensions of the college teachers.

Delimitations of the Study

- The study was delimited to Shri Muktsar Sahib District only.
- The sample size was delimited to 150 degree college teachers only.
- The study was delimited to college teachers only that are working at degree (Graduation) level.
- The study was delimited to be seven abilities of Multiple Intelligence rather than nine abilities as suggested by “Howard Gardner.”

Statistical Treatment of the Data

The following statistical techniques were used for analysis and interpretation of the data.

Table 1: Difference between male and female degree college teachers in their multiple intelligence and its dimensions

Dimensions of Multiple Intelligence	Males		Females		t-value	Remarks at 5% level
	Mean	SD	Mean	SD		
Verbal/Linguistic	25.93	4.09	26.94	4.31	3.016	Sig.
Logical/Mathematical	26.13	4.02	25.65	3.88	1.48	Not-Sig.
Visual/Spatial	31.8	5.92	26.2	4.14	7.75	Sig.
Musical/Rhythmic	26.1	4.45	26.5	4.33	1.091	Not-Sig.
Bodily Kinesthetic	28.2	4.52	27.3	4.44	2.54	Sig.
Interpersonal	26.81	4.31	27.76	3.72	2.89	Sig
Intrapersonal	27.01	4.59	27.37	4.60	1.06	Not-Sig.
Multiple Intelligence	187.75	22.61	183.45	23.43	1.14	Not-Sig.

Table 2: Difference between Urban and Rural degree college teachers in their multiple intelligence and its dimensions

Dimensions of Multiple Intelligence	Urban		Rural		t-value	Remarks at 5% level
	Mean	SD	Mean	SD		
Verbal/Linguistic	22.75	3.80	22.96	4.15	0.323	Not-sig.
Logical/Mathematical	20.56	5.71	16.69	5.91	4.080	Sig.
Visual/Spatial	23.86	4.92	24.66	5.40	0.948	Not-Sig.
Musical/Rhythmic	19.62	4.87	19.98	4.39	0.628	Not-Sig.
Bodily kinesthetic	20.61	6.15	19.70	5.68	1.06	Not-Sig.
Interpersonal	17.46	3.73	19.48	4.28	3.97	Sig.
Intrapersonal	22.98	6.24	21.78	5.67	1.28	Not-Sig.
Multiple Intelligence	170.55	25.46	169.7	22.48	0.28	Not-Sig.

HYPOTHESIS-WISE FINDINGS OF THE STUDY

1. There is significant difference exists between male and female college teachers in their verbal/linguistic intelligence, visual/spatial intelligence, bodily kinesthetic intelligence and interpersonal intelligence. In verbal/linguistic intelligence, interpersonal intelligence and multiple intelligence female degree college teachers are better than their counterparts male college teaches. Male college teachers have high level of visual/spatial intelligence and bodily kinesthetic intelligence than the female college teachers. But there is no significance difference between male and female college teachers in Logical/Mathematical intelligence, musical intelligence, intrapersonal intelligence and multiple intelligence.
2. There is significant difference exists between urban and rural college teachers in their Logical/Mathematical intelligence and interpersonal intelligence. Urban college teachers have high level of Logical/Mathematical intelligence than their counterpart's rural college teachers. Whereas rural college teachers are better than the urban college teachers in their interpersonal intelligence. But there is no significance difference between rural and urban college teachers in verbal/linguistic intelligence, visual/spatial intelligence, bodily kinesthetic intelligence, musical intelligence, intrapersonal intelligence and multiple intelligence.

CONCLUSIONS

t-test results reveal that female college teachers are better than the male college teachers in their verbal/ linguistic intelligence and interpersonal intelligence. This may be due to more interest in communication. Females are more talkative than males. They have more capacity to talk than males. Females mind is multitasking, whereas male mind can concentrate on one thing.

t-test results reveal that male college teachers have high level of visual/spatial intelligence and bodily kinesthetic intelligence. This may be due to that the male are keen observant. They have more exposure to physical and social environment than females. Male gives more importance to muscular activities like games and sports.

t-test results also reveal that Urban college teachers have high level of Logical/Mathematical intelligence than the rural teacher. This may be due to that urban people have more exposure of calculation and marketing.

t-test results also reveal that rural college teachers are better than rural in their interpersonal intelligence. The different life style could be attributed to the result of this nature. In urban areas people lives in nuclear families and in rural they live in joint families. So this leads to close interaction with more people and they understand their nature well.

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Cultural Diversities in Globalized Era and Multiculturalism

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Globalization refers to the integration of various nations, economies and cultures of the world. It can be seen as accelerating a new idealism of political transparency, economic openness, cultural diversities and the opening to an exciting new world. An important component, the cultural extension and cosmopolitan culture creates new habits of thoughts and feelings, new behavior patterns and attitudes which are expected to be in broad. It can be seen as progressive culturalization of social life. The cultural ties are the mixing of cultures through media, migration, trade, news, ideas, fashion, spots, etc. Efforts are on to bundle the whole world into a single civilizational model. The trends towards mixture of experimentation and innovation are going on. The societies are learning and benefitting from each other and are also bringing new forms of social adjustment. The formation of a common humanity is intended for universal homogenization of ideas, cultures, values as well as the villagization of the world. Globalization opens up the local cultures to other ways of living and give alternatives. Local cultures are exhibited to the ideas like human rights, democracy, market, economy, new methods of production, consumption and new leisure habits.¹

This imagined oneness also presents a picture of paradoxical contrasts with a number of challenges. Three theoretical positions can be identified on the literature of globalization of culture: globalism, traditionalism and transformationalism. Globalizers tend to focus on structures and argue that the growth of global cultural flows signal the demise of national cultures. Positive globalizers see this as a welcome development and argue that globalization is not a leveling or increasing of uniformity, but the reproduction and extension of inequalities between nations. Traditionalists point to powerful continuities for national media and the continuing significance of local and national cultural production and consumption. Transformationalists acknowledge important changes which are taking place in global cultural flows, but see the outcome of cultural flows as more complex and less unidimensional than traditionalists or globalists suggest. By and large, they are the critics of cultural imperialism thesis.² Three distinct approaches have been identified by Robert J. Holton. First, there are those who consume that under the present conditions of globalization, the dominant economic paradigm of global capitalism creates a version of cultural globalization in its own image. A second approach rejects this, viewing the prevalence of nationalism and ethnic politico as evidence of resistance to globalizing forces – both economic and cultural. Third, there is an outlook that repudiates both of these, promoting instead an approach that see transnational cultural forms emerging, but which are not dominated by the logic of capitalism.³

Diversity is the quality of diverse and different cultures, which co-exist in harmony by respecting one another. Cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it's the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.⁴ Globalization emphasizes the cultures and peoples of other lands and multiculturalism deals with this cultural diversity. Multiplicity in patterns of ethnic identities is today a hallmark of the great majority of societies in all regions of the world. Societies remain culturally diverse, with most countries having a mixture of individuals from different races, linguistic backgrounds, customary behaviours, cultural assumptions, religious affiliations and so forth. Cultural

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identity is a treasure that vitalizes mankind's possibilities of self fulfillment by moving every people and every group to seek nurture in its past, to welcome contributions from outside that are compatible with its own characteristics, and so to continue the process of its own creation.⁵ Perspective has been adopted by public policy framework in order to deal with cultural diversity. The phenomenon of multiculturalism is the co-existence of multiple groups of cultures in the same geographical space. Multiculturalism helps to integrate diverse cultures into a larger society without cutting them off from their past that in return helps to reinforce the polity. This new framework of democratic citizenship grounded in human rights ideals replaces uncivil and undemocratic relations of hierarchy and exclusion. Multiculturalism is described as an ideology that aims to protect various cultures in one society.⁶

Multiculturalism is concerned with the establishment of equality between cultures by ensuring that differences based on religion, race, caste, language, ethnicity and gender do not become sources of discrimination and disadvantage in the public domain. The aim of multicultural policies is the achievement of perfect political and legal equality between cultural communities. The Constitutions and the governments stand for equal respect, equal rights, and equal opportunities for both individuals and groups. It is not difficult to secure equal rights and equal opportunities: they can be constitutionally granted. The problem is with equal respect, that can come about only if there was mutual respect between communities. Many countries have begun to introduce policies of multiculturalism to cope with the huge influx of various ethnic communities from former colonies or also associated countries. Some countries have extended refugee status and political asylum to nationals from countries that are fostering with political and social instability. These developments have been compounded by the regular movement of human beings across national borders for better life chances.⁷

Multiculturalism does not seek to integrate the minority into society but to maintain the diversity they represent and this makes the people of difference loyal to the given state. The realization of all this require an active contribution both from the state and society. The main characteristic of multicultural approach is that it tries to eliminate or reduce barriers such as discrimination, racism and favoritism. Multiculturalism accepts that people have different ways of life and the State ought not to assimilate these groups. The main aim of policies is not the standardization of cultural forms or any form of uniformity but to provide the means for groups to pursue the differences.⁸

In the era of globalization, ethnicity has become more significant. The process of social change has initiated processes that unleash ethnic and national movements challenging state systems, which were locked in states during cold war. The processes leading to it the collapse of nation states, emergence of virulent forms of ethnic movements demanding statehood have been invigorated by the emergence of transnational processes that side-step the nation state, directly intersecting with the locale. It is a testament to the impact of globalization, which has been in part responsible for the explosion in ethnic and nationalist conflict, testified by the collapse of Yugoslavia, Somalia and the emergence of East Timer and South Sudan as independent countries.⁹

The factors that account for the exceptional implosion of diversity in this globalizing world are: the post colonial order that pits traditional sincerity with new national identities within modern Nation State; the rise of globalization as a political economic force that is introducing global exchanges and labor migration; and the development of technologies that facilitated comfort in travel and communication resulting new influences across cultures. Some issues like, Employment, political security, lack of opportunities, population growth, exploitation, oppression or violent conflicts are the other reasons for such development. The globalization of international exchanges is leading to the integration of a diversity of multicultural exchanges, paralleling and nurturing trend towards multiple cultural connections. Globalization is actively contributing to the growing importance of ethnicity and increased importance of communitarian ties.¹⁰ This is because of the deliberative consequences of globalization, which has impelled the influx of Asians, Africans, Eastern Europeans, and a host

of other ethnic communities into former colonial empires in Europe and North America in a new wave of immigration. Hence, inevitably, the western world has had to introduce a new paradigm of multiculturalism within its increasingly antiquated practice of liberal democracy.¹¹ The rediscovery of ethnic and cultural identities created an awareness of the need to cope with the management of ethnic and cultural diversity through policies which promote ethnic and cultural minority groups' participation in, and access to the resources of society, while maintaining the unity of the country.¹²

Multiculturalism has been viewed as problematic from conservative as well as from liberal fronts. Conservatives argue that multiculturalism opposes the maintenance of unified national identity whereas liberals stress that it undermines liberal principles of equality and impartiality recognising group specific rights means denying the equal treatment of individuals.¹³ There is a clear trend across Western democracies about the increased recognition and accommodation of diversity through multicultural policies. It also involved a rejection of earlier ideas of unitary and homogenous nationhood. The majority group fears that the accommodation of diversity is threatening their way of life. Their concerns are mainly related to limited job opportunities and chances. It is also believed that multiculturalism has failed to help the minorities because it has failed to address the underlying sources of their social, economic, and political exclusion and may have unintentionally contributed to their social isolation. While the supporters of multiculturalism see it as the solution to social problems, the critics blame it as the main reason for social disintegration and political instability. This confusedness of the concept provides food to the experts to talk about the issue.

The challenge of state formation in multi-ethnic societies is a continuous one. However, there are several theoretical ideas for designing an accommodative model for national identity formation, But political constructs in real life are often a mixture of various forms rather than a pure theoretical model. The non-discrimination model is based on the premise that cultural identity should be supported, not penalized by public policy. The expression and perpetuation of cultural identities should be left to the private sphere. The members of each ethnic and cultural group are protected against discrimination and prejudice and allowed to maintain their ethnic heritage and identity consistent with the rights of others. Their efforts are purely private and it is the space of public or government agencies to attach legal identities or disabilities of cultural memberships or ethnic identity.¹⁴ The non-discrimination model involves a sharp divorce of state and ethnicity. The state stands above the various ethnic and national groups in the country, refusing to endorse or support their ways of life or to take an active interest in their social reproduction. Furthermore, the state is neutral with reference of the language, history, literature, and calendar of these groups i.g. America.¹⁵

The non-discriminatory model suitably fits where the government aims at integrating disparate groups into a single national culture based on a common language. Contrary to the Non-Discrimination Model, the Group Rights Model involves public measures aimed of protecting and promoting the existing social and cultural diversity. The Group Rights Model is appropriate if a society operates on the assumption that it is a confederation of groups, that group membership is central and permanent, and that the divisions between groups are such that it is unrealistic or unjust to envisage these group identities weakening in time to be replaced by a common citizenship.¹⁶ Mahendra Lawoti proposes another Inclusive Democracy Model. UNDP describes four main beliefs: An inclusive democracy is built on the principle that political power is dispersed and shared in a variety of ways to protect minorities and to ensure participation and free speech for all citizens. Secondly it emphasizes the quality of representation by striving for consensus and inclusion, not the electoral force of the majority. It also appreciates the need to promote civil society organizations, open media, right-oriented economic policy, and separation of power. Lastly It creates a mechanism for the accountability of the majority to the minorities.¹⁷ Considering the approaches advocating multiculturalism, it is seen that libertarian and communitarian approaches are brought forward as two dominant approaches.

While the libertarian approach gives priority to individual rights, the communitarian approach argues that the preference should be given to community and group rights.¹⁸

The United Nations looks at multiculturalism from three perspectives: as a feature of the demographics of its members, as a part of its programmes and projects, and as an ideology. The United Nations recognizes multiculturalism as an essential feature of the characteristics of its member states that makes this world very diverse place. In programmatic terms, multiculturalism refers to specific types of programmes and policy initiatives designed to respond to and manage ethnic diversity. Multiculturalism emphasizes that ethnic diversity should go hand in hand with enjoying commonly shared values of a society. But the forces of globalization put destructive pressure on traditional cultures. It is in response to these threats that United Nations emphasized the importance of culture in its founding instruments. The two great documents the UN Charter and the Universal Declaration on Human Rights 1948 establish culture as a fundamental human right. The General Assembly approved the establishment of the world commission on Culture and Development followed by "Our Creative Diversity" (recommended by the commission). The UNESCO convened the 1998 Stockholm Conference on Cultural Policies for Development. On Oct 20th, 2005 the UNESCO General Conference adopted the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. The United Nations High Commission for Refugees has greatly contributed in the protection of refugee rights in addition the inclusion and integration of refugees in the various host countries to which they migrate. It represents the rights and obligations of governments with respect to the promotion of cultural expressions. The United Nations Sustainable Development Agenda for 2030 admits the key role of culture, creativity and cultural diversity to solving sustainable development challenges to advance economic growth and to promote social inclusion.

The commitment the cultural diversity has been challenged very fundamentally by episodes of communal violence, where members of one community are systematically targeted by another. The incidents of communal violence remain a permanent reminder of the vulnerability of the minority communities. It also generates a feeling of mistrust among communities. It demonize "the other" and it undermines even existing structures of interaction. In this way on the one hand, intra-community either than inter-community bonds are strengthened and on the other, a traditional and more orthodox leadership, which is more insular and hostile to the expression of difference within the community.¹⁹ Migration threatens local identity and culture by changing the ethnic, cultural, religious and linguistic composition of the population. Uncontrolled immigration swamps the local culture. States have to construct legal and physical restrictions, but racial questions cannot be avoided. It prepares ground for antagonism between states and cultures. Migration threatens communal identity and culture by changing the ethnic, cultural, religious and linguistic composition of the population. Migration is welcomed upto some extent because too great a foreign influx threatens the ability of the existing society to reproduce itself in the old way. The state has not only to construct legal and physical barriers to entry, but also to emphasize its differentiation from the society whose members it seeks to exclude. Migration has also led to the introduction of alien diseases like AIDS, a transnational phenomenon, which pays no heed to territorial boundaries and are beyond the resources of governments to control.²⁰

America and Europe are also adapting elements of foreign civilizations, philosophies, music and food. This two sided penetration of cultural influences engenders a new global hybrid culture that breaks traditional moral order, of which transnational organized crime is a condensed expression. Transnational Organized Crime, organized across national borders, consists of smuggling, illicit drugs, arms trafficking, financial frauds, money laundering, human trafficking, hi-tech, crime etc. They are now free of geographic constraints. The trade in illicit drugs and arms are the most corrosive threats to human security. Technology is also enhancing both the demand and supply of illegal copied products. Alien smuggling is the fastest growing business of organized crime. An illegal

alien is transported across several continents by trafficking network allied with another network that specializes in the illegal copying, manufacturing and distributing of high-end, brand name products. They also trade in human organs, endangered species, stolen art and toxic waste. The street gangs are staking out turf and spreading their culture online. The TOC, due to their illicit and transnational nature, ignore the sovereignty of states. In many cases, TOC challenge the political power of the state itself by using force. TOC is also engaged in large scale corruption and money laundering that threatens and undermines the stability of their host and home nations.²¹

Globalization has created a curious paradox for the States. On the one hand, it has accelerated the cultural integrity and on the other, the forces of globalization put destructive pressures on traditional cultures. It has increased the points of interaction and friction between cultures, giving rise to identity linked crisis and tensions which can become potential sources of dispute. Multiculturalism seeks to offer solutions to challenges of cultural diversity posed by globalization. It teaches the citizens of a democratic society to value diversity and differences. Multiculturalism encourages ethnic harmony and cross cultural understanding and discourages hatred, discrimination and violence. A politics of multiculturalism would enable the realization of the newly created social phenomenon of dignity and diversity. The globalization of multicultural societies has created a major challenge for policy makers seeking to manage ethnic diversity without exacerbating violence and conflict. This global phenomenon is also a contributory factor for the spread of both racism and xenophobia.

Multiculturalism is a hidden phenomenon but it is important aspect of socio-political theory. It helps in establishing consciousness between the international organizations and nation-states regarding the real scene of the problem prevailing in the society. Although, many UN documents who work for cultural diversity came in existence in different times with many rules and regulations were conducted by the governments all over the world but in spite of those problems of multiculturalism still remain. In all the civil societies multiculturalism is prevailing for the security of minority and cultural security. Some of the countries maintain multiculturalism as a policy like Canada, Australia. But it was just one side of picture. There are number of countries which could not maintain their language diversity, cultural diversity, racial ethnicity etc. due to migration or other problems. For this purpose, international documents established so that refugees and minority rights can be secured. Globalization is here to stay, ethnic mobility too, and nation states find themselves pursuing their interests and dealing with problems of sovereignty, economic growth and social well-being in circumstances continuously changing, challenging conventional solutions and handed-down wisdom. Standing firm on orthodox nationalism, mono-culturalist policies, old-school sovereignty and 'secure borders' will in all likelihood – barring exceptionally fortunate circumstances – prove to be of very little help, as states attempting that route have already realized to their detriment. This does not necessarily mean that 'practised multiculturalism' is the solution, or for that matter even part of the solution to the conundrum. The conceptual paradox is as real as the global challenges are daunting, and there is no easy fix, no magic panacea. There is clearly a need for social experiments – even identity experiments – in order to address questions of social solidarity and cultural belonging in ways that are in sync rather than at loggerheads with emerging conditions of global competition, flows of skills and people, as well as multiple forms and objects of attachment.²²

The truth is that development rooted in culture and sensitive to local context is in fact the only one which is likely to be sustainable. As Nobel Prize winner Amartya Sen explains, "cultural matters are integral parts of the lives we lead. If development can be seen as enhancement of our living standards, then efforts geared to development can hardly ignore the world of culture". Today, development means freedom, widening the choices, putting human beings – children, men and women- at the centre of the future: Culture boosts the economic dimension: it generates income and employment, it is the engine of many development processes and it has impact on entrepreneurship,

new technologies and tourism. Culture brings creativity and innovation to the economy; Culture is linked to the social dimension: it is the accelerator of resilience and rootedness, it gives tools to fight against poverty, it facilitates participation of citizens, intercultural dialogue and equality of rights; Culture embraces the environmental dimension because it explains the identities and raises awareness on ecological responsibility; Key values for development like creativity, heritage, knowledge and diversity must shape culture as the fourth pillar of development. A holistic and integrated approach to development will only be achieved when these values are explicit and operationalized.²³ The allegations against globalization and in favour of cultural identity proclaim a static conception of culture and it has no historical basis. Cultures have never remained static or unchanged. Globalization must be welcomed because it expands the horizons of individual liberty. A closer look at the world's most technologically advanced states tells that new does not drive out the old. As America has not become less religious, television in Japan has not killed Kabuki theatre. People have a tendency to preserve their traditions they value, and leave the ones they do not care about. In context of cultural imperialism, it can be said that cultures do not always transfer in unilinear way because movement between cultural and geographical areas always involves interpretation, translation and adaptation. It has encouraged new generations to learn other cultures and languages because it has become crucial for professional success. Terrorists challenge state's domestic sovereignty, but at the same time it has forced states to co-operate each other against the threat. Globalization forces states to reconceptualize threats when non-state actors seek to enhance their power through acts of violence. Globalization does not make the state disappear, but is a way of thinking about its present form. In this new international order, effective, well organized nation-states are necessary as problems become even more global. It is contradictory to say that nation-state is going to accommodate the conflicting pressures generated by globalization. Nation-state are compelled to shift their role in the era of globalization, the claim of the emergence of a global culture is accompanied by cries of alarm that local values and nation states are suffering a sense of threat to identity. There is tension in different countries about the proper role of cultural values from outside. In context of cultural flows, a more human, civilized and ethical approach is needed to accommodate the complex world. Cultural identities are not dangerous but over sensitivity to indigenization might provoke over nationalism which might lead to ethnic conflicts. Cultures should not be protected by bureaucrats or confined behind iron-bars but cultures should live freely.

The world community must understand that a more just international economic order based on equitable trade and mutual interdependence is not only possible but also essential. Global village partners should look for breaking the income hierarchy. It is important to recognize that peace and stability in the world depends to a large extent on removing the grave inequalities. The nation states must not be forced into a race to the bottom. They must have the space to create their own paths. New instruments may have given new wings to crime but so has it to the Nation States. Nation States must improve their understanding of national and international policies needed to tackle the possible adverse impact of globalization on cultural identities.

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Influence of Certain Personality Attributes on Psychological Wellbeing Among Engineers

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ABSTRACT

The objective of this present investigation was an attempt to study the influence certain personality attributes psychological wellbeing among engineers working in Thermal power plants located at Begusarai, Barauni Thermal Power Plants and in Muzaffarpur, Kanti Thermal Power Plants in Bihar. The sample consisted of N=90 engineers who were randomly taken from Barauni and Kanti Thermal Power Plants both located in North Bihar. The descriptions of the various tools used in this investigation are being presented as Psychological wellbeing scale developed by Shahnawaz and Ansari (2012) it consists of sixteen items comprising eight dimensions, viz., Self confidence, Worthwhile feeling, Life satisfaction, Decision making, Inter personal relation, Social support, Negative feelings, and Health related perception. This scale has a 5-point response category ranging from "Highly agree" (i.e., '5') to "Highly disagree" (i.e., '1'). The authors have reported high reliability and validity that ascertains the standardization of the scale. Personality Attributes Scale: This scale originally developed by Nasreen and Ansari (1998). In this scale, there are 31 adjectives plus statements representing personality characteristics and the respondent were required to respond on 5-point scale by giving a score of 1 to the personality attributes which were present in them in minimum or least degree and score of 5 when these are present in maximum degree. The scoring was simple because it was done by simply adding the scores given to various attributes but reversing the scores to the negative personality attributes. It is necessary to mention here that each attribute present individual characteristics in itself.

Keywords: Personality Attributes, Psychological wellbeing

Modern world of work is considered to be the era of high competition. In this competitive era, there is a see-saw battle among productive organizations for their supremacy along-with their efforts to sustain in the competitive market. Since, monopoly of any organization stands now herein the present contemporary world as good number of companies is providing almost similar services to the customers, buyers and stake-holders therefore, it is necessary for the companies to adopt strategies of emerging organizations to sustain in the competitive fray.

PSYCHOLOGICAL WELLBEING

It has been taken as criterion variable in the present study. The concept of wellbeing is very popular now-a-days. Social and behavioural scientists, specially, psychologists have been concerned about the wellbeing of human being. Wellbeing is commonly measured by happiness or satisfaction with life but this phenomena seem to explain more than simply living good life. Bradburn (1969), Campbell (1976), and Warr (1978) contended that psychological wellbeing deals with individual feelings

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with their day-to-day life. Such feelings may vary from negative experiences like anxiety, depression, dissatisfaction etc. to positive experiences like elation, happiness, satisfaction etc. Positive feelings have the notion of wellbeing whereas negative feelings to unwell mental state. According to Joseph and Lewis (1998) wellbeing is the opposite pole of depression. The term wellbeing mostly used for specific variety of goodness, e.g, living in good environment, being worthy for the world, being able to cope with life, enjoying life etc. In psychology, the concept of psychological wellbeing or subjective wellbeing has started gaining its significance due to hectic work schedules and metro lifestyle.

The phenomenon of wellbeing can be defined as the mixture of affective, cognitive, and somatic state of affairs. In the words of Joseph and Lewis (1998), it presents overall view of subjective wellbeing. It also includes motivational experiences of life with subjective feelings of satisfaction. Happiness and satisfaction are the two aspects that lead to the step of wellbeing. These involve multiple life conditions viz., belongingness, creativity, opportunities, self-esteem and trust in relation to others. According to Ryff and Keyes (1995), psychological wellbeing is the positive psychological functioning of individuals. They defined psychological wellbeing as a state in which an individual can function psychologically well equipped on tuned to realize his/her true potential.

Psychological wellbeing has always been experienced since the time immemorial. It is a part and parcel of man's lifestyle. Infact, it was studied in philosophy under the term of 'Eudemonics' which was translated as 'happiness'. This can be clearly studied in Aristotle's "Ethica Nicomachea" but Later this concept moved to the discipline of psychology. Taking into consideration the concept of wellbeing as a subject matter of psychology, it can be defined as a mixture of affective, cognitive and somatic state of affairs. Terms like happiness, hope, positive mental health, quality of life, optimism, satisfaction, etc are invariably used as synonyms of wellbeing. Psychological wellbeing also studied under the umbrella of the phenomenon of quality of life. According to Chekola (1975) wellbeing is examined as a harmonious satisfaction of one's desires and goals. According to laymen, wellbeing can be assumed as the absence of disease but Verma (1988) said wellbeing is a part of positive mental health which does not mean only absence or free from disease. He elaborated that it doesn't matter whether a person is poor or rich but what is important is the feeling of satisfaction of a person with life that develops and provides the experience of psychological wellbeing. According to Diener and Diener (1995) psychological wellbeing is a person's evaluative reaction to his/ her satisfaction, "cognitive evaluation or effect", "ongoing emotional reactions". However, psychological wellbeing is the experience out of one's evaluation of oneself in the context of psychosocial and environmental conditions.

PERSONALITY ATTRIBUTES

Of the several billion people who inhabit the earth, no two are exactly alike. The differences among them have made it difficult to identify how and what they share in common as a member of the human population. It is indeed, true in the present circumstances and predicted to be important in future too that quality of human wellbeing as well as their experience of job satisfaction are likely to be dependent upon an increased understanding of one's personality qualities. Personality attributes or qualities may affect the feeling and experience of psychological wellbeing and satisfaction with work either consciously or unconscious.

Personality factors are extremely important in organizational setting. One of the famous psychologists James considers the individual aspect as the whole house built of bricks, but held together with cement.

The concept of personality is derived from the Greek word "Persona" meaning 'a mask' that was used in dramas by actors to hide their own identity. In the present contemporary world, The

term personality stresses more on motivational and behavioral aspects which emphasize both 'on how individual appears in the world' and 'what he actually is', the way individual appears in the world is done consciously by him and it is for two different reasons – persons desire to create favourable impression on others and his desire to judge accurately the personality of others.

Personality can be judged by various techniques but in earlier periods personality was measured unscientifically. Most of the popular and earliest methods used for assessing the personality were:

Physiognomy: The judgment of personality from the study of facial features.

Phrenology: The judgment of the personality from the size and shapes of head, and

Graphology: The judgment of personality from a diagnosis of the persons hand writing.

On the other hand, psychologists viewed the concept and role of personality in variety of ways. Different psychologists defined personality from their own perception and angles. Most of them mentioned two aspects of personality, the first one from the observes' point of view that is how person is being perceived and evaluated by others and second by from one's own perception. In simpler terms these are the two important perspective that either independently or in conjunction with each other forms person's own view of personality which create his/her identity.

Knowing and understanding about personality is an old pursuit but it was in the late nineteenth and the early twentieth century when a branch of psychology had taken place. Modern theorist of psychology had made their efforts by giving formal shape to the personality development in 1930's. Some studies revealed the role of both heredity and environment in shaping personality but certain studies revealed that personality is not inherited but it is the product of environment, hence, personality develops during the course of social relationships in the society. Environmental influences inside home and outside help persons to develop their personality, hence accordingly people learn to behave and deal with the people in society. Unending controversies of the role of heredity or environment has made it difficult to consider whether personality is wholly influenced by heredity or wholly is influenced by environment or is an outcome of both heredity and environmental influences.

One of the early Psychologists viz., Rainwater in 1956 stressed on hereditary foundation of personality. According to him "Personality is formed from the interaction of significant figures – first the mother, later the father and siblings and thereafter the extra familial figures within the world. The child with this interaction brings certain biological constitution, certain needs and drives and certain intellectual capacities which determine the reaction to the way in which he is acted upon by these significant figures". In day-to-day life person tries to develop positive relation with others in order to develop warm relationships, this effectiveness can be accessed through personality. Revealing the hereditary role of personality doesn't emphasize that genes play direct role or personality patterns are directly controlled by genes. Genes indirectly affect the quality of nervous system through chemical balances of the body and the structure of body also. In view of environmental influences, it is found that environment influences the personality of an individual in three different ways i.e., by encouraging the hereditary potentials; by environment itself which provide personality pattern model which the individual uses as guide and learning opportunities provided by environment.

OBJECTIVE OF THE STUDY

The objective of this present investigation was an attempt to check the Influence certain personality attributes on psychological wellbeing among engineers

Hypotheses

The following null-hypotheses were formulated, considering the purpose of our investigation as none of the researches have provided any direction on. Influence certain personality attributes on psychological wellbeing among engineers.

H1:- Personality attributes will influence psychological wellbeing and its various dimensions.

RESULT AND DISCUSISON

Since the present endeavor was to carry out an empirical investigation on the Influence of certain personality attributes on psychological wellbeing among engineers., hence, in quest of fulfilling the objectives of the investigation through empirical testing of the hypotheses, stepwise multiple regression analysis (SMRA) was applied to give treatment to the data for identifying the significant predictors of criterion variables.

Table- 4.2: Model Summary
Showing Significant Predictors of Psychological Wellbeing as a whole

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.345 ^a	.119	.116	3.838
2	.488 ^b	.238	.230	3.581
3	.515 ^c	.265	.255	3.522
4	.537 ^d	.288	.276	3.474
5	.572 ^e	.327	.311	3.388
6	.586 ^f	.344	.326	3.352
7	.597 ^g	.357	.337	3.324
8	.608 ^h	.370	.348	3.297
9	.619 ⁱ	.383	.359	3.268
10	.629 ^j	.395	.370	3.240
11	.639 ^k	.408	.382	3.210
12	.647 ^l	.418	.390	3.189
13	.656 ^m	.431	.401	3.160
14	.664 ⁿ	.440	.409	3.139
15	.670 ^o	.449	.416	3.121

- (a) Predictors: (Constant), Tactful
- (b) Predictors: (Constant), Tactful, Quick tempered
- (c) Predictors: (Constant), Tactful, Quick tempered, Physically Active
- (d) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial
- (e) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible
- (f) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible
- (g) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite
- (h) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced
- (i) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, Mentally Active
- (j) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, Mentally Active, Polytheist
- (k) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, Mentally Active, Polytheist, Task Identity
- (l) Predictors: (Constant), Tactful, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, Mentally Active, Polytheist, Task Identity, Have a thinking before taking right decision
- (m) Predictors: (Constant), Tactful, Quick tempered, Physically active, Unsocial, Flexible, Polite, Prejudiced, mentally Active, Polytheist, Task identity, Have a thinking before taking right decision, Realistic
- (n) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, Mentally active, Polytheist, Task Identity, Have a thinking before taking right decision, Realistic, Talkative
- (o) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active, Polytheist, Task Identity, Have a thinking before taking right decision, Realistic, Talkative, Stubborn

Table - 4.2 A

ANOVA ^r						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	591.933	1	591.933	40.183	.000 ^a
	Residual	4389.864	298	14.731		
	Total	4981.797	299			
2	Regression	1185.063	3	395.021	30.797	.000 ^b
	Residual	3796.733	296	12.827		
	Total	4981.797	299			

ANOVA ^r						
Model		Sum of Squares	Df	Mean Square	F	Sig.
3	Regression	1321.861	4	330.465	26.636	.000 ^c
	Residual	3659.936	295	12.407		
	Total	4981.797	299			
4	Regression	1434.089	5	286.818	23.769	.000 ^d
	Residual	3547.707	294	12.067		
	Total	4981.797	299			
5	Regression	1630.478	7	232.925	20.295	.000 ^e
	Residual	3351.319	292	11.477		
	Total	4981.797	299			
6	Regression	1712.374	8	214.047	19.052	.000 ^f
	Residual	3269.423	291	11.235		
	Total	4981.797	299			
7	Regression	1778.214	9	197.579	17.886	.000 ^g
	Residual	3203.582	290	11.047		
	Total	4981.797	299			
8	Regression	1840.918	10	184.092	16.939	.000 ^h
	Residual	3140.879	289	10.868		
	Total	4981.797	299			
9	Regression	1906.622	11	173.329	16.233	.000 ⁱ
	Residual	3075.174	288	10.678		
	Total	4981.797	299			
10	Regression	1969.146	12	164.096	15.633	.000 ^j
	Residual	3012.651	287	10.497		
	Total	4981.797	299			
11	Regression	2034.575	13	156.506	15.187	.000 ^k
	Residual	2947.222	286	10.305		
	Total	4981.797	299			

ANOVA ^r						
Model		Sum of Squares	Df	Mean Square	F	Sig.
12	Regression	2083.545	14	148.825	14.635	.000 ^l
	Residual	2898.251	285	10.169		
	Total	4981.797	299			
13	Regression	2146.260	15	143.084	14.331	.000 ^m
	Residual	2835.536	284	9.984		
	Total	4981.797	299			
14	Regression	2193.595	16	137.100	13.916	.000 ⁿ
	Residual	2788.201	283	9.852		
	Total	4981.797	299			
15	Regression	2235.808	17	131.518	13.506	.000 ^o
	Residual	2745.989	282	9.738		
	Total	4981.797	299			

- (a) Predictors: (Constant), Tactful
- (b) Predictors: (Constant), Tactful, Quick tempered
- (c) Predictors: (Constant), Tactful, Quick tempered, Physically Active
- (d) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial
- (e) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible
- (f) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible
- (g) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite
- (h) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced
- (i) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active
- (j) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active, Polytheist
- (k) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active, Polytheist, Task Identity
- (l) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active, Polytheist, Task Identity, Have a thinking before taking right decision
- (m) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active, Polytheist, Task Identity, Have a thinking before taking right decision, Realistic

- (n) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active, Polytheist, Task Identity, Have a thinking before taking right decision, Realistic, Talkative
- (o) Predictors: (Constant), Tactful, Quick tempered, Physically Active, Unsocial, Responsible, Flexible, Polite, Prejudiced, mentally Active, Polytheist, Task Identity, Have a thinking before taking right decision, Realistic, Talkative, Stubborn
- (p) Criterion variable: Psychological wellbeing

Table-4.2 B

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.172	1.084		41.678	.000
	Tactful	1.966	.310	.345	6.339	.000
2	(Constant)	32.777	2.174		15.080	.000
	Tactful	1.803	.291	.316	6.199	.000
	Quick tempered	.837	.228	.187	3.668	.000
3	(Constant)	36.755	2.450		14.999	.000
	Tactful	1.710	.287	.300	5.948	.000
	Quick tempered	.750	.226	.168	3.322	.001
	Physically Active	-.746	.225	-.171	-3.321	.001
4	(Constant)	39.397	2.567		15.345	.000
	Tactful	1.615	.285	.283	5.662	.000
	Quick tempered	.842	.225	.188	3.746	.000
	Physically Active	-.727	.222	-.167	3.284	.001
	Unsocial	-.670	.220	-.154	3.050	.002
5	(Constant)	39.774	2.670		14.899	.000
	Tactful	1.451	.282	.254	5.137	.000
	Quick tempered	.918	.220	.205	4.167	.000
	Physically Active	-.828	.218	-.190	3.798	.000
	Unsocial	-.669	.214	-.154	3.124	.002
	Responsible	.643	.244	.130	2.638	.009

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
6	(Constant)	41.903	2.756		15.202	.000
	Tactful	1.411	.280	.247	5.043	.000
	Quick tempered	.918	.218	.205	4.210	.000
	Physically Active	-.869	.216	-.199	4.019	.000
	Unsocial	-.768	.215	-.177	3.571	.000
	Responsible	.680	.242	.137	2.813	.005
	Flexible	-.652	.242	-.132	2.700	.007
7	(Constant)	42.646	2.750		15.507	.000
	Tactful	1.435	.278	.252	5.169	.000
	Quick tempered	.893	.216	.199	4.126	.000
	Physically Active	-.772	.218	-.177	3.543	.000
	Unsocial	-.700	.215	-.161	3.254	.001
	Responsible	.756	.242	.153	3.130	.002
	Flexible	-.645	.240	-.131	2.690	.008
	Polite	-.497	.204	-.120	2.441	.015
8	(Constant)	40.813	2.833		14.409	.000
	Tactful	1.390	.276	.244	5.035	.000
	Quick tempered	.909	.215	.203	4.235	.000
	Physically Active	-.694	.219	-.159	3.173	.002
	Unsocial	-.737	.214	-.170	3.443	.001
	Responsible	.823	.241	.166	3.411	.001
	Flexible	-.613	.238	-.124	2.573	.011
	Polite	-.518	.202	-.125	2.561	.011
	Prejudiced	.536	.223	.116	2.402	.017
9	(Constant)	37.365	3.133		11.927	.000
	Tactful	1.204	.284	.211	4.244	.000

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	Quick tempered	1.040	.219	.232	4.743	.000
	Physically Active	-.821	.223	-.188	3.686	.000
	Unsocial	-.724	.212	-.167	3.415	.001
	Responsible	.709	.244	.143	2.910	.004
	Flexible	-.571	.237	-.116	2.414	.016
	Polite	-.617	.204	-.149	3.019	.003
	Prejudiced	.608	.223	.131	2.724	.007
	mentally Active	.939	.379	.142	2.481	.014
10	(Constant)	39.613	3.240		12.226	.000
	Tactful	1.124	.283	.197	3.968	.000
	Quick tempered	1.013	.218	.226	4.654	.000
	Physically Active	-.768	.222	-.176	3.465	.001
	Unsocial	-.625	.214	-.144	2.917	.004
	Responsible	.654	.243	.132	2.698	.007
	Flexible	-.602	.235	-.122	2.561	.011
	Polite	-.612	.203	-.148	3.020	.003
	Prejudiced	.500	.226	.108	2.214	.028
	mentally Active	1.115	.382	.169	2.917	.004
	Polytheist	-.547	.224	-.128	2.441	.015
11	(Constant)	36.166	3.489		10.365	.000
	Tactful	1.070	.281	.188	3.805	.000
	Quick tempered	.931	.218	.208	4.271	.000
	Physically Active	-.716	.221	-.164	3.241	.001
	Unsocial	-.579	.213	-.134	2.720	.007
	Responsible	.653	.240	.132	2.719	.007
	Flexible	-.607	.233	-.123	2.610	.010

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	Polite	-.628	.201	-.152	3.125	.002
	Prejudiced	.594	.227	.128	2.621	.009
	mentally Active	.960	.384	.145	2.504	.013
	Polytheist	-.706	.231	-.164	3.057	.002
	Task identity	.166	.066	.131	2.520	.012
12	(Constant)	35.248	3.492		10.095	.000
	Tactful	1.023	.280	.179	3.650	.000
	Quick tempered	.937	.217	.209	4.326	.000
	Physically Active	-.778	.221	-.178	3.518	.001
	Unsocial	-.689	.217	-.159	3.167	.002
	Responsible	.626	.239	.126	2.617	.009
	Flexible	-.641	.232	-.130	2.768	.006
	Polite	-.614	.200	-.149	3.079	.002
	Prejudiced	.723	.233	.156	3.105	.002
	mentally Active	.753	.393	.114	1.917	.056
	Polytheist	-.730	.230	-.170	3.179	.002
	Task identity	.178	.066	.140	2.712	.007
	Have a thinking before taking right decision	.559	.255	.116	2.194	.029
13	(Constant)	33.460	3.532		9.472	.000
	Tactful	.952	.279	.167	3.410	.001
	Quick tempered	.843	.218	.188	3.868	.000
	Physically Active	-.674	.223	-.154	3.022	.003
	Unsocial	-.632	.217	-.146	2.916	.004
	Responsible	.863	.255	.174	3.383	.001
	Flexible	-.487	.238	-.099	2.049	.041

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	Polite	-.657	.198	-.159	3.310	.001
	Prejudiced	.705	.231	.152	3.055	.002
	mentally Active	1.021	.403	.154	2.530	.012
	Polytheist	-.628	.231	-.146	2.719	.007
	Task identity	.195	.065	.153	2.980	.003
	Have a thinking before taking right decision	.650	.255	.134	2.549	.011
	Realistic	-.678	.271	-.155	2.506	.013
14	(Constant)	31.791	3.591		8.854	.000
	Tactful	.867	.280	.152	3.094	.002
	Quick tempered	.741	.221	.165	3.345	.001
	Physically Active	-.601	.224	-.138	2.680	.008
	Unsocial	-.589	.216	-.136	2.725	.007
	Responsible	.820	.254	.166	3.225	.001
	Flexible	-.516	.237	-.105	2.181	.030
	Polite	-.631	.197	-.153	3.197	.002
	Prejudiced	.717	.229	.155	3.128	.002
	mentally Active	.930	.403	.141	2.308	.022
	Polytheist	-.617	.230	-.144	2.687	.008
	Task identity	.209	.065	.165	3.203	.002
	Have a thinking before taking right decision	.731	.256	.151	2.857	.005
	Realistic	-.680	.269	-.155	2.528	.012
Talkative	.513	.234	.107	2.192	.029	

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
15	(Constant)	32.561	3.589		9.073	.000
	Tactful	.883	.279	.155	3.171	.002
	Quick tempered	.774	.221	.173	3.505	.001
	Physically Active	-.577	.223	-.132	2.585	.010
	Unsocial	-.570	.215	-.131	2.650	.008
	Responsible	.838	.253	.169	3.312	.001
	Flexible	-.533	.235	-.108	2.266	.024
	Polite	-.569	.199	-.138	2.863	.005
	Prejudiced	.774	.230	.167	3.370	.001
	mentally Active	.976	.401	.148	2.433	.016
	Polytheist	-.509	.234	-.119	2.174	.031
	Task Identity	.213	.065	.168	3.283	.001
	Have a thinking before taking right decision	.737	.254	.152	2.896	.004
	Realistic	-.738	.269	-.169	2.747	.006
	Talkative	.233	.115	.115	2.372	.018
	Stubborn	.240	-.105	.105	2.082	.038

(a) Criterion variable: Psychological Wellbeing With regard to the above finding, it is necessarily important to mention that engineers working in Thermal Power Plants especially at Barauni and Kanti- Muzaffarpur possess number of skills to work in the plant.

Table – 4.2A of ANOVA confirms as F-values of all significant predictors ranging from minimum F = 13.506 to maximum F = 40.183 are found statically significant for beyond .01 level of confidence. Moreover Table – 4.2B of coefficients also highlights that Beta – values of all significant predictors are found significantly related to ‘Psychological wellbeing’ as a whole as shown at Step- 15 that ‘tactful(ness)’ - a Personality attributes ($\beta = .155$); ‘quick tempered’ ($\beta = .173$) ‘responsible’ ($\beta = .169$) ‘prejudiced’, ($\beta = .167$), ‘mentally active’ ($\beta = .148$), ‘task identity’, ($\beta = .168$), ‘have a thinking before taking right decision’ ($\beta = .152$), ‘talkative’ ($\beta = .115$) – all related to Personality attributes are found to contribute positively and significantly to ‘psychological wellbeing’ as a whole, whereas ‘physically active’ ($\beta = -.132$), ‘unsocial’ ($\beta = -.131$), ‘flexible’ ($\beta = -.108$), ‘Polite’ ($\beta = -.138$), ‘polytheist’ ($\beta = -.119$), ‘realistic’ ($\beta = -.169$), ‘stubborn’ ($\beta = -.105$),

are found to have significant negative contribution to the aspect of psychological wellbeing for the sample group of engineers.

'Tactful(ness)' - a personality attributes:- This personality attributes or quality is found to be one of the important quality of engineers as its contribution is highest among all significant predictors. 'tactful (ness)' refers to ones' strategy to motivate workers to work in maintaining the power plants in such a fashion where employees feel obliged to work. In reality, this aspect of tactfulness seems to be the hall-mark in developing and maintaining interpersonal relationship at both horizontal and vertical levels.

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

It is important to highlight here that one of the aspects of 'personality attributes play significant and important role in determining and predicting 'psychological wellbeing'. A research which does not provide new information or fails to fill the void of knowledge is almost useless. Research findings are not the end but these may change with the passage of time, place and condition. It is, therefore, said that researches is a continuous process that are carried on in different time and place when ever needed for getting new directions and in formations.

Present study has not undertaken the different levels of engineers in making analysis of the study because of the skewed distribution in the levels of engineers that must be considered in future researches because there may be different combination of significant predictors for different levels of engineers. And finally, it is to suggest that in future, similar studies must be carried on different other sample of participants from across various sections of employees working in similar different organizations either small or large for getting wider generality of the findings. With regard to the implication of the study, it is to impress upon the fact that the topic of the present research endeavour has always been found important at workplace and is likely to remain important in future too

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महात्मा बुद्ध के विचारों की प्रासंगिकता

डॉ. प्रगति कुमारी*

परिचय

दुनिया को अपने विचारों से नया मार्ग (मध्यम मार्ग) दिखाने वाले महात्मा बुद्ध भारत के एक महान दार्शनिक, समाज सुधारक और बौद्ध धर्म के संस्थापक थे।

राजपरिवार में जन्में महात्मा बुद्ध का जन्म नेपाल की तराइयों में स्थित लुम्बिनी में 563वीं ईसा पूर्व में हुआ था। विदित हो कि अपने जीवन के एक चरण में उन्होंने मानव जीवन के दुखों को देखा जैसे रोग, बृद्धावस्था एवं मृत्यु। इसके पश्चात वे 29 वर्ष की अवस्था में सांसारिक जीवन को त्याग कर सत्य की खोज में निकल पड़े। उन्होंने बोधगया में एक पीपल वृक्ष के नीचे ध्यान करते हुए आत्म बोध प्राप्त किया। तब से लेकर 80 वर्ष की अवस्था में अपनी मृत्यु तक, उन्होंने अपना सम्पूर्ण जीवन यात्रा करते हुए लोगों को जीवन चक्र से छुटकारा पाने की राह दिखाते हुए बिताया। उनकी मृत्यु के पश्चात उनके शिष्यों ने राजगृह में एक परिषद का आह्वान किया, जहाँ बौद्ध धर्म की मुख्य शिक्षाओं को संहिताबद्ध किया गया। इन शिक्षाओं को पिटकों के रूप में समानुक्रमित करने के लिए चार बौद्ध संगीत का आयोजन किया गया जिसके पश्चात तीन मुख्य पिटक बने। विनय पिटक (बौद्ध मतावलंबियों के लिए व्यवस्था के नियम), सुत पिटक (बुद्ध के उपदेश सिद्धांत) तथा अभिधम्म पिटक (बौद्धदर्शन), जिन्हें संयुक्त रूप से त्रिपिटक कहा जाता है। इन सब को पालि भाषा में लिखा गया है।

जातव्य है कि राजा कनिष्क के शासक काल में महात्मा बुद्ध के सिद्धांतों पर आधारित बौद्ध धर्म दो संप्रदायों हीनयान और महायान में बंट गया। बुद्ध के सिद्धांतों पर आधारित बौद्ध धर्म को आरंभिक रूप से प्रसारित करने का कार्य बुद्ध के अनुयायियों ने किया था जिसे कई शासकों द्वारा प्रश्रय किया गया। आज बौद्ध धर्म श्रीलंका, म्यांमार, लाओस, कम्बोडिया, थाइलैंड और चीन का प्रमुख धर्म है।

बुद्धवाद

यदि हम सूक्ष्म दृष्टि से विचार करते हैं तो हमें यह ज्ञात होता है कि बुद्ध धर्म की सबसे बड़ी विशेषता उसका बुद्धवाद है। यद्यपि यह कहना अनुचित होगा कि बुद्ध के पहले धर्म में बुद्धवाद को स्थापन नहीं था, फिर भी यह तो मानना ही पड़ेगा कि गौतम बुद्ध ने बुद्धवाद को जितना महत्व प्रदान किया उतना किसी ने नहीं किया था। गौतम बुद्ध के पहले वैदिक धर्म का बोलबाला था। वेद का प्रमाण अखण्डनीय समझा जाता था। वेद की प्रमाणिकता में संदेह करना अधर्म गिना जाता जाता था। पधर्म जिज्ञासमानानां प्रमाण परमं श्रुतिः यह महामंत्रा उद्घोषित किया जाता था। धर्म के संबन्ध में श्रुति ही परम प्रमाण मानी जाती थी औ श्रुतिसे इतर वस्तु प्रमाण कोटि में नहीं जाती थी। यद्यपि भगवान श्रीकृष्ण ने गीता में बुद्ध शरणमन्विच्छ कहकर बुद्धवाद की कहत्ता को स्वीकार किया है, फिर भी अंत में उन्होंने धार्मिक मामलों में शास्त्रों को ही प्रमाण माना है।

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संभवतः संसार के इतिहास में इस प्रकार का धार्मिक उपदेश शायद ही कहीं सुनने को मिले, परन्तु तथागत के रूप में हम एक ऐसे विलक्षण धर्मोपदेशक को पाते हैं जिसने न केवल शास्त्रों की सत्ता को अस्वीकृत किया, बल्कि अपना गुरुद्वय प्रमाण्य भी न मानने के लिए शिष्यों को पूरी स्वतंत्रता दे दी। इस प्रकार गौतम बुद्ध ने मनुष्य की महत्ता तथा उसकी पवित्रता को स्वीकार किया।

उस प्राचीन काल में जब व्यक्तिगत विचार का विशेष मूल्य नहीं था तथा शास्त्रों की प्रामाणिकता के आगे तर्क को स्थान नहीं दिया जाता था, बुद्ध ने बुद्धवाद की प्रतिष्ठा कर सचमुच ही बहुत बड़ा काम किया। लोग यह समझने लगे कि इस धर्म को मानना चाहिए इसलिए आवश्यक नहीं है कि यह किसी राजकुमार या तपस्वी के द्वारा चलाया गया है, बल्कि इसलिए कि अपनी बुद्ध को यह उचित प्रतीत होता है इस प्रकार अनेक लोगों ने – जिन्हें यह पसंद आया, इस धर्म को स्वीकार कर लिया। यही कारण है कि आजकल भी यह धर्म अपने बुद्धवाद के कारण लोगों को अधिक 'अपील' कारता है।

वर्तमान समय में महात्मा बुद्ध कि विचारों की प्रासंगिकता

आज संसार में हिंसा, धार्मिक उन्माद और नस्लीय टकराव जैसी गंभीर समस्याओं का बोलबाला है। चारों तरफ मानव अस्तित्व को गंभीर खतरे दिखाई दे रहे हैं। एक ओर मानव ने विज्ञान, तकनीकी और यांत्रिकी में विकास एवं उसका उपयोग करके अपार समृद्धि प्राप्त की है, वहीं दूसरी ओर मानव ने स्वार्थ, लोभ, हिंसा आदि भावनाओं को वशीभूत होकर आपसी कलह, लूट, खसूट, अतिक्रमण आदि का अकल्याणकारी और विनाशकारी मार्ग भी अपनाया है। अतः आज की दुनिया में भौतिक सम्पदा के साथ-साथ मानव अस्तित्व को भी बचाना आवश्यक हो गया है।

वैसे तो कहा जाता है कि हरेक आदमी अपना कल्याण चाहता है परन्तु व्यवहार में यह पूर्णतया सही नहीं है। यह यथार्थ है कि आदमी अपने कल्याण के साथ-साथ अपना नुकसान भी स्वयं ही करता है जैसा कि आज तक की हुई तमाम लड़ाईयों, विश्व युद्धों तथा वर्तमान में व्याप्त हिंसा व आपसी टकराव से प्रमाणित है। अतः आदमी के विनाशकारी विचारों को बदलना और उन पर नियंत्रण रखना बहुत जरूरी है। आज से लगभग 2558 वर्ष पहले बुद्ध ने मानवीय प्रवृत्तियों का विश्लेषण करते हुए कहा था कि मनुष्य का मन ही सभी कर्मों का नियन्ता है। अतः मानव की गलत प्रवृत्तियों को नियंत्रित करने के लिए उस क मन में सदविचारों का प्रवाह करके उसे सदमार्ग पर ले जाना आवश्यक है। उन्होंने यह सदमार्ग बौद्ध धम्म के रूप में दिया था। अतः आज मानव-मात्र की कुप्रवृत्तियों जैसे हिंसा, शत्रुता, द्वेष, लोभ आदि से मुक्ति पाने के लिए बौद्ध धम्म व बौद्ध दर्शन को अपनाने की बहुत जरूरत है।

बुद्ध के पंचशील के ये पाँच आचरण आज की आवश्यकता महसूस होते हैं—

1. मैं व्यर्थ या समुचित कारण के जीवन हत्या न करने की शिक्षा पर आचरण करूंगा।
2. मैं आदिनाथ बिना किसी की मर्जी के या अनुचित ढंग से कोई वस्तु प्राप्त न करने की शिक्षा पर आचरण करूंगा।
3. मैं काम-वासना तथा अन्य विषय विकारों से दूर रहने की शिक्षा पर आचरण करूंगा।
4. मैं झूठ तथा बकवाद न बोलने की शिक्षा पर आचरण करूंगा।

5. मैं किसी भी प्रकार की नशीली वस्तुओं के सेवन व प्रमाद न करने की शिक्षा पर आचरण करूंगा।

वर्तमान परिवेश बुद्ध की उपयोगिता बताते हुये प्रसिद्ध लेखक एस. आर. दारापुरी ने भी लिखा है कि आज संसार में हिंसा, धार्मिक उन्माद और नस्लीय टकराव जैसी गंभीर समस्याओं का बोलबाला है। चारों तरफ मानव अस्तित्व को गंभीर खतरे दिखाई दे रहे हैं। एक ओर मानव ने विज्ञान, तकनीक और यांत्रिकी में विकास एवं उसका उपयोग करके अपार समृद्धि प्राप्त की है, वहीं दूसरी ओर मानव ने स्वार्थ, लोभ, हिंसा आदि भावनाओं के वशीभूत होकर आपसी कलह, लूट, खसूट, अतिक्रमण आदि का अकल्याणकारी और विनाशकारी मार्ग भी अपनाया है। अतः आज की दुनिया में भौतिक सम्पदा के साथ-साथ मानव अस्तित्व को भी बचाना आवश्यक हो गया है।

आपसी शत्रुता के बारे में बुद्ध ने कहा था कि, 'वैर से वैर शांत नहीं होता। अवैर से ही वैर शांत होता है।' यह सुनहरी सूत्र हमेशा से सार्थक रहा है। डॉ. आबेडकर ने भी कहा था कि हिंसा द्वारा प्राप्त की गयी जीत स्थायी नहीं होती क्योंकि उसे प्रतिहिंसा द्वारा हमेशा पलटे जाने का डर रहता है। अतः वैर को जन्म देने वाले कारकों को बुद्ध ने पहचान कर उनको दूर करने का मार्ग बहुत पहले ही प्रशस्त किया था। उन्होंने मानवमात्र के दुखों को कम करने के लिए पंचशील और अष्टांगिक मार्ग के नैतिक एवं कल्याणकारी जीवन दर्शन का प्रतिपादन किया था। यह ऐतिहासिक तौर पर प्रमाणित है कि बौद्ध काल में जब "बहुजन हिताय, बहुजन सुखाय" के बौद्ध मार्ग का शासकों और आम जन द्वारा अनुसरण किया गया तो वह काल सुख एवं समृद्धि के कारण भारत के इतिहास का "स्वर्ण युग" कहलाया। उस समय शांति और समृद्धि फैली। इसके साथ ही दुनिया के जिन देशों में बौद्ध धम्म फैला, उन देशों में भी सुख, शांति तथा समृद्धि फैली। अतः बौद्ध धम्म का पंचशील और अष्टांगिक मार्ग आज भी विश्व में शांति और कल्याण हेतु बहुत सार्थक है।

यह कहा जाता है कि धर्म आदमी का कल्याण करता है परन्तु व्यवहार में यह देखा गया है यह पूर्णतया सही नहीं है। इतिहास इस बात का गवाह है कि संसार में जितनी मारकाट धर्म के नाम पर हुई है उतनी मारकाट अब तक की सभी लड़ाईयों और विश्व युद्धों में नहीं हुई है। यह सब धार्मिक उन्माद, कट्टरपंथी एवं अपने धर्म को दूसरों पर जबरदस्ती थोपने के कारण हुआ है। धर्म के नाम पर तलवार का इस्तेमाल करने से मानव-मात्र का बहुत नुकसान हुआ है। यह केवल बौद्ध धर्म ही है जो कि तलवार के बूते पर नहीं बल्कि करुणा-मैत्री जैसे सदगुणों के कारण संसार के बड़े भूभाग में फैला और आज भी बड़ी तेजी से फैल रहा है। जहाँ एक ओर दूसरे धर्मों के मानने वालों की संख्या लगातार घट रही है और वे अपने अनुयायियों के बाँध कर रखने के लिए तरह-तरह के हथकंडे व आधुनिक प्रचार तकनीक को अपनाने कि लिए बाध्य हो रहे हैं, वहीं बौद्ध धर्म अपनी नैतिकता एवं सर्व कल्याणकारी शिक्षाओं के कारण स्वतः प्रसारित हो रहा है।

यह सर्वविदित है कि हमारा देश एक जाति प्रधान देश है जिस के कारण हमारी आबादी का एक बहुत बड़ा हिस्सा सदियों से सभी मानव अधिकारों से वंचित रहा है और आज भी काफी हद तक वंचित है। यह बुद्ध ही थे जिन्होंने जाति-भेद को समाप्त करने के लिए अपने भिक्षु संघ में पहल की। उन्होंने सुनीत भंगी, उपली नाई तहत अन्य कई तथाकथित निचली जातियों के लोगों को संघ में राजा और राजकुमारी की बराबरी का स्थान दिया जिनमें से कई अर्हत बने। बुद्ध ने ही महिलाओं को भिक्षुनी संघ में स्थान देकर नारी पुरुष समानता के सिधांत को मजबूत किया। यद्यपि दास प्रथा जाति भेद रूप से समाप्त नहीं हुआ

परन्तु बुद्ध द्वारा वर्ण व्यवस्था तथा उसके धार्मिक आधार पर किया गया प्रहार बहुत कारगर सिद्ध हुआ। डॉ आंबेडकर ने अपने लेखन में कहा है कि भारत में बौद्ध धर्म का उदय एक क्रांति थी और बाद में ब्राह्मण धर्म की पुनर्स्थापना एक प्रतिक्रांति थी जिस ने बौद्ध धर्म द्वारा स्थापित सभी मानवीय सामाजिक मूल्यों को पलट कर रख दिया था। फलस्वरूप जाति व्यवस्था एवं ब्राह्मण धर्म को अधिक सख्ती से लागू करने के लिए मनुस्मृति तथा अन्य स्मृतियों की रचना करके उन में प्रतिपादित नियमों और विधानों को कठोरता से लागू किया गया।

आज भारत तथा विश्व में जो धार्मिक कट्टरवाद व टकराव दिखाई दे रहा है वह हम सब के लिए बहुत चिंता और चुनौती का विषय है। भारत में साम्प्रदायिक दंगों और जातीय जनसंहारों में जितने निर्दोष लोगों की जाने गयी हैं वे भारत द्वारा अब तक लड़ी गयी सभी लड़ाईयों में मारे गए सैनिकों से कहीं अधिक हैं। अतः अगर भारत में धार्मिक स्वतंत्रता और धर्म निरपेक्षता के संवैधानिक अधिकार को बचाना है तो बौद्ध धर्म के धार्मिक सहिष्णुता, करुण और मैत्री के सिद्धांतों को अपनाना जरूरी है। आज सांस्कृतिक फासीवाद और हिंदुत्ववाद जैसी विघटनकारी विचारधारा को रोकने के लिए बौद्ध धर्म के मानवतावादी और समतावादी दर्शन को जन जन तक ले जाने की जरूरत है।

दुनिया में धार्मिक टकरावों का एक कारण इन धर्मों को विज्ञान द्वारा दी जा रही चुनौती भी है। जैसा कि ऊपर अंकित किया गया है कि विभिन्न ईश्वरवादी धर्मों के अनुयायियों की संख्या कम होती जा रही है क्योंकि वे विज्ञान की तर्क और परीक्षण वाली कसौटी पर खरे नहीं उतर पा रहे हैं। अतः वे अपने को बचाए रखने के लिए तहर-तरह के प्रलोभनों, द्वारा, चमत्कारों का प्रचार एवं अन्य हथकंडों का इस्तेमाल करके अपने अनुयायियों को बांध कर रखना चाहते हैं। उनमें अपने धर्म की अवैज्ञानिक और अंध-विश्वासी धारणाओं को बदलने की स्वतंत्रता एवं इच्छाशक्ति का नितांत आभाव है। इस के विपरीत बौद्ध धर्म विज्ञानवादी, परिवर्तनशील तथा प्रकृतिवादी होने के कारण विज्ञान के साथ चलने तथा जरूरत पड़ने पर बदलने में सक्षम है। इन्हीं गुणों के कारण डॉ आंबेडकर ने भविष्यवाणी की थी कि, "यदि भविष्य की दुनिया को धर्म की जरूरत होगी तो इसको केवल बौद्ध धर्म ही पूरा कर सकता है।" उनका भारत को पुनः बौद्धमय बनाने का सपना भी था। अतः हम निस्संकोच कह सकते हैं कि वर्तमान परिस्थितियों में बौद्ध धर्म एवं दर्शन पूर्णतया प्रासंगिक है।

महात्मा बुद्ध के विचारों की सीमाएँ

किसी माहन नैतिक विचारक की तरह महात्मा बुद्ध के विचार भी आलोचना रहित नहीं हैं। हालाँकि इन विचारों की समीक्षा करते समय हमें यह समझना होगा कि उस समय में वैसे हालत मौजूद नहीं थे जैसे कि आज हैं। महात्मा बुद्ध का यह विश्वास कि संपूर्ण जीवन दुखमय है और जगत को समझने के लिए हर अनुभव कि रूप में देखने की जरूरत है, इससे बचने का एकमात्र उपाय सुखों की लालसा को छोड़ देना है तार्किक नहीं जान पड़ता है। अगर बुद्ध के इस विचार की समीक्षा की जाए तो पता चलता है कि इस बिन्दु पर वे एकतरफा नजर आते हैं जबकि जीवन को न तो सिर्फ दुखमय कहा जा सकता है और न ही सिर्फ सुखमय। सत्य तो यह है कि सुखों की अभिलाषा ही वे प्रेरणाएँ है जो व्यक्ति को जीवन के प्रति उत्साहित करती है। उल्लेखनीय है कि महात्मा बुद्ध द्वारा जिस निर्वाण की चर्चा की जाती है वह भी एक अर्थ में

सुख की खोज ही है। ऐसे में इस सिद्धांत को यदि कोई व्यक्ति स्वीकार करे तो यह संभावना है कि वह निराशवादी प्रवृत्ति का हो जाए। बुद्ध के विचारों में एक अन्य महत्वपूर्ण खामी नारियों के अधिकारों के संदर्भ में दिखती है। जैसे महिलाओं को शुरुआत में संघ में प्रवेश नहीं देना। ऐसा माना जाता है कि उन्होंने अपने शिष्य आनंद से कहा था कि अगर संघ में महिलाओं का प्रवेश न होता तो यह धर्म एक हजार वर्ष तक चलता पर अब यह 500 वर्ष ही चल पाएगा। जबकि वर्तमान में हम देखते हैं कि महिलाएँ हर क्षेत्र में पुरुषों से कंधा मिला कर चलने में सक्षम हैं।

निष्कर्षतः कहा जा सकता है कि यदि हम बुद्ध के विचारों को वर्तमान परिपेक्ष्य में स्वीकार करे तो हमारे जीवन और समाज की अनेक समस्याओं का एक समुचित हल निकाला जा सकता है। साथ ही मानव सभ्यता सकारात्मक सुधारों के साथ एक सही दिशा में अग्रसर हो सकेगी।

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Malthus Demographic Views & Analysis of Population Growth Since the 20th Century

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ABSTRACT

The name of Malthus is very popular as well as controversial in the history of economic thought. Malthus' name is associated with the theory of population. According to Malthus the population moves up in Geometric Progressive Series. While grain production increases in Arithmetic Progressive Series. This will create an imbalance between population growth and food supply. To address this situation, Malthus advocated the ways to control population. Malthus's ideas have been criticized particularly for the fact that he has created a magic of statistics. But thought of Malthus is quite useful in analysis of population explosion after 20th century.

Keywords: Population, Population Explosion, Geometric Progressive Series, Arithmetic Progressive Series.

INTRODUCTION

The name of Malthus (1766-1834) is hardly unknown to any student of Economics. However, hardly any other economist has had such a controversial name in the history of economic thought as Malthus. He has done his job without worrying about controversies. Malthus' name is associated with the theory of population. Though he has given other theories, his theory of population has received particular attention. Malthus presented a very negative view regarding population growth. Thus, he is regarded as a pessimistic economist. However, Malthus's analysis had made people think about the gap between the population and means of subsistence. In addition, the way in which the world, and especially the developing countries, has grown since Malthus's death has forced him to rethink Malthus's ideas.

MALTHUS'S IDEOLOGICAL WORLD

Malthus's ideas were greatly influenced by the demographic studies of William Godwin, David Hume, Townsend, Sir Walter Raleigh, Sir Health Hale, and others. Before Malthus, these thinkers discussed how growth could lead to overpopulation, raising the question of sustenance. These thinkers also mentioned natural factors regarding population control.

In 1796, T. R. Malthus wrote a pamphlet criticizing William Pitt's rule. It was entitled "The Crisis a View of the Recent Interesting State of Great Britain by a Friend to the Constitution." However, it could not be published due to lack of publisher. Then in 1798, he wrote a book titled as "An Essay on the Principle of Population as It Affects the Future Improvement of Society." Though Malthus did not mention his name as the author at the time of the release of the first edition of this book, it caused a great deal of controversy among scholars around the world. At the same time, the world's attention was drawn for the first time to the serious problem of overpopulation. Since Malthus did not give his name as the author in this book, the investigation of the author of the essay started with the curiosity which made Malthus world famous. In 1803, a new edition of the book was published

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in which Malthus given his name. He also renamed the second edition as “Essay on the Principles of Population or View of its Past and Present Effects on Human Happiness”.

RESEARCH PROBLEM

Population is a human resource. Human resources stand for both means and the end. The economic development depends upon the human capacity to use the natural resources. Moreover, the ultimate goal of economic development is to increase human well-being. Economic development is not possible without the participation of the human resources.

But men power is both an asset and a liability. There is a need to produce more to sustain growing population. This puts pressure on natural resources. In addition, when the population increases very fast, problems like poverty, unemployment, starvation, pollution, imbalance in natural resources etc arise. The world is facing many such problems today. One of the main reasons for such problems is the Population Explosion’ since the 20th century. Prof. T.R.Malthus was the first scholar to draw the world’s attention to the dire effects of population growth. Malthus ideas were highly criticized at that time. But Malthus ideas now need to be reconsidered in the context of world, especially in developing countries population growth. To keep in mind such things, the present paper analyzes the current population situation with the core thought of population given by Malthus.

OBJECTIVES OF THE STUDY

Followings are the main objectives of this research paper.

- (i) Introducing Malthus’s Demographic Ideas.
- (ii) To analyze population growth from the 20th century.
- (iii) To make comparative analysis of population growth and Malthus’ ideas

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. The present paper has been prepared by using secondary data. Secondary data means data are already available i.e., they refer to the data which already been collected and analysed by someone else. Secondary data may either published data or unpublished data. The most reliable sources have been used to prepare this research paper`.

MALTHUS’S DEMOGRAPHIC VIEWS

Malthus is known as the father of demographics. His demographic ideas are known as ‘Malthus’s population theory’. It is briefly discussed here:

Malthus made the theory of population by making assumptions such as, (i) The sexual instinct of man is innate and will remain the same in the future as it was in the past. (ii) Man needs things to live. (iii) The law of declining return is in force in the field of agriculture. (iv) There is a direct and intimate relationship between economic growth and population growth etc. “If no efforts are made to curb population growth, population growth will continue in the Geometric Progressive Series. While the increase in grain production only proceeds in Arithmetic Progressive Series.

In this way, Malthus has put his demographic ideas into mathematical terms and has therefore been able to present them more effectively. According to Malthus the population ratio moves up in Geometric Progressive Series. That is, each new step is twice as long as the next step. The

population moves according to 1: 2: 4: 8: 16: 32 etc. Malthus opines that this increase in the world's population is alarming and catastrophic so it becomes inevitable to make artificial efforts to prevent it.

This population will need grain, but the increase in grain production is less than the increase in population. According to Malthus, grain production increases in Arithmetic Progressive Series. That is, the grain moves 1: 2: 3: 4: 5: 6 etc. Giving a reason for this, he said that the law of reciprocity is being implemented in agriculture.

Malthus has also tried to explain how the world's population is growing. According to him, if a couple gives birth to six children and two of them die or are not eligible for procreation and only four children join in future reproductive work, the population will double in 25 years.

According to Malthus, this will create an imbalance between population growth and food supply. For them the ratio between population and grain will be 256: 9 after 200 years and 4096:13 after 300 years and in the years to come it will be impossible to imagine. He expressed the unwavering view that this would create an empire of hunger and poverty in the world. In the words of Malthus "The table of nature is laid for limited numbers of guest and those who come uninvited must starve". He meant to say that the world's population will double every 25 years due to an increase in the population ratio and a parallel increase in grain production. This will create a huge imbalance between the population and the deficits needed to make a living and as a result the whole world will be trapped in hunger, sickness and suffering.

To address this situation, Malthus advocated the ways to control population. He said that there are two ways to control population. They are: (i) By artificial means & (ii) Natural remedies. According to Malthus, human beings must also come forward to prevent population growth that threatens the very existence of the human race. For this Malthus explains the inevitability of using the contraceptive tools. He also tells to practice self-control and celibacy and getting married at an older age. Malthus considers the use of contraceptives to be a sin or a vice. Instead he puts more emphasis on practicing self-control and celibacy.

According to Malthus, if mankind does not put artificial control over population growth, then nature itself will come forward to stop population growth. Nature will use some measures which will automatically reduce the population. Among the natural remedies they consider heavy rains, droughts, floods, earthquakes, leprosy etc. Natural remedies will be difficult and the whole human race will have to suffer a lot. Therefore, Malthus opines that it would be better if man himself comes forward for contraception. It will be much less difficult than natural means.

According to Malthus, it would be short-lived if artificial remedies were not used and natural remedies reduced the population and established a balance between population and grain supply. Because of the natural libido of the people, the population will start growing again. This will again create an imbalance between population and food supply. This vicious cycle will continue and trapped in it; people will become sad. This cycle is called the 'Malthusian Cycle'.

This way, Malthus has highlighted the need for the human race to come forward for artificial control of the population by explaining the horrors of population overgrowth through mathematical matters. Overall, Malthus's ideas have been widely criticized as pessimistic.

Malthus's ideas have been criticized particularly for the fact that he has created a magic of statistics. The population increases in a geometric progressive series and the food grain production increases in an arithmetic progressive series. That is the essence of Malthus' theory. However, there is no scientific evidence of this. As well as historically no such example has been seen. In the assumptions made by Malthus, the law of declining income is applied in the field of agriculture. He has also been criticized. The law of declining income in agriculture comes into force only if there is no change in its mode of production. In addition, his assumption that there is a direct and close relationship between population growth and economic growth is also not true. Because the experience of rich countries of the world has

proved that this does not happen in reality. Moreover, the population does not only need a supply of food to survive. But many other things are needed. Therefore, it is not appropriate to link the existence of the population only with the supply of food grains. In addition, Malthus has been widely criticized for his fear of natural disasters.

Yet there is somewhat truth in Malthus's theory. The rapid population growth of the whole world and especially in India and third world countries prompt us to reconsider Malthus's ideas. Hardly has any thinker in history received as much criticism as Malthus. The importance of his ideas can be discussed as follows keeping in mind the current situation.

1. The population grows rapidly if the contraceptive tools are not used for family planning.
2. Nature will do its work if artificial remedies are not applied. Although this statement is hopeless and without scientific basis, in today's underdeveloped countries where there is overpopulation, droughts, floods, diseases are rampant. That fact cannot be denied.
3. The world's population has grown alarmingly in the last 100 years. Which was unimaginable in the time of Malthus. The increase in the world's population highlights the seriousness of Malthus' ideas.

Table-1: The World's Population and Its Growth

Sr. No.	World Polulation	Year
1	1 Billion	1830
2	2 Billion	1930
3	3 Billion	1960
4	4 Billion	1975
5	5 Billion	1987 (July,11)
6	6 Billion	1999 (October,12)
7	7 Billion	2011 (October,31)

Source: Indian Economy, Pratiyogita Darpan, 2019, P-94.

As can be seen from the table-1 above, the rapid increase in the world's population prompts a rethinking of Malthus's ideas. At the same time, Malthus's ideas about population growth are far ahead of his time. It is also noteworthy that when Malthus died in 1834, the world's population was only 1 billion. It took 100 years from 1 billion to 2 billion. It took only 30 years for the population to grow by another 1 billion. It has taken 15, 12, 12, 12, years, respectively, for each of the next 1 billion population growth. Despite improvements in living standards, availability and use of extensive family planning tools, population growth has accelerated.

RESEARCH FINDINGS

- (i) Malthus in its original form (population increases in geometric progressive Series and population doubles every 25 years) may not be true, but the world's population has increased by 1 billion in an average of 30 years since it reached 1 billion. Not only that, in the 60 years after 1960, the world's population has increased by an average of 1 billion in 12.5 years. Despite many attempts at population control around the world, this rapid increase in population is no less alarming than the situation Malthus described.

- (ii) Malthus seems to be more correct in the case of underdeveloped countries alone. In 1951, the population of India was 36.1 crore. It has increased to 121.02 crore in 2011. Thus, in just a short span of 60 years, India's population has increased by 3.35 times. Which can be said to be similar even though the increase ratio is not in the range. In underdeveloped countries, there is a huge imbalance between food supply and population. All these points suggest that there is a truth in Malthus' theory.
- (iii) Decreasing yields in agricultural production may not be enforced, but there will be no significant increase in cultivable land. This has led to severe hunger in third world countries. About 40 percent of the world's poor people have to struggle to make ends meet.
- (iv) Malthus linked population and grain production. Today there is a shortage of most of the world's environmental resources, including water and forests. The world is plagued by problems ranging from traffic problems to various types of waste disposal and pollution. Many diseases and ailments have come up in the last hundred years. From which complete liberation is almost impossible. In one way or another, the 'Population Explosion' is responsible for all this. So, the rate at which Malthus showed nature also needs to be reconsidered.

CONCLUSION

Thus, it can be said that Malthus was an original and courageous thinker. Though his ideas did not affect the thinkers, scholars, writers, religious leaders of the time, modern economists have been greatly influenced by his ideas. Malthus was originally a student of mathematics and was heavily criticized for his representations in mathematical form (Population increases in geometric progressive Series and supply of food grains increases arithmetic progressive Series). However, he made it clear in the second version of the theory that the basis of these mathematical matters was given as an example to point out how frightening the population is. Thus, Malthus was a radical scientist. There is no doubt that his ideas are useful in understanding the demographic issues even today, in formulating policy in that context.

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SWOC Analysis of Online Education

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ABSTRACT

Technology has impacted almost every aspect of life, including education. Technology has begun to change the roles of teachers and learners. Also, it creates many opportunities for learners as well as teachers. Technology is a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. Opportunities for communication and collaboration have also been expanded by technology. It is not surprising that E-learning is growing rapidly in the recent time. In this paper, the researcher will take a look at the strengths, weaknesses, opportunities and threats of online teaching.

Keywords: SWOC, Online Teaching, E-Learning, Opportunities and Challenges

INTRODUCTION

In traditional terms, Education is the process of facilitating learning. Education is the process of the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include teaching on blackboard, training, story telling, discussion and directed research. Education frequently takes place under the guidance of educators; however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

While online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials. With online education, students can turn anywhere with Internet access and electricity into a classroom. It can include audio, video, text, animations, virtual training environments and live chats with professors. It's a rich learning environment with much more flexibility than a traditional classroom. There is infinite number of ways to teach and learn outside of traditional classrooms and away from college campuses. Online education is also known as Computer-based training, Web-based training, Internet based training, online training, e-learning (electronic learning), m-learning (mobile learning), computer-aided distance education-online education goes by many names and comes in a variety of styles.

Hence, Education is the ability to think, apply it in the world and to know the value of life. It doesn't limit by only self-education, but also to spread it to every human around us. There is no end for education, as in each and every stage of human life we learn something and that is education.

ROLE OF EDUCATION IN 21ST CENTURY

The importance of education in the modern age is self evident. Education is an important aspect that plays a huge role in the 21st century. The multiple roles of education are defined as below:

- Education empowers everyone.
- Education enhances creativity.

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- Education produces good citizens.
- Education gives awareness of rights and responsibility.
- Education promotes national interest.
- Education develops curiosity to develop new things.
- Education develops character of individuals.
- Education brings balance in life.
- Education helps in earning livelihood.

WHAT IS SWOC OR SWOT ANALYSIS?

SWOC/ SWOT Analysis, the acronym SWOC stands for strength, weakness, opportunities and Challenges or Threats. Strength represents positive aspects or benefits or merits, weakness represents the negative aspects or the disadvantages or demerits, opportunities represents favourable condition prevails for its growth and Challenges or threat, the world threat indicates a negative thing. Therefore, a positive word like challenges is also used instead of threat. So, Challenges or threats as limitations or unfavourable conditions. In this study analysis e-learning in higher education with the help of SWOT analysis and also suggest strategic solution.

STRENGTH OF ONLINE EDUCATION

One of the most strengths of online teaching is that it is flexibility. It is flexible for both teacher as well as learner. E-learning is easily accessible at any place and time. End-users can undergo learning or teaching process at their place in convenient time and also it does not have any restriction of time. Also, there are no geographical limitations.

The limitation of resources like books and other study materials in traditional learning is eliminated in e-learning. Digital Library offers books in the electronic format and can be accessed irrespective of location. Digital classroom, with the help of Multimedia, simulation, images, etc. inspires the students in terms of cognitive processes process. The students who are sick can also attend online classes from home. It reduces expenditures or investment. Students do not have to commute from faraway places hence it reduces the cost of transpiration too.

Weaknesses of Online Education

The major drawback in online education is possibility of cheating in an examination. Compared to on-campus students, online students can cheat on assessments more easily because they give examination at their home on their personal computer or other device. Sometimes, without a proper identity verification system in place, students taking online assessments might be able to let a third party take the assessment instead of themselves, resulting in a wholly fraudulent test result. It is not possible to teach all professions solely through E-Learning. For example, no amounts of online lectures can substitute an autopsy for medical students or real-life industrial training for an engineer. So, e-learning is more suitable for social science and humanities but not for scientific fields such as medical science and engineering which require a certain degree of hands-on practical experience.

E-learning is to be considered as effective and authentic as traditional learning only when all online platforms are equally qualified and accredited. But unfortunately, there are still a vast number of online learning platforms which are unaccredited and where all the materials are quality checked by no one besides the instructors themselves. So poor quality assurance and a lack of accredited online learning providers continue to weaken the legitimacy of online education. Technology can be frustrating for some teachers, especially for older teachers because they are used to traditional approaches.

In traditional classrooms, there are number of factors that constantly push students towards their learning goals, for example, Face-to-face communication with professors, peer-to-peer activities and strict schedules etc. It keeps the students away from falling off track during their studies. But in online classes or course there is not environment to push students towards their learning goal.

Opportunities in Online Education

E- Learning gives a fair opportunity to get quality education to diverse learners who are unable to join traditional classroom due to various reasons. E-learning also gives an opportunity of learning to anyone from anywhere. Most e-learning platforms are not time sensitive; it gives a student the opportunity to study at their own pace and a chance for teachers and educational institutions to reach a much wider audience. India's education heritage is magnificent. Even today, India has a lot to teach the world in different subjects. Indians occupy high positions in most of the world's companies today. NASA has a large number of Indian scientists. Indian engineers, doctors, chartered accountants and managers abound in various countries of the world. This demonstrates the excellence of the Indian Education system. India has the youngest population in the world. So, online education has great employment opportunities for skillful youth from various sectors of India. Online teaching can open a door of opportunities especially for career growth. More than just teaching, one can also sell training material, allowing students to learn at their own pace, even in the absence of supervision.

Challenges in Online Education

Succeeding in online classes depends on self discipline. The teacher is not able to control your activities as it is possible in physical classroom. One has to login and participate in the discussion to get participation credit. Being lazy or undisciplined will lead students towards failure. Building strong self-motivation and disciplinary skills is the key to succeeding in an online learning environment. So, it is greatest challenge for students.

In a country like India, the cost of internet, speed of internet, computer facility and other infrastructure facility required for online learning is also a big challenge. The skills of students and teachers to learn and teach online are also a big challenge. There is widespread poverty in India. Large section of the population has extremely inadequate living facilities which prevent the student from taking online education at home. It shows that there is threat of class differences in leaning between sections of the society depending on the economic situation.

CONCLUSION

Education is a word that cannot be explained in a general definition. It is not about learning life, but education itself is life. Education is an endless process. The system of education has changed since ancient times and will continue to do so. Each method of education has its own peculiarities and limitations. Thus, online education also has some advantages and disadvantages. However, in the modern age, online education creates a huge opportunity for education. There are a number of factors that can limit online education by making it more effective. There is no doubt that the scope and effectiveness of online education will increase in the near future.

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Context as an Interface for Learning Outcomes

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ABSTRACT

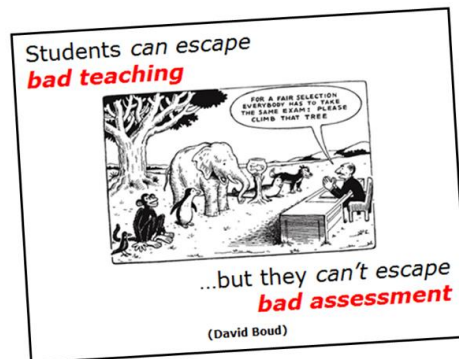
Learning outcomes are the desired behaviours expected from students after a completion of the course/program. Learning outcomes are defined as well defined statements which teachers and administrators apply as end point performance indicators for all students who have taken the course/program. The question is why is a single set of learning outcomes applicable for all students. Instead of the learning outcomes being course specific / program specific the paper highlights the need for considering it as student specific.

The problem behind assessing learning outcomes for a particular course are the variables associated with the teacher and the student. The paper has examined the context behind the assessment of learning outcomes as an obstacle for measuring them. The author brings home the realisation the differences that exist between students in the class, along with the inherent differences in the teachers and also differences in the availability and use of the infrastructure. Thus the paper stresses on the 'Cafeteria Approach' of learning outcomes, as the context cannot be equalised.

The paper thus highlights the need to tackle the differences effectively, and has projected the need to have 'Differential assessment'. The different types of evaluation techniques are also briefly mentioned in the paper along with ways to support teachers for assessment. The author through the paper has reiterated the need for considering how to deal with the students' context rather than focussing only to measure the learning outcomes.

Keywords: Assessment, Learning outcomes, Cafeteria approach, Differential assessment, Context based, Learner Diversity.

Assessment is the monitoring of the student's work in progress rather than measuring it at the end when nothing can be done about it. It is taking the student by the hand step by step and allowing him/her to develop their potential. It is formative in nature. It not only forms a thorough understanding of the students' understanding of the content and skills taught but also helps in understanding his/her own self.



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We all are quite familiar with this picture and we know that every child is unique in his/her own way. Is this uniqueness a problem for assessment? Yes, the uniqueness determines the whole way of looking at a student, his precursors to learning experiences, his way of perceiving learning experiences and also his way of delivering the output of learning. Now how does a teacher take care of, all of this. It makes the teaching-learning situation all complicated. To add to individual differences of students, there are individual differences of teachers also. Each teacher behaves differently with the class and with the individual student. This affects the student's behavior towards the teacher. So, there is a whole dynamic of human interaction coming in here. Prof. Greg Jablonski reiterates the importance of human interaction for physical and mental wellness. He adds that it leads to reflection of the interaction which in turn helps in better communication.

Educational institutions are little societies and we learn a lot through human interaction. Learning outcomes are related to performance and it is the result of the interaction between teacher and the student. In addition to this there is also an interaction between teacher and the infrastructure to improve student engagement. Every educational institution has its own infrastructure to boost teacher and student performances and put them effectively on the road to excellence. The infrastructure could be classified into Basic infrastructure and Augmenting infrastructure. Both the types of infrastructure are available to all teachers and students. The Basic infrastructure (building, classroom, tables, desk, chalkboard etc..) helps in basic settling into school and the Augmenting infrastructure (technological arrangements) help in pushing the teacher and the child to better learning outcomes. The teacher and student also interacts with the infrastructure for transaction of instruction and help learning to take place. So here there is Human-Human interaction as well as Human - Infrastructure- Human interaction and in all this there are differences or should it be called 'Diversity'.

It is wise to dwell in the area of 'Diversity in humans and the Context of learning'. Learning happens in the background of the context, as the living beings live in the atmosphere, where there is air. This air gives us oxygen which we need for our survival. The air around cannot be seen but it exists and it is a reality, it is intangible but affects life. Life cannot exist in vacuum. In the same way, teachers must realize that every child carries with it, his/her context. Teaching without considering the context is teaching the child's senses and not his whole being. In India unfortunately, teachers, administrators and policy makers have not yet considered it, as an important variable that affects learning and have only concentrated on achieving desired learning outcomes. The government has been constantly disappointed after measuring the learning outcomes. The answer to the student's good, average, excellent or poor performance does not lie in the hands of the child alone. Therefore, it is definitely necessary to design the learning outcomes in advance as it can show the end point but it does not lead us to the understanding of the progress of each child. All teachers have one set of learning outcomes for all children, and try to elicit it out of each child and get frustrated in the end. Some lead themselves to understand that teaching is not a promising job today and it has become very stressful, some say that children just don't want to learn and try hard, and some even say that now teaching is not a job that people must want to take up. These reactions from teachers would lead to disgruntled and unsatisfied lot of teachers who would then transfer these feelings onto the students and their parents. How can the learning outcomes then be measured and taken into consideration in this situation?

What are the aspects in the child's context that the teachers must consider? In order to understand the learning outcomes, the teacher must first start with the context of the learners. So the journey of the teacher begins once the students are assigned to her, the first step being to understand each and every student. There are many ways to understand students but all the ways listed may still not be enough as human beings are dynamic in nature. Some of the ways

are: Developing a Learner's profile, Studying the past reports of the students, Interviewing the child on his/her interest, Parental meetings, Discussing with teachers in lower standards etc. The child needs to reveal certain data about the self so that the teacher can understand him/her effectively for curriculum transaction. Teachers also need to understand their curriculum and try to enrich it to suit the needs of the learners. It is a difficult task. Every child is different and unique. If we classify students under groups of General and those with Disabilities, another group with their dominant Learning styles - Auditory, Visual and Kinesthetic although this indicates dominant styles, another way would be Gifted, Slow, Average we have different learning groups. The educationists all over the world have classified students in multiple ways. There are students who seek attention of the teachers and students who are loners, students who are interested in academics and those interested in sports activities, some who are perpetually disturbing others, hyperactive and some who do not answer at all. Thus learners are different individually and groups of learners also differ according to the different categories they are classified into.

In addition to all this 'The Rights with Persons with Disability Act 2016' has classified the disabilities into 5 categories that is: Physical disabilities, Intellectual disabilities, Mental behavior, Disability due medical conditions, Multiple disabilities and Any other disability as specified by the Central government from time to time. This act has increased the number of disabilities from 7 to 21 disabilities. The question now is whether our teachers are prepared to handle this. Teachers have to be more conscious about the person that they are dealing, along with the content of their communication. If the person is kept aside and a standardized content is forced upon the children we would be producing robots, as robots understand standardized commands. They are programmed by the person who made them and do not function on their own.

The 'Diversity' in humans and the infrastructure in the classroom affects the outcomes of learning to a great extent. According to the diversity in humans and the infrastructure available the human interaction will vary. For eg: The schools considered in an urban area would have trained teachers for every subject and optimum infrastructure with students coming from elite background. A teacher teaching in this school must be sufficiently trained to communicate to the students and also use basic and augmented infrastructure. If the teacher is not able to use the augmented infrastructure appropriately or doesn't communicate with students effectively using the curriculum, the learning outcomes is likely to be affected. Teachers must change at a fast pace, the world is changing and technology has entered the classrooms at a lightning speed. Before the teachers could realize that they have to use technology they have already been forced with technological instruments and software to handle the class. In most urban schools we can see that technological infrastructure has taken the role of scaffolding the teaching experience aiming to improve the learning outcomes. Technology has somehow realized that each person is important. Learners can learn in a self - paced style in their own time if teachers adopt the model of technology to handle the individual differences. The danger is when infrastructure is sometimes given more importance than the human element. In the lockdown period teachers resort to the technological tools to produce the desired learning outcomes, but definitely there is no replacement to a real teacher teaching face to face.

The communication tools along with the curriculum and the augmented infrastructure, both must be intertwined in such a way to yield effective outcomes. The language used by the teacher along with the non - verbal expressions must suit the kind of students in the class. For eg: If it is an international school, the teacher must know the prominent foreign language which will help the students feel comfortable. The language also must be according to the matter taught in class, the technical correctness and the flow all are important. Language is also used for motivating a student and also solve the queries in class, it is also used to encourage group interaction. The kind of language

along with its non - verbal component is much important for a good teacher -pupil interface which could affect the learning outcomes.

Another main component of the learning outcomes is the school itself, yes the entire school along with its culture, policies and rules. How does the school treat a student? This is a major question. This will also determine how the school treats a parent? Is the school a good and a happy place for our children is what educators must answer. Therefore variables like being friendly to children, treating special children with love and empathy, being gender sensitive, being open to physical development activities and also believing in networking with other students. Institutions today must work as a whole, most institutions neglect the support staff as a part of the teaching - learning process and push them in the background. This will lead to display of less accountability from this section of staff and teachers could be overburdened with the responsibility of education. The support staff also need an uplift in making them realize their goals of being associated with an educational institution. They have to be given ongoing training to boost their skills of communication and administration, so that they can serve better. A school with an open culture will make good individuals of values which will help society to progress.

So, how do teachers frame learning outcomes? It is hard to frame learning outcomes for every child. Teachers can use the 'Cafeteria approach' of Learning outcomes. First of all teachers could come together and collaboratively design a set of learning outcomes (which could be graded according to difficulty level or it could be said from Basic to Advance) for their institution and place it before the students. The students can be allowed time to understand their own strengths and challenges of doing a task. This must be carefully done with mentoring and counselling. The learning task must be taught to the students through an approach that is most suited to the students' abilities. The students after gaining the knowledge and skills of the task must then attempt to seek higher goals. It is possible that students may or may not reach their goals at the first attempt, a proper guidance must be provided. Learning outcomes must not be confused with the achievement of task objectives. The task objectives are the basic tools with which the child is able to achieve the learning outcomes. What does the child do after learning how to do the task or after learning a piece of information? This is the learning outcome for that child. For eg: The child understands the nature of a pulley as a simple machine. The child uses this knowledge in developing working models where pulleys are used for creating motion. This was possible only after understanding the nature of a pulley. After learning what are adjectives the child refines his language by using more adjectives to praise his friend or to appreciate his teacher. This transformation in the child is seen after the child assimilates the knowledge and understanding and takes it higher in the hierarchy of learning objectives.

Learning outcomes could also be measured in terms of values attained by the child or in his organization of activities in school or participating in competitions. Learning outcomes projects the modification of his behavior taking him a notch higher and better in his learning milestone. It is interesting to know the learning outcomes as prescribed by the UGC for undergraduate courses. Some of the learning outcomes are : Critical skills, Communication skills, Analytical skills, Research-related skills, Team work, and cooperation, Scientific reasoning etc.

The educational institutions have a system of reports or marksheet which only give the marks but no mention of the learning outcomes of that level. So, when the child moves from one grade to the other the child doesnot have any idea of the learning outcomes he has mastered in the lower grade. Thus teachers must be vigilant about the achievements of the students. This could be aided by daily self - reflection by the student and the teacher. Students must be encouraged for 'Metacognition'. All educational institutions are in a race to complete their portion and declare their results this ends the year's work for the institution. Metacognition helps in thinking about how the learning of the child was assessed, how he/she made errors and how and why the points of improvement was suggested and

what impact it had on the child. Teachers can also engage in this activity and learn how they taught in the year and how they helped in maximizing the student engagement which is the main ingredient of learning outcomes. Student engagement has a direct relationship with the learning outcomes. A poor student engagement would lead to poor learning outcomes. Metacognitive activity if adopted can help in self direction and also self - evaluation which could help in boosting learning outcomes.

The discussion thus leads to designing effective evaluation methods. The evaluation methods must inform the child about the progress and also give feedback on the performance. Thus a comprehensive continuous evaluation, that is formative in nature must be designed for the child. Rubrics as a tool for evaluation would help a great deal. Rubrics have broad criteria of measurement as well as the descriptive specific criteria that guides the child to the level he/she requires to attain. Unless the child attains the highest performance in his task objectives it will not lead him to the learning outcomes which is the product of his attainment of the task objectives. Technology has helped in measuring the task objectives from time to time effectively with the use of online quizzes, collaborative tasks and discussions, project work that gives instant results. The UGC document on 'Learning Outcomes Framework' has listed some assessment methods for maximizing involvement of learners and intensifying the internal assessment program. These methods are closed book and open book tests, problem based and practical assignments, laboratory work, project methods, seminar presentation and such activity - based methods, along with self and peer assessment which ascertains learning even during assessment.

Designing the right evaluation method for every student according to the potential he has to display his best performance is what we can aim at. Learners are good at writing, some are good at speaking, some are good at art work. Is it possible then that the final product for assessment is according to their individual abilities? The possibility of differential assessment and exam on demand must be a reality in school. If we achieve this then it will show a different picture of learning outcomes of our children. The program will not be effective if teachers are not trained in assessment with the right methods for their classrooms. The attitude of teachers towards evaluation is also a major criterion for improvement in learning outcomes of the students. A strong monitory system of the teacher's performance and charting of the students' learning outcomes must be accompanied with this which will help in constant progress. Schools must also provide a strong grievance mechanism system along with a good performance appraisal system which will motivate all stakeholders towards quality evaluation.

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आपकी बन्टी उपन्यास में बाल विडम्बना

विनोद कुमार*

आधुनिक कथा साहित्य में अपने सरल एवं सुबोध लेखन से हिन्दी जगत में स्थान अर्जित करने वाली कथालेखिका मन्नू भण्डारी का नाम बड़े ही सुनहरे अक्षरो में अंकित है। आपका बन्टी जैसे विख्यात उपन्यास में आधुनिक समाज में सन्तान की बिचित्र स्थिति पर समाज का ध्यान आकर्षित किया गया है इस उपन्यास में निम्नलिखित बाल पात है बन्टी, टीटू, कुन्नी जोत, अमि, और चीनू पर सबसे अधिक पाठकवर्ग का ध्यान बन्टी पर ही आकर्षित है। कथानायक बन्टी जिसकी सबसे बड़ी बिडम्बना यह है कि उसे अपने माता पिता का एक साथ प्यार नहीं मिल पाया वह जिसके साथ रहता है वह उसके विषय में कम जानता है किन्तु जिसके साथ नहीं रहा या कभी कभी रहा है उसके मन में उसके प्रति अधिक आस्था है।

बच्चन सिंह का कथन है

“आपका बन्टी एक मासूम जिन्दगी की यथार्थपरक ट्रेजडी है जो आत्मभूमि के धरातल पर ठहरी है।”¹

परिवर्तन प्रकृति का साष्वत नियम है प्रकृति के साथ जो सामंजस्य स्थापित कर लेता है वही उसका आनन्द प्राप्त करता है। साहित्य समाज का दर्पण है। मनुष्य एक सामाजिक प्राणी है। प्रकृति की भांति समाज में भी निरन्तर बदलाव हो रहे हैं। प्राचीन काल में मानव कुटुम्ब को परिवार मानता था पर आज का उपभोगवादी युग एकाकी परिवार को सर्वोपरि मान रहा है। प्राणियों में परिवर्तन के साथ-साथ उनके रहन सहन एवं आचार विचार में भी परिवर्तन होता है। साथ-साथ उनके साहित्य में भी परिवर्तन होता है।

आ० रामचन्द्र शुक्ला के शब्दों में

“ प्रत्येक देश का साहित्य वहां की जनता की चित्रवृत्ति का संचित प्रतिबिम्ब होता है। जनता की चित्तवृत्ति के परिवर्तन के साथ-साथ साहित्य के स्वरूप में भी परिवर्तन होता चला जाता है।²

समाज में जो कुछ घटित होता है या होने वाला होता है साहित्य उसी का चित्रण करता है। मुंषी प्रेमचन्द्र का कथन है। साहित्य को समाज का अनुकरण नहीं अनुगामी होना चाहिए मानव जाति के सम्बन्धों में भी निरन्तर परिवर्तन हो रहा है एक समय था जब समाज सन्तान उत्पन्न न होने पर दम्पति को तरह-तरह की ताना, उलाहना देता है जिससे उस दम्पति का समाज में सुख शान्ति से रहना दुस्वार हो जाता है पर आज के भौतिक युग में कोई दम्पति सन्तान उत्पन्न करना ही नहीं चाहता है यदि सन्तान उत्पन्न भी हो गई तो अपने स्वार्थ कि बषीभूत होकर दम्पति कभी उसे अपने वंश का चिराग या सबकुछ मानते है तो कभी उसी सन्तान को अपना अवरोध समझते है तो कभी उसी सन्तान को हथियार के रूप में प्रयोग करते है। ठीक इसी प्रकार का चित्रण आधुनिक काल की श्रेष्ठ कथाकार मन्नू भण्डारी ने आपका बन्टी उपन्यास में एक बालक की मार्मिक पीड़ा को बड़े ही सहृदयता से अभिव्यक्त किया है जिसमें शकुन और अजय नामक दम्पति इसी प्रकार कि हैं दोनों में आपसी मतभेद होने पर दोनों ही अपनी सन्तान बन्टी को एक औजार के

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रूप में प्रयुक्त करते हैं बन्टी अभी जो 6-7 साल का बालक ही है पर अपने माता पिता के आपसी विवाद में एक किषोर जैसी समझ प्रस्तुत करता है। जो कभी सब कुछ पूछना चाहता है पर किसी को दुःख न हो इसी कारण कुछ भी नहीं पूछ पाता है। जो तलाक का मतलब नहीं जानता वही बालक अपने माता पिता को एक करने की अपने हृदय में स्वप्न सजोए फिरता है।

बन्टी अपनी ममी के प्रत्येक क्रियाकलाप में दिलचस्पी लेता है चाहें उसकी समझ से परे क्यों ही न हो। अपनी ममी के सौन्दर्य प्रसाधनों में जादू मानता है जिसका प्रयोग करते ही उसकी ममी बिल्कुल बदल जाती है तब उसे उसकी ममी उसकी ममी नहीं कोई और ही प्रतीत होने लगती है। बदली हुई या सौन्दर्य प्रसाधन प्रयोग की हुई ममी बालक बन्टी को कभी भी अच्छी नहीं लगती हैं वह सौन्दर्य प्रसाधन के विषय में सोचता है।

“ड्रेसिंग टेबल की इस रंग बिरंगी शाशियों में छोटी बड़ी डिवियों में जरूर कोई जादू है कि ममी इन सबको लगाने के बाद एकदम बदल जाती हैं” 3

बन्टी को अपनी ममी में भिन्न-भिन्न रूप दिखाई देते हैं जिनमें से अधिकतर उसे पसन्द नहीं आते हैं। प्रिंसिपल की कुर्सी पर बैठी ममी कभी भी उसकी ममी नहीं लगती क्योंकि वहाँ एक प्रिंसिपल का रौब-तौब हाव भाव के बीच न जाने कितने औपचारिक अनौपचारिक कार्य होते हैं इन सबके बीच उसकी ममी कहीं छिपी हुई नजर आती है।

बन्टी के अंगुलियों पर गिने चुने ही मित्र हैं जिनके साथ वह अपना समय व्यतीत करता है टीटू बन्टी का मित्र एवं पड़ोसी भी है। वह बन्टी की हर गतिविधियों से भली भांति परिचित है बन्टी की कमजोरियों का लाभ सदैव अपने लिए करता है। बन्दूक उसे जब बन्टी नहीं देता और इटलाता है तो तीतू उसकी कमजोरी को प्रस्तुत कर उसका उपयोग अपने पक्ष में करता है। चाहे उन शब्दों या क्रियाकलापों का पूर्णतः उसे भी ज्ञान न हो किन्तु वह यह जानता है कि बन्टी उससे कमजोर हो जाता है वह बन्टी के परिवार तथा माता पिता के अलग रहने तथा बन्टी का माता पिता के साथ रहने की इच्छा जानना चाहता है जब बन्टी उसकी आकांक्षानुसार जवाब नहीं देता है तो टीटू खुद कमान संभाल लेता है और कहता है। जो तुम्हारे ममी पापा में तलाक हो गया है। बालक बन्टी अपनी अवस्था के अनुरूप एवं मां के लाडल्यार में पला ऐसे शब्दों का अर्थ भी नहीं जानता है तब बन्टी टीटू की प्रवृत्ति के अनुसरण सोचता है वह तलाक जानता है तो उसका अर्थ भी जानता होगा। तात्पर्य जानने के लिए लालायित बन्टी को टीटू उसका मतलब बड़े गर्व से समझाता है।

“तू नहीं जानता ? बुद्धू कहीं का।

ममी पापा की जो लड़ाई होती है

न उसे तलाक कहते हैं” 4

मतलब सुनते ही बन्टी अन्दर ही अन्दर अपमानित हुआ और इससे निकलने के लिए टीटू को बिना अवसर दिए बन्दूक से गोलियों पर गोलियां दागता घर आ जाता है। आज उसे अपने जिस ममी पापा पर गर्व रहता था उन्हीं पर इस बात का दुःख भी है कि उसके परिवार भी बात उसे नहीं पता किन्तु पड़ोस के लोग मेरे माता पिता के बारे में अपने बच्चों से बताते हैं। ऐसी स्थिति में बन्टी के मन में अनेक प्रश्न पानी के बुलबुले की तरह पनपने लगे। पापा के कलकत्ता से आने पर सभी प्रश्नों का उत्तर पूछने और ममी पापा में

समझौता कराने की भी अभिलाषा भी रखता है क्योंकि उसके ममी और पापा दोनों ही उसकी सभी जरूरतों को अपने तरीके से पूर्ण करना चाहते हैं। बन्टी अपने ममी पापा से बहुत प्यार करता है वह कभी कभी अपने बगीचे से फूल को ममी के कंधे के बालों में लगा देता है परन्तु टीटू को देखते ही उसकी बातों के जबाब में वह अपनी ममी के गले से झूम जाता है वह तलाक की जिज्ञासा अपनी ममी से बार बार करता है तो कभी डर बस तो कभी ममी के दुःखी होने के भय से पूछ नहीं पाता किन्तु तलाक शब्द उसका पीछा नहीं छोड़ते हैं वह जब भी इस विषय पर ममी से पूछता तो कोई उत्तर नहीं देती थी बार बार प्रयत्न करने और अन्ततः टीटू का नाम लेने पर ममी ने दो टूक शब्दों में उसके परिवार के विषय में जवाब दिया।

**”इन लोगों के पास ए बातें न हो तो
ए जिए कैसे बेचारे”5**

वह अपनी ममी की समस्त समस्याओं को छोटी सी ही उम्र में दूर करने का उत्तरदायित्व धारण करता है तब से वह एक समझदार और आज्ञाकारी पुत्र का कर्तव्य भी निभाता है। पापा से मिलकर आने पर ममी को उदास देखकर वह प्रामिष करता है कि न वह पापा से अब मिलेगा न ही उनके दिए हुए खिलौनों से कभी खेलेगा परन्तु इस दायित्व को निभाते निभाते अपने मनोनुकूल अपनी ममी को नहीं पाता तो उसे अपने संयमी और समझदार होने का दर्द सालने लगता है।

डा० साहब को उसके ममी के साथ उठना बैठना उसे अच्छा नहीं लगता था तथा डा० साहब के बेटे अमि की नटखट्टा उसे और जलाती थी डा० साहब से शादी के बाद उसकी ममी उसे बार बार समझाती कि उसे वहां बहुत अच्छा लगेगा पर उसका मन कभी भी जाने को तैयार नहीं था परन्तु न जाने ममी की खुशी के लिए या अन्य कारण से वह जाने के लिये राजी हो गया डा० साहब के यहां ममी का सरनेम बदलना उसे बिल्कुल अच्छा नहीं लगा जिस तरह उसे डा० साहब को अपना पापा कहना अच्छा नहीं लगता था उसे अपने नाम के आगे बत्रा लगने और अपने पापा (अजय) को पापा कहने में हृदय को आत्मसन्तोष मिलता था।

ममी की दूसरी शादी और डा० साहब तथा उनके परिवार से बन्टी अपने आपको अलग महसूस करने लगा तब उसका मन अपने पापा के पास जाने के लिये तड़पने लगा इससे और अधिक अपनी ममी के बदले स्वरूप के कारण उसे दुःखी करने के लिये कलकत्ता जाने के लिए लालायित हो गया।

वह चाहता था कि उसकी ममी उसे रोकने के लिये गिड़गिड़ाए, परेषान हो परन्तु ऐसा न होने पर उसके अन्दर असहाय पीड़ा हो रही है।

कलकत्ता पहुंचते ही उसके बालमन में जिस ममी के साथ आज तक रहा उसकी हिलोरे मारने लगी। वहां दूसरी ममी (अजय की दूसरी पत्नी) से भी डा० साहब की भांति अपना न समझ सका और न ही छोटे से चीनू को बड़े भाई का प्यार दे सका। सब स्थानों पर वह अपने को अकेला ही पाता था धीरे धीरे अपने को फालतू बच्चा समझने लगा।

बच्चन सिंह का कथन है

“तलाक न होने पर भी यदि पति पत्नी में तनाव बना रहता तो भी बन्टी वहीं पहुंचता जहां तलाक के बाद पहुंचा है”6

हॉस्टल भेजे जाने की बात सुनकर उसके लिए सारा संसार ही सूना हो गया सच ही कहा गया है जब कोई अपने उत्स से कट जाता है तो सब जगह वह अकेला महसूस करने लगता है।

सन्दर्भ ग्रन्थ

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Narrative Aspects in Mahabharata

Dr. V. P. Udayakumar*

According to the Indian tradition, Itihasas and Puranas perform the elaborate description of the meanings of Vedas for the knowledge of common people. From beginning to the end, the *Mahabharata* (*MB*) retains the features of the Vedic tradition of storytelling within context of the sacrifices. The theme of the narration is centred on the great lives of the Pandavas and Kauravas and the great war of Kurukshetra. The weight and greatness of the text give it's the name *Mahabharata*¹. It is a grand narrative spread in more than one lakh of verses. This is also called as पञ्चमवेदः।

Some scholars opine that there were three distinct stages in the development of *MB* as a grand narrative². In the first stage it had 8000 verses and was called as Jaya which narrated the war between the Pandavas and Kauravas³. In the second stage it had 24,000 verses and was named as Bharatasamhita. The story having more than one lakh of verses and narrated by the Suta named Ugrasrava in the Naimisharanya is the text now available. This is called as *MB* and this denotes the third and final stage in the history of the development of the text⁴. The following verses found in *MB* also justify this

अष्टौ श्लोकासहस्राण ओष्टौ श्लोकशतानि च।
अहं वेद्मि शुको वेत्ति सञ्जयो वेत्ति वा न वा॥ 1-81
चतुर्विंशति साहस्रीं चक्रे भारतसंहिताम्।
उपाख्यानेर्विना तावद्भारतं प्रोच्यते बुधैः॥ 1-82
इदं शतसहस्रं तु श्लोकानां पुण्यकर्मणाम्।
उपाख्यानेसह ज्ञेयं महाभारतमुत्तमम्॥ 1-101

The history of evolution of *MB* within the hands of the Sutas, who were the much honoured story tellers and custodians of ancient chronicles and legends, shows that a number of secondary narratives were placed around a central narrative, skilfully relating one another. The folk nature of these legends gave the structure of the text much of its flexibility and complexity. From time to time new additions were made to the already existing bulk of stories. These were called Upakhyanas or secondary narration saddled with the main narration.

The story of *MB* is written down in 18 books or Parvas namely आदिपर्व, सभापर्व, वनपर्व, विराटपर्व, उद्योगपर्व, भीष्मपर्व, द्रोणपर्व, कर्णपर्व, शल्यपर्व, सौप्तिकपर्व, स्त्रीपर्व, शान्तिपर्व, अनुशासनापर्व, अश्वमेधपर्व, आश्रमवासिकापर्व, मौसलपर्व, महाप्रस्थानिकापर्व and स्वर्गारोहणपर्व। Besides these books a Khilaparva called Harivamsa is also added to the text. Harivamsa describes the story of Srikrishna. Each Parva has been divided into Upaparvas. These Upaparvas are also divided into Adhyayas. Vyasa (Krishna Dvaipayana) is regarded as the author of *MB*.

The quarrel between Kauravas and Pandavas is the main theme of the *MB*. It narrates the series of events, which begins with the story of Santanu, the old king of Hastinapura and culminates in the great war. This is the main body of the text. However, in this main body, the story which begins with the birth of Yudhishtira is more important. Several other sub-stories are more or less related to the main body of the story. नळोपाख्यानम् रामायणोपाख्यानम्, वसिष्ठोपाख्यानम्, सुन्दोपसुन्दोपाख्यानम्, सावित्र्युपाख्यानम्, ऋष्यशृङ्गोपाख्यानम्, etc. are the well known upakhyanas of the *MB*. The diversity of these sub-stories increases the quaintness of the work.

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The text of *MB* now available begins with the entering of the Suta to the Naimisharanya⁵. He had heard the story of *MB* from Vaisampayana at the Sarpayajna (serpent – sacrifice) of the king Janamejaya. Suta arrives the Naimisharanya after visiting many holy places. There, the sage Saunaka and others were in a sacrificial initiation. On the request of Saunaka and others Suta narrates the story of *MB* that he had already heard from Vaisampayana during the serpent sacrifice. The *MB* that we get now is the narration made by Suta to Saunaka and others.

Sutas were well-versed in Sastras and Puranas. Their hereditary occupation was story telling, Sutas were the sons of Kshatriyas in Brahmana women, so they were called Pratilomajas⁶.

Even though the Sutas are the authorial narrators in *MB*, another style of narration also occur in the text. i.e. the narration of events by the characters themselves. All the sub-stories are narrated in this way. We can take the सुन्दोपसुन्दोपाख्यानम्⁷ as an example. With the intention that the brotherly love of Pandavas should not break due to their quarrel about Draupadi, Narada narrates this story to Yudhishthira. Sunda and Upasunda were born as the sons of Nikumbha, in the family of Hiranyakasipu. They performed great penance and got the blessing from Brahman that they could not be killed by anybody but death is sure if they kill each other. Arrogant by this blessing they started for a triumphant march and conquered the whole world. They destroyed the sacrifices and rituals in earth. The Gods and Brahmins appealed Brahman for rescue from Sunda and Upasunda. Upon the orders of Brahman, Viswakarma created Tilottama, the most beautiful woman in the three worlds. She was employed by Brahman to create conflict between the brothers. Both of them were attracted in Tilottama and quarrelled each other for her. At last they killed each other in fighting. Likewise if the sons of Pandu begin to fight one another to get Draupadi they would also perish. This Upakhyaana points out to the need of harmony among the brothers and legitimizes the taking of Draupadi as the common wife of Pandavas.

Ramopakhyana is one of the important Upakhyanas in *MB*⁸. This deals with the story of Ramayana. During the period of Vanavasa of Pandavas in Kamyakavana, once Sage Markandeya comes there. Yudhishthira asks the sage whether there is any person in the world, who is so unfortunate like him. In this occasion, to console him, Markandeya narrates the story of Rama.

Likewise we can come across so many sub stories that teach the moral and spiritual values. The story of Savitri teaches the glorious of chastity, and the story of Upamanyu teaches the greatness of the respect for teachers, the story of Yayati teaches the impermanence of the worldly pleasures.

The sub stories, most of them collected from the folk traditions and independent in their own nature, are placed in *MB* along with the main events of the story. Each sub story which is self sufficient in itself is joined to the main narrative in a proper context. This is a technique of conjoining. At the same time *MB* behaves as an open text, always ready to incorporate new elements from other sources and texts and gives endless freedom to the narrator to enrich the narration. It goes without saying that even by the deletion of some of the sub stories the main plot of *MB* will not be affected. This fact underlines the free and flowing relationship of the sub stories to the main narrative. The Bharata became the *MB* due to this stretchable quality of narration.

MB like the Puranas serves as a great treasure of a number of ancient Sastras and Darsanas. Bhagavadgita, Viduravakya, Sanatsujatiya etc. are the invaluable philosophical treatises in the *MB*⁹. Traditional Sastras like Astronomy, Geography and the doctrines of Sankhya philosophy etc. have also been discussed repeatedly¹⁰. The greatness of *MB* exists not only in its length or in the plentifulness of the substories but in its respectable status as a source of ancient wisdom. It is not an overstatement that *MB* is an exhaustive encyclopaedia of different branches of knowledge.

यदिहास्ति तदन्यत्र यन्नेहास्ति न तत्क्वचित्॥ (Mahabharata Adiparva) This verse itself in *MB* justifies this. In a strict sense the lengthy and tedious philosophical discourses and the encyclopaedic treatment of the themes are not suited to the progress of the narration since these may be harmful to the

unity and proportion of a work of art. It is a matter of great surprise that in works of Itihasa-purana tradition the narration forges through all such impediments and carries such matters of non-narration along with it. Like the energetic and perpetual current of a great river carrying the impeding rocks and woods along with it.

NARRATIVE SITUATIONS IN MAHABHARATA

If we analyse the narrative structure of *MB* we can identify a number of narrative situations as conceived by the theory of modern Narratology. The narrative situations vary according to the position of the narrators. Thus according to F.K.Stanzel the narrative situations are divided into three main heads namely - First person narrative situation, Authorial narrative situation and Figural narrative situation¹¹. In the first person narrative situation the narrator belongs to totally to the fictional realm of the characters of the novel just as other characters are there. The world of characters is completely identical to the world of the narrator. In the authorial narrative situation the narrator is outside the world of characters. The narrators world exists on a different level of being from that of the characters. In the figural narrative situation, the narrator is replaced by a reflector, a character in the novel, who thinks, feels and perceives, but does not speak to the reader like a narrator. The reader looks at the other characters of the narrative through the eyes of this reflector character. Since nobody narrates in this case. The presentation seems to be direct¹². In these the first person narrative situations and figural narrative situations are rarely seen in *MB*. While the authorial narrative situations are prominent.

There are three main narrators in the *MB* who could be named as the great narrators. They are Vyasa, Vyasampayana and Suta. In addition to this many minor narrators, Bhishma, Sanjaya, Narada, Brihadswa, Markandeya and so on are who take part in the narration. All of them are outside the world of narrative events they deal with. It has been noted that in *MB* the first person and figural narrative situations are rare and the authorial narrative situations are in plenty. This may be result of the popular story hearing and story telling tradition of ancient Indians. In a great assembly of people one hears a new story and afterwards he becomes the narrator and transmitter of that particular story in another great assembly. In ancient India stories were communicated orally in this manner. Naturally this made the narrators outsiders of the narrated events and they acted the role of reporters and informers.

Narrators in MB

One can see uniformity in the narrative structure of *MB*. That is no story is narrated without the media of the grand narrators i.e. Vyasa, Vaisampayana and Suta. Stories narrated by others are reported through the media of these three grand narrators. Bhishma, Sanjaya, Narada, Markandeya and Brihadaswa etc. are these secondary types of narrators.

Moreover, though rarely the characters of the story also become narrators. For example we can see in *Udyogaparva*, Kunti as a narrator. Krishna meets Kunti after his peace mission in Vidura's house. At that time Kunti gives a message to her sons through Krishna. To evoke the braveness of the sons she narrates the story of a heroic lady, Vidula.

Vidula was a very brave woman. Once her son Sanjaya, having defeated by Sindhuraja, returned home. But Vidula did not accept him as her son. She told him that a son killed in the battlefield was more preferable than he who flees after defeat. Thus she stimulated her son's patriotism and he started fighting again. Hearing this story Krishna became happy and when he returned to the Pandavas he narrated the same to them¹³.

But these types of narrative techniques in which the character tells the story, are used mostly in the literary works which came after the age of *MB*. In *Kadambari*, *Dasakumaracharita* etc. we

can see this type of narration. In *MB* if we remove the narrators like Suta, Vaisampayana etc. the sense of the main body would not be lost. But in Kadambari, Dasakumaracharita etc. the narrators are complicatedly linked to the main body of the story. Authors used this technique as first person narrative situation to increase the intensity of the emotion.

Narratees

Narratees are also different according to the narrators. The first narratees who appear in the text are the saints in the Naimisaranya; on the request of Saunaka and others Suta narrates the story¹⁴. This is the beginning of the MB. But if we enter the inner layers of the story the narrators and narratees change again and again. At first Suta heard the story from Vaismpayana when he narrated the story to Janamejaya and others in the Sarpayajna. If we enter further into the story it could be understood that it was from Vyasa that Vaisampayana had heard the story. Such contexts i.e. Narrators functions as narratee are commonly seen in *MB*.

In addition to these narratees the characters like Yudhishtira, Arjuna, Dhritarashtra etc. are also take the role of the narratees in many contexts.

The Concept of Implied Reader

If we accept Vyasa as the authorial narrator, in one sense we can say that Vyasa intended all types of readers. He describes all types of stories such as the stories of the kings, heroes, common folk, saints etc. without any partiality or personal interest. He notices the defects of Yudhishtira and qualities of Duryodhana also. The stories of Vibhandaka, Parasurama and his own are narrated by him. Thus Vyasa must have intended all kinds of readers by giving philosophy for a philosopher, devotion for a devotee, detachment for a detached person and appreciation for an appreciator. The verse यदहिस्त्ति तदन्यत्र यन्नेहास्ति न तत्क्वचिः॥ (Mahabharata Adiparva) also reveals the intention of Vyasa.

Perspectives in MB

How the reader perceives the fictional reality is considered in perspective. This depends essentially on the point of view. The narration is oriented according to the point of view. The point of view can be located either inside or outside of the story. If it is inside it may be either in the protagonist or in the centre of action. If it is outside it may be in a narrator who does not belong to the world of characters. The perspectives of the narratives in *MB* are located outside the story. Because none of the narrators such as Suta Vaismpayana, Sanjaya, Brihadaswa Narada, Markandeya etc. belong to the world of characters of the story which they narrate.

The case of Sanjaya is a special one. He is in fact a character in the *MB*, a follower of king Dhritarashtra and Duryodhana. In order to tell Dhritarashtra the truthful accounts of what happened in the battlefield of the Kurukshetra, he is temporally endowed with a gift of the divine perception (दिव्यदृष्टिः) Non identity detachment, close observation and faithful reporting are the distinct features of this perspective.

CONCLUSION

sNarratology is a scientific approach of literary criticism developed by the western scholars in the second half of the 20th century as a by product of structuralism. According to narratologists, the narratological approach make possible new readings of the text.

When we examine the Sanskrit literature from the beginning to the end, we can see that the authors of these texts uses narratives to convey an idea. From Vedic period itself the seers used various techniques of narration. At the time of Itihasa, an effort was done to utilize the possibilities

of narrative techniques of the myths and legends in its maximum. All these narrative techniques will get a new form and level when we analyse the Indian narratives on the basis of structural theories of Narratology. The first person narrative in Ramayana is helpful to nourish the main sentiment i.e Karuna. On the contrary in *MB* the first person narrative situations are rare. The realm of existence of the narrators is outside of the events that they narrate. Thus the author of *MB* might have used this external perspective in order to nourish the main sentiment, Santa.

ENDNOTES

- 1 महत्वाङ्गावत्वाच्च महाभारतमुच्यते – MB, Anukramanikaparva in Adiparva, Verse 274
- 2 AA Mac Donel, Histry of Sanskrit Literature. Motilal Banarsidas, New Delhi, 1985, P 5
- 3 For details Vide K.Kunjunniraja and M.S.Menon, Eds. संस्कृतसाहित्यचरित्रम्, Kerala Sahitya Academy, Trichur, 1991, P.28
- 4 Ibid.
- 5 Vide MB, Anukramanikaparva in Adiparva.
- 6 क्षत्रियाद्विप्रकन्यायां सूतो भवति जातितः। Vide Manusmriti, Com. Prof. N.Gopinathan Nair, Vidyarambham Publishers, Alappuzha, 1998, X-V-11
- 7 MB, वदिरागमराज्यलाभपर्वः in Adiparva, Chapters, 209-2012
- 8 Ibid, Ramopakhuana in Vanaparva.
- 9 Vide Introduction by Vadakkankur Rajarajavarma in Srimahabharata, Trans. Kunjikuttan Tampuran, Sahitya Pravarthaka Co-operative Society Ltd. Kottayam, 1981, P 57.
- 10 Ibid
- 11 Stanzel F K, A Theory of Narrative, Trans. Charlotte Goedsche, Press Syndicate of the University of Cambridge, 1984, 4
- 12 Ibid.
- 13 MB, Udyogaparva, Chapters, 134-137.
- 14 Vide MB, Anukramanikaparva in Adiparva.

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