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द गॅजेट ऑफ इंडिया, १८ जुलै २०१८ को प्रकाशित किये गये राजपत्र में विश्वविद्यालय अनुदान आयोग ने शिक्षकों और अन्य शिक्षक कर्मचारियों को न्यूनतम अहर्ना के बारे में विनियम जारी किया है, जिसमें पृष्ठ संख्या १०५ पर peer reviewed जर्नल्स API स्कोरर या प्रमोशन के लिए मान्य किये जाएंगे पेसा लिखा है। ये राजपत्र निम्न लिंक पर अधिक लेख है कृपया डाउनलोड करके देखिये।

https://www.ugc.ac.in/pdfnews/4033931_UGC-Regulation_min_Qualification_Jul2018.pdf

More Details
https://www.youtube.com/watch?v=g_fzq2Mi7yM&t=4s
## Table 2

**Methodology for University and College Teachers for calculating Academic/Research Score**

(assessment must be based on evidence produced by the teacher such as: copy of publications, project sanction letter, utilization and completion certificates issued by the University and acknowledgements for patent filing and approval letters, students’ Ph.D. award letter, etc.,)

<table>
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<th>S.N.</th>
<th>Academic/Research Activity</th>
<th>Faculty of Sciences /Engineering / Agriculture / Medical /Veterinary Sciences</th>
<th>Faculty of Languages / Humanities / Arts / Social Sciences / Library /Education / Physical Education / Commerce / Management &amp; other related disciplines</th>
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</thead>
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<td>10 per paper</td>
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<td>Publications (other than Research papers)</td>
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<td></td>
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<td>(at least one quadrant)</td>
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Editors Message

Research is the orderly investigation of a subject matter for the purpose of adding to knowledge. Research can mean ‘re-search’ implying that the subject matter is already known but, for one reason or another, needs to be studied again. Alternatively, the expression can be used without a hyphen and in this case it typically means investigating a new problem or phenomenon. Within the realm of educational planning, many things are always changing: the structure of the education system, curriculum and textbooks, modes of teaching, methods of teacher training, the amount and type of provisions to schools such as science laboratories, textbooks, furniture, classroom supplies, and so on. These changes may lead to an improvement, or a worsening, in the quality of an educational system. Sometimes they may result in no impact upon quality – in which case major government expenditures on such changes have been wasted. The educational planner working within this kind of environment must be able to undertake assessments of the effects of major changes and then provide policy advice that will consolidate and extend the post productive courses of action, and also intercept and term innate existing practices that are shown to be damaging and wasteful.

Research purifies human life. It improves its quality. It is search for knowledge. It shows how to solve any problem scientifically. It is a careful enquiry through search for any kind of Knowledge. It is a journey from known to unknown. It is a systematic effort to gain new knowledge in any kind of discipline. When it seeks a solution of any educational problem it leads to educational research. Curiosity, inquisitiveness are natural gifts secured by a man. They inspire him to quest, increase his thirst for knowledge/truth. After trial and error, he worked systematically in the direction of the desired goal. His adjustment and coping with situation makes him successful in his task. Thereby he learns something’s, becomes wise and prepares his own scientific procedure while performing the same task for second time. So is there any relationship among science, education and educational Research? Research is the voyage of discovery. It is the quest for answers to unsolved problems. Research is required in any field to come up with new theories or modify, accept, or nullify the existing theory. From time immemorial it has been seen so many discoveries and inventions took place through research and world has got so many new theories which help the human being to solve his problems. Graham Bell, Thomas Edison, JC Bose, John Dewey, Skinner, Piaget Research like have gives us theories which may cause educational progress research needs expertise.

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Dr. Archana R. Banale
Associate Professor,
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Abstract

Ramayana is an epic that portrays the strife between Good and Evil, God and Demon, wherein Rama represents God and Ravana a Demon. The book: The King of Demons by Sharad Tandale is keeping a pace with the literary trend that questions the socially accepted myths and legends. The author portrays Ravana as a dutiful king who committed a mistake that led to his destruction. The paper analyses the book as a literary piece with a new trend.

Key words: Myth, legend, Good and Evil, epic

Every country has a heritage which it boasts of. This heritage may be in the form of monument, person and literary or artistic creation. The old European civilizations like Rome and Greek boast of their philosophical, historical, sculptural and literary creations. Similarly India has to its credit many similar things among which the epics Ramayana and Mahabharata are one of the predominant things. An epic incorporates the whole national psyche and also defines the context of rituals as well as human behavioral patterns. These epics are embodiments of Indian beliefs and practices.

But when the authenticity of these long accepted beliefs, rituals and patterns are questioned, the society is shaken at the root and a series of challenging the authenticity of these epics taken place. This series is noticed in the last few years in India, wherein the context of Ramayana and Mahabharata is being questioned and society is compelled to see what was always overlooked or never thought about otherwise.

Rama and Ravana are the integral part of Indian culture and the psyche; the one symbolizes the virtue and the other vice. Being an ancient epic of India it celebrates Dharma, Nyaya (Judgement), Niti(Morality). Right from the beginning, many writers have written on Ramayana and particularly about Rama as a virtuous and just king. They have all portrayed Ravana as a villain and demonic in nature, a symbol of vice and immorality. There has always been a debate about the originality of Ramayana as there are many versions of the epic. There have been discussions as to whether the first and the last volumes (Bala Kanda and Uttera Kand) of Valmiki’s Ramayana were composed by the original author. In spite of the style differences and narrative contradictions most Indians believe they are an integral part of the epic.

Even now, Ramayana has a great influence on the religious and social life of Indian society. References are always drawn from his epic in order to demonstrate or illustrate a style of living, a point of attitude or any other social context. It has always been a great force in molding the socio-cultural life of the particular race. The esteemed principals and ideals explained in Ramayana are supposed to be religious teachings. Being an oldest literary creation, it is handed to the upcoming generations orally and later on in printed forms. The Ramayana songs and scenes are performed before huge audiences on certain occasions. Ramayana conveyed us various themes like eternal relationship and feud between good and evil, revenge, love, worship, divine powers, mystical experiences, war and code of conduct too. Generations have evaluated the characters and incidents of Ramayana through the lens of the cultural attitudes of the time. Some recent
approaches and studies of people around the world seem to be different than the traditional known approach to look at the epic and its characters. In this modern retelling of Ramayana the demarcation between hero and villain, good and evil, peace and chaos, right and wrong is seen with a different perspective. The modern Rama is like as the ancient one but the modern Ravana is far more changed than the earlier one. This research paper attempts to study Marathi novel Ravana: the King of Demons by Sharad Tandale, as an attempt to examine Ravana with the changed perspective or with an objective perspective. Nowhere there is a purpose to prove Rama as unjust and Ravana as a right. Nowhere his crime an act of abducting Sita can be justified. It is just the curiosity of the writer to know Ravana who is supposed to be the creator of ‘Shivtandavastotra’ in praise of Lord Shiva, the ascetic God, ‘Ravansanhita’ and ‘Kumar Tantra’. We are told through many mythological stories that he created Chess, designed the lute known as the Rudra-Veena using one of his ten heads as the lute’s gourd, one of his arms as the beam and his nerves as the strings. In the present novel Sharad Tandale tries to present Ravan as a son, bother, a husband a father of Indrajeet or Meghnaad and a king as well. In recent times there are certain other writers who have written from the same perspective like, Ravana:- Roar of the demon king by Abhimanyu Singh Sisodia,: Ravana The Great: King of Lanka by M. S. Purnalingam Pillai; My name is Ravana by Bala Sankuratri; Asura: Tale of the Vanquished by Anand Neelakantan; King of Lanka by David Hair and so on.

Since our childhood we are told that Ravana has ten heads, twenty arms, a flying chariot and a city of gold. Tandale in this novel tries to explain how he is as normal as any other human being having an enormous physical strength and strong will power which transformed him to a mighty king of Lanka. According to Tandale, It is his maternal grandfather who purposefully spreads the rumor of ten heads and twenty arms just to exploit the feelings of many known and unknown races like Daitya, Asur, Danav and Naga tribes whom he wanted to bring under the influence of Ravana’s power. Those were all Non-Arya who have been living in the deep forests. Ravana with the help of his grandfather brought them all under his influence while establishing his army. Tandale tries to stress out how Ravana while building the empire tried to establish the Demon-culture and a tradition different from that of Aryans Vedic culture.

The novel starts with Ravana’ humiliation and insult by his father Rishi Vishrava . Vishrava rejects Ravana’s natural right to be a son as he never married his mother. Vishrava says,

“No, you are not an Arya. Your mother is a servant, a Dasi . In that case you are a dasiputra. According to religion one cannot marry a woman who is not an Arya. I have only one wife, ‘Devvarnini’ and only son ‘Kuber’ who for his love of his father has sent many dasi’s like your mother to serve me. By marrying dasis I cannot destroy my Dharma. Your mother belongs to a lower race and so you and your siblings can not get my name as a father. Crows should not think of becoming swans.”(p 28)

Kuber the son of Rishi Vishrava offered Ravana’s mother Kekasi and her sisters to his father. Till Sumali the once demon king and grandfather of Ravana attacks Vishrava’s Ashram to find out his daughters. Ravana did not have any idea of the facts about his birth. Very much till that time he used to suppose himself as a natural son of Vishrava and an Aryaputra. This incident changes the whole course of his life. Till that time, he never understood why his mother and her sisters used to scold his father Vishrava, Kubera Vishrav’s son and Lord Vishnu and other Gods as well. With the support of Sumali and Prahastha, his maternal uncle Ravana starts the battle of his life. It is Sumali who shapes his character and
personality as a king.

The entry of Sumali in Ravana’s life brings forth the truth of life before Ravana. Even his paternal grandfather Rishi Poulatsya tries to mould his life by taking him to Bramhadev who is supposed to be the first guru who have studied and observed nature minutely. He has always told Ravana to keep away from the feelings of rage and revenge. At the same he tried to pacify the negativity of his mind by telling him that creation is always better than destruction. The first part of Ravana’s life deals with his Struggle to know his own identity and his struggle to establish his own empire as a demon king. To establish the kingdom of demons and taking revenge on Kuber and all other Gods is his grandfather and mother’s dream too. At every stage right from the beginning of his life till death he has to fight against or for one thing or the other. Nothing seems to be easy for him.

After droving out Kuber from Lanka Ravana gets settle there as a king and makes delay to take revenge on God’s but his grandfather Sumali reminds him of the object of their life and once again Ravana sets on the fight against Gods in which he gets victory over them.

Tandale describes Ravan as a dutiful king, with velour courage and devotion of a grand warrior. He explains how Ravan is anxious to keep Lanka safe and independent. Here the readers get overwhelmed by the love of a demon king for his fellow human beings. A real and dutiful king’s characteristics like courage, pride, velour, and ambitious progressions are explained by the writer. Not only his own palace but he recreated the whole Lanka with gold and wanted his fellowmen should also live in gold houses. Tandale gives the detail description of how Ravana with the help of ‘Maya Danav’ recreates Lanka with gold. He portrays Ravana not only the dutiful king but a dutiful grandson, son and a loving and caring brother of his siblings. It is because of the utmost sense of duty and love towards his sister he takes an unworthy step to abduct Sita. Ravana in his rage kills Shurpanakha’s husband ‘Vidyujiva’. Dispite of Ravana’s instistance Shurpanakha doesn’t marry anybody. It is when she sees Rama And Laxmana in the forest she gets attracted towards them and asks for marriage but when both of them rejects her proposal and in an rage of humiliation and insult she attacks Sita Laxmana cuts her nose and an ear.

When Ravana comes to know about the whereabouts of Shurpanakha Ravana gets surprised and shocked. Shurpanakha becomes the reason for the later tragedy. Already there is a sense of guilt that he himself spoiled the life of his sister Ravana has to take revenge of Rama and Laxmana. It is surprising to know despite of Ravana’s knowledge, skills and his tremendous faith and worship of Lord Shiva, he remains the slave of his senses and a victim of his own ego. His judgments and assumptions about the power, war skills and knowledge of Rama and Laxmana all proves wrong. By abducting Sita definitely he commits blunder and despite of all his near and dear ones insistence of sending Sita to Rama he keeps sita in confinement and gets ready for war with Rama. Even his beloved wife Mandodari keeps asking him to send Sita with respect to Rama. In the later part of this novel it is Mandodari who tells him that he is no different than other male who with their power and strength spoils the lives of women. She bravely keeps him in the line of people or Gods like Kuber, Indra, Vishnu and his own father Rishi Vishrava who have spoiled lives of many women and the life of his own mother too. In the novel she asks Ravana if Rama and Laxman don’t reach Lanka to take Sita back from the clutches of Ravana what Ravana will do of Sita. Ravana replies her he has not planned anything in that case but he will send her Ayodhya or to her father Mailthily.

Here Mandodari says,

“Rajan, will her life be happy then ? Will Aryans then accept her ? I don’t think so. If
society won’t accept Sita how Rama will accept her as his wife? Every male dominated society has made woman a thing to their enjoyment. Sita is beautiful and now she is in the captive of other man and who would believe her chastity and purity? Will her own husband understand her mind and assume her pure? The answer of all these questions is “No”. Rajan, a character and chastity of a woman is not decided with her soul, thoughts and present situation but it is decided only with the body. Society won’t look at her akrosh and suffering. It won’t think of her feelings as well. Her character now has the ugly spots of abduction which will never be wiped out. The world knows till date you have oppressed many women and the life of Sita is also cursed”

When Ravana gets embarrassed with the harsh comments of Mandodari he asks her not to relate his past incidents with this one. To this once again she shows him a mirror by saying,

“Rajan to relate or not to relate but now you also used a woman as a medium of your revenge. The molestation of Shurpanakha’s body by them and your molestation of Sita’s Character are one and the same. Anybody may get the better off in politics, but there is always a loose of a woman. I see the same loose in Shurpanakha and Sita as well”. (p362)

With the abduction of Sita the fall in Ravana’s life begins. Now on one hand, he is a wrong doer and on the other, he becomes the sufferer of his wrong doings. Here Tandale tries to make a different argument through Ravana when he says that,

“———The injustice to my mother was a form of sensuality of male dominated culture whereas the rape of ‘Vedvati’ was a outbreak of male offence. The molestation of Shurpanakha is the death of her felling of love; and Sita is a puppet doll I used to teach them a lesson. The assassination of ‘Tratika’ was a conspiracy to destroy maternal culture. The rape of Kubera’s daughter-in-law now seemed to me a cruel way of my taking revenge on Kubera. I became restless. —-(p362)

While claiming himself as an adherent of Rakshas culture he tries to justify his own action of abducting Sita by saying,

“I have just abducted Sita, where have I molested her? If her body is the only means of her purity there won’t be any disrespect from me”. (p 362)

Tandale here tries to stress the fact that as a demon he could have violated Sita as he had ample period of time but he did not do such heinous act.

The novel later on gives detail description of later events of the sequence. It is surprising to read that the King like Ravana fails to understand the power and skills of Rama and Laxmana. Being the hero of the novel he gets the whole of attention of the readers. When the war begins then also he fails to guess the strength of Rama and goes on sending his siblings and children on the battlefield instead of going his own person. When his beloved son Meghnad is killed in the battlefield Mandodari furious with grief and rage questions the brevity and velour of him. She condemns Ravana when she says,

“Vali and Akshaykumar were killed, Lanka was burned, and Monkeys built the bridge over the sea. What were you doing when Bibhishan went to the enemy’s? You kept thinking and thinking! Excessive physical pleasures have made you heavy and idle. You have sacrificed Prahasta, Kumbh, Mahaparshwa, Akshaykumar and now my beloved Meghnad for the sake of Shurpanakha’s revenge. You have done this for the sake of your sister but isn’t there any sense of compassion for all of us. Won’t you understand the simple thing that the mean Bibhishan will tell all the secrets of Lanka to the Aryans?” (pp418-419)

At the very end When Ravana tries to pacify Mandodari and asks her to be calm she says,
"The war on both the sides in Chess is false; still we meet with all the pawns at once. But you won’t understand this. The enemy before us is gaming with all the pawn at once. Each enemy pawn has urge in it to fight. Their all pawns were supporting each other; but you don’t touch the other pawn till the one you don’t kill. You confined all; you kept silently watching like the pawn King. You took sacrifices of your own pawns one after the other. You started this game, but did not understand the simple thing. You lost the elephants like Kumbhakarna and Prahasta; you threw the fast, horse like Dhumraksha and Mahaparshwa before death. Like a pawn king you did not make any offenses nor used any diplomatic moves. You lost all your time in childish things to frighten Sita. Rajan, wars cannot be won with mere psychological knowledge, to win a war you need the techniques of war. Queen like Meghnad was killd with conspiracy. If in game of chess I might have played with these moves, you have proved me foolish but you have played with all these lives. To win a lost game of chess one can begin it to play again but in the battlefield of real life once it is lost it cannot be restored. You claim yourself as a knowledgeable person and still such a simple thing did not consider.” (pp 421-422)

Ravana has always called Mandodari his mirror and at the end also she proves herself as the mirror of his life. In Tandale’s novel depicts that Ravana was killed with his wrong doing and also with the ambition of Bibhishan meets his end. Though born as a Rakshas Bibhishan, the brother of Ravana practiced Vedic culture for his own. He is the most religious and spiritual person in Lanka. Even Ravana has given him all his liberty in his case of religion and religious practices. But here we see him as an ambitious person who proves fatal for his own siblings and becomes the reason of Ravana’s death who tells all the secrets of Lanka to Rama. At certain level Tandale overlooks the abduction of Sita, Rama’s journey towards Lanka, Rama’s courage to fight with all powerful King of Lanka. But the hero in this novel is Ravana and his life struggle without any heavenly advantage and the tragic death of him.

As has been said by, Celia De Lago in her post on December 19, 2014 on Rama and Ravana’s Divine Antagonism, “But Ravana is not evil through and through; Ravana is more akin to Satan, a fallen angel capable of goodness but prescribed by the fates to committing negative deeds until his death.”

Primary Source:

Ravan: Raja Rakshasancha by Sharad Tandale, New Era Publication, January 2018

References:

A Study of Some Names in Lalitâsahasranâma Related to Aesthetics

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Preface-

Among the 18 PurâGas, BrahmâGa PurâGa is well-known for the extolation of Devî Lalitâ. It explains in detail the appearance of Goddess Lalitâ to save the world from the clutches of the demon BhaGâsura. There are three important subtexts in this PurâGa. The first of these texts is Lalitopâkhyâna, consisting of 45 chapters and is found in the last section of the PurâGa. The last five chapters are especially well-known. They extole the greatness of the Divine Mother, the significance of the Mantra of the Goddess (boaúâkcarî Vidyâ), the various mudrâs and postures to be practiced, meditations, initiations etc., and the mystical placement of the deities involved in Úrî Cakra.

The next text is the Lalitâtriúatî in which 300 names of the goddess are featured. There is a well-known commentary on this work by Âdi Úankarâcârya. The third text is Lalitâsahasranâma which consists of 320 verses in three chapters. The first chapter is of 51 verses and relates the 1000 names of Goddess Lalitâ were recited by various devatâs as commanded by the goddess herself. This chapter also explains that, the verses are in Anucmup metre and deity Lalitâ is invoked in three Kûmas (Vâgbhava, Kâmarâja and Úakti).

The second chapter of the text contains the thousand names of the Goddess in 182.1/2 verses. The third and final chapter consisting of 86.1/2 verses is long and enumerates the benefits accrued by reciting these one thousand names of Goddess. This is mainly to encourage people to recite the names with concentration to achieve, if not anything else, peace of mind.

Lalitâsahasranâma also mentions how to meditate on the various centres of consciousness (Cakras) in one’s body. KuGalînî, meaning coiled up, ordinarily resides in the Mulâdhâra Cakra at the base of spine and when it rises to the Sahasrâra Cakra at the top of the head, one becomes aware of The Ultimate Reality. In Lalitâsahasranâma various names of Goddess Lalitâ describes physical attributes, e.g. Kâmâkcî (1.62), Úâtodâri (3.130), Cârurûpa (4.241), Câruhâsâ (4.242), Padmanayanâ (4.247), Padmâsanâ (4.248), Ramyâ (5.307), Râjîvalocanâ (5.308), Rasyâ (5.311), Tanumadhîya (5.366) etc.

There are some more attributes which are found as attributes of Brahman in Upanicadic Literature, e.g. Nityâ (2.136), Niravadyâ, Nirâkârâ(2.147), Nirâgâ (2.156), Nirâbhâdhâ (2.177), Nickalâ (140), Sahasrârâ. Some names highlight Tantra part in Lalitâsahasranâma, e.g. KuGalînî (3.110), bamacakroparisa Asthitâ (3.108), Sarvatantartarûpa (4.206), Cakrarâjaniketanâ (4.245), Trikûtâ (7.588), Úrîvidyâ (7.585), Manuvidyâ (4.238) etc.

Names in LSN Related to Aesthetics

In Lalitâsahasranâma various names of Goddess Lalitâ describes physical attributes. Her beauty reflects the perfect Aesthetic elements. Devî glitters like thousand rising suns. Lalitâmbâ who has the bow of sweet cane which is her mind in one of her left hands. Devî makes all the Universe immerse in her red colour which is like the sun in the dawn, wears in her hair flowers like caApaka, punnâga and saugandhika. Her crown glitters with rows of inlaid precious stones (Padmarâga Stones) Lalitâsahasranâma

She has a beautiful forehead like the half moon (visible on eighth day from new moon)
She has the tilaka of musk in her forehead which is like the black shadow in the moon.\(^6\) She has beautiful eyelids which look like the ornaments to her face which is like cupids home.\(^7\)

She has so beautiful eyes which look like fish in the pond of her face.\(^8\) Her nose is like freshly opened flowers of caApaka, her nose ring which shines more than the stars,\(^9\) she has the beautiful ears like the kadaAba flowers. She wears the sun and moon as her ear studs.\(^10\) Her cheeks which shine more than the mirror made of padmarâga.\(^11\) Her lips are like beautiful new corals\(^12\) Her teeth which look like germinated true knowledge (boaúûkcarî Vidyâ),\(^13\) she chews betel leaf with the spices which give perfume in all directions.\(^14\) Her voice is sweeter than the notes produced by Sarasvati Devîs VeeGâ (this is called kachabhi)\(^15\) \(^15\)

She has lovely smile which is like the river in which the mind of cupid plays. She has a beautiful chin which has nothing else to compare.\(^16\) She shines with the sacred thread in her neck tied by Lord Kâmeûvara. She wears golden armlets.\(^17\) She wears necklace with moving pearls and dollar inlaid with gems.\(^18\) She gave her breasts which are like the pot made of Ratna (Precious stones) and has obtained the love of Kâmeûvara.\(^19\) She has two breasts that are like fruits borne on the creeper of tiny hairs raising from her belly.\(^20\)

Goddess Lalitâ is suspected to have a waist because of the creeper like hairs raising from there.\(^21\) She has three stripes in her belly which looks like having been created to protect her tiny waist from her heavy breasts.\(^22\) She shines in her light reddish silk cloth worn over her tiny waist.\(^23\) She wears a golden thread below her waist decorated with bells made of precious stones.\(^24\) \(^24\)

Ibid.\(^28\)

Devi has pretty and tender thighs known only to her consort, Kâmeœvara.\(^25\) She has knee joints like the crown made of mâGikya below her thighs.\(^26\)

She has fore legs like the cupids case of arrows followed by the bee called Indrakopa. She has round ankles,\(^27\) upper feet like the back of the tortoise. She removes the darkness in the mind of her devotees by the sparkle of nails. She has two feet which are much more beautiful than lotus flowers. She has feet wearing musical anklets filled with gem stones, her slow gait is like the swan.\(^28\) Overall she has the store house of supreme beauty.

Lalitâmbâ has light reddish colour of the dawn in all her aspects and has a most beautiful limbs which do not lack any aspect of beauty.\(^29\) Goddess Lalitâ is the personification of Siva, who obey her.\(^30\) She lives in the central peak of mount merû. She is the chief of Ê[ngâra, she lives in the all wish full filling house and in the forest of lotus flowers.\(^31\)

**In Brief**

These all adjectives describes the physical attributes of Goddess Lalitâmbâ in very beautiful way. All adjectives defines the aesthetic elements of Devî Lalitâmbâ. Lalitâsahasranâma is said to have been recited by eight Vâg devîs (vâg devîs considered as authorities of sound and verses knowledgeable) in the presence of Lalitâmbâ at her own request. These 1000 names are recited in the form of verses. These verses are called Mantras and compared to the verses of Vedas.

Every single name has powerful meaning. When LSN is recited with the backdrop of these patterns of meanings of various names, it would no more remain mere mechanical uttering. Such a meaningful recitation would surely lead to a deeper impact and benefit for the recite as well as the listener.

**Footnotes**

1 Lalitâsahasranâma 6. Udyadbhânu sahasrâbhâ| 2 Lalitâsahasranâma 10 Manorûpek cukodanâ |
Empowering B.Ed. Teachers Trainees through identifying their Cognitive Styles - A Study

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Abstract:
This study is an attempt of Identifying the cognitive styles of B.Ed. teacher trainees in College of Education, Barshi. Alert Scale of Cognitive Style is used in this study for data collection. Cognitive styles refer to the level of organization which is more generator than specific structures fundamentals to perception, memory and judgment/addresses the manner in which an individual will approach specific tasks and solve the problem. Cognitive styles are patterns of though and behavior it influences learning and problems solving techniques. It reflects the individual personality and performance. These are always related to mental behaviors habitually applied by an individual to solve problem and cognitive styles is the way by which information is obtained stored and utilized. Cognitive styles like perception remembering problem solving concaving retrieving intelligence etc. This scale is administered on the 85 B.Ed. teacher trainees in College of Education, Barshi. And the collected data is anaysed with the help of quantitative techniques. The results show that most of the B.Ed. teacher trainees in College of Education, Barshi. are having Moderate Left Brain dominance in their personality.

Nevertheless the cognitive styles of primary schools teachers influence their teaching styles. Cognitive styles may impact on
their behavior. Cognitive styles are important in development of B.Ed. teacher trainees in their personality. It may help to achieve their performance up to mark. In order to understand the cognitive styles of such primary schools teachers and to suggest the corrective measures the present study has been conducted.

**Key Words:** Cognitive Styles, B.Ed. teacher trainees.

**INTRODUCTION**

Teachers are builders of the nation. All of us know that the main aim Education is to all round development of the students and in this process teacher plays a vital role. There are three domains of the development i.e. Affective domain, Cognitive domain and Psychomotor domain. However the teacher training institutes also emphasis the all round development of the teacher. Mainly in academics main emphasis is given on Cognitive development because cognition is the base of human development. If the teacher is well developed only then teacher can facilitate the development of the student. Hence to empowering the teacher there is need of identifying their own cognitive styles.

According to wikipedia.org (2014) Cognitive Style or Thinking Style is a term used in cognitive psychology to describe the way individuals think, perceive and remember information. In the context of teachers we can define it as the way teachers think, perceive and remember information regarding the teaching and learning.

Thus there are five Types of Cognitive Styles given by. Those are shown in figure no. 1.

![Figure no. 1](https://via.placeholder.com/150)

**Figure no. 1**

Cognitive- styles is a hypothetical construct that has been developed to explain the process of mediation between stimulus and response. The term cognitive style reference to the characteristic ways in which an individual conceptually organizes the environment. It views that cognitive style refers to the way an individual filters and processes stimuli so that the environment take on psychological meaning. It is representative of this use of term. As such cognitive representations modify the one – to – one relationship between stimulus and response if it were not for these cognitive representations stimuli would have been irrelevant for the individual as the individual would respond to the stimulation in a robot like dash ion. Cognitive style is also understood in terms of consistent pattern of organizing and processing information. Coop and Sigel (1971) equated cognitive style with modes of behavior rather than a mediating process they used the term cognitive style to denote consistencies in individual modes of functioning in a variety of behavioral situations.

Cognitive styles refer to the preferred way individual processes information. Unlike individual differences in abilities which describe peak performance styles describe a person’s typical mode of thinking remembering of problem solving, further more styles are usually considered to be bipolar dimensions where as abilities are univocal having more of an ability is usually considered beneficial which having a particulars cognitive style simply denoted a tendency to behave in a certain manner. Cognitive style is a usually described as personality dimension which influences attitudes, values and social interaction.

Cognitive Styles can be divided into following categories:

1. **Systematic style**

An individual identified as having a systematic style is one who rates high on the systematic scale and low on the intuitive scale. According to findings in the Harvard studies, an individual who typically operates with a systematic style uses a well-defined, step-by-step approach when solving a problem; looks
for an overall method or programmatic approach; and then makes an overall plan for solving the problem.

2. **Intuitive style**

   An individual who rates low on the systematic scale and high on the intuitive scale is described as having an intuitive style. Someone whose style is intuitive uses an unpredictable ordering of analytical steps when solving a problem, relies on experience patterns characterized by unverbalized cues or hunches, and explores and abandons alternatives quickly.

3. **Integrated style**

   A person with an integrated style rates high on both scales and is able to change styles quickly and easily. Such style changes seem to be unconscious and take place in a matter of seconds. A result of this “rapid-fire” ability is that it appears to generate an energy and a proactive approach to problem solving. In fact, integrated people are often referred to as “problem seekers” because they consistently attempt to identify potential problems as well as opportunities in order to find better ways of doing things.

4. **Undifferentiated style**

   An individual rating low on both the systematic and the intuitive scale is described as having undifferentiated cognitive behavior. Such a person appears not to distinguish or differentiate between the two style extremes and, therefore, appears not to display a style. In fact, in a problem-solving or learning situation, he or she may exhibit a receptivity to instructions or guidelines from outside sources. Undifferentiated individuals tend to be withdrawn, passive, and reflective and often look to others for problem-solving strategies.

5. **Split style**

   An individual rating in the middle range on both the systematic and the intuitive scale is considered to have a split style involving fairly equal (average) degrees of systematic and intuitive specialization. At first glance the split style appears to differ from the integrated style only in the degree of specialization. However, people with a split style do not possess an integrated behavioral response; instead, they exhibit each separate dimension in completely different settings, using only one style at a time based on the nature of their tasks or their work groups. In other words, they consciously respond to problem-solving and learning situations by selecting appropriate style.

**REVIEW OF RELATED LITERATURE**

Chia-Wu Lin Ya Jen Cheng Ling-Ling Shen Guo Shu Yuan (2010) the moderating role of cognitive style congruence in the relationship between task conflict and team performance. This paper will explore what influences team members to complete the tasks and make decisions with their members if conflict between tasks happened. R and D team works improve technology. A steam members due to each teams’ responsibility, they would still approach their team performance on time generally; team members have many (e.g, Krumboltz, Kinneir, Rude, Scherba, and Hamel, 1986). In addition, Ausburn and Ausburn proposed three steps in instructional design, a) to analyze the learning task to find the basic stimulus-transformation requirements b) to find out for urban it needs to be supplanted, and c) to find out how to supply the sup plantation.

Zahra Shasavar, Tan Bee Hoon: (2011) does cognitive style affect Blaggers’ attitude in an online learning environment? The prevalence of using bolgs among college students has great impact in online. Communication it is therefore important to identify how learners with different characteristics use this technology. This study examines if bliggers’ cognitive styles particularly field dependency affects students attitudes toward blogs. The subjects were a class of under graduate students enrolled in an obligatory course. The group embedded figures test was administered which classified them as either field dependent or field independence. Then they
were requested to respond to a questionnaire designed to assess their attitude toward blogs on three factors: blog anxiety, blog desirability, and blog self-efficacy.

A review of the literature on both cognitive style and left-brain/right-brain theory resulted in the following generalizations about cognitive styles:

1. There are distinct, observable, and measurable differences among people’s cognitive styles.
2. Cognitive style can easily be detected through language and nonverbal behavior patterns. Dialogue between individuals can reveal differences and can highlight the need for awareness and understanding of these differences.
3. Styles are frequently associated with career choices; therefore, there are connections between behavioral styles and certain functions or divisions within an organization. In fact, style can dominate an organization’s culture.
4. Styles take on connotations of “good” or “bad,” with one style generally considered to be “better” or “best” depending on the individual interpreter or system evaluator.
5. There is a need to understand, recognize, and develop each area of cognitive specialty.
6. Creativity and effectiveness can be increased when the bipolar dimensions are fused.

**OPERATIONAL DEFINITIONS OF THE STUDY**

**Cognitive Styles**

In the present study, cognitive styles mean to identify the dominance of brain on the personality of B.Ed. teacher trainees. i.e., Strong Left brain, Moderate Left Brain, Mid Brain, Moderate Right Brain and Strong Right Brain.

**B.Ed. Teacher Trainees**

For the present study, B.Ed. Teacher Trainees means the students who are pursuing their Bachelor’s degree in the College of Education, Barshi.

**ASSUMPTIONS OF THE STUDY**

1. The B.Ed. Teacher Trainees possesses different learning styles.
2. Cognitive styles affect the personality of B.Ed. Teacher Trainees.

**OBJECTIVES OF THE STUDY**

1. To study the components of cognitive styles.
2. To identify the status of cognitive styles among B.Ed. teacher trainees.
3. To give the appropriate suggestions based on the results.

The following research questions were used to guiding the design and implementation of this study:

a) Do cognitive styles influence the teaching-learning of B.Ed. teacher trainees?
b) What is the impact of Left and Right Hemispheres of Brain on the B.Ed. teacher trainee’s personality?

**DELIMITATION OF THE STUDY**

The present study is delimited to only one Education college of Solapur district. i.e. College of Education, Barshi.

**LIMITATION OF THE STUDY**

The researcher could manage to get response only from 85 B.Ed. teacher trainees of College of Education, Barshi.

**RESEARCH PROCEDURE**

**Research Design**

Present study is quantitative in nature that’s why researchers have adopted Descriptive research design. And Survey method is used for the data collection.

**Sample for the Study**

In the present study sample comprise of 85 B.Ed. teacher trainees from College of Education, Barshi. And selected purposively.

**Tools for Data Collection**

To achieve the objective the tool used for the present study was Alert Scale of Cognitive Style.

**DATA ANALYSIS**
The data was analysed through quantitative technique i.e. Percentage.

Objective wise Analysis

1. To study the components of cognitive styles.

Table No. 1 Components of Cognitive Styles

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Left Brain</th>
<th>Right Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Time</td>
<td>Space</td>
</tr>
<tr>
<td>2</td>
<td>Analysis</td>
<td>Synthesis</td>
</tr>
<tr>
<td>3</td>
<td>Abstraction</td>
<td>Concrete</td>
</tr>
<tr>
<td>4</td>
<td>Causation</td>
<td>Association</td>
</tr>
<tr>
<td>5</td>
<td>Uniform</td>
<td>Unique</td>
</tr>
<tr>
<td>6</td>
<td>Sequence</td>
<td>Simultaneous</td>
</tr>
<tr>
<td>7</td>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>8</td>
<td>Subordination</td>
<td>Juxtaposition</td>
</tr>
<tr>
<td>9</td>
<td>External</td>
<td>Internal</td>
</tr>
<tr>
<td>10</td>
<td>Reason</td>
<td>Feeling</td>
</tr>
<tr>
<td>11</td>
<td>One Way</td>
<td>Many Ways</td>
</tr>
</tbody>
</table>

Thus Table No. 1 shows the components of Cognitive styles. These styles reveals that individuals solves their own problems with different styles and hence teachers are no exceptions for it. Therefore cognitive styles depend upon the brain functions. Hence there are five styles of brain functioning these are strong left brain, moderate brain, mid brain, moderate right, strong right on the basis of these functioning the individuals cognitive style is formed. It is possible that through the training of brain, individuals can change the functioning of the brain and they can change their cognitive style.

Such type of styles also helpful to know the cognitive style of the students and after knowing the cognitive style the students, teachers can adopt appropriate style of teaching. Mostly through research it is proved that the mid brain functioning is balanced cognitive style so teacher can able to give appropriate attention towards students cognitive needs.

2. To identify the status of cognitive styles of B.Ed. teacher trainees.

Table No. 02

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Total Respondents</th>
<th>Strong Left Brain</th>
<th>Moderate Left Brain</th>
<th>Mid Brain</th>
<th>Moderate Right Brain</th>
<th>Strong Right Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85</td>
<td>09</td>
<td>40</td>
<td>47.05%</td>
<td>23.52%</td>
<td>14.11%</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>10.60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>47.05%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>23.52%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>14.11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>4.70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation

From the responses of B.Ed. Teacher Trainees on Cognitive Styles it seems that about 46.05% B.Ed. teacher trainees are towards Moderate Left Brain, 23.52% are tend towards Mid Brain some of B.Ed. teacher trainees i.e. 14.11% uses there Moderate Right Brain and few students i.e. 10.60%. It is observed that very few of them i.e. 4.70% given response towards Strong Right Brain.

Conclusion

Thus, it is found that Most of the B.Ed. Teacher Trainees are uses their Moderate Left Brain as compare to others. Number of Teacher trainees has completed their master’s degree in Science and Mathematics and that might be the reason of using Moderate Left Brain by them. The number of teacher trainees of using Mid Brain is very less as compare to the Moderate Left Brain may because of lack of exposure, learning environment or the lack of awareness regarding the brain dominance in teaching learning process.

So, particular B.Ed. Teacher Trainees of left and right Brain should be aware about the structure and function of brain. B.Ed. Teacher Trainees must have use the other cognitive styles which they do not use regularly. Hence, the role teacher educator becomes very important here in order to empower teacher trainees. Proper learning environment should be created by the teacher educator. And for this, Brain based learning strategies can be used for encouraging B.Ed. teacher trainees to maintain the balance between Left and Right Hemisphere of Brain.

References

Impact of technology on Employment & Unemployment

Dr. Saroj Gupta
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MGCGV Chitrakoot, Satna (MP)

Technology change has undoubtedly impacted the amount, way and situations in all workplaces. For those who were curious to know how technology is destroying jobs? Need to consider the fact that technology has simultaneously created new jobs for people who were keeping up the pace with it. But many people today, believe that the impact of technology on destroying jobs is more prominent than creating them.

Impact of Technology on Unemployment

The impact of technology on our life is integrating rapidly. This technology expansion has raised the concern that it can replace various jobs of the unskilled employ that are not much aware with the recent technological changes.

So, to keep pace with technology the working people need to have more flexibility in work and be a lifelong learner. But not everyone are reluctant to change thus, new technology has a great impact on local job opportunities and this is

Computers are replacing most of the blue collar jobs creating fear of loss of a job.

Impact of technological change on labor: The use of the machine increases the efficiency and performance by eliminating human errors and risk factor. This destroys jobs for unskilled labor.

Inability to adapt changes: Technology and unemployment are 2 sides of the same if one is not able to cope with the technology change then
there is an equal chance for them to face unemployment.

The speed of technology development: The pace of technological advancement is so drastic that it is unable for workers to keep track of it. Income inequality is increasing rapidly.

The Impact of Technology on Employment

On the other hand, there are some Positive Impacts of technology on Unemployment. Development of Technology has a great impact in the workplace with increased productivity, efficiency, performance and at the same time eliminating the risk and human errors. The key points targeting the impact of technology on employment are:

Creating skilled jobs: Technology is creating a job for skilled workers that can empower themselves according to the complex world. Easy communication: Once used telephone and fax are now replacing tablet and laptops for communication purpose in the workplace

Improve performance and accuracy: Technology makes work process computerized which can reduce risk and error while improving performance.

Increased salaries: An increase in demand for skilled workers of higher wages has boosted high paying jobs in industries.

More production creates more jobs: We often assume that with productivity job decreases but, the truth is highly productive companies offers more job and pay a better.

Increase work profile: When we draw a relation between technology vs unemployment. Technology has generated various new work profile in software, IT and AI field for experts. Technology has made various positive changes in fields like medical, agriculture, education, industry and many more and now it’s a great time you should join hand with it and move forward towards innovating tomorrow.

Conclusion

For those who are still unsure about, will technology replace jobs? Initially, the start of the industrial revolution was assumed as Negative Impact of technology on Unemployment that has swapped away the job of labor but, now advancement of electronics and robotics are set to bring the same technological change that is destroying jobs for unskilled labors and at the same time increasing the demand for skilled workers and expertise.

So this is high time to work in technological jobs to be at the forefront of technology and innovation. The technology is changing with time and now it’s our chance to decide whether we want to stick to today or wanted to change with the time.

References


Mesolithic Age in India

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Arasikere (Post), Harapanahalli (Tq), Ballary (Dist), Karnataka

Introduction:

The next stage of human life is called Mesolithic Age (10,000 - 4,000 BC) or Middle Stone Age. It was the transitional phase between the Palaeolithic Age and Neolithic Age. In this age, climate became warm and dry and climate changes brought about changes in fauna and flora and made it possible for human beings to move to new areas. Since then, there haven’t been major changes in the climate. Mesolithic remains are found in Langhanj in Gujarat, Adamgarh in Madhya Pradesh and also in some places of Rajasthan, Uttar Pradesh and Bihar.

The hunting-gathering pattern of life continued during this period. However, there seems to have been a shift from big animal hunting to small animal hunting and fishing. The use of bow and arrow also began during this period. Also, there began a tendency to settle for longer periods in an area. Therefore, domestication of animals, horticulture and primitive cultivation started. Animal bones are found in these sites and these include dog, deer, boar and ostrich. Occasionally, burials of the dead along with some microliths and shells seem to have been practiced. It was the transitional between Palaeolithic and Neolithic ages. Its characteristic tools are microliths all made of stone.

In the Belan valley of Vindhyas, all the three phases of the Palaeolithic followed by the Mesolithic and then by the Neolithic have been found in sequence. Similar is the case with the middle part of the Narmada valley. The microliths were first discovered by Carlyle in 1867 from Vindhyan Rock Shelters. This age is also known by various names like Late Stone Age or Microlithic Age. The Mesolithic people lived on hunting, fishing and food gathering. Earliest domestication of animals has also been witnessed from Madhya Pradesh and Rajasthan.

The transition from the Palaeolithic period to Mesolithic period is marked by transition from Pleistocene period to Holocene and favourable changes in the climate. The climate became warmer and humid and there was expansion of flora and fauna contributed by increased rainfall. This led to availability of new resources to humans. The Mesolithic tools smaller in size and better in finishing (more geometric) than the Palaeolithic age and are called Microliths. These microliths artiny tools of one to five centimetres length, made by blunting one or more sides with steep retouch.

The main tool types are backed blades, obliquely truncated blades, points, crescents, triangles and trapezes. Some of the microliths were used as components of spearheads, arrowheads, knives, sickles, harpoons and daggers. They were fitted into grooves in bone, wood and reed shafts and joined together by natural adhesives like gum and resin. Use of bow and arrows for hunting has been documented by Mesolithic man in rock art of that period. The Bored stones, which had already appeared during the upper Palaeolithic, became common during this, and the Neolithic and Chalcolithic periods. These are believed to have been used as weights in digging sticks and as net sinkers. Similarly, shallow querns and grinding stones also occur at several sites. These new technological elements led to enhanced efficiency in hunting, collection and processing of wild plant foods.

Changes in Life in Mesolithic Era:

Domestication of Plants and Animals: The economy of early period of Mesolithic age was
based on hunting, fishing and food gathering. Slowly domesticating crops and animals made their way into human life. By 6000 BC, food production became prominent part of Mesolithic life. Agriculture had not fully developed by was only a prototype of domestication of crops and animals. The earliest evidence of domestication of crops and animals. The earliest evidence of domestication of animals has been provided by Adamagarh in Madhya Pradesh and Bagor in Rajasthan. Some examples of earliest cultivation of plants around 7000-6000 years back have been found near Sambar lake in Ajmer Rajasthan, Mehrgarh in Pakistan etc.

The first animals to be domesticated were dog, cattle, sheep and goat and the first plants to be cultivated were wheat and barley. This new subsistence economy based on food production had a lasting impact on the evolution of human society and the environment. In the humid lands, extending from the middle Ganga valley to China and Southeast Asia, rice cultivation and domestication of pig was accomplished probably around the same time because rice and pig existed in wild form in this region. The cultivation of yams and taro also took place in this region. Domesticated animals proved to be useful not only for meat but also for milk, hide, agricultural operations, and transport.

Mesolithic Art: The Mesolithic man was a lover of art, evident from the paintings in several thousand rock shelters in the Vindhyan sandstone hills in central India. The paintings have been found in both inhabited and uninhabited shelters. The paintings are made mostly in red and white pigments, made from the nodules found in rocks and earth. The subject matter of the paintings are mostly wild animals and hunting scenes, though there are some related to human social and religious life such as sex and child birth. These Rock arts are paintings {petrographs} and engravings {petroglyphs} done in rock shelters or natural caves. In India also, most of the rock art, especially paintings and carvings, have been known to exist from the Mesolithic Age, which continued to Neolithic Age, Iron Age and early historic period. This art not only reflects the cultural life of the times but also a fine aesthetic sense comparable to modern paintings.

Mesolithic Tools: In the sites of Mesolithic Age, a different type of stone tools is found. These are tiny stone artifacts, often not more than five centimeters in size, and therefore called microliths. Tools are characterised by parallel-sided blades taken out from prepared cores of fine-materials as chert, crystal, chalcedony, jasper, carnelian, agate etc. and were generally one to five centimeters long.

Burials of the dead: The dead were buried with knees bent and upper part of the body was brought forward down. They also believed in life after death and hence they also buried the dead with food items, jewellery etc. Mesolithic people started to wear clothes made of animal skin. With the advent of fire, they started to eat cooked food. One of the major contributions of Mesolithic people is farming and living in communities, which necessitated them to move from hills/ jungles to fertile plains.

Tools used by Mesolithic people: The tools used by people were small and tiny better finished than paleolithic people and were called microliths. These microliths were tiny tools of one to five centimetres length made by blunting one or more side with steep retouch. The main type of tools used were blacked blades obliquely truncated blades with crescent, triangles and trapezes shapes. Some microliths were spearred arrowheads, knives, sickles, harpoons and daggers. These were fitted into grooves in bone wood and reed shafts and joined together by natural adhesives like gum and resins. Hunting and gathering was given to food productions hence use of bow and arrow came into existence. The new technology (bow and arrow) increased the efficiency in the
Important Mesolithic Sites:

In Rajasthan, Bagor is almost largest Mesolithic site in India. Other major Mesolithic sites in Rajasthan are Tilwara, Pachpadra basin and Sojat Area etc.

In Guajarat, mesolithic sites include those on banks of river Sabarmati asuch as Akhaj, Valsana, Hirpur, Langhanj etc.

In Uttar Pradesh, Sarai Nahar Rai, Morhana Pahar and Lekkahia are important Mesolithic sites.

In Madhya Pradesh, Bhimbetka along with Adamgarh, Chaturbhujnath Nala are major Mesolithic sites.

In Jharkhand Chhota nagpur plateau is a major Mesolithic site in India.

In Odisha, Mayurbhanj, Keonjhar, Sundergarh are major mesolithic sites.

In South India, Mesolithic sites are abundant in Karnataka, Tamil Nadu and Andhra Pradesh.

References


Teacher Effectiveness of Secondary School Teachers in relation to Their Teaching Aptitude

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Abstract

The present study attempts to examine the relationship between teacher effectiveness and teaching aptitude of secondary school teachers. The investigator had taken sample of 200 secondary school teachers for this study. Descriptive survey method was used by the investigator. In order to find out the relationship among variables viz teacher effectiveness and teaching aptitude of the male and female secondary school teachers, the correlation technique was used. The major findings are that there is no significant difference on teacher effectiveness and teaching aptitude of male and female government secondary school teachers. It shows a positive correlation between teacher effectiveness and teaching aptitude among male secondary school teachers, but exist a negative correlation between teacher effectiveness and teaching aptitude among female secondary school teachers.

Keywords: Teacher effectiveness, teaching aptitude

Education makes a person to facilitate one’s duties and responsibilities to the Nation, to the society to oneself, to the family, and help him to live a happy successful and meaningful
life that inspires and leads the younger generation. Effective teaching can only be viewed in relation to effective learning. Mac Gilchrist, Myers and Reed (1997) emphasizes that effective teaching and learning constitute a pact between the teacher and the learner. They illustrate the contribution of teacher and learner towards effective teaching and learning in a diagrammatic representation. Ability is concerned with present. It indicates the combination of skills, habits and powers which an individual now has and which enables him to do something. Aptitude looks to the future and, on the basis of the habits, skills, and abilities that an individual now has, predicts what he, after training, may become and what success he can have in a given occupation or position. Aptitude refers to mental capacity, native or acquired. It is the part of person’s mental equipment which gives him a special fitness for any kind of endeavor. Such an aptitude may be the result of either an innate endowment or of special training, or both. Freeman, F.S. (1971), Describes aptitude as, “An aptitude is a combination of characteristics indicative of an individuals’ capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as ability to speak a language, to become musician, to do mechanical work.”

**Review of related literature**

Ghatvisave (2012) conducted a correlation between teacher’s effectiveness and teaching Aptitude. He found that the teaching aptitude is correlated with teaching skills professional knowledge, emotions, value personality, participation in co-curricular activates and total teacher effective and are significantly related with each others.

Setharman & Rajasekhar (2013) conducted a study on teaching effectiveness of B.Ed. student teachers as related to their teaching aptitude and academic performance. They concluded that the teaching effectiveness of overall student teachers is average. But the teaching aptitude and academic performance was found below average. Hence they concluded that teacher effectiveness, teaching aptitude and academic performance are positively related to each other.

Hema & Nirmala (2014) conducted a study on teaching effectiveness of secondary grade school teachers. They found that secondary grade teachers have high teaching effectiveness in their classroom teaching. There is no significant difference between effectiveness of teaching among secondary grade teachers with respect to their demographic variables such as gender, locality, educational qualification, medium, age, income per month and family size, level of school, grade of teachers, type of school, teaching experience and religion.

Upadhyaya (2014) conducted a study on teaching aptitude among B.Ed. Trainees. He found that no significant difference was found among B.Ed. Trainees respect to gender, stream science/Arts, type of institution on teaching aptitude.

Jain & Dahiya (2015) conducted a correlation study on teacher effectiveness and work motivation. They had concluded a significant correlation between teacher effectiveness and work motivation with respect to type of institute.

Rani, (2016) conducted a study on teacher effectiveness in relation to their job satisfaction and occupation. She found that an effective teacher helps in achieving the desired outcome, but his effectiveness depends upon his adjustment with the environment and job satisfaction.

Sharma & Ahmad (2016) work out on teaching aptitude of prospective teachers in relation to their gender and educational background, when they measured and compared arts group with science group pupil teachers, pupil teachers do not differ significantly, but arts female prospective teachers have better teaching aptitude.

Singh(2017) conducted a study on aptitude and
adjustment of senior secondary school teachers of Haryana. He concluded that all government and private schools, male and female teachers have acquired the same capacity of teaching aptitude. Both male and female senior secondary teachers have the same capacity of adjustment but it's not same for government and private school teachers. And it also shows that the degree of teaching aptitude is not influenced by the teacher’s adjustment on the basis of gender and type of institute of senior secondary teachers.

Devendiran & Hema(2018) studied the teaching aptitude of prospective secondary teachers. They found no significant difference between fresher and previous year prospective teachers, but a significant difference was found with respect to gender and stream of study.

Need and significance of the study
In this regard there is a need of systematic study of teacher effectiveness, and teaching aptitude among secondary school teachers for analyzing the context of teacher effectiveness, teaching aptitude is exhibited by the teachers. The teacher is the most important factor in the entire educational system. He is expected to produce intelligent citizens and responsible leaders. He has to handle the raw human and transform it into well-adjusted, well-informed and mentally healthy citizens who will successfully participate in matters of national and international importance. Good Teaching is complex and need to be documented and recognized in a number of ways. To ensure effective teaching-learning process, teachers should be well adjusted with the environment and have a good teaching aptitude. This observation let the investigator to study the teaching aptitude and teacher effectiveness of secondary school teachers.

Objectives of the study
1. To examine the teacher effectiveness differentials between male and female secondary school teachers.
2. To examine the teaching aptitude differentials between male and female secondary school teachers.
3. To examine the relationship between teacher effectiveness and teaching aptitude of secondary school teachers.
4. To examine the relationship between teacher effectiveness and teaching aptitude of male secondary school teachers.
5. To examine the relationship between teacher effectiveness and teaching aptitude of female secondary school teachers.

Hypotheses of the study
1. There is no significant difference between male and female secondary school teachers on their teacher effectiveness.
2. There is no significant difference between male and female secondary school teachers on their teaching aptitude.
3. There exists no relationship between teacher effectiveness and teaching aptitude of secondary school teachers.
4. There exists no relationship between teacher effectiveness and teaching aptitude of male secondary school teachers.
5. There exists no relationship between teacher effectiveness and teaching aptitude of female secondary school teachers.

Sample
The sample is the small proportion of the population, that is selected for interpretation and analysis. A sample of 200 government secondary school teachers was taken from 4 Districts of Haryana. The stratified Random sampling technique was used to select teachers.

Tools
After determining the sample of the study, the next step is to select suitable tool for the collection of data. Success of research depends upon various considerations such as the objectives of the study, personal competence of the investigator, score and interpret the results and reliability and validity of the scale. Taking all these factors into consideration the
investigator used Student Rating of Teacher Effectiveness Scale (SROTES) by Shashi Kala Deshpandey and Teaching Aptitude Test (TAT) by Gakhar and Rajnish.

**Statistical Techniques used**

Mean, standard deviation. t-test were used to find out the significance of difference in the mean scores of teacher effectiveness and teaching aptitude of male and female secondary school teachers. In order to find out the relationship among variables viz teacher effectiveness and teaching aptitude of the secondary school teachers, the correlation technique was used.

**Table-1**

Mean differentials on teacher effectiveness between male and female government secondary school teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>158.09</td>
<td>18.63</td>
<td>0.481</td>
<td>not significant</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>156.81</td>
<td>19.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 revealed that the mean scores of male and female government secondary teachers on teacher effectiveness are 158.09 and 156.81 respectively. The S.D. values are found to be 18.63 and 19 respectively. The ‘t’ ratio for the difference between the mean scores of the two groups is 0.481. The observed ‘t’ value is less than the table value both at 0.05 and 0.01 levels of significance. It indicates that the two groups have revealed no significant difference. In other words, there is no significant difference in the teacher effectiveness of male and female Government secondary school teachers. Hence, the Ho there exists no significant difference between teacher effectiveness of the male and female Government secondary school teachers is accepted.

**Table-2**

Mean differentials on teaching aptitude between male and female government secondary school teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>27.48</td>
<td>2.74</td>
<td>0.6130</td>
<td>not significant</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>26.79</td>
<td>4.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 revealed that the mean scores of male and female government secondary teachers on teaching aptitude are 27.48 and 26.79 respectively. The S.D. values are found to be 2.74 and 4.25 respectively. The ‘t’ ratio for the difference between the mean scores of the two groups is 0.613. The observed ‘t’ value is less than the table value both at 0.05 and 0.01 levels of significance. It indicates that the two groups have revealed no significant difference. In other words, there is significant difference in the teaching aptitude of male and female government secondary teachers. Hence, the Ho there exists no significant difference between teaching aptitude of male and female Government secondary school teachers is accepted.

**Table-3**

Correlation among teacher effectiveness and teaching aptitude of secondary school teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>200</td>
<td>0.1153</td>
</tr>
<tr>
<td>Teaching Aptitude</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 revealed that the co-efficient of correlation between teacher effectiveness and Teaching aptitude of the secondary teachers was found to be 0.1153 which is less than the table value both at .05 and .01 levels. It indicates that there is a significant relationship between teacher effectiveness and teaching aptitude of secondary teachers. Hence, Ho i.e. there exists no relationship between teacher effectiveness and teaching aptitude and secondary teacher is rejected.

**Table-4**

Correlation among teacher effectiveness and teaching aptitude of male government secondary school teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>100</td>
<td>0.1153</td>
</tr>
<tr>
<td>Teaching Aptitude</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 revealed that the co-efficient of correlation between teacher effectiveness and Teaching aptitude of the male secondary teachers was found to be 0.1153 which is less than the table value both at .05 and .01 levels. It indicates that there is a significant relationship between teacher effectiveness and teaching aptitude of secondary teachers. Hence, Ho i.e. there exists no relationship between teacher effectiveness and teaching aptitude and secondary teacher is rejected.
Table-4 revealed that the co-efficient of correlation between teacher effectiveness and teaching aptitude of male secondary teachers was found to be 0.388 which is less than the table value both at .05 and .01 levels. It indicates that there is a significant relationship between teacher effectiveness and teaching aptitude of male secondary teachers. Hence, Ho i.e., there exists no relationship between teacher effectiveness and teaching aptitude of male secondary school teacher is rejected.

Table-5
Correlation among teacher effectiveness and teaching aptitude of female government secondary school teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>100</td>
<td>0.388</td>
</tr>
<tr>
<td>Teaching Aptitude</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-5 revealed that the co-efficient of correlation between teacher effectiveness and teaching aptitude of female secondary teachers was found to be -0.050 which is less than the table value both at .05 and .01 levels. It indicates that there is a negative relationship between teacher effectiveness and teaching aptitude of female secondary school teachers. Hence, Ho i.e., there exists no relationship between teacher effectiveness and teaching aptitude of female secondary school teacher is accepted.

Main findings of the study
1. There exists no significant difference was found between teacher effectiveness and teaching aptitude of male and female government secondary school teachers.
2. There exists a positive relationship between teacher effectiveness and teaching aptitude as well as a positive correlation was also found on male secondary school teachers. But a negative correlation was found between teacher effectiveness and teaching aptitude of female secondary school teachers.

Educational Implications: The success of any educational process depends upon teacher effectiveness and teaching aptitude and many more factors. An effective teacher is necessary for educational improvement and teaching aptitude is the major determinant of teacher effectiveness. Teaching aptitude refers the qualities, traits and skills pertaining to teaching which a person possesses naturally or acquires through self effort. The effectiveness of education depend upon quantity and quality of teachers working in any institute. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching.

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RIGHT TO EDUCATION ACT IN INDIA

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Introduction-
The RTE bill was approved by the cabinet on 2 July 2009. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and was notified as law on 26 August 2009 as The Children’s Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010, the first time in the history of India a law was brought into force by a speech by the Prime Minister. In his speech, Manmohan Singh, Prime Minister of India stated that, “We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India.”

The RTE Act provides for the: Right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
It makes provisions for a non-admitted child to be admitted to an age appropriate class. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments. It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications. It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition. It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

**Definition**

Education narrowly refers to formal institutional instructions. Generally, international instruments use the term in this sense and the right to education, as protected by international human rights instruments, refers primarily to education in a narrow sense. The 1960 UNESCO Convention against Discrimination in Education defines education in Article 1(2) as: "all types and levels of education, (including) access to education, the standard and quality of education, and the conditions under which it is given."

In a wider sense education may describe "all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to subsist". In this sense education refers to the transmission to a subsequent generation of those skills needed to perform tasks of daily living, and further passing on the social, cultural, spiritual and philosophical values of the particular community. The wider meaning of education has been recognized in Article 1(a) of UNESCO’s 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. The article states that education implies:

The entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge.

The European Court of Human Rights has defined education in a narrow sense as "teaching or instructions... in particular to the transmission of knowledge and to intellectual development" and in a wider sense as "the whole process whereby, in any society, adults endeavor to transmit their beliefs, culture and other values to the young."

**Right to Education in India**

Education is a fundamental human right, essential for the empowerment and development of an individual and the society as a whole. According to the UNESCO’s ‘Education for All Global Monitoring Report 2010 about 135 countries have constitutional provision for free and non-discriminatory education for all. In 1950, India made a Constitutional commitment
to provide free and compulsory education to all children up to the age of 14, by adding this provision in Article 45 of the directive principles of state policy.

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

The Act has the following major provisions:

Every child between the age of six to fourteen years, shall have the right to free and compulsory education in a neighborhood school, till completion of elementary education.

For this purpose, no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

Where a child above six years of age has not been admitted to any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.

For carrying out the provisions of this Act, the appropriate government and local authority shall establish a school, if it is not established, within the given area, within a period of three years, from the commencement of this Act.

The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

This Act is an essential step towards improving each child’s accessibility to secondary and higher education. The Act also contains specific provisions for disadvantaged groups, such as child laborers’, migrant children, children with special needs, or those who have a disadvantage owing to social, cultural, economical, geographical, linguistic, gender or any such factor. With the implementation of this Act, it is also expected that issues of school drop out, out-of-school children, quality of education and availability of trained teachers would be addressed in the short to medium term plans.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

Right of children to free and compulsory education till completion of elementary education in a neighborhood school.

It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

It makes provisions for a non-admitted
child to be admitted to an age appropriate class.

It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.

It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

The Right of children to Free and Compulsory Education Act came into force from April 1, 2010. This is was a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood.

Any cost that prevents a child from accessing school will be borne by the State which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling. No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to take an admission test. Children with disabilities will also be educated in the mainstream schools. The Prime Minister Shri Manmohan Singh has emphasized that it is important for the country that if we nurture our children and young people with the right education, India’s future as a strong and prosperous country is secure.

All private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25% of their enrolment, by simple random selection. No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower).

All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an Academic Authority. Teachers in all schools will have to subscribe to these norms within 5 years.

The National Commission for Protection
of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right. A special Division within NCPCR will undertake this huge and important task in the coming months and years. A special toll free helpline to register complaints will be set up by NCPCR for this purpose. NCPCR welcomes the formal notification of this Act and looks forward to playing an active role in ensuring its successful implementation.

**Benefits of Right to Education Act, 2009**

RTE has been a part of the directive principles of the State Policy under Article 45 of the Constitution, which is part of Chapter 4 of the Constitution. And rights in Chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right.

The right to education is a universal entitlement to education, recognized in the International Covenant on Economic, Social and Cultural Rights as a human right that includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education.

The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve quality of education.

**Implementation**

International law does not protect the right to pre-primary education and international documents generally omit references to education at this level. The Universal Declaration of Human Rights states that everyone has the right to education, hence the right applies to all individuals, although children are understood as the main beneficiaries.

The rights to education are separated into three levels:

- **Primary (Elemental or Fundamental) Education.** This shall be compulsory and free for any child regardless of their nationality, gender, place of birth, or any other discrimination. Upon ratifying the International Covenant on Economic, Social and Cultural Rights States must provide free primary education within two years.

- **Secondary (or Elementary, Technical and Professional in the UDHR) Education** must be generally available and accessible.

- **Higher Education (at the University Level)** should be provided according to capacity. That is, anyone who meets the necessary education standards should be able to go to university.

Both secondary and higher education shall be made accessible by every appropriate means, and in particular by the progressive introduction of free education.

**Conclusion**

Present Act has its history in the drafting of the Indian constitution at the time of Independence but is more specifically to the Constitutional Amendment of 2002 that included the Article 21A in the Indian constitution making Education a fundamental Right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate Education Bill.

A rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The sub-committee of the Central Advisory Board of Education which prepared the
draft Bill held this provision as a significant prerequisite for creating a democratic and egalitarian society. Indian Law commission had initially proposed 50% reservation for disadvantaged students in private schools.

The realization of the right to education on a national level may be achieved through compulsory education, or more specifically free compulsory primary education, as stated in both the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights.

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Senior Secondary Students’ Involvement in Studies: A Research Study

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Abstract
Now a days, it is seen that the young generation is distracting for their objectives and goals of life due to various artificial attractions around them. The results drawn in various board examination seems good in terms of marks gained but what about the actual product of education. The youth is busy with internet and mobile devices and lacking in real world of education. Such conditions are alarming hence the present study aims to investigate study involvement of senior secondary school students with respect to gender and locality. Using random sampling technique, only 80 senior secondary students of Bareilly District, Uttar Pradesh has formed the sample. The data collected by using Survey method through Study involvement Inventory developed by Bhatnagar, A. The result reveals that no significant difference found in study involvement of senior secondary students on the basis of their gender and locality.

KeyWords: Study Involvement, Senior Secondary Students

Introduction:
The concept of involvement has been conceived in different ways by various authors, Sherif and Cantril (1947) were the first to use
the concept of ego involvement. The involvement of students in their scholastic pursuits (studies) is called study involvement. Study involvement not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order and develops positive attitudes towards learning and facilitates creative productivity. Study involvement is a process by which the skills, capacities and competencies of the students can be enhanced. This enhancement of faculties can be translated into social performance. Therefore, study involvement of a student today has got a cumulative growth in the future performance of the (Astin, 1984). Haussmann, Tyson & Zahidi (2009) reported that there is no country in the world that has yet reached equality between male and female in different critical areas such as education or economic participation so it is very necessary that researches be conducted regarding gender differences in different fields’ especially academic achievement, its factors and study concerned areas.

Review of Related Literature:
Aruna and Ajay (2011) in a study entitled “study involvement in physical education activities of college students in relation to their gender difference” revealed that the boys found more involve in physical education activities rather than girls on the basis of mean scores, but difference not found significant at 0.05 level of significance while in another study on higher secondary students and their problems regarding study involvement and academic achievement by Mohamedayupkhan & Mani (2012), it was found that gender has important impact on students personal problems, study involvement and academic achievement. The daily routine problems faced by students in home, at school, lack of resources also create anxiety and they felt themselves distract for their routine studies. In an another study, Thakur (2012) analysed the locality and its influence on study involvement and other factors related to secondary students and reported that rural and urban women students’ did not differ significantly on study involvement. Maharishi and Parameswarim (2013) studied about the influence of emotional intelligence on study involvement among adolescents. The result shows that there is no significant difference in study involvement with regard to gender and area of living. To focus on parent’s support system and their role in students’ wellbeing in academic areas, Pangat (2014) conducted a study and reported it positive impact on student’s activities and results. He also reported that sometimes lack of resources does not put its influence, if parents are cooperative in academic tasks and their support leads them towards success. Tok & Boruwa (2014) found that gender has no significant independent effect on the need areas of achievement, affiliation, autonomy, deference, recognition, order, aggression, nurturance, and overall involvement in studies. Sekar & Lawrence (2015) investigated relationship between study involvement and affect intensity of teacher trainees. The findings reported that there is no significant difference between male and female teacher trainees in their study involvement. Govindarajan (2016) found that there is no significant difference was found in study involvement of senior secondary students on the basis of their gender and locality. As the review of related literature reveals that number of studies has been conducted on various groups of sample but scarcity found especially on senior secondary students group, hence the researcher has tried her best to study on this area.

Statement of Problem:
“Senior Secondary Students’ Involvement in Studies: A Research Study.”

Objectives of the Study:
To examine the study involvement of the senior secondary students.
To compare the study involvement of senior secondary students on gender basis.
To compare the study involvement of the senior secondary students on the basis of locality.

**Hypotheses:**

- There is no significant difference in study involvement of senior secondary students on the basis of gender.
- There is no significant difference in study involvement of senior secondary students on the basis of locality.

**Delimitations of the Study:**

The present study is delimited up to only 80 students of four senior secondary schools of Bareilly district of Uttar Pradesh.

**Methodology:**

All the students enrolled in senior secondary schools in session 2019-20 of Bareilly district in Uttar Pradesh targeted population of the present study. In present study, 80 senior secondary students from four senior secondary schools have been selected randomly to fulfil the purpose of the study. To measure the need areas, study involvement inventory developed by Bhatnagar, A. (1971) has been employed which consists of 40 items in a Likert type format with three point response scale namely Yes, Undecided and No, which covers ten need areas namely n-Achievement, n-Affiliation, n-Autonomy, n-Deference, n-Recognition, n-Order, n-Aggression, n-Abasement, n-Nurturance and n-Succorance. The test-retest reliability of the inventory is 0.87 and the split-half reliability applying the Spearman-Brown Formula has been found to be 0.67. The inventory contains content and construct validity.

**Table-1**

<table>
<thead>
<tr>
<th>Study Involvement</th>
<th>Boys(N=36) Mean</th>
<th>S.D.</th>
<th>Girls(N=44) Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>n-Achievement</td>
<td>7.38</td>
<td>1.14</td>
<td>7.72</td>
<td>0.65</td>
<td>1.62</td>
</tr>
<tr>
<td>n-Affiliation</td>
<td>7.42</td>
<td>1.16</td>
<td>7.79</td>
<td>0.62</td>
<td>1.68</td>
</tr>
<tr>
<td>n-Autonomy</td>
<td>3.44</td>
<td>1.49</td>
<td>3.20</td>
<td>1.25</td>
<td>0.77</td>
</tr>
<tr>
<td>n-Deference</td>
<td>7.17</td>
<td>1.40</td>
<td>6.68</td>
<td>1.18</td>
<td>1.69</td>
</tr>
<tr>
<td>n-Recognition</td>
<td>7.19</td>
<td>1.02</td>
<td>7.25</td>
<td>0.93</td>
<td>0.27</td>
</tr>
<tr>
<td>n-Order</td>
<td>7.44</td>
<td>1.06</td>
<td>7.79</td>
<td>0.55</td>
<td>1.84</td>
</tr>
<tr>
<td>n-Aggression</td>
<td>3.50</td>
<td>1.82</td>
<td>2.57</td>
<td>1.00</td>
<td>2.76**</td>
</tr>
<tr>
<td>n-Abasement</td>
<td>4.67</td>
<td>2.19</td>
<td>5.68</td>
<td>1.49</td>
<td>2.43*</td>
</tr>
<tr>
<td>n-Nurturance</td>
<td>5.80</td>
<td>1.62</td>
<td>4.95</td>
<td>1.70</td>
<td>2.29*</td>
</tr>
<tr>
<td>n-Succorance</td>
<td>6.69</td>
<td>1.84</td>
<td>7.36</td>
<td>1.23</td>
<td>1.91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60.70</strong></td>
<td><strong>7.31</strong></td>
<td><strong>60.99</strong></td>
<td><strong>4.42</strong></td>
<td><strong>0.21</strong></td>
</tr>
</tbody>
</table>

Note: *Significant at 0.05 level, **Significant at 0.01 level

To test the first hypothesis, “There is no significant difference in study involvement of senior secondary students on the basis of gender”, mean, standard deviation and t-value has been

**Figure-1(a) Gender Differences on Study Involvement (as per Ten Need Areas)**

**Figure-1(b) Gender Differences on Study Involvement (as per Ten Need Areas)**
Involvement (Overall)

Calculated and shown in Table-1, figure-1(a) (as per need areas) and figure-1(b) (overall scores). Table-1 reveals that the mean scores on different need areas of study involvement between the group of girls and boys. The scores on ten need areas namely, n-Achievement, n-Affiliation, n-Autonomy, n-Deference, n-Recognition, n-Order, n-Aggression, n-Abasement, n-Nurturance and n-Succorance for boys are 7.38(1.14), 7.42(1.16), 3.44(1.49), 7.17(1.40), 7.19(1.02), 7.44(1.06), 3.50(1.82), 4.67(2.19), 5.80(1.62), 6.69(1.84) respectively, while the means scores for girls are 7.72(0.65), 7.79(0.62), 3.20(1.25), 6.68(1.18), 7.25(0.93), 7.79(0.55), 2.57(1.00), 5.68(1.49), 4.95(1.70), 7.36(1.23) respectively. The calculated t-values between both groups are 1.62, 1.68, 0.77, 1.69, 0.27, 1.84, 2.76, 2.43, 2.29 and 1.91, the calculated t-values shows that out of ten need areas, significant differences have been found on three need areas namely, n-Aggression, n-Abasement, n-Nurturance respectively. On the 7th need area namely n-Aggression. The calculated t-value is 2.76 which is significant at 0.01 level of significance. It shows that significant differences between study involvement boys and girls. While comparing the mean values of both the groups, it has been found that boys are more aggressive than girls. In general settings, it is found that boys are considered more aggressive than girls. It is also understood that girls are relatively quiet by nature itself. In words of Alice and Wendy “Boys are more violent than girls because their body has developed this way. The difference is not in their mind but in their body. Boys are tall and stronger than girls, so they fall in such things which require strength and aggression.” On the 8th need area namely n-Abasement. The calculated t-value is 2.43 which is significant at 0.05 level of significance. It shows that significant differences between study involvement boys and girls. While comparing the mean values of both the groups, it has been found that girls have higher mean value of n-Abasement than their counterparts. This may be due to the fact that girls are naturally more sensitive and emotional than boys. On the 9th need area namely n-Nurturance. The calculated t-value is 2.29 which is significant at 0.05 level of significance. It shows that significant differences between study involvement boys and girls. While comparing the mean values of both the groups, it has been found that boys have higher mean value of n-Nurturance than girls. It may be because boys are physically and emotionally strong, so they are more protecting and caring than girls.

The total mean of the male students is 60.70(7.31) while total mean value in case of female students is 60.99(4.42), figure-1(b). The calculated t-value between the groups is found 0.21, which is not significant at 0.05 & 0.01 level of significance. Hence, the first null hypothesis “There is no significant difference in study involvement of senior secondary students on the basis of gender.” is partly accepted and partly rejected. This may be because today parents treat their daughters and sons equal. Today girls also have love, affection, freedom and rights as boys. The result of the study are in tune with Maharishi and Parameswarim (2013), Tok et. al (2014) and Govindarajan (2016).

### Table-2

Locality wise differences on Study Involvement (According to Ten Need Areas) Among Senior Secondary Students

<table>
<thead>
<tr>
<th>Study Involvement</th>
<th>Urban(N=42)</th>
<th>Rural(N=38)</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
</tr>
<tr>
<td>n-Achievement</td>
<td>7.74</td>
<td>0.62</td>
<td>7.39</td>
</tr>
<tr>
<td>n-Affiliation</td>
<td>7.62</td>
<td>0.79</td>
<td>7.63</td>
</tr>
<tr>
<td>n-Autonomy</td>
<td>3.33</td>
<td>1.27</td>
<td>3.29</td>
</tr>
<tr>
<td>n-Deference</td>
<td>6.89</td>
<td>1.38</td>
<td>6.92</td>
</tr>
<tr>
<td>n-Recognition</td>
<td>7.19</td>
<td>1.01</td>
<td>7.32</td>
</tr>
<tr>
<td>n-Order</td>
<td>7.79</td>
<td>0.56</td>
<td>7.47</td>
</tr>
<tr>
<td>n-Aggression</td>
<td>2.76</td>
<td>1.32</td>
<td>3.25</td>
</tr>
<tr>
<td>n-Abasement</td>
<td>5.17</td>
<td>2.01</td>
<td>5.29</td>
</tr>
<tr>
<td>n-Nurturance</td>
<td>5.74</td>
<td>1.51</td>
<td>4.89</td>
</tr>
<tr>
<td>n-Succorance</td>
<td>7.17</td>
<td>1.45</td>
<td>6.95</td>
</tr>
<tr>
<td>Total</td>
<td>61.40</td>
<td>5.51</td>
<td>60.40</td>
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</tbody>
</table>
To test the second hypothesis “There is no significant difference in study involvement of senior secondary students on the basis of locality”, mean score, standard deviation and t-value has been calculated and shown in table-2, figure-2(a) (as per need areas) and figure-2(b) (overall scores). Table-2 reveals that the mean scores on different need areas of study involvement between the group of urban and rural senior secondary students. The scores on ten need areas namely, n-Achievement, n-Affiliation, n-Autonomy, n-Deference, n-Recognition, n-Order, n-Aggression, n-Abasement, n-Nurturance and n-Succorance for urban senior secondary students are 7.74(0.62), 7.62(0.79), 3.33(1.27), 6.89(1.38), 7.19(1.01), 7.79(0.56), 2.76(1.32), 5.17(2.01), 5.74(1.53), 7.17(1.45) respectively, while the means scores for ruralsenior secondary students are7.39(1.14), 7.63(1.06), 3.29(1.49), 6.92(1.22), 7.32(0.81), 7.47(1.04), 3.25(1.65), 5.29(1.79), 4.89(1.82), 6.95(1.69) respectively. The calculated t-values between both groups are 1.66, 0.05, 0.13, 0.14, 0.65, 1.78, 1.41, 0.29, 2.23 and 0.63 the calculated t-values shows that out of ten need areas, significant differences has been found on only one i.e. the 9th need area namely n-Nurturance. The calculated t-value is 2.23 which is significant at 0.05 level of significance. It shows that significant differences between study involvement of urban and rural senior secondary students. While comparing the mean values of both the groups, it has been found that urban senior secondary students are in need of more care, love and affectation rather than their rural counterparts. The reason behind such type of result indicates that in urban areas, the tendency of fear and insecurity in found due to present day circumstances and such factors. This may be due to the fact that urban senior secondary students get more protection and care from their parents than the rural students, so that on this need area, both groups found differ.

The total mean of urban senior secondary students is 61.40(5.51), while in case of rural background students, it is 60.40(6.38) as shown in figure-2(b). The calculated t-value between the groups is found 0.75, which is not significant at 0.05 & 0.01 level of significance. Hence, the second that “There is no significant difference in study involvement of senior secondary students in relation to their locality.” is partly accepted and partly rejected. The comparison of mean values also reveals that urban sample students have higher mean value than their rural peers which draw the basic differences area wise. The results of the present study found similar to Govindarajan(2016) who reported that there is no significant difference
between rural and urban secondary school students with respect to study involvement.

Concluding Remark and Educational Implications:

In the present study, first hypothesis has been partly accepted and partly rejected as out of ten, only on three need areas, significant gender differences found which are n- Aggression, n-Abasement and n-Nurturance. The reason may be that both boys and girls have a similar interest and involvement in their academic related activities. This is because of today parents treat their daughters and sons equal. Unlike earlier days, today parents without any hesitation spend on their education. They want their daughters also to become an engineer/ teacher/ doctor like their sons. Therefore, both boys and girls have similar pattern of involvement in their studies. Along with it, significant difference found locality wise on one need area out of ten i.e. n-Nurturance. This reason of such differences may be due to the fact that now urban and rural areas students have equal interest in their study. Today rural schools also have all the facilities like the city schools. This is supported by Thakur (2012) who revealed that rural and urban women students’ did not differ significantly on study involvement. Study involvement have impact of various factors such as the environment and role of parents especially. Researches revealed that while parents actively invest their time and efforts in teaching their children, the children have clarified concepts in his mind, the support, knowledge and expertise of parents boost confidence in him, and in such condition, student always stayed focussed on his/her studies. Along with it, healthy food, good study habits, better lifestyle, enthusiastic environment of home and school also puts positive impact on student’s concentration on studies so that they may be able to perform well in academic and non-academic areas. Hence, parents must be attentive and take interest in all activities of students so it is suggested that awareness should be provided to parents and families through awareness camps, seminars or workshops to provide encouragement to their children for better results in academics. It is important for the teacher to provide better avenues for the students to learn and should motivate them. The students should involve themselves in academics as well as in extra-curricular activities, motivational seminars, workshops, activity based learning programmes so that they may keep themselves physically and mentally fit and will be able to fulfil the aspiration in academic world.

References:


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Abstract

The right of persons with disabilities to make choices about their lives and enjoy legal capacity on an equal basis with others is one of the most significant human rights issues in world today. Access to human rights for people with intellectual and psychosocial disabilities still remains wishful thinking in most parts of world. Positive action is urgent and necessary to speed up the process of inclusion. The identification and protection of the legal capacity of persons with disabilities is of utmost importance for the exercise of their human rights. This paper spotlights on Article 12 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which generally guarantees the right to recognition as a person before the law, and specifically introduces detailed guidance on the issue of legal capacity of persons with disabilities. The paper makes three claims: firstly, that a sharp distinction must be drawn between different forms of disability, in order for us to understand what the normative requirements of Article 12 are. Secondly, that this approach to Article 12 allows us to better evaluate the different models for the determination of capacity in the light of the UNCRPD and its principles. The third claim is that, this interpretation of Article 12 requires both changes in national law, as well as changes in the interpretation of national law relating to the determination of capacity for persons with disabilities.

Key words: Legal capacity, Intellectual and psychosocial disabilities and Rights of Persons with Disabilities

Introduction: The challenges of human rights protection for persons with disabilities Persons with disabilities are a particularly vulnerable social group. Their impairments, either physical or mental, may impede them from enjoying a full protection of their rights. The right of persons with disabilities to make choices about their lives and enjoy legal capacity on an equal basis with others is one of the most significant human rights issues in world today. Access to human rights for people with intellectual and psychosocial disabilities still remains wishful thinking in most parts of world. Positive action is urgent and necessary to speed up the process of inclusion. This can happen in two very different ways. The first way that disability may interfere with the rights of persons with disabilities is extraneous to the persons with disabilities. Imagine for instance, the case of an employee who has poor vision and cannot be informed of her rights as a disabled employee, because there no leaflets available in large print. Naturally, this lack of information has no bearing on the employee’s capacity to exercise her rights, if she eventually hears about them.

This example is also a poignant illustration of the social model of disability. The social model of disability, which also underpins the UNCRPD, makes a crucial distinction between impairment and disability. Impairment is the underlying biological factor, (e.g. mobility impairment), whereas disability manifests itself within a social environment which restricts persons with impairments by placing barriers which hinder these persons from fully
participating in social life (e.g. architectural barriers such as the unavailability of lifts). In this way, the social model argues that the cause of the problem is not the person, but rather the negative social response provided to the impairment of the person by the society in which she lives.

The second way that disability may interfere with the rights of persons with disabilities is entirely different: there are many cases where the impairment of the person actually affects the person’s decision making capacity which is required to exercise the rights in question. This is mostly the case of persons with intellectual disability, who may lack the requisite intellectual skills to assess the relevant information and reach an informed decision about a particular issue. For example, a person with intellectual disability is ill and must undergo an operation. However, he/she cannot understand what the operation is all about and cannot, therefore, give an informed consent to the medical treatment.

From the perspective of the social model of disability, the impairment of the person who lacks decision making capacity is, usually, a cognitive impairment. The negative social response which transforms this cognitive impairment into a disability is the lack of proper education and support, which would enable the person with cognitive impairment to exercise his/her rights more freely. In legal terms, this example can be translated in a different way. In these cases where a person with disabilities is measured not to have legal capacity, the law has tried to resolve in very different ways who decides on behalf of a person that is considered to lack decision making capacity and on what criteria.

This paper aims to study how the UNCRPD and, more importantly, the principles underpinning the Convention, and the social model of disability in particular, may influence the way that different jurisdictions have addressed the issue of capacity determination for persons with disabilities. The paper makes three claims: firstly, that a sharp distinction must be drawn between different forms of disability, in order for us to understand what the normative requirements of the UNCRPD are in relation to legal capacity. Secondly, that this approach allows us to better evaluate the different legal models for the determination of capacity in the light of the UNCRPD and its principles. The third claim is that this interpretation of legal capacity requires both changes in national law, as well as changes in the interpretation of national law relating to the determination of capacity for persons with disabilities. For these reasons, the first section of this paper will present the legal difference between physical and intellectual disability. The second section of the paper will examine Article 12 of the UNCRPD, which relates to the legal capacity of persons with disabilities. The third section will briefly assess how different jurisdictions have addressed the issue of legal capacity of persons with disabilities, in the light of Article 12 of the UNCRPD. The final section will make specific suggestions for changes in national law and practice relating to the determination of legal capacity for persons with disabilities.

What is legal capacity?

Legal capacity can be described as a person’s power or possibility to act within the framework of the legal system. In other words, it makes a human being a subject of law. It is a legal concept, a construct, assigned to most people of majority age enabling them to have rights and obligations, to make binding decisions and have them respected. As such, it facilitates personal freedom. It enables us to take up a job, get married and inherit property among other things. It also protects the individual against (some) unwanted interventions. Adults with legal capacity can for example effectively refuse any medical treatment that they do not want to
receive.

**Why is legal capacity important?**

Reforming current mechanisms for legal capacity is one of the most significant human rights issues in the world today. First of all, legal capacity goes beyond decision-making; it is about what it means to be human. The life choices we make are part of who we are. Several human rights have been established to protect individuals against undue interference with these choices, e.g., freedom of religion, thought and conscience, the right to marry and to found a family and the right to respect for private and family life. Without legal capacity, many, if not all, of these rights become meaningless.

**CRPD, Article 12: Right to equal recognition before the law**

India signed the United Nations Convention on the Rights of Persons with Disabilities (CRPD) on 30th March, 2007, the day it opened for signatures. On 1 October 2007, the Government ratified the CRPD, and in doing so, made a commitment to the people of India and to the international community on its obligation to respect, protect and fulfil the equal enjoyment of all human rights and freedoms of all people with disabilities, on equal basis with others. While the CRPD has been considered as not providing for any new rights, it melds together socio economic and civil political rights in ways that make human rights truly indivisible, inalienable and universal for all people with disabilities. While some countries have placed reservations on Article 12 (Right to equal recognition before the law), in ratifying the UNCRPD, the GOI did not place any reservations.

**The legally important difference between physical and intellectual disability**

In philosophy and legal theory, autonomy and decision-making capacity are two concepts that are intimately connected. If a person is able to decide for herself she is considered autonomous. On the other hand, persons with intellectual disability are commonly not able to decide for themselves. Persons with intellectual disability are different from other members of society or the political community in liberal societies, because they lack, to a greater or lesser degree, the individual characteristic on which liberalism is based, i.e., autonomy. Liberal theory presupposes that all members of society are autonomous. Liberalism protects, and places great emphasis on the protection of autonomy, since it allows the individual to be responsible for making important choices about her life; to be true to her character, her convictions and beliefs and act in accordance to these. Moreover, autonomy in liberalism is protected independently of the subjective fact whether the individual is actually making these important choices out of personal conviction, a deeper sense of responsibility or because of sheer impulse and irrationality.

Persons with intellectual disability, to the extent that their disability allows, may or may not have that sense of one. They may or may not feel they are acting out of conviction, or of a deeper sense of what their life plan is. In many instances, persons with intellectual disability may not have much control over their daily lives, as they may lack the skills for even simple menial tasks.

For these reasons, we must distinguish the case of intellectual disability from that of physical disability. Most commonly, physically disabled persons are faced with external, physical barriers, which make it difficult for them to have full mobility and control over their lives. In certain instances, the effect of these barriers may exclude the person from social life, to such a degree of intensity, that she may not be able to lead a fulfilling life. State action can therefore be required to remove these barriers.

On the contrary, a person with intellectual disability is not faced with extraneous, physical impediments, which interfere with controlling her
own life. In layman’s terms, the psychological
definition of intellectual disability is low IQ,
combined with limitations in adaptive skills. In
legal terms, intellectual disability translates in
three typologies, of limited, impaired or no
autonomy.

A person with intellectual disability can
have limited autonomy, when she retains
autonomy for some actions, but not others; e.g.
she may be able to buy things from stores,
because she knows how to count money, but
may not understand what complicated medical
surgery entails. Impaired autonomy here
designates persons with intellectual disability
with fluctuating capacity; persons with
borderline intellectual disability would be an
example of this. Finally, the typology of no
autonomy describes situations like persons with
severe intellectual disability, who do not have
ability to communicate. In all these categories,
the intellectual disability of the person may
impede her from making decisions, either simple
or complicated.

In this sense, the disability that physically
diabled persons have is very different from the
disability that persons with intellectual disability
have. Persons with intellectual disability lack in
cognitive skills, which makes it difficult for them
to make decisions on their own. Their
intellectual disability is a legal concept, called
lack of autonomy, or lack of decision making
capacity. It is now time to turn to the UNCRPD
and see how this sharp distinction between
physical and intellectual disability helps to
better understand and interpret the provisions
relating to legal capacity of persons with
disabilities.

**The normative content of Article 12 of the
UNCRPD**

The initial point for this section is the
provision of the UNCRPD relevant to legal
capacity. Article 12 of the UNCRPD is entitled
“Equal recognition before the law”. The choice
of words in paragraph 1 of Article 12 is
deliberate: they repeat verbatim Article 6 of the
Universal Declaration of Human Rights, which
proclaims: “Everyone has the right to recognition
everywhere as a person before the law”. For this
reason, paragraph 1 of Article 12 reaffirms the
right of persons with disabilities to be
recognized everywhere as persons before the
law: “States Parties reaffirm that persons with
disabilities have the right to recognition
everywhere as persons before the law”. The
issue of determining the legal capacity of
persons with disabilities is then dealt with in
the following paragraphs, 2 to 5 of Article 12.
Paragraph 2 imposes the following obligation:
“States Parties shall recognize that persons with
disabilities enjoy legal capacity on an equal
basis with others in all aspects of life”.

In this way, Article 12 the UNCRPD is
firmly placing the issue of legal capacity within
the wider context of legal personhood: the
implied connection here is that if a person is
refused recognition of her legal capacity, then
her status as a legal agent, as person in law,
becomes problematic. In terms of international
human rights law, then, the position is clear: as
a general principle, the disability that a human
being may have cannot be used to refuse
that person legal capacity.

In national law, however, the position
may be very different. The well-known case of
X and Y v the Netherlands is a typical illustration
of this. Furthermore, it is common ground that
national legal systems have introduced criteria
for the determination of legal capacity, which
usually preclude the legal capacity of persons
with limited cognitive skills, i.e. persons with
intellectual disability.

Given then that national laws typically
restrict the legal capacity of persons with
(intellectual) disability, how are we to interpret
the normative requirements of Article 12 of the
UNCRPD? How are States Parties supposed to
recognize that persons with disabilities enjoy
legal capacity on an equal basis with others in
all aspects of life? Does this mean that persons with intellectual disability should retain legal capacity, whatever their cognitive impairment? The paper claims that the focus of the analysis should be the “equal basis” requirement of paragraph 2. Formal equality demands that similar things be treated in a similar manner, whereas different things should be treated differently.

In other words, the obligation of States, in paragraph 2 of Article 12, to recognize that persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life translates into a correlative right of persons with disabilities “not to be arbitrarily deprived of their decision-making capacity”.

Seen from this perspective the “equal basis” requirement introduces, and ultimately justifies, difference in the determination of legal capacity, based on whether the person has physical, or intellectual disability. Intellectual disability is different from physical disability, so that a difference in the recognition of legal capacity between persons with intellectual disability on the one hand, and persons with physical disability on the other, is ultimately justified (and not arbitrary).

Furthermore, the negative right entrenched in paragraph 2 of Article 12 “not to be arbitrarily deprived of decision making capacity” is enhanced by the positive right protected by paragraph 3 of Article 12: “States Parties shall take appropriate measures to provide access by persons with disabilities to the support they may require in exercising their legal capacity”. This positive right is entirely in line with the spirit of the UNCRPD, which stresses the indivisibility of the human rights protected by its articles. Paragraph 4 of Article 12 provides the procedural safeguards necessary to avoid that deprivation of decision making capacity is arbitrary, whereas paragraph 5 sets down benchmarks, or goals, that national legal systems should take into account when regulating the legal capacity of persons with disabilities.

This section has tried to interpret the normative scope of Article 12 of the UNCRPD, particularly that of paragraph 2: Persons with disabilities retain their legal capacity on an equal basis with others. Based on the legally important difference between physical and intellectual disability, this means that intellectual disability may justify different treatment of their legal capacity. In order for us to determine whether the difference in treatment is justified, we must turn to examine how national legal systems have addressed the determination of legal capacity.

The competing models of capacity determination

The typologies of intellectual disability mentioned in an earlier section show that the greater the extent of intellectual disability, the weaker the claim to autonomy is. In this sense, persons with intellectual disability are disadvantaged in relation to other members of society, in that they do not have the necessary skills to make important decisions which would define their own lives for themselves. To the extent that persons with intellectual disability have and communicate wishes, their decisions perhaps may even endanger their own safety or health. For instance, a severely person with intellectual disability may refuse to take medication against her epileptic seizures, thus risking severe harm to herself. These decisions may also be erratic, and in certain instances, may flow from pathological reasons, such as phobias; in the above example the person may be in mortal fear of doctors. Moreover, the lack of adaptive skills and intelligence that persons with intellectual disability usually display makes them vulnerable to abuse.

The central claim of the disability rights movement has been to enable persons with disabilities to have more control over their daily lives, to enjoy more freedom of choice and, most
importantly, to have their wishes respected. In this sense, the social model of disability dictates that even if the person with disability is considered as lacking capacity, her wishes remain central to the decision-making process. This is very clearly reflected in paragraph 4 of Article 12, which sets down procedural safeguards concerning the determination of decision-making capacity.

In terms of national legal systems, the basic typologies of capacity determination are two: the approach of civil law and the common law approach. Both approaches begin with the assumption of capacity: i.e., that the person has decision making capacity, unless otherwise contested. This is where the two systems diverge. Civil law countries, such as Germany, have developed an approach to the determination of capacity which is ultimately based on the status of the person as being designated not to have decision making capacity. In other words, the court declares that the person may have capacity for some matters, but not others. For instance, a person may be declared wholly incompetent, or incapacitated in only financial issues or personal matters. What matters, in this approach, is that the other members of society are informed that the person is incapacitated, so that they are protected from e.g. entering into invalid contracts with the incapacitated person. On the other hand, the common law approach is squarely based on the decision to be made. The focus of the law is whether the person has the requisite capacity to make the relevant decision. In other words, the common law follows a case by case approach. The same person may have capacity over financial issues, but not personal matters; however, there is no general declaration by a court of law to that effect. This approach has the advantage of not placing an incapacity label over the person with disability, yet on the other hand, it does little to help legal certainty, e.g. since a person can be declared incompetent with regards to a specific contract that has already been promised.

**Conclusion: Implications for national legal systems**

As the earlier section of this paper has attempted to show, different legal systems have responded differently as to how the procedure for interfering with the decision making capacity for persons with disabilities must be carried out. Whatever the specific approach of national law, Article 12 of the UNCRPD requires that three very basic changes are implemented in terms of national law and practice:

Firstly, that more emphasis should be placed on the provision of adequate support in order to help persons with disabilities (particularly intellectual disability) to acquire more capacity and greater freedom of choice. For example, in non-urgent medical interventions, the incapacitated person with disabilities should receive the proper support in order to become able to reach an informed decision about the proposed medical intervention.

Secondly, that respect for the will and the wishes of the person should also entail the recognition of veto rights for persons with disabilities. In other words, even if persons with disabilities are considered incapacitated, their eventual denial concerning a specific decision should be respected. A concrete example of this comes again from German law, where sterilizations for incapacitated persons cannot be carried out against the will of the incapacitated person.

Finally, that respect for the will and the wishes of the person must lead to the adoption of a coherent approach when deciding on behalf of an incapacitated person with disabilities.

The person’s needs, problems, potential, life style, health, wishes, aspirations should be interpreted as a dynamic system that any decision made on behalf of the incapacitated person with disabilities should be compatible
with. For example, an incapacitated person with intellectual disability has been living in a big city for all her/his life. She/He cannot be taken to live in the countryside, simply because she/he will receive better health care there. Any decision made as to where she/he will reside must take into account her/his way of living, as well as her wishes as to whether she should remain in an urban area.

Summing up this analysis of how the legal capacity of persons with disabilities should be regulated in light of Article 12 of the UNCRPD, this paper has tried to show that a sharp distinction must be drawn between capacity determination for persons with physical disabilities and persons with intellectual disability. Article 12 of the UNCRPD allows national legal systems to reduce or even remove the decision-making capacity of persons with intellectual disability, given the fact that many persons with intellectual disability lack the cognitive skills necessary to reach decisions on their own. On the other hand, Article 12 sets down a positive right to provision of support for enhancing decision making capacity, as well as a comprehensive framework of procedural safeguards against arbitrary interference with decision making capacity for persons with disabilities.

National law and practice are faced with the challenge to regulate the decision making capacity of persons with disabilities in a way that will effectively implement the requirements of Article 12 of the UNCRPD. Otherwise, national law and practice will only pay lip service to the equal recognition of persons with disabilities as persons before the law.

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ABSTRACT: Development of Nation-States and increasing interactions among them has resulted into formation of foreign policy in the modern times. Kautilya enunciated six basic principles of foreign policy in the form of ‘Circles of States’ in Arthashastra such as peace, war, neutrality, show of force, alliance, and making peace with one and waging war with another. These principles continue to remain effective instruments of diplomacy as they were several thousand years ago. Vasudhaiva Kutumbakam encompasses the modern concept of globalization, inter-dependence and co-existence. From the time of its independence or prior to that Indian foreign policy remains primarily responsive and characterized by relative caution. Post-cold war India has focused on two key aspects: realignment of its relations with the USA and adoption of nuclear weapon. Foreign policy of India assures its emergence as a power with an effective presence on the international stage. In the present scenario, political stability and regional peace are governing India towards a successful foreign policy and economic growth. Present paper discusses about the political and economic considerations within which foreign policy of India is being made and has changed in changing times.

KEYWORDS: Foreign policy, Diplomacy, Act East Policy, ASEAN

INTRODUCTION
The foreign policy of a country is the sum total of the principles, interests and objectives which it seeks to promote through its relations with other countries. Since it influences and changes behaviour of other states and adjusts its own activities to the international environment, hence, the conduct and formulation of foreign policy is governed by the interplay of a number of factors such as institutions, processes and personalities. Foreign policy acts just like radar on the ship. As radar helps in navigation of ship towards destination, foreign policy leads the state in fulfilling its national interest and acquiring rightful place among comity of nation-states. Priorities in developing bilateral relations or participation in multilateral forums, clear cut idea of friends and enemies in the international sphere, issues of export/import and many others can be dealt with ease when a clear cut foreign policy is there in place. Foreign policy not only protects unity and integrity of the nation but also defends interest of its citizens, and aims at promotion of economic progress of the country. In modern times, economic development is one of the key factors in determining state’s international status.

FACTORS INFLUENCING THE MAKING OF FOREIGN POLICY

A number of factors, whether external or internal, influence the foreign policy. A number of factors are crucial in international sphere, which keep changing according to various situations. Economic development with technological advancement, social structure and ideology influences the formulation of foreign policy in many ways. The foremost important factor is the security of the boarders of nations which play important role in its foreign policy. In one place, big size, huge population and geopolitical position, such as India’s position, impacts the foreign relations. India’s huge population once thought to be a burden on the nation, now seen as huge human resource and provides strength to its foreign policy. However the small size and strategic location of both Bhutan and Nepal are guiding their respective foreign policies. Availability of huge amount of natural resources, viz. oil and gas in west Asian region dominates its foreign policy. Form of government establishment plays a critical role in a country’s foreign policy. Above all, leadership influences country’s foreign policy to a greater extent. Leader’s belief about the international arena, his/her peculiar intellectual strengths and weaknesses and the ability to present the country like a lucrative package to the world forum and the will to convert the promises into reality always lay a strong foundation for a foreign policy which will definitely contribute for the development of nation. Examples of such leadership are there in India where decision making process helped India in countering diplomatic pressures applied by the world super powers. Whether it is the time of Indira Gandhi in 1971 or Atal Bihari Vajpayee in 1998, leadership played a crucial role during crucial times. Presently the foreign policy of India is focused on improving relations with neighbouring countries in South Asia, engaging the extended neighbourhood in Southeast Asia and the major global powers.

FOREIGN POLICY OF INDIA

Indian foreign policy revolves around three concentric circles:

1. Immediate neighbourhood where India has sought to consolidate its position and has attempted, though in a limited manner to keep the ‘outside powers’ from direct influence or interference within region.

2. Extended neighbourhood stretching across Asia and the Indian Ocean littoral, where India has sought to balance the influence of other powers and attempted to prevent them from undercutting its own national interests.

3. Entire globe, India has endeavoured to make its place as one of the great powers a key player in international peace and security. It is in each of these concentric circles that a
transformation is seen in terms of policy postures.

**In 21st Century**

Since the inception of foreign policy after independence, it is evolving to meet the new challenges and unprecedented crisis situations. The foremost task is the transformation of economy and society while promoting the values of ancient Indian culture of pluralism, democracy and secularism. Indian policy establishment has been confronting multiple existential issues and threats such as the inevitable rise of China and the intensified US-China competition in the Asia-Pacific on one hand and the revival and reconsideration of India’s relations with Africa and the power volatility of the Middle East in the context of sustained energy supply and energy security on the other, and expansion and consolidation of relations with South East Asia and Japan, dealing with the nuclear issues are the major policy issues India is tackling quite effectively.

On the home front, issues like persistent threat of Kashmir issue, India’s politics of anti-terrorism is shaping its foreign policy to a greater extent. The Indo-US civil nuclear deal put India on the map of nuclear states recognizing its potential and immense capabilities. Recently India joins Missile Technology Control Regime after clearing final hurdles is a win for its leadership. India’s entry into the NSG will also consolidate its position and provide it due recognition.

The Look East Policy changed into Act East Policy and focusses on the extended neighbourhood in the Asia-Pacific region. The objective of “Act East Policy” is to promote economic cooperation, cultural ties and develop strategic relationship with countries in the Asia-Pacific region through continuous engagement at bilateral, regional and multilateral levels thereby providing enhanced connectivity to the States of North Eastern Region including Arunanchal Pradesh with other countries in our neighbourhood. However China sees it as an attempt not only to extend its own regional influence both multilaterally through various regional groups (ASEAN, EAS) and bilaterally (agreements with Japan, Singapore, Vietnam) but also to enter basically what China assumes as its own region of influence. Sino-India relations are not only complicated and multifaceted but exist at various levels.

Various plans at bilateral and regional levels include steady efforts to develop and strengthen connectivity of Northeast with the ASEAN region through trade, culture, people-to-people contacts and physical infrastructure (road, airport, telecommunication, power, etc.). Some of the major projects include Kaladan Multi-modal Transit Transport Project, the India-Myanmar-Thailand Trilateral Highway Project, Rhi-Tiddim Road Project, Border Haats, etc.

During last decade India’s multilateral relations with countries around the world have gained tremendous momentum. India has become a member of a wide array of multilateral bodies in economic and other spheres. India’s participation is visible in a number of such bodies like G-20, BRICS, IBSA, as well as with those fora with pronounced thrust towards economic cooperation like ASEAN, EAS, WTO, BIMSTEC etc.

Energy security for the growing India is crucial. India is focusing on a foreign policy to obtain/sustain around 10% economic growth. India is one of the largest consumers of energy, consuming more than the other developing countries and has come under serious criticism, because of its lack of commitment towards a serious environment policy. India’s traditional suppliers of energy resources have been the Middle-East and Africa. In an attempt to widen its network of suppliers India has sought partnerships in Latin America between the ONGC Videsh and other oil companies in the region. India is also seeking to bring on board the countries of Central Asia which have large
depositories of natural resources and can help in sustaining India's growth and development. In an effort to ensure access to energy resources, India will need to continue focus on the Middle East region particularly on countries like Iran who is currently providing 10% of India's oil, and is the fourth largest provider after Saudi Arabia, Nigeria and Kuwait.

The National Solar Mission is a major initiative of the Government of India and State Governments to promote ecologically sustainable growth while addressing India's energy security challenges. The program was inaugurated in January 2010 with a target of 20GW by 2022 which was later increased to 100 GW in 2015 Union budget of India. The objective of the National Solar Mission is to establish India as a global leader in solar energy, by creating the policy conditions for its diffusion across the country as quickly as possible. However, United States filed a case with WTO against India for restricting the critical materials used to domestic content.

India's foreign policy has acquired a new sense of direction. It is pragmatic. Moreover, it is imbued with a serious dose of realism seeking to make multi-directional engagements in global politics. However, there seems to be an unfinished agenda when it comes to India’s relations with Asia. Likewise, the issue of Pakistan and the ‘deficit of thrust’ related to it continue to plague India-China relations. Strengthening relations with Africa, South America, and Central Asia must be undertaken with similar vigour. The agenda and themes are much better defined than before and with a sense of strategic planning.

With the change in government in 2014, the foreign policy of India changes to a more economy-centric direction. The focus is on improving relations with neighbouring countries in South Asia, extended neighbourhood in Southeast Asia and major global powers with a vision, enthusiasm and energy with which India is shaping its international relations.

Due to deepening economic interdependence with the rest of the world, India's appreciation of the developing world has also been changed. From a past view of third world nations as part of an anti-Western trade union, New Delhi now sees them as markets for its products, sources of raw material, potential recipients of India's expanding foreign aid, and partners in the promotion of India's increasingly global interests.

At a time when China is pursuing an increasingly assertive foreign policy, when the future of the American re-balancing strategy is unclear and with much of the Middle East aflame, India's foreign policy choices will have considerable bearing on the country's overall fortunes.

In considerable measure, present day government appears cognizant of the significance of foreign policy. The world is dynamic where frames of reference are shifting rapidly. In Modi’s foreign policy approach, a sense of a broader shift in ideas is seen. Modi’s various trips to a number of key states in East Asia suggest that he grasps the significance of attracting foreign investment and building a set of key strategic partnerships, especially at a time when India's relations with China remains fraught with uncertainty. India has also sought to improve ties with India’s smaller neighbours. The most significant of these, of course, has been his successful conclusion of a border accord with Bangladesh. However, despite initial efforts to woo Prime Minister Nawaz Sharif, India’s efforts have not yielded useful results in respect of Pakistan.

Though liberalisation and globalisation during 1990s commenced a new period in India’s political and economic growth, however during this period only Indian markets were opened for global trade, but no attention was given to the manufacturing or as we call it today make in India. Today India can fill that gap by “Make in
India’s “Mantra.

However, if India truly intends to make foreign policy one of its legacy issues, she will need to sustain the various initiatives that have been undertaken during recent times. It needs to resist the temptation to fall back on the shibboleths of yesteryear as charts a new course are drawn. Finally, India’s relations with Middle East are very important due to the sheer significance of the region to India’s national interests. A failure to move on all three fronts could well jeopardize the renewed enterprise that has brought to this arena.

CONCLUSION

India is the largest democracy in the world. India has consistently followed the policy of peace, friendly relations with other countries and sovereign equality of all nations big and small. The success of India’s policy lies in the fact that it has well-adjusted with the changing times and circumstances and its core principles have stood the test of time.

India in the 21st century is in a unique position to act as a bridge between different interests and worlds: ‘India is the most ‘western’ and liberal among the non-western powers, but we are rooted in Asia. As a poor and developing country, we also have an enormous global footprint. We have the potential to become a technological powerhouse, yet remain an informal economy. We are committed to democratic practices and are convinced that robust democracies are better guarantee of security. Yet we do not ‘promote’ democracy or see it as an ideological concept that polarizes states. This diverse identity and multiplicity of interests is India’s greatest strategic asset.

India’s foreign policy continues to grow and develop on the firm plank of strategic independence. Despite some of the most transformative changes and the beginning of a “new phase” since the 1990s, India’s foreign policy mantra has no longer been nonalignment; instead it’s now multialignment which constitutes an effective strategy to new transnational challenges of the 21st century. Foreign policy has played and been playing a very crucial role in the overall development of the nation.

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AN ANALYTIC STUDY OF IRRIGATION INFRASTRUCTURE IN INDIA

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Introduction:
Infrastructure is basic physical and organizational structures needed for the operation of a society or enterprise, or the services and facilities necessary for an economy to function. It can be generally defined as the set of interconnected structural elements that provide framework supporting an entire structure of development. It is an important term for judging a country or region’s development. The term typically refers to the technical structures that support a society, such as roads, bridges, water supply, sewers, electrical grids, telecommunications, and so forth, and can be defined as “the physical components of interrelated systems providing commodities and services essential to enable, sustain, or enhance societal living conditions.”

Viewed functionally, infrastructure facilitates the production of goods and services, and also the distribution of finished products to markets, as well as basic social services such as schools and hospitals; for example, roads enable the transport of raw materials to a factory. In military parlance, the term refers to the buildings and permanent installations necessary for the support, redeployment, and operation of military forces.

Objectives of the Research Paper:
1. To study the history of the term of Infrastructure.
2. To Study the types of Infrastructure.
3. To study the Water Availability and Irrigation Demand in India.
4. To study the Ongoing Project Proposals for XIIth Plan.
5. To study the New Projects in the XIIth plan.

Research Methodology:
Secondary data are used in this Research Paper.

History of the term:
According to the Online Etymology Dictionary, the word infrastructure has been used in English since at least 1927, originally meaning “The installations that form the basis for any operation or system”.

Other sources, such as the Oxford English Dictionary, trace the word’s origins to earlier usage, originally applied in a military sense. The word was imported from French, where it means subgrade, the native material underneath a constructed pavement or railway. The word is a combination of the Latin prefix “infra”, meaning “below”, and “structure”. The military use of the term achieved currency in the United States after the formation of NATO in the 1940s, and was then adopted by urban planners in its modern civilian sense by 1970.

The term came to prominence in the United States in the 1980s following the publication of America in Ruins, which initiated a public-policy discussion of the nation’s “infrastructure crisis”, purported to be caused by decades of inadequate investment and poor maintenance of public works. This crisis discussion has contributed to the increase in infrastructure asset management and maintenance planning in the US.

That public-policy discussion was hampered by lack of a precise definition for infrastructure. A US National Research Council panel sought to clarify the situation by adopting the term “public works infrastructure”, referring to:.... both specific functional modes – highways, streets, roads, and bridges; mass transit; airports and airways; water supply and water resources; wastewater management; solid-waste treatment and disposal; electric power generation and transmission; tele communications; and hazardous waste management – and the combined system these modal elements comprise. A comprehension of infrastructure spans not only these public works facilities, but also the operating procedures, management practices, and development policies that interact together with societal demand and the physical world to facilitate the transport of people and goods, provision of water for drinking and a variety of other uses, safe disposal of society’s waste products, provision of energy where it is needed, and transmission of information within and between communities.

In Keynesian economics, the word infrastructure was exclusively used to describe public assets that facilitate production, but not private assets of the same purpose. In post-Keynesian times, however, the word has grown in popularity. It has been applied with increasing generality to suggest the internal framework discernible in any technology system or business organization.

A) Types of hard infrastructure
The following list of hard infrastructure is limited to capital assets that serve the function of conveyance or channeling of people, vehicles, fluids, energy, or information, and which take the form either of a network or of a critical node used by vehicles, or used for the transmission of electro-magnetic waves.

Infrastructure systems include both the fixed assets, and the control systems and software required to operate, manage and monitor the systems, as well as any accessory buildings, plants, or vehicles that are an essential part of the system. Also included are fleets of vehicles operating according to schedules such as public transit buses and garbage collection, as well as basic energy or communications facilities that are not usually
part of a physical network, such as oil refineries, radio, and television broadcasting facilities.

Drinking water supply, including the system of pipes, storage reservoirs, pumps, valves, filtration and treatment equipment and meters, including buildings and structures to house the equipment, used for the collection, treatment and distribution of drinking water
Sewage collection, and disposal of waste water
Drainage systems (storm sewers, ditches, etc.)

**Major irrigation systems (reservoirs, irrigation canals)**

Major flood control systems (dikes, levees, major pumping stations and floodgates)
Large-scale snow removal, including fleets of salt spreaders, snow plows, snow blowers, dedicated dump trucks, sidewalk plows, the dispatching and routing systems for these fleets, as well as fixed assets such as snow dumps, snow chutes, snow melters
Coastal management, including structures such as seawalls, breakwaters, groynes, floodgates, as well as the use of soft engineering techniques such as beach nourishment, sand dune stabilization and the protection of mangrove forests and coastal wetlands.

**B) Types of soft infrastructure.**

Soft infrastructure includes both physical assets such as highly specialized buildings and equipment, as well as non-physical assets such as the body of rules and regulations governing the various systems, the financing of these systems, as well as the systems and organizations by which highly skilled and specialized professionals are trained, advance in their careers by acquiring experience, and are disciplined if required by professional associations. Types of infrastructure are: Governance infrastructure, Economic infrastructure, Social infrastructure, Cultural, sports and recreational infrastructure.

Water, as an input to agriculture, is critical for sustaining the food security. India faces the daunting task of increasing its food grain production by over 50 per cent in the next two decades. Increasing competition for water in agriculture, industry, domestic and environment uses is already manifested in inter- and intra-sector, basin, state, district and village level conflicts.

These will escalate further as India's annual per capita water availability goes below water scarce threshold level of 1700 cubic meter within the next two decades. In six of the country’s 20 major river basins (with less than 1000 cubic meter of annual per capita availability), water resources are under stress and depleting. By the year 2025, five more basins will become water scarce and by 2050, only three basins in India will remain water sufficient. Supply expansion, to meet expanding needs, is constrained by availability and rising economic and environmental costs associated with its development and use. The status of irrigation infrastructure and prospects for its sustainability, both physical and financial, for future water-food security is the issue under focus.

**Irrigation Infrastructure**

**Existing status**

Since 1950, India has made direct public investment of Rs 88100 crore in providing major, medium and minor irrigation infrastructure with an irrigation potential of 91 MHa. India Water Vision, 2025 estimated the gross water demand for multiple uses to double in 25 years from now with corresponding investment needs of Rs 20000 crore per year. As of now, India's irrigation infrastructure is expanding by 1.8 MHa of irrigation potential with a public outlay of Rs 7000 crore per annum. Current annual expansion is one-third less than the maximum growth achieved in the past. Deceleration in irrigation potential created through major and medium schemes started during 1980s as a consequence of declining real government expenditure on this sector.
Amidst competition from non-agricultural uses in households, industry and environment, supply of irrigation will have to keep pace with the targeted annual agricultural growth rate of over 4% in the Tenth Five Year Plan. To achieve this growth rate, irrigation sector should grow by at least 5% per annum, given 1% growth in rainfed sector, Demand-supply management in water sector and efficiency in its every use is critical for providing sustainable water-food security to the country.

More importantly, existing and expanding irrigation infrastructure has to be physically and financially sustained for improving their efficiency. Yet concerns are emerging on the physical condition of the irrigation infrastructure created so far.

**Vicious cycle:**

India’s irrigation sector is caught in a vicious cycle. Inadequate funding for O & M over years has resulted in the neglect of maintenance and upkeep of the irrigation system leading to deterioration in the quality of irrigation service. Physically, the irrigation and drainage system is not able to receive and deliver the planned quantity of water matching with the demand pattern. Poor irrigation service, often not matching with the crop water requirements over space and time, results in low productivity of crops and income to the irrigators. Resultant dissatisfaction coupled with weak institutional linkage leads to under assessment of demand for water rates as well as low recovery of whatever is assessed. Progressive fall in the cost recovery increases revenue deficit causing adverse impact on O & M funding for maintenance works.

**Fig. 1 Vicious cycle of India’s irrigation sector**

Deferred maintenance of surface irrigation infrastructure over years has led to further deterioration of its physical service. This is witnessed by stagnating or falling irrigation coverage affecting agricultural growth in several regions. Surely, with future expansion in food production growth critically depending on the performance of irrigation sector, what is happening to the physical status of existing and expanding irrigation infrastructure does not augur well for India’s future food security and agriculture performance.

**Water Availability and Irrigation Demand in India:**

Considering the high variability in the yield of the rivers both temporally and spatially, conservation of water resources becomes very important. As per available information, a total of about 225 billion cubic meters (BCM) of surface water storage have been created. Further due emphasis has been laid on water conservation through rainwater harvesting and artificial recharge to the groundwater. However, the per capita storage of about 190 cubic meters in the country is miniscule as compared to per capita storages in countries like USA, Australia, Brazil & China which are about 5961, 4717, 3388 and 2486 cubic meters respectively. Due emphasis has to be laid on conservation of water, recycling of water into utilisable water, introducing efficient methods and better management practices. This is more so to meet the increasing demand of water for various purposes in view of growing population, industrialization and urbanization. Considering from XII Plan onwards, the demand gap could be of the order of 250 BCM for irrigation by 2050.

**Ongoing Project Proposals for XII Plan:**

Total number of ongoing projects in XI plan is likely to be 583 including 236 Major, 265 Medium and 65 ERM projects and 17 special category projects involving diverse activities like dam safety, special repairs etc. From the present physical and financial status it is,
expected that In all, 327 ongoing projects including 154 major, 139 medium and 34 ERM projects will require financial inputs in XII plan for their implementation. Keeping in view the time overruns noticed, it is advisable that a systematic monitoring system is evolved for the progress achieved on them and measures needed for restoring their progress. In this context, this aspect may be made a regular feature while allocating plan resources annually for each of the states.

New Projects in India in XIIth Plan:

There are proposals for 28 major, 32 medium and 25 ERM new projects to be taken up in XII plan. A requirement of Rs 37672 Crores has been estimated for them. It is to be noted that cost of as many as 79 projects are yet unapproved and their actual costs may escalate considerably at the time of actual implementation. This aspect may be kept in mind while making allocations for these projects in XII Plan. Some of the major projects are likely to continue in XIII plan also. A breakup of new projects to be taken up by various states.

Conclusion and Recommendation:

The preliminary analysis shows that water and fertilizer play an important role in agricultural production. But addition of irrigation has not resulted in any increase in overall food grains production. This means that we need to look at micro level practices. Trend and regression analysis also show that effects due to these factors are marginal. These statements can lead to decision conclusions only after detailed studies based on data at the level of a taluk or district. Such a study will reveal the requirements and limits. Micro level experiments by individual farmers have shown increased yields through proper application of water and organic fertilizers. Emphasis should be towards total land use and corresponding land developments in dry land areas; conserved use of water through efficient water management techniques; proper localised recharging; and use of proper drainage facilities and cropping patterns. Irrigation is vital to the well-being of the people in this world and plays a significant role in local, national, and international growth and development. However, irrigation also has created problems, such as salinization of land and water resources, adverse socio-economic and cultural effects, and environmental damage. From the history of irrigation development in India, it was revealed that there is need of revival of traditional and local irrigation management practices along with the major irrigation infrastructure project. Tank irrigated area has been declining special efforts are needed to revitalize the tank irrigation. Groundwater irrigated area has been increasing but this increase should be done in a more sustainable way. Gap between created and utilized irrigation potential alarms the necessity of completion of canal network as well as need of minimizing the losses. As, most of easily possible potential has already been utilised in India, further expansion is very limited. Efforts are needed to find future development possibilities. Policy reforms like change of criteria from rate of return to BC ratio should be explored and welcomed. There are many lessons which we may learn from the past. From such experiences and building of our concrete knowledge on complex soil-plant-water-environment relationship we can maintain irrigated agriculture indefinitely.

Irrigation development programmes must also benefit as many households as possible and in particular those that belong to the most vulnerable groups of the rural community. Irrigation development, particularly small-scale irrigation, will be an important component of a diversification and expansion strategy to strengthen food security for the future. There is a need to identify crops and irrigation techniques which will give higher returns to irrigation water and overall investment. The best and most economical uses of water for irrigation are essential to any strategy of irrigation development.
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ROLE OF WOMEN EMPOWERMENT AND GENDER EQUALITY THROUGH EDUCATION IN INDIA: A PSYCHOLOGICAL ISSUES

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ABSTRACT

Empowerment of gender equality and women is crucial for the continuous development and prosperous society. No society can make progress or develop successfully until he gives his members the equal opportunity. Education plays an important role in the welfare of women in India. The women’s discrimination is known as very well from the womb to the tomb. Even today, inequality and vulnerability of women remain in all the regions and women, but still they still need to be empowered in life. Women have to swim against the system that requires more strength which comes from the process of education. This paper is a study of the importance of women empowerment and education in women’s life in India.

Keywords: Women Empowerment, Education, Gender Equality.

INTRODUCTION

Education is a fundamental means to bring any desired change in society, which is an accepted fact all over the world. Women education in India has also been a major pre-occupation of both the Govt. and civil society as educated women can play a very significant role in the development of the country. Women empowerment can only be achieved through the provision of adequate and functional education to the women folk. Women’s empowerment is
the process in which women detailed what it is that they can be, do, and accomplish in a circumstance that they previously were denied. Alternatively, it is the process for women to redefine gender roles that allows for them to acquire the ability to choose between known alternatives that have otherwise been restricted from such ability. There are various principles defining women’s empowerment such as, for one to be empowered, they must come from a position of disempowerment. Further, one must acquire empowerment themselves rather than have it given to them by an external party. Other studies have found that empowerment definitions involve people having the capability to take important decisions in their lives while also being able to act on them. Finally, empowerment and disempowerment is relative to other at a previous time; thus, empowerment is a process, not a product. Women empowerment has become an important topic of discussion in development and economics. It can also point to the approaches regarding other insignificant genders in a particular political or social context. Women's empowerment states to the ability for women to enjoy their right to control and benefit from the resources, assets, income and their own time, as well as the ability to manage risk and improve their economic status and well-being.

REVIEW OF LITERATURE

According to Pt. Jawaharlal Nehru if you educate a man you educate an individual, however, if you educate a women you educate a whole family, women empowered means mother India empowered.

According to Simon Appleton enhancing women’s education will improve gender expertise that was studied. He also has a relationship with respect to the importance of gender bias for economic development and the finding of women’s civil society.

According to Jamil Ahmed education provides critical foundation for women empowerment.

The author determined that despite the progress made by the Indian women from birth through infancy, childhood, adolescence, marriage, motherhood is a long journey of battle against discrimination due to socio cultural structure of the society. Hence the economic empowerment of women is essential for achievement of gender equality in all spheres.

OBJECTIVES

- To study the importance of women’s empowerment.
- To study the origins of empower a women.
- To study the gender equality through education.

RESEARCH METHODOLOGY

A variety of studies and documents have been reviewed and analysed. This is a detailed written paper; this study was developed with the help of secondary data. The main sources of secondary data have been collected from books, magazines, and research articles, and various online sites that provide relevant information on the study.

IMPORTANCE OF WOMEN’S EMPOWERMENT

Women empowerment in India, in the real sense, will be achieved only when there is a change of beliefs in society with regard to women counterparts, treating them with proper respect, dignity, fairness, and equality. Women must to be given equal opportunities for education and employment without any sense of discrimination. Unless there is belief change in society towards women, merely providing them with legal and constitutional rights will be simply inadequate. Women’s lives must converge successfully and all the efforts in this direction should be concentrated towards the goal to bring about a social change leading to the manifestation of equilibrium between male and female forces in the society. Involvement of women in politics by the way of reservation is undoubtedly a positive evolution of recent times. Still, only the election should not be the
end, but the active engagement of women in the decision-making process and in designing and execution of development programs is also required. Women empowerment is extremely important in India to bring equality in society.

In present time Government start following schemes to empower a women:
- Annapurna Scheme
- Stree Shakti Package for Women Entrepreneurs
- Cent Kalyani Scheme
- Mudra Yojana Scheme
- Mahila Udyam Nidhi Scheme
- Dena Shakti Scheme
- Orient Mahila Vikas Yojana Scheme
- Bharatiya Mahila Bank Business Loan

**ORIGINS OF EMPOWER A WOMEN**

**Ensure women's safety:** Out of the streets, women carried out an ambiguous war every day. In fact, there is no safe place for women in any place. If the government requires the government to introduce strict laws for women’s safety and safety, we also need to open our eyes for the wrong things.

**Education:** An educated girl cannot live only her own life, she can change the world. It is our duty to take the first step as a responsible citizen. Every girl needs to be educated and deserves every girl. Teach one, teach all, and open new pathways for her bright future.

**Healthcare:** Safety is not just fighting criminals but also creating a safe, survivable environment for women all over the world. Hence, it is necessary to ensure a safe, holistic environment and regular health check-ups for a women.

**Save a Girl:** We focus on women empowerment every now and then, but how will we take the steps mentioned above when there will be no women? In many parts of the world including India girls are killed before birth. Reason is many, but the result are horriûc.

**Teach job skills:** A small skill is enough for a woman entrepreneur to start a career. To gardening, sewing or craftsmanship, these efforts can help them start a small-scale business of their own. We should be share new ideas with them and help them learn, because women empowerment begins with small initiatives.

**Raise our voice against gender inequality:** Above all, we should raise our voice. Stand up for every woman and help decrease the prevalent gender disparity in all the stratus of society.

**Give her Freedom:** we say “Don’t travel late, stay within limits.” At every step we tend to imply restrictions on women. Now is the time to change the thought. Don’t bind them in the chains of orthodox views. Give them the freedom they deserve. If we wish to change something, broaden our mind and see what great achievers women can become.

**Help them become business leaders:** Evidence shows that women in Africa re-invest about 90% of their income back into their households compared to between 30 and 40% for men. Giving women the knowledge and skills they need to run successful businesses is an efficient way to strengthen poor families.

**Help them grown more and better food:** Women produce between 60 and 80% of the food in most developing countries, despite having less access to land and credit than men do. Providing them with the tools and training to help raise quality and yields is one of the best ways to increase food production in countries prone to hunger.

**Help them rebuild after conflicts:** Women are particularly weak in times of conflict, even as their role as providers becomes more important than ever. Easing their return home by giving them the tools and training they need to rebuild can kick-start the recovery process for an entire community.

**GENDER EQUALITY THROUGH EDUCATION**

Women’s equality has shown a huge improvement as a results of adult literacy programs is that the space of entering of boys
and girls in schools. As a result of higher participation of girls in literacy campaigns, the gender gap in literacy levels is step by step obtaining reduced? (See Fig: 1.1). Even additional significant is that the indisputable fact that inequality in entering of boys and girls in non-literate households is way down compared to the non-literate householders. The world has achieved equality in primary education between girls and boys. However, few countries have achieved that focus on the least bit levels of education. The political participation of women's keeps increasing. In January 2014, in 46 countries more than 30% of members of parliament in at least one chamber were women. In many countries, gender in equality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government. 12 Women and girls face barriers and disadvantages in every sector in which we work. All over the world 62 million girls are not in school. Globally, out of 3, 1 woman will experience gender-based violence in her lifetime. In the developing world, out of 7, 1 girls is married before her 15th birthday, with some child brides as young as 8 or 9. Each year more than 287,000 women, 99% of them in developing countries, die from pregnancy and childbirth-related complications. While women make up more than 40% of the agriculture labor force only 3 to 20% are landholders.

Figure: 1.1
LITERACY RATE IN INDIA

Sources: Census of India (2011)

PSYCHOLOGICAL ISSUES THROUGH GENDER EQUALITY

There are numerous psychological issues that are imposed on women as a result of gender inequality, discrimination, and violence (Umubyeyi, Persson, Mogren & Krantz, 2016). The phenomenon of Middle Eastern women, who are observed to have become habituated to gender inequality, discrimination, and violence, should be explored from a psychological point of view, since these women have tolerated decades of mistreatment. Using Jung’s concept of the shadow can be helpful to gain a deeper understanding of this specific topic of women and violence, and can provide reasoning for why women in the Middle East allow themselves to be subjected to violence and gender inequality. The human psyche is the totality of all the psychic processes (conscious and unconscious), which influences an individual’s behavior, thoughts, and personality. According to the founder of analytical psychology, Carl Jung, the human psyche is comprised of three components: the ego, the collective unconscious, and the personal unconscious (Stein, 1998). The shadow refers to hidden desires, which might be opposite of the self yet are not always negative. Therefore the shadow or negativity is often a subjective emotion and is a result of social conditions. By applying Jung’s idea of the components of the human psyche, the mechanisms and complexes of the unconscious, and the archetypes of the collective unconscious, it may be concluded that Middle Eastern women may feel that they should have equal rights as men do, yet they experience these feelings as negative, because they are opposed to their conditioned social norms. These feelings thus present their shadows, since they are opposite to the traits they were raised with. However, involving Middle Eastern women, the shadow is desirable and should be uncovered and expressed to further women’s
empowerment and rights. For the proponents of gender equality, oppressed women have to recognize their shadow in order to advocate for equal rights and better treatment. This realization is a necessity to further the motions for gender equality, as well as for governments to develop and pass laws that empower and protect women.

CONCLUSION

Women play a very important role in making a nation progressive and guide it towards development. They are essential possessions of a lively humanity required for national improvement, so if we have to see a bright future of Women in our society, we have to give them education. It is the need of hour to make educate women in the society. The education of women is the most powerful idea to change the position of society. Education also brings a reduction in inequalities and functions as a means of improving their status in her family as well as in the society. It is important that education not only forces women to gain more knowledge about their home and outside world, but they also deal with the situations, positive self-esteem, and self-belief, life’s challenge and the challenges that are needed. It helps in getting the inner strength to do this. Obviously, it also gives them the ability to buy jobs and meet family income and obtain social status. As a tool to develop a permanent strategy for population control, especially women’s education has a major impact on health and diet. Apart from this, educated women can also play a significant role in the form of men. That is why no one denies that education gives women power.

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ESSENTIALS OF MARKET POLICY FOR GLOBLISATION

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Abstract :- Today we are living in the age of globalization, each and every goods and services were exports and sales in the extreme corners of the globe. Hence the range and scope of market became wide. Today there is increasing competition in the markets. It has therefore become necessary to understand the internal & external dynamics that consist of an inter product & inter organization marketing. Mix strategy in optimizing profit & the volume of sales. The consumer oriented factors constitute the external dynamics of marketing. A marketing manager has to explore all possibilities of developing an effective plan form launching doing. So he needs a clear perspective based on the information analyzed. This necessary steps are essential to understand the concepts of managing the product.

MARKETING STRATEGY:

A product is a good, a service, or an idea consisting of a bundle of tangible and intangible attributes that satisfies consumers and is received in exchange for money or some other unit of value. Each product includes a bundle of attributes capable of exchange and use. Product planning refers to the systematic decision making related to all aspects of the development and management of the product of a company including branding and packaging. One of the important requirements for marketing efficiency is a proper product planning. It is essential for a firm to sell the products, which is the choice of potential consumers, who decide the marketing range or production range of the product. In fact, it is an ambiguous state of affairs. In a practical sense, the scope of production and marketing of products are decided by the marketer, based on its profitability and consumer recognition. However, the consumers influence the product that stay in the range of marketing. The decision of products on a marketing range of a company is complex, difficult and always risk averse. It is observed that introducing such products that customers do not buy soon and those products that the customers buy only in small amounts incur financial losses. Therefore, it is essential to plan for products in the market in a way to optimize the profit of the firm and the efficiency too.

Process of product planning in the international context consists of finding an appropriate match of host country objectives with the corporate objectives to determine conducting a business in the host country. The product objectives of the company should flow from the definition of its business. The firm sets the product objectives accordingly and decides on the type of products to be offered in the host country. The product offering should provide satisfaction to the customer, which will be reflected in the realization of the goals of both the Corporation and the host country. The marketing-mix factors comprising product, price, place, promotion, and packaging.

Innovative Marketing Research :- marketing research is concerned with the factors, that are directly involved in marketing of goods and services, and it includes the study of the effectiveness of the marketing-mix, advertising strategies, competition and customer behavior. It not only helps in formulating strategies suitable for market intervention but also guide in perspective planning by analyzing formation for future projections. Marketing research is largely carried out on the basis of consumer market survey, marketing research has two
distinct dimensions that are governed by the exploratory, descriptive and casual approaches. Growing globalization of business induces changes in the positioning of competitors and appropriate competitive strategies. As the company attains gradual success in geographically expanding their business and effectively performing international operations. They reach at critical point would be able to synchronize the proximity to the overseas markets and customer needs. The global companies at this point blue print their successful business system in the emerging markets by creating relatively decentralize operations in production, marketing and sales.

**Conclusions :-** innovative market strategies is needed the following plan and structure

1) **Assembly operations :-** An organization sends parts for a product to a foreign plant for final assembly.

2) **Contract manufacturing :-** Some companies use manufactures in foreign countries to make their product, and distribute them through the foreign manufacturer’s existing marketing channels.

3) **Exporting :-** This is one of the simplest methods of foreign market entry. The product is exported to a buyer who then distributes it to the foreign market.

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DEPOSITS ANALYSIS OF PUBLIC SECTOR BANKS (PSBs) IN INDIA

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**Abstract**

One of the key constituents of the monetary division in India is the banking system, which has been playing a important role in the national economic development by providing intermediation services, enabling capital arrangement process and enhancing resources for achieving national objectives and priority. Their role in the intermediation process is very important because of overwhelming control over the entire financial assets of the economy and more because of the under development of capital market in most of the developing economies like India and a lot of others. They are the primary financial intermediaries that arise during savings-investment process and come in between the final borrowers and lenders. They accept deposits on promise to pay a rate of interest, which is then converted to different category of deposits out of which is the most prominent one. This research paper examines deposits analysis of public sector banks (PSBs) in India.

**KEYWORDS:** - Deposits, Public Sector, Banks and India.

**Introduction:-**

The Indian Banking Sector as Commercial Banks, Co-operative Banks and Regional Rural Banks etc. are classified into next commercial banks is divided into public sector banks and private sector banks. Private sector banks were classified as the next Indian private sector banks.
and foreign banks. Public sector banks in India have a long history and most banks have started before the 19th century. Previously all the banks in India were in the private sector and they were very beneficial. They were involved in meeting the needs of merchants and big industrialists. Considering the history of Indian banks in 1786, General Bank of India was established, followed by Bank of Hindustan and Bengal. After that, the East India Company has established three banks in India such as Bank of Bengal in 1809, Bank of Bombay in 1840 and Bank of Madras as independent units in 1843 and these banks are known as Presidency Banks. In 1920 these three presidential banks were formed and Imperial Bank of India was established. Next Allahabad Bank was established in 1865 by Indians. Punjab National Bank was formed in 1894 in the headquarters in Lahore. Between 1906 and 1913, most of the banks were formed by banks like Bank of India, Central Bank of India, Bank of Baroda, Canara Bank, Indian Bank and Bank of Mysore. Finally, the central bank of our country was established in 1935 with the Reserve Bank of India.

In order to meet the needs of national priority, the Government of India has taken a major initiative in the reform of banking sector after independence. Imperial Bank of India was nationalized in 1955 and its name has been SBI. SBI started providing comprehensive banking facilities especially in rural and semi-urban areas, in agriculture and related sectors. The government established the State Bank of India and acted as RBI’s main agent and handled the banking transactions of the central government and the state government. Governments across the country in the year 1959, seven banks owned by the state were nationalized and they became State Bank of India’s associate. In 1969, 14 commercial banks in the country were nationalized. Six banks were nationalized in the second phase of the banking sector reform in 1980. Out of these, 80 percent of the banking sector was owned by the government. Bank nationalization is the main objectives of the Banks Nationalization are as follows.

1. The removal of control of few;
2. Provision of adequate credit for agriculture and small industry and exports;
3. Giving professional bent to bank management;
4. Encouragement of new classes of entrepreneurs; and
5. The provision of adequate training as well as reasonable terms of service for Bank staff.

“The broad objective of bank nationalization was intended to expand the banking network in all parts of the country with special attention to hitherto unbanked areas and to achieve better bank credit planning and larger allocations to priority sectors.” (Seth, 2008).

From then until the early 1990s, Indian banking operations were in a comfortable and safe environment. In 1991, the Government of India (GOI) appointed a committee to liberalize the banking system under the chairmanship of M. Narasimham. The Indian government has implemented reforms in several banking sectors recommended by Narasimham Committee I and II. Banking reforms have given autonomy and flexibility to the banking industry. Since liberalization, public sector banks had monopoly before 1991; many foreign and private banks were allowed access. During the period of liberalization, public sector banks are diverse and technically excellent. Public sector banks need to increase productivity and profits due to throat competition and technical-knowledge private sector banks, which are an important element in maintaining a globalized economy.

**Objectives of the Study:**

1. Deposits of public sector banks (PSBs) in India.
2. To study the Deposits changes of public sector banks between the periods from 2001 to 2017.
3. To suggest measures for improvement if necessary.

**Research Methodology:**

Any research if necessary to methodology this research use only secondary data has been collected from RBI bulletins, annual reports of RBI, banking statistics basic statistical returns, statistical table relating to banks in India, report on trend and progress of banking in India’s reports on the banking commission, journals, international research papers, books and various websites.

**Limitation of the study:**

The major limitation of this research is that the present research related to only public sector banks in India. The Conclusion of this research may not be applicable to other banks. There are the time periods from 2001 to 2017.

**Data Analysis and Interpretation:**

**Deposits of Public Sector Banks**

The reimbursement of resources is a function of bank fundamentals. It is necessary to mobilize resources through various parts of the economy and meet the various capital structures for the economies of the various regions of the population. Therefore, banks are coming together on different types of deposits. Demand deposits are called Current Account Deposits. The repayment of these deposits is correct. “The banker has taken the responsibility of paying all the checks against him because he has enough money for his clients’ loans.” When the customer loves money, it is permissible to withdraw money or withdraw money. (Srivastava, 2008) Depositors can withdraw money at any time without any prior notice. Moreover, most banks are not allowed to pay interest on current account deposits. However, if the minimum amount is in the bank account, the bank will pay interest on it. Sometimes banks charge minimum fees to maintain such accounts. Demand deposits are not negligible or financial costs but operating costs are very high. In other words interest cost is low but operating costs for these deposits is very high.

“Saving account is suited to those who want to deposit their small savings in bank, which they need to withdraw only occasionally.” (Srivastava, 2008) It is an interest account which offers moderate interest rates. Interest rates on savings deposits are lower than the interest on term deposits and current accounts are more than deposits. In addition, banks can also apply the deposit restriction to withdraw money over a certain period of time. Considering the consideration of the cost of deposits, it shows appropriate interest or financial costs and high operational costs to save the deposits. The largest part of the commercial banks’ customers is in this category.

“In case of time deposits, the depositors agree not to withdraw the amount deposited for a specified period, which ordinarily varies from three months to five years. The fixing of the periods enables the banker to invest the money, without having to keep a reserve.” (Shrivastav, 2008) also has a high interest rate bank deposit account but there is a fixed maturity date. Interest rates are relatively high compared to these deposits. RBI allowed banks for various types of fixed deposit schemes. Fixed deposits have the highest financial expense but operating costs are low.

All three types of deposits are necessary to maintain stability and bank liquidity. In this way, the banks should maintain balance between these three types of deposits to control and stabilize the financial and operating costs of deposits. Public sector bank deposits have been presented in the following table.

**Table No. 1**

**Deposits of Public Sector Banks**

(Figures in crores)

<table>
<thead>
<tr>
<th>Type of Deposit</th>
<th>Amount (in crores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand Deposits</td>
<td></td>
</tr>
<tr>
<td>Saving Accounts</td>
<td></td>
</tr>
<tr>
<td>Fixed Deposits</td>
<td></td>
</tr>
</tbody>
</table>
The Deposits of Public Sector Banks have been pressed in the following graph.

**Graph No. 1**

**Deposits of Public Sector Banks**

Note: Graphs in the parenthesis indicates the percentage to total.

The table No. 1 and graph No 1 exhibits the categorization of deposits of public sector banks during the study period. Banks deposits categorized into three types of deposits e.g. Demand Deposit, Deposits and Fixed Deposits Savings. In addition, banks have also collected deposits from the domestic economy, which is called deposits from India and deposits from outside. The general mobilization of the total deposits of public sector banks is increasing steadily during the study period. Looking at public sector banks, it shows that these three types of deposits show a positive attitude. At the same time it is clear that the tendency of deposits in India has decreased slightly and foreign deposits are gradually increasing.

The coefficient of variation of total deposits in public sector banks was 65.32 percent. The coefficient of variation of time deposit and saving deposit were 67.92 percent and 65.01 percent respectively. The minimum number of variation found in demand deposits, which was 47.91 percent. From the above table no. 1, it is found that the growth rate of total deposit, saving deposit, time deposit and demand deposit recorded lower during the study period.

**CONCLUSIONS**

1. The general mobilization of the total deposits of public sector banks is increasing steadily during the study period. Looking at public sector banks, it shows that these three types of deposits show a positive attitude. At the same time it is clear that the tendency of deposits in India has decreased slightly and foreign deposits are gradually increasing.

2. The coefficient of variation of total deposits in public sector banks was 65.32 percent. The coefficient of variation of time deposit and saving deposit were 67.92 percent and 65.01 percent respectively.

**SUGGESTIONS**

Following suggestions are made by the researcher to make improvement in the overall performance of public sector banks.

1. In a highly populated country like India the existing numbers of banks are certainly inadequate. It is necessary to spread banking across the country. It could be done through expanding banking network (by opening new bank branches) in the remote areas. Hence, many branches have to be opened in the backward areas in order to reduce this regional imbalance.

2. In India, more than 70 per cent populations reside in rural areas. It is necessary to develop the banking habit among such a large population. Banking habit has to be insisted among the rural people who do not have
accounts in banks.

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Learning Disabilities and Their Impact on Leadership Ability of Children

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Abstract:
A child with a general learning disability finds it more difficult to learn, understand and do things compared to other children of the same age. Learning disabilities create barriers in the learning ability of children and they remain underperformers. In most of the cases due to lack of early diagnosis children suffer silently and become victimized. Sadly, parents misunderstand and misinterpret the whole issue and do not opt for necessary learning disability related tests. The overall development of children is affected. A general learning disability is not a mental illness. However, children with learning disability are more likely to develop mental health problems, for example anxiety, or have additional developmental disorders, such as Autism Spectrum Disorders and Attention Deficit Hyperactivity Disorder (ADHD) than other children. Most of the learning disability children lack self confidence, self esteem and a necessary sense of self esteem. Their self development and growth is seriously affected and they become withdrawn. This paper seeks to explore the impact of learning disabilities on the leadership potential and leadership development. Right intervention for right remediation at right time can help such children and bring them in the mainstream of normal education and help them transform their potential into performance. There are ample cases wherein children with specific learning disabilities have excelled in many fields of life and taking leadership positions.

Key words: Learning Disabilities, learning environment, language deficit, leadership development, remediation.

Introduction
General learning disability is different from specific learning difficulty which means that the person has difficulties in one or two areas of their learning, but manages well in other areas of their development. For example, a child can have a specific learning difficulty in reading, writing or understanding what is said to them, but have no problem with learning skills in other areas of life. These children can become easily frustrated and upset by their own limitations. They always compare themselves self-consciously to other children; they can feel sad or angry and think badly of themselves. The sense of inferiority and inadequacy always haunts them and they fear that their weakness will be exposed. They tend to avoid people and get withdrawn in their shell. For a parent, it can be distressing to find out that their child has a general learning disability. It may be hard for them and other members of the family to understand why the child is like this. Family has a key role to play here but due to not understanding the problem rightly the child does not get necessary supportive, positive learning environment and supportive ecosystem. Parents and relatives compare these children with their siblings and the discrimination is seen even right there in the family that alienates the child further. This takes a toll on the overall mental health of the child and the whole process of...
socialization, self development and growth remains stagnant.

Education has long considered the effects of behavior on learning. A child may be very bright and have a yearning for knowledge, but has difficulty behaving appropriately when placed into a reading group with her peers. She frequently gets overexcited and the teacher has to remove her from the group. The girl enjoys hearing the story read to the group, but puts her head down and starts to kick her feet when asked to read aloud. One of the worst things that a learning disability can do to a child is to have a devastating effect on their self-esteem. Despite the efforts of parents and teachers for a child’s academic success, the repeated disappointments and lack of academic success for many children with LD can result in a condition called “learned helplessness.” These children may call themselves “stupid” and believe there is nothing they can do to become smarter, be liked by their peers, be understood by teachers and other adults in the school community. When they are successful at a task, they often attribute it to luck rather than intelligence and hard work. Through their studies it is known that children with dyslexia are often blessed with many strengths which sadly go unnoticed and unutilized and never developed. While they have difficulty decoding the phonologic components of words, they are surrounded by strengths in reasoning, problem-solving, comprehension, concept formation, critical thinking, general knowledge, and vocabulary.

**Warning signs of learning disabilities include:**

- Not wanting to go to school.
- Saying derogatory comments about his/her own abilities such as, “I’m stupid. I give up. I can’t do it.”
- Avoiding doing homework assignments.
- Saying the work is too difficult.
- Blaming the teacher for bad grades.
- Not wanting to show parents homework.
- Refusing to do an in-class assignment or task.
- Exhibiting physical ailments (i.e. stomach aches, headaches, anxiety, and /or depression).
- Refusing to follow classroom rules in order to be removed from the classroom and avoid doing work.
- Refusing to communicate to avoid confrontation: “What is happening on these math tests?” “I don’t want to talk about it.”
- Skipping class.
- Bullying peers.
- Negative self image and lack of sense of self-worth
- Lack of growth mindset
- Acute, haunting awareness of their own weaknesses and not of their strengths

In addition to a learning disability, having social issues can take a toll on a child’s self-esteem. Children with LD often have difficulty asking for help with peer-related situations. They are lacking the social-emotional skills necessary to handle peer pressure, bullying, and reading the social cues of others. They may have trouble knowing how to interact appropriately with their teachers and peers of the opposite gender.

Leadership development in children requires a positive, encouraging, emotionally secured, holistic environment where they are encouraged to take initiative, use their creativity, try and fail and learn from their own mistakes. They develop critical reasoning abilities, creative thinking, social skills, taking responsibility, organizational skills, presentation and interpersonal skills in the formative years which actually mould them. The most critical factor is their strong self concept and positive attitude which gives them growth mindset. If children lack in self confidence and sense of self worth then despite availability of all resources they remain underachievers and under performers. They develop a negative or a limiting
vision of themselves and remain chained in it. They tend to develop a fixed mindset about themselves and the world around them. This takes a toll on their leadership development. Most of these children cannot even resist others or put forth their own demands and needs. They fear to defend themselves let alone taking initiative though they are right. They passively accept the blames for things they have not done and suffer in silence. This creates a negative image about themselves and their abilities which generally remain under cover of their negative image. They fear to experiment, think differently and express themselves authentically.

Let us take case studies of two students to understand how learning disabilities take a toll on developing of leadership which is a function of a strong self concept. These are the real life cases this researcher has come across in the course of his research work.

Vivek (name changed), aged 16 who passed his SSC exam with 72% marks from the State Board is now remaining aloof from students and avoids people; especially his schoolmates. When he opened up he shared that he has both dyslexia and dysgraphia. In the class he would avoid to read or write for the fear of being ridiculed. He lacked academic confidence and remained underperformer. This made him complex in behaviour. He would become aggressive at times, bullying or withdrawn. His behaviour became unpredictable and his classmates avoided him and did not take him to play in their teams. This marginalised him and became a backbencher. The teachers too progressively ignored him.

He had undergone learning disability tests at the Nair Hospital in Mumbai wherein he was diagnosed with dyslexia and dysgraphia. He had taken some sessions for remedial education but his parents could not continue these sessions when he was in fourth standard. Thus his disabilities progressively intensified and he became a rather “helpless learner.” For his SSC Board exam he was given a writer. He passed with 72% marks which his friends just could not believe and they began to confront him and tease him that it was the writer who wrote the answers. This hurt him deeply and he began to avoid his friends and went into his shell. He stopped visiting relatives for fear of being ridiculed and questioned. He did not even join summer vacation courses such as MS-CIT which he really wanted to join but now as his friends were there he did not join. He stopped participating in sports and community programs where he was always at the forefront. He was in tears when he was telling how he is being ridiculed and he has decided not to study further and join some vocational technical course. Vivek is a fine young boy, physically fit and had a secret dream of joining Indian Army but now he has virtually abandoned his dream as he has begun to doubt his capabilities including his leadership ability.

Kavita is studying in 9th standard in a well known English medium school. She has ADHD – Attention Deficit Hyper Active Disorder and obviously cannot sustain her attention even for a short span of time. She is declared by all teachers as a “nuisance” in the class as she keeps disturbing by her distracting acts which are well known to all. She is aggressive, always impatient and moving. Her parents are fed up with innumerable complaints and the teachers would be happy if she leaves the school. She is largely ignored in the class when it comes to teaching and learning. She is however very good in group activities, sports, dance and other ‘high-energy” activities. She always wants to take part in all activities but now her academic under performance is discussed loudly everywhere as next year she will be giving her SSC exam. Some teachers are worried that she will fail the Board exam and the school’s record of 100% result will be tarnished. Some teachers have tried to convince her parents to let her appear as an external candidate for the Board exam and go
for full time tuition classes. Her parents are worried about her SSC exam and she is being sent to some private tuition where she is subjected to many classes and rigorous regime of intensive study. As she is a hyperactive child she cannot handle the stress and gets irritated. Her parents have become very strict and demand results from her. She is now showing signs of withdrawal, avoids friends, has stopped showing interests in various cultural and sports related activities. She was a very good badminton player but now she has lost her zeal and interest. Everything is centered around SSC Board exam. She is seen developing inferiority complex and sense of inadequacy. She is losing her earlier leadership spirit.

These both cases show that due to the specific learning disabilities of Vivek and Kavita they are “helpless learners”. Neither parents nor the teachers are initiating necessary remedial measures. They are victimized as the whole focus is on the SSC exam. They have developed inferiority complex, self doubt about their abilities and worth as individuals. This has affected their spirit of initiative and leadership. They showed no enthusiasm for learning further. They are always haunted by the fear of others knowing and discussing their disabilities as they consider that they are unfortunate, pitiable and worthless.

Conclusion

From this above discussion we can conclude that learning disabilities, especially specific learning disabilities create barriers for the children’s learning and self-growth and development. This invariably takes a toll on the expression of their self and their overall leadership quality. They are de-motivated. They stop taking spirited, inspired, self-motivated initiatives for their self development and accept all decisions made for them by others. They do not have any say though these decisions affect their future profoundly.

Thus, children with specific learning disabilities in the absence of positive, constructive intervention for remediation suffer helplessly as “helpless learners”. This damages their leadership potential very decisively. Leadership is an act of spirit and they lack in it desperately. There have been ample cases of children who with constructive remediation have regained their self confidence, self esteem and sense of self worth and excelled wonderfully as leaders in their field. Most of the children with learning disabilities could be helped but tragically are not helped.

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The Analytical Study of Insurance Sector to Employment Upliftment

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A result of the changes taking place in the size and composition of the workforce, the advances in technology, and the increased competition from foreign businesses, the future of unions and the collective bargaining system is uncertain. Some have predicated that the days of unions are over unless they incorporate these changes into their collective bargaining strategies. There is little doubt that unions must be willing to be flexible and to adapt to the changes taking place.

Keywords: Composition, increased, bargaining, predicated and flexible

Introduction:
Employers, unions, employees, and government agencies have a great and growing interest in health and safety issues related to the workplace. With the number of work-related injuries, illnesses, and deaths, it is no surprise!

According to the National Safety Council, each workday a fatality occurs every two hours and a debilitating injury occurs every two seconds. Industrial accidents cost the U.S. economy an estimated $120.7 billion per year.

However, there is some indication that injury and illness statistics look more favorable in recent years. For example, while 5,575 fatal work injuries in the United States were recorded in 2003, this figure is 337 less than for the average of 1998-2002. Fatal injuries among Hispanic and Latino workers also fell compared to 2000 data. There were almost 4.5 million recorded cases of nonfatal incidents of occupational injury or illness in 2003 compared to almost 6 million in 2000.

These indications of improvements should be interpreted with caution. First of all, the government changed its criteria for reporting nonfatal injuries. Second, studies indicate that reported accidents represent only about half of all accidents. There is growing speculation that illegal immigrants are doing more of our most dangerous work and many deaths and injuries are not reported.

The costs to individual employers are immense as well. General Motors (GM) was fined $1.94 million for safety violations by the Occupational Safety and Health Administration (OSHA). One of the largest meatpackers, John Morrell and Co. of Sioux Falls, South Dakota, was cited by OSHA and assessed a $4.33 million fine for safety violations. According to the federal agency, more than 800 of the 2,000 employees at the plant sustained “serious and sometimes disabling injuries.

The rate of injuries at the plant was 652 times more than the rate of injuries for businesses in general. SX, the giant steel company, was fined $7.3 million for numerous violations of safety, health, and recordkeeping, including 58 “willful” hazards. Criminal charges and convictions against management for willful neglect of worker health and safety are now quite common.

Collected secondary data-
Conducted Life Insurances interview.
On the basis of the above, formed my opinion about the reasons contributing towards their performance and formulated hypothesis.

Decided on the sample size and sample segments.
Designed a questionnaire, distributed the same and collected the responses from samples primary data collection.
Segregated the data obtained from the responses to the questionnaire.
Analyzed and interpreted the data on the basis of the result of testing of hypothesis. 
Drew the conclusion on the basis of the findings.

**Sampling technique:**

**Sampling** involves selection of a subset of individuals from within a population that can provide an idea about the characteristics of the whole population.

Main advantages of sampling are—
(a) faster collection of data
(b) lower cost
(c) maintaining homogeneity of data and fair degree of accuracy

**Research Methodology:**

Methodology is a scientific discipline which pertains to defining and systematizing methods, that is, appropriate ways of discerning the subject of investigation.

Accordingly, legal methodology is a scientific discipline dealing with methods of discerning law and legal proceeding.

Research in simple lines, can be defined as systematic towards increasing the sum of human knowledge and as a process of identifying and investigating a fact or a problem with a view to acquiring an insight into it or finding on apt solution therefore. An approach becomes systematic when a research follows certain scientific methods.

In this context legal research may be defined as systematic finding law and a particular point and making advancement in the science of management.

It involves a systematic search of legal materials, statutory, subsidiary and insurance sector. The nature of the topic is such that do clinical research and empirical research were both necessitated.

According my research work has been a combination of doctrinal as well as empirical study.

The research methodology adopted for the purpose of this research is mainly doctrinal method of research. The various library and internet of research. The various library and internet facilities available at Jiwaji university and Dr. Bhim Rao Ambedkar University, Delhi University have be utilized for this purpose.

Most of the information is however, from the internet.

Comprehensive doctrinal research has been done on the said subject and legal literature is mainly from India and Slidy from foreign countries has been examined.

Indian Legislations have been made for the references, foreign insurance references has used whenever required only. The research involved the slide and analysis of both primary as well as secondly sources.

The primary sources which were referred include the insurance sector, various Indian Insurance sector and Indian legislations, case Insurance Law’s etc. The secondly sources which were referred, include various books, journals, articles, research, papers, reports, news papers, websites etc.

It is during any research work on Life Insurance, I carried out a detailed and carefully examination of the management related to Life Insurance practices and procedure and advice of individuals on Life Insurance.

Extensive doctrinal and empirical research was conducted so as to ascertain and determine the framework, structure and avenues of Life Insurance generally as well as of the four individual Life Insurance procedures namely Legal aspects etc.

IT is during my research I tried to scrutinize and identify the institutional deficiency present in the Indian Life Insurance legal system, which has resulted in the crises like situation.

The study will also be conducted on analytical basis. It would also be conducted with an informal, explorative and evaluative in nature. Doctrinal and empirical method was deeply followed by me in my research work to
recognized their merits and accomplishments as well as to analyze the issues concerning with High court and supreme court of India.

The Doctrinal research method was faithless used to study the different alternative dispute resolution method's the major institutions providing for the same at national and international levels and a comparative study of the different dispute resolution methods functioning in different countries.

The chosen methodology of the research aimed to identifying the functional bottlenecks that all widening the gap between the filings and disposal of cases before the management and finding the solution to the problems with the help of Legal aspect.

A thorough analysis of the data collected enabled me to arrive at national and firm conclusion's with respect to the efficacy and success of individual Life Insurance management sector as well as legal aspect collectively as a whole in India and further to formulate various suggestions for the betterment and growth of the Life Insurance management.

In my research, the empirical research was conducted through direct observation as well through interviews (both structured and unstructured) inters alia using the questionnaire method.

The sampling method was utilized for collecting and analyzing data from various sources such as, management profession and mediator etc. who have dealt with Life Insurance management Individual cases see also examined and analyzed so as to further understand the practical aspects in a better manner.

I also attended some seminars and workshop and so many research papers on Life Insurance which helps me to ascertain the view paints of other members of the legal fraternity and understand the different modulation and practicalities concerning the subject in a broad perspectives.

#### Table No.1: It is life insurance a subject of evolutionary development?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>156</td>
<td>86</td>
</tr>
<tr>
<td>Female</td>
<td>148</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>304</td>
<td>196</td>
</tr>
</tbody>
</table>

From the Table No.1 we find that out of 500 respondents answered.

#### Table No.2: It is the institution of life Insurance in Mathura region, over the years to co-relate awareness and acceptance?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>364</td>
</tr>
<tr>
<td>No</td>
<td>136</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

From the Table No.2 we find that out of 500 respondents answered.
No 136. Total respondents answered 500.

Table No. 3: Why the LIC of Mathura region, is a sectors giant, assumed a dominant and monopolistic role in life?

From the Table No. 3 we find that out of have you ever applied to search Why the LIC of Mathura region, is a sectors giant, assumed a dominant and monopolistic role in life. Respondent has divided two categories Public sector Yes 178, No 98 and Private Sector Yes 146, No 78 Total respondents answered 500.

Table No.- 4: It is the life insurance sector in Mathura region was subject to certain important criticism like low consumer awareness?

From the Table No. 4.4 we find that out of do you think that It is the life insurance sector in Mathura region was subject to certain important criticism like low consumer awareness.

Conclusion :

The insurance sector has related various protection of modern society and employment of different field. Employment is very compulsory for human being, without employment life is useless, meaningless and existence less. The insurance is very vast sector purpose of employment and self identity of educated youngster. Without employment never survive of youth in the modern society.

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WATER IRRIGATION MANAGEMENT OF TAMILNADU

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Introduction

Water resources are natural resources of after that are potentially useful. Uses of water include Agricultural, Industrial, household, recreational and environmental activities. All living things require water to grown and reproduce. 97% of the water on the Earth is salt water and only Three percent is fresh water, slightly over two thirds of this frozen in glaciers and polar ice caps. The remaining unfrozen fresh water is found mainly as groundwater, with only a small fraction presents above ground or in the air. Fresh water is a renewable resource, yet the world’s supply of groundwater is steadily decreasing, with depletion occurring most prominently in Asia, South America and North America, although it is still unclear how much natural renewal balances this usage, and whether ecosystems are threatened. The framework for allocating water resources to water users is known as water rights.

Tamilnadu constitutes 4 percent of India's land area and is inhabited by 6 percent of India’s population, but has only 2.5 percent of India's water resources. More than 95 percent of the surface water and 80 percent of the ground water have already been put into use. Major uses of water include human/animal consumption. Irrigation and Industrial use. The demand for water is Tamilnadu is increasing at a fast rate both due to increasing population and also due to hanger perception needs triggered by economic growth. The per capita availability of water resources however is just 900n cubic meters when compared to the national average of 2,200 cubic meters agricultural is the largest consumer of the water in the state using 75 percent of the state’s water resources.

The state is heaving dependent on monsoon rains. The annual average rainfall is around 930mm (47 percent during the north east monsoon. 35 percent during the south west monsoon. 14 percent in the summer and 4 percent in the winter). Actual rainfall for the year 2016-17 is 913mm out of which 49.8 percent is through the north east monsoon. 33 percent is through the south west monsoon and the remaining 17 percent is through summer and winter rainfall. Since the state is entirely dependents on rains for recharging its water resources, monsoon failures lead to acute water scarcity and severe droughts.

Key words: Surface water, Ground water irrigation, river basins.

Surface water resources of Tamilnadu

The total surface water potential of the state is 36 km or 24864 m cum... there are 17 major river basins in the state with 61 reservoirs and about 41,948 tanks of the annual water potential of 46540 million cubic meters (MCM) surface water has already been tapped, primarily for irrigation which is the largest user. 24 lakh hectares are irrigated by surface water through major, medium, and minor schemes. The utilization of surface water for irrigation is about 90 percent.

Ground water resources of Tamilnadu

The utilizable ground water recharge is 22.423 MCM. The current level of utilization expressed as net ground water draft of 13.558 MCM is about 60 percent of the available recharge. While 8875 MCM (40 percent) is the balance available for use. Over the last five years. The percentage of safe blocks has declined from 35.6 percent to 25.2 percent while
the semi-critical blocks have gone up by a similar percentage. Over exploitation has already occurred in more than a third of the blocks (35.8 percent) while eight blocks (2 percent) have turned saline. The water level data reveals that the depth of the wells ranges from an average of 0.93 meters in Pudukkottai district to 43.43 meters in Erode. According to the Central Ground Water Board. There has been a general decline in ground water level in 2003 due to the complete desideration of shallow aquifers. There has been a considerable failure of irrigation wells in Coimbatore District.

**Details of Water resources of Tamilnadu District Wise**

Table – 1

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the District</th>
<th>S.No.</th>
<th>Name of the District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arkiur</td>
<td>17</td>
<td>Ramanathapuram</td>
</tr>
<tr>
<td>2</td>
<td>Coimbatore</td>
<td>18</td>
<td>Salem</td>
</tr>
<tr>
<td>3</td>
<td>Cuddalore</td>
<td>19</td>
<td>Sivagangai</td>
</tr>
<tr>
<td>4</td>
<td>Dharmapuri</td>
<td>20</td>
<td>Thanjavur</td>
</tr>
<tr>
<td>5</td>
<td>Dindugal</td>
<td>21</td>
<td>Theni</td>
</tr>
<tr>
<td>6</td>
<td>Erode</td>
<td>22</td>
<td>Thiruvarur</td>
</tr>
<tr>
<td>7</td>
<td>Kanchipuram</td>
<td>23</td>
<td>Thiruvallur</td>
</tr>
<tr>
<td>8</td>
<td>Kanniyakumman</td>
<td>24</td>
<td>Thithukudi</td>
</tr>
<tr>
<td>9</td>
<td>Karur</td>
<td>25</td>
<td>Tiruchirapalli</td>
</tr>
<tr>
<td>10</td>
<td>Krishnagiri</td>
<td>26</td>
<td>Tirunehelli</td>
</tr>
<tr>
<td>11</td>
<td>Madurai</td>
<td>27</td>
<td>Tiruppur</td>
</tr>
<tr>
<td>12</td>
<td>Nagapattinam</td>
<td>28</td>
<td>Tiruvannamalai</td>
</tr>
<tr>
<td>13</td>
<td>Namakkal</td>
<td>29</td>
<td>Vellore</td>
</tr>
<tr>
<td>14</td>
<td>Nilgiri</td>
<td>30</td>
<td>Villupuram</td>
</tr>
<tr>
<td>15</td>
<td>Perambalur</td>
<td>31</td>
<td>Virudhunagar</td>
</tr>
<tr>
<td>16</td>
<td>Pudukottai</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Statistical Report of Tamilnadu.

**Irrigation source of Tamilnadu**

The areas covered by different types of irrigation are extensive in certain districts and negligible in others. Wide variations are seen in the knot area irrigative in the different districts Thanjavur lands with 4.5 lakh ha under irrigation and Nilgris has the least extent with about 500 ha only. This is due to essence of Natural resources like rivers. The existence of big river contributes to the development of flow irrigation as in Thanjavur. The soils of South Arcot North Arcot and Chengai and very permeable. The rainfall is very generous and these have contributed to a high underground water table lift irrigation form wells have developed here.

**Sources of irrigation**

Water is an important determinant factor of production of crops in agriculture sector. Intensive and extensive cultivation of land depend mainly on the availability of water. Medium and minor Irrigation schemes are implemented in the state for augmenting the irrigation for agriculture. The various sources of irrigation are canals, tanks, tab wells, open wells and springs. The numbers of sources of irrigation are furnished in the following.

**TABLE – 2**

**Name of the major river basin group**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Major River Basin Group</th>
<th>Surface Water Potential</th>
<th>Ground water Potential</th>
<th>Other Sources</th>
<th>Total Water Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chennai Basin Group</td>
<td>906</td>
<td>1120.22</td>
<td>-</td>
<td>2026.22</td>
</tr>
<tr>
<td>2</td>
<td>Polar</td>
<td>1758</td>
<td>2610.32</td>
<td>-</td>
<td>4368.32</td>
</tr>
<tr>
<td>3</td>
<td>Vellar</td>
<td>41259</td>
<td>1462.07</td>
<td>4</td>
<td>1898.16</td>
</tr>
<tr>
<td>4</td>
<td>Ponnyaar</td>
<td>131043</td>
<td>1560</td>
<td>-</td>
<td>2870.43</td>
</tr>
<tr>
<td>5</td>
<td>Vellar</td>
<td>1065</td>
<td>1344</td>
<td>6</td>
<td>2415</td>
</tr>
<tr>
<td>6</td>
<td>Padosvar</td>
<td>104.5</td>
<td>225.5</td>
<td>36.7</td>
<td>370</td>
</tr>
<tr>
<td>7</td>
<td>Cauvery</td>
<td>1962</td>
<td>2869</td>
<td>-</td>
<td>8831</td>
</tr>
<tr>
<td>8</td>
<td>Agriyar</td>
<td>585</td>
<td>920</td>
<td>499</td>
<td>2004</td>
</tr>
<tr>
<td>9</td>
<td>Pamban and Kottakuru</td>
<td>653</td>
<td>976</td>
<td>-</td>
<td>1629</td>
</tr>
<tr>
<td>10</td>
<td>Vaigai</td>
<td>1579</td>
<td>993</td>
<td>-</td>
<td>2572</td>
</tr>
<tr>
<td>11</td>
<td>Gundar</td>
<td>56752</td>
<td>766</td>
<td>-</td>
<td>1334</td>
</tr>
<tr>
<td>12</td>
<td>Vaigai</td>
<td>611</td>
<td>1167</td>
<td>4.82</td>
<td>1782.82</td>
</tr>
<tr>
<td>13</td>
<td>Kilar</td>
<td>12456</td>
<td>69.58</td>
<td>17.37</td>
<td>211.51</td>
</tr>
<tr>
<td>14</td>
<td>Tiraratamani</td>
<td>1375</td>
<td>744</td>
<td>-</td>
<td>2119</td>
</tr>
<tr>
<td>15</td>
<td>Nambiyar</td>
<td>20387</td>
<td>274.74</td>
<td>-</td>
<td>478.61</td>
</tr>
<tr>
<td>16</td>
<td>Kodiyar</td>
<td>925</td>
<td>342.1</td>
<td>-</td>
<td>126701</td>
</tr>
<tr>
<td>17</td>
<td>PAP</td>
<td>416</td>
<td>751.001</td>
<td>-</td>
<td>1167</td>
</tr>
</tbody>
</table>
Sources: Statistical Report of Tamilnadu.

**Total water availability river basin wise in Tamilnadu**

The highest water potential were recorded in the Cauvery river basin (8831 MCM) followed by Palar river basin (4368 MCM). Here the ground water potential is high while comparing with surface water potential Vellore. Tiruvannamalai and Kancheepuram districts were covered under Palar River basin and these district higher groundwater potential than surface water potential. The surface water potential is higher in cauvery river basin where there is no system or non system tanks.

**TABLE – 3**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sources</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>WELLS</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Tube Well and Others</td>
<td>688</td>
</tr>
<tr>
<td>b.</td>
<td>Govt.</td>
<td>30577</td>
</tr>
<tr>
<td>c.</td>
<td>Private</td>
<td>305966</td>
</tr>
<tr>
<td>b.</td>
<td>Open Wells</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Govt.</td>
<td>472</td>
</tr>
<tr>
<td>b.</td>
<td>Private</td>
<td>1529617</td>
</tr>
<tr>
<td>b.</td>
<td>Total No Wells</td>
<td>1530089</td>
</tr>
<tr>
<td>Total No Wells</td>
<td>a + b</td>
<td>1836055</td>
</tr>
</tbody>
</table>


**AREA IRRIGATED**

The net area irrigated by different sources during 2016-17.

<table>
<thead>
<tr>
<th>Source</th>
<th>Availability (Nos)</th>
<th>Net Irrigated Area (Lakh Ha)</th>
<th>% wrt to Net Area Irrigated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canals</td>
<td>2239</td>
<td>6.72</td>
<td>23.72</td>
</tr>
<tr>
<td>Tanks</td>
<td>41127</td>
<td>4.38</td>
<td>15.45</td>
</tr>
<tr>
<td>Wells</td>
<td>1869723</td>
<td>17.20</td>
<td>60.72</td>
</tr>
<tr>
<td>Others</td>
<td>0.03</td>
<td>0.11</td>
<td>0.11</td>
</tr>
<tr>
<td>Total</td>
<td>28.33</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>


**Status of water resources in Tamilnadu surface water**

The overall efficiency in surface irrigation like canals tanks is only 40 percent (when compared to 75% in Israel) whereas in well irrigation it is 70 percent. Researchers opinion that this level of overall efficiency can be increased to 50 to 60 percent in well irrigation. It the overall efficiency was increased in phases from 40 percent to 50 percent and 60 percent. This would annually save about 3,000 mcm for every 10 percent increase in efficiency; many major reservoirs in Tamilnadu are filled up with sediments and polluted.

**Ground water**

About 61 percent of Irrigated area is depending on Groundwater for irrigation. The total area under well irrigation in Tamilnadu is 2271480 ha. The number of over exploited blocks in the state has increased from 137 to 142 indicated that there is a wide gap between ground water draft and recharge. To alleviate these problems and to sustain the ground water resources, watershed development activities should be implemented in the Ground water intensive districts.

**Water budget**

Water supply at present in Tamilnadu is 35.00 BCM and water demand for all sectors in around 61.26 BCM and it would be increased upto 70.83 BCM by 2023. As for as water gap for all sectors at present. It is 26.26 BCM and 35.83BCM for 2023.

**Conclusion**

To sustain water resources, adoption of Ground water resources developmental activities like creation of effective water conservation measures, groundwater recharge structures, desalting of exploited area. Artificial recharge structures, desalting of existing tanks. New storage tanks, constructor, of new field channels are compulsory to handle as well as to meet out the demand in future. And also implementation of existing schemes and earnest extension activities are important with respect to crop production, implementation of improved technologies like micro irrigation, system of rice intensification and alternate wetting and drying can greatly reduce the water requirement which also increase the yields.
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Abstract

In India, women have remained as a neglected section of work force. Women are lagging behind men mainly because of the relative absence of economic opportunities and minimal participation in decision making process. Educational backwardness is another major reason why women are lagging behind men. The participation of women in professional and technical work force is low. Therefore, the organizations concerned with the development of women considered empowerment of women as a solution to these problems. The specialists in economic development have considered entrepreneurship development as a possible approach to empower women. Women entry into business and entrepreneurship is traced out as an extension of their kitchen activities mainly to 3Ps, viz., Pickles, Powder and Pappad. Women in India plunged into business for both pull and push factors. Pull factors imply the factors which encourage women to start an occupation or venture with an urge to do something independently. Push factors refers to those factors which compel women to take up their own business to tide over their economic difficulties and responsibilities. With growing
awareness about business and spread of education among women over the years, women have started shifting from 3 Ps to engross to 3 modern Es, viz., Engineering, Electronics and Energy.

**KeyWords:** Women, Entrepreneur, Entrepreneurship, Entrepreneurship Development,

**Introduction**

Indian women are creating a mark in many fields of science and technology, research and innovation and they have immense potential to become entrepreneurs and can create job for others. Historically speaking, earlier women were deprived of legal rights to their property and earnings and left to be competent to enter into business agreements. They were not allowed to participate in trade and commerce without permission from their husbands. It is only the nineteenth century when women were able to own, inherit and control property by adoption of the Married Women's Property Act. Earlier, access to education was denied to women in many societies of which India is one of them. However, of late, societies are changing very fast and the civil society has started to acknowledge the contributory role of women in economic development and social wellbeing. Indian economic development is possible only when there is equal participation of male and female both. India is economically promising country in the world. India is the second largest populous country in the world and perhaps it shall never be possible for any Government to provide suitable employment to everybody. As compared with past, Indian women have achieved certain remarkable milestones but still much is left to be achieved. The decision makers need to understand that no nation can achieve economic success unless its fair sex is given equal opportunities, safety and security. Now, everybody is talking in terms of sustainable development but sustainable development is not possible to achieve in the presence of gender gap. It needs no mention that women account for a half of any country’s talent base and therefore women participation in the nation building can greatly enhance productivity and fosters economic development. Indian women have already achieved immense intellectual standard and perhaps second to none. To call a spade a spade, Indian society hardly ventured wholeheartedly to capitalize the inherent potential of Indian women the way it should be. Now Indian women are at liberty to choose any suitable career path in order to achieve self satisfaction and entrepreneurship is one of the noble vocations for fruitful utilization of talent. Entrepreneurship is the option for career of women that can ensure economic freedom and consequently reduce economic dependence on their husbands. The government has a remarkable role in framing the curriculum for imparting fundamental knowledge along with practical implications in management process of an enterprise.

**Review of literature**

A study done among women entrepreneurs in Coimbatore District, Tamil Nadu points out financing the enterprise as a major problem faced by the women entrepreneurs (Mangai et al., 1992). Another such study by Das (2000) shows that more than 50 per cent of the women used their own funds or funds borrowed from their spouse or family to set up their business. Financial problem is a major problem faced by all respondents. They face this problem at the time of starting, as well as during the operations of their business enterprises, problem of getting loan and subsidy, insistence of collateral security and margin money requirement, time taken to process loan, tight repayment schedule, poor financial management and maintenance of accounts Jayammal, 2012). A study in Bangladesh found that credit provided to women has been correlated with better health and nutrition outcomes for boys and girls, as compared to credit provided to men. At the same time, the inverse relationship – that economic growth and
development are good for women's empowerment and gender equality – has been less explored. A recent study looking at economic development and women's empowerment in China and India found that increasing labor opportunities for women is linked with better outcomes in terms of girl survival and education, women's employment rates and birth-rate imbalances. Kabeer, however, points out that even in places where women enter the labor market, jobs they take can have little effect on their bargaining power in that economy and may also increase women's burden of labor.

**Research Methodology**

The research is an exploratory and descriptive in nature. The research is based on primary and secondary data. Primary data collected from 50 women micro entrepreneurs from Vadodara city. With regard to the sampling plan, the convenience sampling is used for the purpose of collecting the data. The primary data collection was done with the help of structured questionnaire. Data collected by using snow ball sampling also. The secondary data were collected from reports, research journals, and surfing on the Net.

**4.1 Objectives of the study**

1. To know the profile of women entrepreneurs.
2. To identify the problems faced by women entrepreneurs.
3. To analyse the relationship between women entrepreneurship and social development.
4. To analyse the relationship between women entrepreneurship and Economic Development.

**4.2 Limitations of the study**

1. Data is collected from 50 respondents only.
2. Time is the constrain for the research
3. Area of research is only Vadodara city
4. Some women entrepreneurs are not able to understand English, researcher has to convert English questions in to Guajarati and make them understand.
5. Some women entrepreneurs deny for response because they have fear of misusing the information

**Profile of women entrepreneurs**

1. More than 60% of women are age of 31 to 40 yrs.
2. Majority of them are below graduates.
3. More than 80% of them started their present business after marriage.
4. More than 70% of women are living in nuclear family.
5. Prior to the present enterprise, most of them were housewives

**Problems faced by Women Entrepreneurs**

a. Almost every women entrepreneur reported shortage of skilled labour or man power. Their entrepreneurial activity usually required skilled man power. The availability of such skilled manpower is very limited in Vadodara.

b. Most of the women have to struggle for the customers as competition is very high.

c. Many of the women entrepreneurs are self dependent or dependent on their families and friends for finance. However, very often they were hesitant to ask their family. Hence, they faced financial problems.

d. Fluctuations in business were quite common. There was no minimum assured market.

e. Women played dual role. On one side they worked at home as housewives and on the other side they carry out their business. It was difficult for them to adjust their time between household work and their business.

f. They did not want to leave their business for want of time. At the same time they did not want to displease their family members. As a result, their work load increased which led to health problems.

g. In many cases, entrepreneurs have to go out on their own to carry out their business without the help of other family members. It
creates difficulties for them to manage family and business. As a result, they cannot establish contacts with the customers effectively.

h. Due to limited space available at home to carry out their business, they cannot expand their business. On the other hand, they cannot afford to have an independent workplace outside home.

**Women Entrepreneurship and Socio-Economic Development**

Women have played very significant roles in the economic development of India. Economic prosperity and social wellbeing of a nation invariably depends on the combined strength of innovation, creativity and intellectual support and effort of women Entrepreneur. Women can play a significant role in any society at par that of men. India is aspiring to be one of the major economic powerhouses in the globe in near future and it is very difficult to achieve this objective without contribution of women. Women-entrepreneurship is a vehicle through which rapid economic development is possible. Gender discrimination is required to be eliminated and Indian women need to be given adequate space in the society so that they can come forward and take part in nation building. In this research paper study has been conducted on **50 Women Micro Entrepreneurs** and it reveals that women entrepreneurship and socio-economic development has positive relations. There are some changes in socio-economic condition of women entrepreneurs which respondents feel that:

- Improves standard of living.
- Increase social network which helps in increasing customers.
- Increase ability to purchase machinery and other assets for business.
- Purchased vehicle and jewellery after starting enterprise.
- Improvement in children education facility
- Increase in children medical facility.

Suggestions

Gender discrimination is required to be eliminated and Indian women need to be given adequate space in the society so that they can come forward and take part in nation building. Indian women should be given opportunity for launching new ventures and managing the same. Women in India still are struggling for education, access to resources, gender discrimination and right for property in many ways. Women need economic independence and entrepreneurship is an effective way for securing economic freedom. The are many factors that hinder the process of women entrepreneurship and those hindrances need to be removed by the society. The government of the country should facilitate in offering skill development courses and training in order to pave the path for women entrepreneurship development. Moreover, the successful women entrepreneurs should also act as advisors for the contemplating entrepreneurial women and boost the morale and confidence. Government should be liberal in providing infrastructural facilities on priorities for women entrepreneurs in terms of allocating industrial plots and other incidental assistance.

**Conclusion**

Women entrepreneurship is a model for achieving sustainable economic progress of the nation at large and Indian women should be allowed to compete with the women of the economically developed nations in the field of entrepreneurship in the forthcoming days. Women entrepreneurship is instrumental for achieving economic and societal growth. Women entrepreneurs of India are now emerging in non-traditional sectors. Women entrepreneurs are a heterogeneous segment having diverse demographic, economic and educational background. However, it may be
mentioned that of late, various State Governments and Central Government of the country are found to be thinking in positive direction for overall development and social recognition for Indian women and it is recommended that the same approach needs to be intensified so that it becomes a revolution for bringing about major change in traditional attitudes and mindsets of the Indian society.

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STUDY OF QUICK UNDERSTANDING OF SECONDARY SCHOOL STUDENTS

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INTRODUCTION

Education is the highest and richest treasure of human civilization. It makes an individual good and noble and helps him an efficient citizen of the country. Secondary education plays an important role in the development of personality of learners. It caters to the needs of those who inter the world of work. Various strategies and approaches are being forward for restructuring are reorganizing secondary education all over the world. The education reform to the third world countries has given a new orientation to the goals of secondary education which are now visualized in the context of national development. The secondary schools organize various need based, relevant and meaningful programs for the learners. It helps to development cognitive, affective and psychomotor qualities of learners. All the traits of learners are interrelated and interdependent.

Understanding one of the important cognitive abilities of the learners. The objective of learning is to help the student to understand the concept, facts, information, generalization in a best possible way and analyses, criticize and advocate ideas, establish relationship between cause and effect for solution of problems. So, the objective of learning is development of understanding of students. Various subjects like, literature, science, social study, mathematics is
taught to the student for the purpose of developing understanding of the students. The investigator has selected the topic of study the quick understanding of secondary school students.

OBJECTIVES OF THE STUDY

The following objectives were undertaken for the present research.

(i) To study the levels of quick understanding of secondary school students in terms of percentage.

(ii) The study the quick understanding of Govt. and Private secondary school students.

(iii) to study the quick understanding of Boys and Girls of secondary school students.

(iv) To study the quick understanding of Rural and Urban secondary school students.

HYPOTHESCES OF THE STUDY

The following hypotheses were stated.

(i) All secondary students do not belong to different level of quick understanding.

(ii) There is no significant differences in the mean quick understanding test scores of Govt. and Private secondary school students.

(iii) There is no significant differences in the mean quick understanding test scores of Boys and Girls of Secondary school students.

(iv) There is no significant difference in the mean quick understanding test scores of Rural and Urban secondary school students.

SAMPLE OF THE STUDY

The sample of the study consists of 640 (Six hundred forty) class 10 students of 12 (Twelve) high Schools of Hardoi district (UP). Out of 640 students of 12 High schools, 290 students of 6 schools belong to Govt. High School and rest 350 students of 6 High School belong to Private Schools. Out of 640 students of 6 High School 358 students belong to urban schools and 282 students belong to rural schools. Likewise out of total sample 640, 356 students are male and the rest students 284 are female.

TOOLS USED

QUICK UNDERSTANDING TEST

The test of Quick understanding has been constructed and standardized by prof. M.C. Joshi in Hindi version to measure the Quick understanding of the students in school.

ANALYSIS AND INTERPRETATION OF DATA

The Result were analyzed and interpreted with respect to the objectives.

1. STUDY OF LEVEL OF QUICK UNDERSTANDING OF SECONDARY SCHOOL STUDENTS.

The result are given in the table No.1

| TABLE NO.1 |
| Levels of quick understanding of students in percentage. |
| Levels | Range of standard score | No. of students | Percentage |
| High quick understanding | 43 to 69 | 166 | 26 |
| Average quick understanding | 28 to 42 | 282 | 44 |
| Low quick Understanding | 10 to 27 | 192 | 30 |

INTERPRETATION

From the table-1 It is observed that 166 students have secured quick understanding standard scores in between range 43 to 69. In other words, 26% students belong to the highlevel quick understanding 282 students have secured quick understanding standard score in between range 28 to 42. In other words 44% students belong to average level of quick understanding and 192 students have secured quick understanding standard score in between range 10 to 27. In other words 30% students belong to low level of quick understanding. So the null hypothesis “All the students do not belong to different levels of quick understanding” is rejected. It mean 26%, 44% and 30% students belong to High, Average and Low levels quick understanding respectively.

2. STUDY OF QUICK UNDERSTANDING OF GOVT. AND PRIVATE SECONDARY SCHOOL STUDENTS

The results are given in the table-2

| TABLE-2 |
| “t’ test of mean quick understanding test |

“t” test of mean quick understanding test
scores of Govt. and Private Secondary school students.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>No. of Student</th>
<th>&quot;t&quot; value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>35.67</td>
<td>12.00</td>
<td>290</td>
<td>0.07</td>
<td>Not significant</td>
</tr>
<tr>
<td>Private</td>
<td>35.41</td>
<td>12.03</td>
<td>350</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTERPRETATION**

The result is not significant. It means the quick understanding test score of Govt. and Private school students are similar.

(iii) **STUDY OF QUICK UNDERSTANDING OF BOYS AND GIRLS SECONDARY SCHOOL STUDENTS.**

The results are given in the table-3

<table>
<thead>
<tr>
<th>GROUP</th>
<th>MEANS</th>
<th>SD</th>
<th>NO. OF STUDENT</th>
<th>&quot;t&quot; VALUE</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>35.48</td>
<td>12.54</td>
<td>356</td>
<td>0.11</td>
<td>Not significant</td>
</tr>
<tr>
<td>Girls</td>
<td>35.59</td>
<td>14.43</td>
<td>284</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTERPRETATION**

The result is not significant. It means the quick understanding test scores of Boys and Girls students are similar.

(iv) **STUDY OF QUICK UNDERSTANDING OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS.**

The results are given in the Table-4

<table>
<thead>
<tr>
<th>GROUP</th>
<th>MEANS</th>
<th>SD</th>
<th>NO. OF STUDENTS</th>
<th>&quot;t&quot; VALUE</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>35.13</td>
<td>11.32</td>
<td>282</td>
<td>7.45</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Urban</td>
<td>37.51</td>
<td>13.2</td>
<td>358</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result is significant. It means quick understanding test scores of Urban students is more higher than the Rural students.

**FINDINGS**

(i) 26%, 44%, and 30% students of secondary school belong to high, average low levels of quick understanding respectively. In other words, the levels of quick understanding of secondary students belong to different categories.

(ii) The quick understanding Government and Private secondary school student are similar.

(iii) The quick understanding of boys and girls is similar.

(iv) The quick understanding of Urban students is higher than the rural students.

**RECOMMENDATION**

In this study the finding reveal that 28%, 30% and 26% secondary school students belong to low level of quick understanding. So necessary measures like appropriate methodology, instructional materials, leaching skills and continuous and comprehensive evaluation should be adopted by the institutions authorities and teachers for the development of student.

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Investigating Impact of NAAC Accreditation on the Library Functions in Colleges Affiliated to Gondwana University, Gadchiroli

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Mahila Mahavidyalaya Gadchiroli

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1.0 Introduction
Information services are keys to the development of education, research and extension education in India. Generally these services are rendered by the libraries situated in various University, Institute and College campuses to the users to meet their information needs. In today’s times the role of libraries has changed a lot and at present, the libraries are treated as ‘Information Centers’. In achieving the overall better results the libraries need to evolve themselves so that maximum information utilization can be achieved in the academic colleges. Considering this to improve the quality of higher education in India and for the development of libraries the National Assessment and Accreditation Council (NAAC) has given more importance to the libraries. The NAAC council has delineated and fixed seven criterions for the assessment and accreditation for the colleges and each library has to go through this criterion. These criteria are expected to make positive changes in the functioning of libraries. In view of the above, this investigation has been carried out to determine the impact of accreditation on the service of libraries operational in the academic colleges affiliated Gondwana University, Gadchiroli.

2.0 Research Methodology
In the present study, a careful collection of facts was undertaken by the researcher to ensure the validity of the facts. The present study was carried out in three steps involving reconnaissance, data collection and analysis, followed by interpretation of statistics.

2.1 Study Area
The jurisdiction of Gondwana University, Gadchiroli has been considered as the study area, which comprises Chandrapur and Gadchiroli Districts of Maharashtra.

2.2 Research Design
In this research “Descriptive” research design was adopted.

2.3 Universe of the Study
All the librarians working in the NAAC accredited academic colleges in the Chandrapur and Gadchiroli Districts were considered as a universe of study.

2.4 Selection of Sample and Sample Size
In the present study the librarians working in the NAAC accredited 31 academic colleges were selected as sample for data generation.

2.5 Collection of Data
The primary data collection was carried out using structured questionnaire. The development of questionnaire was carried out in view of the objectives of the study. The process of developing the research instrument for this study was based on generally accepted principles of instrument design, and was carried out according to the standard methodology.

2.6 Reliability and Validity estimation of the questionnaire
Reliability of the questionnaire was assessed using the test-retest method, which allowed determining the repeatability of the instrument. The validity of a measure refers to the extent to which it measures what it was intended to measure. Three different types of
validities are generally considered, which are Content validity, Construct validity and Criterion-related validity.

2.7 Statistical Analysis of Data
Analysis of data has been done with the help of appropriate statistical tests. The descriptive statistics, such as frequency, mode, percentage, etc were determined from the collected data. All the statistical analysis was carried out by using SPSS 18.0 Software.

3.0 Analysis of Data and Results of the Study
The data collection was done by using a valid and reliable research instrument and by following survey method. This section presents results obtained after the analysis of data obtained from LIS professionals working in the NAAC accredited College Libraries Affiliated to Gondwana University, Gadchiroli.

3.1 Library Automation
Table 1: Library Automation

<table>
<thead>
<tr>
<th>Status of library automation</th>
<th>No. of Colleges</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>Partial</td>
<td>19</td>
<td>61.3</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Chi–square 11.1; df: 2, P=<0.05; Table Value: 5.99

Above Table 1 presents information pertaining to the automation of NAAC accredited college libraries affiliated to Gondwana University, Gadchiroli. Based on the data it is observed that 22.6% libraries are fully automated, while 61.3% libraries are partially automated and further, 16.1% libraries are not automated. Thus, in view of the study results, it is concluded that most of the college libraries affiliated to Gondwana University, Gadchiroli are partially automated i.e. only few processes are carried out in the library with the use of computers.

3.2 Library Software Used
Table 2: Library Software Used

<table>
<thead>
<tr>
<th>Software used in Library</th>
<th>No. of Colleges</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS/ISIS</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>LIBSYS</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>LIBMAN</td>
<td>28</td>
<td>90.3</td>
</tr>
<tr>
<td>KOHA</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Chi–square 122.642; df: 5, P=<0.05; Table Value: 11.07

Above Table 2 presents information pertaining to the software used in the NAAC accredited college libraries affiliated to Gondwana University, Gadchiroli. Based on the data it is observed that 9.7% libraries use LIBSYS software, while 90.3% libraries use LIBMAN software. Hence, from the study results, it is concluded that most of the college libraries affiliated to Gondwana University, Gadchiroli use LIBMAN software for their library operations.

3.3 Impact of NAAC accreditation on the library processes
3.3.1 Impact on quality of library service, proactiveness of staff and student’s participation in library programs

Table 3: Impact of accreditation on quality of library services, proactiveness of library staff and Student’s participation in library programs

<table>
<thead>
<tr>
<th>Library processes</th>
<th>Agree</th>
<th>Can't Say</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of library services has improved</td>
<td>21</td>
<td>67.7</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>The library staff is proactive</td>
<td>18</td>
<td>58.1</td>
<td>6</td>
<td>19.4</td>
</tr>
<tr>
<td>Student’s participation in library programs has increased</td>
<td>20</td>
<td>64.5</td>
<td>9</td>
<td>29.0</td>
</tr>
</tbody>
</table>

Above Table 3 presents information pertaining to post accreditation impact on library processes in the NAAC accredited college libraries affiliated to Gondwana University, Gadchiroli.

The quality of library services has improved: Based on the data it is observed that majority of the libraries i.e. 67.7% agreed that the quality of services offered by library has improved after accreditation, while 9.7% disagreed to it and 22.6% libraries were not sure about it. From the study results it is evident that in most of the libraries quality of services has improved after accreditation.

The library staff is proactive: Based on the data it is observed that majority of the libraries i.e. 58.1% agreed that the library staff has become proactive post accreditation, while 22.6%
disagreed to it and 19.4% were not sure about it. From the study results it is evident that most of the library staff is proactive.

**Student’s participation in library programs has increased:** Based on the data it is observed that majority of the libraries i.e. 64.5% agreed that the student’s participation in library programs has increased post accreditation, while 29.0% disagreed to it and 65% were not sure about it. From the study results it is evident that student’s participation in library programs has increased post accreditation.

### 3.3.2 Impact on information utilization by faculty, academic environment and adequacy of budget

**Table 4:** Impact of accreditation on the information utilization by faculty, academic environment and budget adequacy

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Can’t Say</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per</td>
<td>No.</td>
<td>Per</td>
</tr>
<tr>
<td>Information utilization by faculty has increased</td>
<td>15</td>
<td>48.4</td>
<td>4</td>
<td>12.9</td>
</tr>
<tr>
<td>Academic environment is more conducive</td>
<td>16</td>
<td>51.6</td>
<td>4</td>
<td>12.9</td>
</tr>
<tr>
<td>Improved budget adequacy</td>
<td>19</td>
<td>61.3</td>
<td>7</td>
<td>22.6</td>
</tr>
</tbody>
</table>

Above Table 4 presents information pertaining to post accreditation impact on library processes in the NAAC accredited college libraries affiliated to Gondwana University, Gadchiroli.

**Information utilization by faculty has increased:** Based on the data it is observed that majority of the libraries i.e. 48.4% agreed that after accreditation, the information utilization by faculty has increased, while 38.7% are disagreed to the statement whereas 12.9% libraries are not sure about it. From the study results it is evident that in most of the libraries information utilization by faculty has increased.

**Academic environment is more conducive:** Majority of the libraries i.e. 51.6% agreed that accreditation has made the academic environment more conducive, while 35.5% disagreed to it whereas 12.9% were not sure about it. From the study results it is evident that in most of the libraries accreditation has made the academic environment more conducive.

**Improved budget adequacy:** Majority of the libraries i.e. 61.3% agreed that the accreditation resulted in adequate budgetary allocation for the college libraries, while 16.1% disagreed to the statement whereas 22.6% libraries are not sure about it. From the study results it is evident that accreditation resulted in adequate budgetary allocation in most of the libraries.

### 4.0 Conclusion

#### 4.1 Library Automation

From the study results, it is concluded that most of the college libraries affiliated to Gondwana University, Gadchiroli are partially automated i.e. only few processes are carried out in the library with the use of computers.

#### 4.2 Library Software Used

On the basis of study results, it is concluded that most of the college libraries affiliated to Gondwana University, Gadchiroli use LIBMAN software for their library operations.

#### 4.3 Impact of accreditation on library processes

The quality of library services: From the study results it is evident that in most of the libraries quality of services has improved after accreditation.

Proactive library staff: On the basis of study results it is evident that most of the library staff is proactive.

Student’s participation in library programs: From the study results it is evident that student’s participation in library programs has increased post accreditation.

Information utilization by faculty: In view of the study results it is evident that in most of the libraries information utilization by faculty has increased.

Academic environment: From the study results it is evident that in most of the libraries accreditation has made the academic environment more conducive.

Improved budget adequacy: From the
study results it is evident that accreditation resulted in adequate budgetary allocation in most of the libraries.

5.0 Bibliography


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Introduction

Training is a fundamental piece of human life. It is an essential condition for the improvement of the ‘entire man’ and a fundamental instrument for quickening the prosperity and thriving of all, toward each path. Without instruction, man would at present be living simply like a mind blowing slave or like sound savage.

In the expressions of Mahatma Gandhi, “By training, I mean illustration out the best in the youngster and man’s body, psyche and soul” (Gaid et al. 1973, p 19). This clarifies the job of instruction being developed of human character and how it empowers a person to partake adequately in public activity. All educationists, at various times, see training as a procedure of man’s development and improvement from early stages to development which happens in the online networking and is the consequence of steady communication among individuals on the planet. As indicated by Wells, “The instructor is the producer of history and the dynamic power of the school” (William
Clank, 1999). Instructors involve a vital job in any country, as they set up the natives of tomorrow. It is all around acknowledged that the nature of country relies on the nature of training conferred to its natives, which thusly relies on the nature of educators. Educators need to remember about the student's social and social foundation.

**Training of Educator**

Educator training is a program that is identified with the advancement of instructor capability and skill that would empower and engage the instructor to meet the necessities of the calling and face the difficulties in that. It assumes a significant job in forming and embellishment the propensities, habits or more all the character of understudies to end up powerful educators. The institutional atmosphere of instructor preparing foundation is reliant on instructor as well as on the chief, organization, framework, quality and the foundation of the understudy educators. Instructor is a significant job in the educative procedure. Instructor's character has essential effect on the understudy's learning, habits, conduct, character and character. The job of instructor is changing so quick. The educator should be imagined as a change specialist and not as an insignificant transmitter of information and culture. Educator training is a ceaseless procedure with pre-administration for structure up fundamental ability to get into the showing calling and the in-support of assistance the working instructors keep educated regarding the most recent advancement in instruction.

**Mental Health**

Mental health is an ability to adjust to the present situation and the likelihood that the individual will adjust to the forth coming situation. Mental health denotes the emotional stability and intellectual efficiency of people.

"Mental health is expressed in term of full expression, harmonization and direction to the common end of our native and acquired potentialities".

Understudies contrast in the manners in which they approach learning. All understudies have quality and capacities, yet every understudy may have a favored method for utilizing these capacities for learning. Understudies learn in various ways and shift in their capacities to play out certain assignment. A few people favor adapting verbally, while other appropriate material that is increasingly visual-spatial. The manner by which the understudies approach the learning task and the conduct in learning circumstances decides their learning style. Learning styles are legtine, full of feeling and physiological ways learns see, collaborate with, and react to the learning condition. Learning style alludes to the ways, the propensities and inclinations and the conditions under which an individual best learns. This favored method for learning in his/her normal method for learning. Among the gifts, which understudies carry with them, are manners towards the manner in which they sort out, recollect and consider new learning. Understudies with various learning styles comprehend and endeavor to take care of issues in various, generally stable ways.

The individual who adapts best by a specific learning style is tilted after the specific style. In this we can characterize the students as indicated by their learning styles. Eq. one who adapts best by observing is known as a visual students and the style is called visual learning style. Learning style hypothesis tends to distinction during the time spent learning and the diverse way individuals think and feel as they tackle issues and maker items.

As a rule, health of mental states infers that the individual conduct ought to be adjusted and furthermore that this equalization ought to be kept up in each circumstance. Health of mental states which today is perceived as a significant part of one's absolute wellbeing status, in a fundamental factor that adds to the support of physical wellbeing just as social
adequacy.

The point of each educator is to build up their understudies comprehension of the substance being instructed in the class, just as to help them in their advancement to end up free and keen issue distinguishing.

**Mental Health of a Teacher or B.Ed. Trainees**

A rationally solid and balanced B.Ed. educator students assume an indispensable job in advancing the emotional wellness of younger students and in accomplishing the psychological well-being goal of training. It the psychological well-being of instructor in insufficient. It will undoubtedly influence antagonistically the psychological wellness of younger students.

**Learning**

Learning is a mind boggling, interrelated arrangement of getting to data, getting it into the cerebrum, and handling that data to tackle issue or bolster exercises. According to brain science, learning is a procedure by which moderately perpetual changes in practices are relied upon to happen because of training (or) experience. Viable learning happens when the student shows availability to realize, when he is spurred to learn and in the event that he has a portion of the abilities required for learning, ownership of a portion of the resultant encounters is an additional legitimacy with respect to the student which encourages learning.

**Learning Style**

Learning styles are close to home manner by which individual procedure data and the courts of adapting new ideas and standards. Taking in styles vary from individual to person. For a similar individual they contrast from the subject to subject. According to the definitions offered by style example of conduct when c way to deal with learning an undertaking is his learning style. It is his inclination for conduct in learning circumstances. It is his inclination in a learning circumstance. Learning style has a direction on the accomplishment of a student. Information of the impact of different styles of learning and accomplishment will help the educators to encourage the students while learning. The learning style is a theoretical build that has been created to clarify the procedure of intervention among boosts and reactions. Character learning style Lay Cock (1978) Learning factors in the instructional condition. An operational meaning of interfaces with instructional conditions so as to create separate learns that, when all is said in done, learning style is a manner by which a student approaches an issue or manages learning circumstance. Dunn (1992) is likewise of the supposition that learning style is the manner by which each figuring out how to focus on, process and hold new and troublesome data. way, in any case, all concur that it alludes to singular trademark example of learning conduct which is inescapable and predictable in nature (Verma, 1988). Keefe (1979) characterizes emotional, and physiological elements that fill in as generally stable pointers of how a student sees, associates with (1992) characterize picking up Learning style alludes to the manner in which one inside speaks to encounters and reviews or procedures data.

**Factors That Shape And Influence Learning Styles**

The personal conduct standards related with the four fundamental learning styles are formed by exchanges among individuals and their condition at five distinct dimensions. They are: 1. Character 2. Instructive specialization 3. Expert profession 4. Present place of employment job and 5. Versatile abilities.

**Idea of Thinking:**

Man is a judicious creature fit for intuition and thinking. This reasoning is initiated after a significant lot of improvement from prior types of conduct believing is utilized to mean the way toward taking care of issues. Believing is said to be limited talking, sub vocal talking, certain language movement.

Believing is characterized as normally a consecutive excitement of images. Whittaker,
et al, characterizes believing is a complex psychological type of conduct which happens just at a moderately propelled phase of advancement, when easier and more straightforward techniques for managing the earth have demonstrated ineffectual.

Humphrey G. characterizes thinking as the one which happens in experience when a living being—human or creature meets, perceives and takes care of an issue. Thinking includes pictures of different sorts, solid exercises, discourse and ideas to discover answer for the issue.

Thinking utilizes images rather than articles and solid encounters. Believing is an internal intellectual procedure with distinct end or reason. Thinking does not fall back on engine investigation but rather for mental control of the articles, exercises and encounters. As per clinicians, suspecting happens at perceptual dimension, reasonable dimension and ideational dimension.

Believing is basic understanding of one’s observation. Believing is an emblematic action. Ross (1951), “Believing is a psychological action in its subjective perspective or mental concerning mental items.” Thinking is constantly coordinated towards accomplishing some reason. Believing is depicted as critical thinking conduct, identified with inward subjective conduct. Thinking has mental investigation than engine investigation. In speculation, a psychological arrangement of the issue is brought out through certain signs, images and mental pictures. Thinking can move promptly over a range of existence.

Believing is one of the significant parts of one’s psychological conduct. Regularly we hear remarks like ‘think before you act’ or ‘think before you talk’, consequently thinking gives the base on which our intellectual, full of feeling and conative conduct depends. Besides the profitable innovations and manifestations of craftsmanship utilizes our reasoning and thinking powers. The advancement of reasoning and thinking powers not just aides in taking care of the various issues one faces in one’s pragmatic life yet in addition causes in endeavoring to settle the most normal, social, social and logical issues for the upliftment of the general public and mankind. Present training framework chiefly moves in building up the critical thinking capacity of understudies through their thinking and thinking powers.

**Decision-making**

In the expressions of Andrew M Colman (2009), “The demonstration or procedure of making an alluded activity or game-plan from a lot of options”. As indicated by George R. Terry (2001) basic leadership is “the choice dependent on certain criteria of one conduct elective from at least two potential options”. In the expressions of Moore (2001), “Basic leadership is a mix of reasoning, choosing and acting”.

As indicated by Encyclopedia of Social Sciences, “Basic leadership is a social procedure that chooses an issue for choice (i.e., decision) and produces a set number of choices, from among which a specific option is chosen for usage and execution.

**Decision-production abilities and educator**

The aptitude of basic leadership is basic for instructors. It is observed to be valuable in their day by day schedule exercises. Usually during the time spent encouraging an enormous gathering at the school level, an instructor is bound with the assignment of isolating them into littler gatherings for making learning compelling. In this errand, an educator needs to choose at first whether the gathering ought to be heterogeneous or homogeneous; at that point the individuals from the gathering; at that point the undertaking to be allotted; an opportunity to be booked; the pioneers for each gathering; wrapping up the gathering action; or more all observing the gatherings movement. In this procedure, on the off chance that the educator chooses improperly, at that point the motivation behind the gathering movement itself will be
imperiled. Hence an instructor should be a decent chief. 

**Significance of the study**

It is frequently said that high knowledge may guarantee the individual, yet it may not make him a top individual, since, general insight and scholastic achievement makes just 20% of one’s life achievement and modification (Goleman 1995). Today the standard of the work spot is quickly changing another measuring stick is being utilized to pass judgment on individuals. This isn’t only as far as how keen an individual is or what his scholastic capability is, yet additionally by how well he can deal with himself as well as other people.

Unimportant keen remainder can’t anticipate achievement throughout everyday life. In working situations, emotional insight helps more than one’s scholarly potential as far as one’s savvy remainder or even proficient aptitudes and capabilities. An expertly equipped individual having poor enthusiastic knowledge may endure because of his powerlessness to manage his self or coexisting appropriately with others. An individual’s passionate insight helps much in all circles of life through its different constituents or segments to be specific learning of one’s feelings and taking care of relationship. The accomplishment of the final products regarding better treatment of shared connections is very fundamental and critical in one’s life. It is conceivable through one’s capability of enthusiastic insight and its legitimate improvement. Hence enthusiastic knowledge basically mirrors one’s capacity to manage other individuals and with one’s very own sentiments thus passionate insight is of prime significance for the understudy educators. Since educating is a creation procedure, confidence is significant for the planned instructors.

“Confidence” alludes to the conviction that one can be fruitful. Confidence is something more crucial than the ordinary ups and down related with situational change. Confidence is a frame of mind of acknowledgment towards self. It alludes to the amount one like’s one self and like one self. It impacts one’s communications with companions, educators and relatives and furthermore impacts the bigger world around us. In short our feeling of confidence influences all that we do.

The auxiliary instructor training under studies are gaining aptitudes for study hall the executives and direction. They need to settle on right choice in a perfect time for a correct circumstance. The basic leadership includes judicious reasoning and high confidence. In this examination examiner needs to know, how far enthusiastic insight and confidence will impact basic leadership abilities of the optional educator instruction understudies.

**Statement of the problem**

In the present situation, quantities of difficulties are in front of auxiliary instructor training understudies and they are in a situation to beat those issues with mental dependability. As indicated by analysts’ enthusiastic insight, confidence and basic leadership abilities are in charge of the accomplishment of a person. An individual who can carry on viably and manage individuals have great passionate insight and basic leadership abilities. To perform well and to be fruitful in one’s calling, the capacity to settle on savvy choices utilizing their higher request thinking aptitude is extremely compulsory. The optional educator training understudies need to manage their duty both in their family and in their calling. They would need to handle the discouraging minutes, negative involvement and commonsense challenges in working conditions. So the examination is made on enthusiastic knowledge of auxiliary instructor training understudies, further on their capacities to think sanely and to settle on choices methodically by embracing the ideas of basic leadership is to be analyzed. It is the fundamental for the optional educator instruction understudies to have a wide range of mental characters, for
example, passionate knowledge, confidence and decision making abilities. Subsequently the agent needs to contemplate the impact of enthusiastic insight, confidence and basic leadership abilities of auxiliary instructor training understudies.

**Objectives:**

1. To study the mental health, learning style, thinking style and decision making style of B.Ed. trainees.
2. To see the relationship of mental health of B.Ed. trainees in relation to their thinking style of left hemisphere.
3. To see the relationship of mental health of B.Ed. trainees in relation to their thinking style of right hemisphere.
4. To see the relationship of mental health of B.Ed. trainees in relation to their learning style.
5. To see the relationship of mental health of B.Ed. trainees in relation to their decision making style.
6. To compare the mental health of B.Ed. trainees in relation to their gender.
7. To compare the mental health of B.Ed. trainees in relation to their locale.
8. To compare the thinking style of B.Ed. trainees in relation to their left hemisphere and right hemisphere.
9. To compare the thinking style of B.Ed. trainees of left hemisphere in relation to their gender.
10. To compare the thinking style of B.Ed. trainees of right hemisphere in relation to their gender.
11. To compare the thinking style of B.Ed. trainees of right hemisphere in relation to their locale.
12. To compare the thinking style of B.Ed. trainees of right hemisphere in relation to their locale.
13. To compare the learning style of B.Ed. trainees in relation to their gender.
14. To compare the learning style of B.Ed. trainees in relation to their locale.

**Hypothesis**

1. There is no significant relationship between mental health of B.Ed. trainees in relation to their left hemisphere of thinking style.
2. There is no significant relationship between mental health of B.Ed. trainees in relation to their right hemisphere of thinking style.
3. There is no significant relationship between mental health of B.Ed. trainees in relation to their learning style.
4. There is no significant relationship between mental health of B.Ed. trainees in relation to their decision making style.
5. There is no significant difference between mental health of B.Ed. trainees in relation to their gender.
6. There is no significant difference between mental health of B.Ed. trainees in relation to their locale.
7. There is no significant difference between mental health and thinking style of B.Ed. trainees in relation to their left hemisphere and right hemisphere.
8. There is no significant difference between mental health and thinking style of B.Ed. trainees of left hemisphere in relation to their gender.
9. There is no significant difference between mental health and thinking style of B.Ed. trainees of left hemisphere in relation to their locale.
10. There is no significant difference between mental health and thinking style of B.Ed. trainees of right hemisphere in relation to their gender.
11. There is no significant difference between mental health and thinking style of B.Ed. trainees of left hemisphere in relation to their locale.
12. There is no significant difference between learning style of B.Ed. trainees in relation to their gender.

13. There is no significant difference between learning style of B.Ed. trainees in relation to their locale.

14. There is no significant difference between decision making style of B.Ed. trainees in relation to their gender.

15. There is no significant difference between decision making style of B.Ed. trainees in relation to their locale.

Delimitation

1. The study was delimited to Baghpat district, U.P.

2. The study also delimited to 400 B.Ed. trainees of secondary teacher training institution.

3. The study was delimited to four variable i.e. mental health, learning style, thinking style and decision making style.

Research Methodology Used

This study is based on descriptive survey method. The specialist embraced study strategy with the end goal of the examination as it is worried about present points of deciding the status of wonder under the agent. This strategy is generally utilized in the field of research. It investigation the existiy circumstance make speculation on each significant part of pervasive marvel. The fundamental reason for study was to know the relationship of mental health states of B.Ed. students with learning and thinking style basic leadership style.

Selection of Sample

The population in the present study consists of all the B.Ed. teachers trainees studying in B.Ed. college affiliated to C.C.S. University in U.P. STATE.

Tools used

1. Mental health inventory by Dr. Jagdish & Dr. A.K. Srivastava
2. Learning style by Honey & Mumford
3. SOLAT by Dr. D. Venkatraman
4. Decision making style by Scott & Bruce

Design and Procedure of the Study

A good sample is on which in unbiased and representative of the whole population. For conducting a research it is important to have a representative sample because it seems impracticable, if not possible to be the whole population keeping in view the nature of this study, random sampling techniques was thought of as a most appropriate of all the sampling techniques. Thus by using random sampling method 400 trainees from B.Ed. teacher training in Baghpat district, were selected to form the conclusion. Therefore the present study consisted of 400 trainees.

Result of the study

The present study aimed at studying mental health of B.Ed. trainees in relation to their thinking style, learning style and decision making style. The main aim was to see that thinking style, learning style and decision making style any relationship with mental health of B.Ed. trainees and demographic variables like gender, locale have any impact on mental health, thinking style, learning style and decision making style of B.Ed. trainees. Discussion of results have been done by taking the hypotheses:

Ho1:- The null hypothesis that there is no significant relationship between mental health of B.Ed. trainees in relation to their left hemisphere of thinking style stands "REJECTED."

Ho2:- The null hypothesis that there is no significant relationship between mental health of B.Ed. trainees in relation to their right hemisphere of thinking style stands "REJECTED."

Ho3:- The hypothesis that there exists no significant relationship between mental health of B.Ed. trainees in relation to their learning style is "REJECTED." The possible reason for this could be that learning style have belief in their abilities and so have mental health.

Ho4 :- The null hypothesis that there is no
significant relationship between mental health of B.Ed. trainees in relation to their decision making style stands “REJECTED.”

H05:- The hypothesis (H05) that there exists no significant difference between mental health of male and female B.Ed. trainees is “REJECTED.”

H06:- The hypothesis (H06) that there exists no significant difference between mental health and locality of B.Ed. trainees is “RETAIRED”.

H07:- The hypothesis (H07) stating that there exists no significant mean difference between thinking style of left hemisphere and right hemisphere B.Ed. trainees is “REJECTED.”

H08:- The hypothesis (H08) that there exists no significant difference between mental health and thinking style of B.Ed. trainees of left hemisphere in relation to their gender” REJECTED.”

H09: The hypothesis (Ho9) that there exists no significant difference between mental health and thinking style of B.Ed. trainees of right hemisphere in relation to their gender “REJECTED.”

H010:- The hypothesis (H08) that there exists no significant difference between mental health and thinking style of B.Ed. trainees of right hemisphere in relation to their locale “REJECTED.”

H011:- The hypothesis (Ho9) that there exists no significant difference between mental health and thinking style of B.Ed. trainees of right hemisphere in relation to their locale “REJECTED.”

H012: The hypothesis (Ho12) that, there is no significant difference between learning style of male female B.Ed. trainees is “RETAIRED.”

H013: The hypothesis (Ho12) that, there is no significant difference between learning style of rural and urban B.Ed. trainees is “RETAIRED.”

H014:- The hypothesis (Ho14) that, there is no significant difference between decision making style of male female B.Ed. trainees is “RETAIRED.”

H015:- The hypothesis (Ho15) that, there is no significant difference between decision making style of male and female B.Ed. trainees is “RETAIRED.”

Suggestions For Further Research

Suggestions on the topic on which further research studies can be concluded are given below:-

1. The present investigation was carried out on 400 B.Ed. trainees of U.P. state. Similar study can be carried on a large sample to get more authentic results.

2. A similar study can be carried out upon the different areas also.

3. A comparative study of similar type may be carried out in different states to study certain variations.

4. The variables used for this study viz. thinking style, learning style and decision making style can be studied in relation to other variables like personality, environment, aspiration level etc.

5. Apart from professional commitment and stress management other variables like intelligence, working style, environment etc. which affect mental health can be explored in further research.

6. Standardized tool may be developed to measure mental health of B.Ed. trainees.

7. Different states can be taken for comparative study with same variables.

8. The study can be the comparison of two or more neighboring states like Haryana and Delhi etc.

9. The study can be done the comparison of two states one from east and other from west India and vice versa.

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**Abstract**

Enterprise risk management (ERM) is a relatively new discipline that focuses on identifying, analyzing, monitoring, and controlling all major risk classes (e.g., credit, market, liquidity, operational risk classes). Operational risk management (ORM) is a subset of ERM that focuses on identifying, analyzing, monitoring, and controlling operational risk. The purpose of this paper is to explain what enterprise risk management is and how operational risk management fits into the ERM framework. In our conclusion, we discuss what is likely to happen in the ERM / ORM environment over the next 5 years.

**Introduction**

As the Internet has come of age, companies have been rethinking their business models, core strategies, and target customer bases. “Getting wired,” provides businesses with new opportunities, but brings new risks and uncertainty into the equation.

Mismanagement of risk can carry an enormous cost. In recent years, business has experienced numerous, related risk reversals that have resulted in considerable financial loss, decrease in shareholder value, damage to company reputations, dismissals of senior management, and, in some cases, the very dissolution of the business. This increasingly risky environment, in which risk mismanagement can have dire consequences, mandates...
that management adopt a new more proactive perspective on risk management.

What is Enterprise/Operational Risk Management?

Clearly, there is a correlation between effective risk management and a well-managed business. Over time, a business that cannot manage risk effectively will not prosper and, perhaps fail. A disastrous product recall could be the company’s last. Rogue traders lacking oversight and adequate controls have destroyed old well-established institutions in a very short time. But, historically, risk management in even the most successful businesses has tended to be in “silos”—the insurance risk, the technology risk, the financial risk, the environmental risk, all managed independently in separate compartments. Coordination of risk management has usually been non-existent, and identification of emerging risks has been sluggish.

This paper espouses a recent concept—enterprise-wide risk management—in which the management of risks is integrated and coordinated across the entire organization. A culture of risk awareness is created. Companies across a wide cross-section of industries are beginning to implement this effective new methodology.

Enterprise / Operational Risk Management

At first glimpse, there is much similarity between operational risk management and other classes of risk (e.g., credit, market, liquidity risk, etc.) and the tools and techniques applied to them. In fact, the principles applied are nearly identical. Both ORM and ERM must identify, measure, mitigate and monitor risk. However, at a more detailed level, there are numerous differences, ranging from the risk classes themselves to the skills needed to work with operational risk.

Operational risk management is just beginning to define the next phase of evolution of corporate risk management. Should firms be able to develop successful ORM programs, the next step will be for these firms to integrate ORM with all other classes of risks into truly enterprise-wide risk management frameworks. See Exhibit 1 for an example of an ERM / ORM organizational structure representative of the banking industry:

Exhibit 1 - ERM Organization Chart

Note – the major categories of risk to which financial services firms expose themselves are credit risk, market risk and operational risk. Not surprisingly, financial services firms’ largest risk concentrations—credit risk and market risk are most effectively managed.

Why Enterprise / Operational Risk Management?

There are many reasons ERM / ORM functions are being established within corporations. The following are a few of the reasons these functions are being established.

Magnitude of Problem

The magnitude of loss and impact of operational risk and losses to date is difficult to ignore. Based on years of industry loss record-keeping from public sources, large operational risk-related financial services losses have averaged well in excess of $15 billion annually for the past 20 years, but this only reflects the large public and visible losses. The majority of these losses have occurred in financial services, which explains the industry’s leading focus on operational risk management especially in the area of asset-liability modeling and treasury management models to manage risks in the highly volatile capital markets activity of derivative trading and speculation.

Increasing Business Risks

With the increasing speed of change for
all companies in this new era, senior management must deal with many complex risks that have substantial consequences for the organization. A few forces currently creating uncertainty are:

- Technology and the Internet
- Increased worldwide competition
- Free trade and investment worldwide
- Complex financial instruments
- Deregulation of key industries
- Changes in organizational structures from downsizing, reengineering, and mergers
- Increasing customer expectations for products and services
- More and larger mergers

Collectively, these forces are stimulating considerable change and creating an increasing risk in the business environment.

Regulatory

The international regulators clearly intend to encourage banks to develop their own proprietary risk measurement models to assess regulatory, as well as economic, capital. The advantage for banks should be a substantial reduction in regulatory capital, and a more accurate allocation of capital vis-à-vis the actual risk confronted.

The Basel Committee on Banking Supervision submitted a paper “Sound Practices for the Management and Supervision of Operational Risk” for comment by the banking industry. In developing these sound practices the Committee recommended that banks have risk management systems in place to identify, measure, monitor and control operational risks. While the guidance in this paper is intended to apply to internationally active banks, plans are to eventually apply this guidance to those banks deemed significant on the basis of size, complexity, or systemic importance and to smaller, less complex banks. Regulators will eventually conduct regular independent evaluations of a bank’s strategies, policies, procedures and practices addressing operational risks. The paper indicates an independent evaluation of operational risk will incorporate a review of the following six bank areas:

- Process for assessing overall capital adequacy for operational risk in relation to its risk profile and its internal capital targets;
- Risk management process and overall control environment effectiveness with respect to operational risk exposures;
- Systems for monitoring and reporting operational risk exposures and other data quality considerations;
- Procedures for timely and effective resolution of operational risk exposures and events;
- Process of internal controls, reviews and audit to ensure integrity of the overall risk management process; and
- Effectiveness of operational risk mitigation efforts.

Market Factors

Market factors also play an important role in motivating organizations to consider ERM / ORM. Comprehensive shareholder value management and ERM / ORM are very much linked. Today’s financial markets place substantial premiums for consistently meeting earnings expectations. Not meeting expectations can result in severe and rapid decline in shareholder value. Research conducted by Tillinghast-Towers Perrin found that with all else being equal, organizations that achieved more consistent earnings than their peers were rewarded with materially higher market valuations. Therefore, for corporate executives, managing key risks to earnings is an important element of shareholder value management. The traditional view of risk management has often focused on property and liability related issues or internal controls. However, “traditional” risk events such as lawsuits and natural disasters may have little or no impact on destroying shareholder value compared to other strategic and operational exposures—such as customer demand shortfall, competitive pressures, and cost overruns. One explanation for this is that traditional risk hazards are relatively well understood and managed today—not that they don’t matter.
Managers now have the opportunity to apply tools and techniques for traditional risks to all risks that affect the strategic and financial objectives of the organization.

For non-publicly traded organizations, ERM / ORM is valuable for many of the same reasons. Rather than from the perspective of shareholder value, ERM / ORM would provide managers with a comprehensive overview of other important items such as cash flow risks or stakeholder risks. Regardless of the organizational form, ERM / ORM can be an important management tool.

**Best-Practice**

Senior managers need to encourage the development of integrated systems that aggregate various market, credit, liquidity, operational and other risks generated by business units in a consistent framework across the institution. Consistency may become a necessary condition to regulatory approval of internal risk management models. An environment where each business unit calculates their risk separately with different rules will not provide a meaningful oversight of firm-wide risk. The increasing complexity of products, linkages between markets, and potential benefits offered by overall portfolio effects are pushing organizations toward standardizing and integrating risk management.

**Conclusion**

It seems clear that ERM / ORM is more than another management fad or academic theory. We believe that ERM / ORM will become part of the management process for organizations in the future. Had ERM / ORM processes been in place during the past two decades, a number of the operational risk debacles that took place may not have occurred or would have been of lesser magnitude.

Companies are beginning to see the benefit of protecting themselves from all types of potential risk exposures. By identifying and mapping risk exposures throughout the organization, a company can concentrate on mitigating those exposures that can do the most damage. With an understanding of risks, their severity, and their frequency, a company can turn to solutions; be it retaining, transferring, sharing, or avoiding a particular risk.

**Our thoughts on what will happen in the ERM / ORM environment in the next 5 years are:**

In the next 5 years, it is likely that companies will no longer view risk management as a specialized and isolated activity: the management of insurance or foreign exchange risks, for instance. The new approach will keep managers and employees at all levels sensitized to and concerned about risk management. Risk management will be coordinated with senior management oversight and everyone in the organization will view risk management as part of his or her job. The risk management process will be continuous and broadly focused. All business risks and opportunities will be covered.

In the next 5 years, the use of bottom-up risk assessments will be a standard process used to identify risks throughout the organization. The self-assessment process will involve everyone in the company and require individual units to focus and report on the threats to their individual business objectives. Through the self-assessment process, the organization will be able to understand loss potential and risk control by business, by profit center and by product. The individual line manager will begin to understand the loss potential in his or her own processing system.

In the next 5 years, the use of top-down scenario analysis will be another standard method used to identify risks throughout the organization. Top down scenario analysis will determine the risk potential for the entire firm, the entire business, organization, or portfolio of business. By its very nature, it is a high-level representation and cannot get into the bottom-up transaction-by-transaction risk analysis.

For example, because Microsoft has a campus of more than 50 buildings in the Seattle area, earthquakes are a risk. In the past, Microsoft looked at silos of risk. For example, they would have looked at property insurance when they considered the risks of an earthquake and thought about protecting equipment and buildings. However, using scenario analysis they are now taking a more holistic perspective in
considering the risk of an earthquake.

The Microsoft risk management group has analyzed this disaster scenario with its advisors and has attempted to quantify its real cost, taking into account how risks are correlated. In the process, the group identified risks in addition to property damage, such as the following:

- Director and officer liability if some people think management was not properly prepared.
- Key personnel risk
- Capital market risk because of the firm's inability to trade.
- Worker compensation or employee benefit risk.
- Supplier risk for those in the area of the earthquake.
- Risk related to loss of market share because the business is interrupted.
- Research and development risks because those activities are interrupted and product delays occur.
- Product support risks because the company cannot respond to customer inquiries.

By using scenario analysis, management has identified a number of risks that it might not have otherwise and Microsoft is now in a better position to manage these risks. The future ERM / ORM tools such as risk assessment and scenario analysis will assist companies in identifying and mitigating the majority of these risks.

In the next 5 years, companies will be using internal and external loss databases to capture occurrences that may cause losses to the company and the actual losses themselves. This data will be used in quantitative models that will project the potential losses from the various risk exposures. This data will be used to manage the amount of risk a company may be willing to take.

In the next 5 years, companies will allocate capital to individual business units based on operational risk. By linking operational risk capital charges to the sources of that risk, individuals with risk optimizing behavior will be rewarded and those without proper risk practices will be penalized.

In the next 5 years, internal audit will become even more focused on how risks are managed and controlled throughout the company on a continuous basis. Internal audit will be responsible for reporting on integrity, accuracy, and reasonableness of the company's entire risk management process. In addition, Internal Audit will be involved in ensuring the appropriateness of the company’s capital assessment and allocation processes. Furthermore, audit will influence continual improvement of risk management and controls through the sharing of best practices.

In the next 5 years, external auditors will be required to report on the efficiency and effectiveness of a company's risk management program. These companies will be required to disclose the scope and nature of risk reporting and/or measurement systems in their annual reports.

Overall, companies will be better positioned in the next 5 years to deal with the broad scope of enterprise-wide risks. By implementing the ERM / ORM process now, companies will begin to maximize their overall risk profile for competitive advantage.

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Modern Trend Setters Of Punjab And Their Contribution In Commercialising Punjabi Folk Music

Harsimran Kaur Bhatti

Introduction to Folk Music

Folk music or folklore is a type of traditional and rural folk music which has passed through generations to come to us from the word of mouth. Folk music is basically the music which has helped people to express the ideas, the ideals, their emotions and culture through the medium of songs. Listening to these we can tell about the habits, customs and the belief of these people in a musical form.

This concept may vary from culture to culture, folk music has always existed in our Indian heritage and tradition and is popularly known as ‘LokSangeet’ amongst the mass. It can also be called as the music of the ‘common man’.

Folk music cannot be referred to a particular village or town but is actually related to the people who live there.

Moving to the lyrical aspect of folk music, the basic elements of all the folk songs are assisted with inbred instruments. Music and rhythm can be seen as the soul of any folk song; this is the reason we call folk music as the authentic or natural music of any culture or region.

Punjabi Folk Music

Punjab has always been a rich state, when it comes to its culture, this ‘Land of Five Rivers’ is immensely rich in its folklore, cultural heritage, the beautiful folk verses and of course, the rich legacy of unlimited folk songs which are handed down through generations.

The folk music of Punjab which primarily include folk stories, folk tales, proverbs, and riddles all these have been a vital element of its culture and traditions.

Punjab being a diverse cultural and a big state have different dialects with in itself. These dialects can be heard through the different folk songs.

The three majorly spoken and sung dialects are:-

1. Majhi
2. Doabi
3. Malwai

All these dialects have their own specialty in speaking and can also be seen in the major authentic Punjabi folk songs.

Figure 1 West Punjab (Pakistan) & East Punjab (present Punjab of India). Image taken from google images.

The language of different folk songs can be differentiated through these dialects for ex.

a) if we are singing the authentic Punjabi folk ‘HEER’ written by ‘Bulleh shah’ its dialect can be referred to the old Punjab known as ‘Lehnda Punjab’ i.e. West Punjab (now Pakistan) as shown in the above map. These dialects have wide references to the Majhi dialect.

b) than if we take the authentic original ‘MIRZA’ which is also a majorly sung and popularly sung folk song of Punjab. This song have its references to ‘Charda Punjab’ i.e. The East Punjab which is now the present Punjab of India. This comes under the ‘Malwai’ region of
Punjab and its dialect have wide references to ‘Malwai’ dialect.

If we listen the latest commercial folk songs of Punjab this Malwai dialect is being used prominently into it. The modern Punjabi singers and lyricists are using this dialect more into their songs and compositions. Most of the people from Punjab call this as ‘Mithi Boli’ which is the sweetest dialect amongst all the dialects of Punjabi language.

**Modern Commercialisation of Authentic Punjab Folk**

Commercialisation of music is a global trend now. The music could be of any country or state or region is now being globally commercialised. The music of Punjab is also a part of this trend some people criticise this trend but majorly people are in favour of this trend.

Today's globalised world has its advantages of popularising the music of different countries of the world over the globe through the medium of social media. Through this mean world music now being popularised and widely accepted in Indian and other Asian countries as well. The people from India who are in support of this global trend take this as an achievement for our Punjabi culture, folklore and tradition also, as through this medium our Punjabi music is also now being globally popularised. Punjabi music is being accepted not only by the western countries but also by African, Australians and other countries and of course by its people.

All the modern singers from Punjab who still have the authentic folk as their main genera, are now commercialising their style by mixing it with new electronic and commercial instruments and equipment. Through electronic media and newly developed electronic means for recording and producing music Punjabi music producers are giving a new touch and feel to the old folk. This fusion is now developing great interest amongst the people over the globe in Punjabi folk music.

Punjabi singers are now widely accepted, honoured and are also being invited to perform not only in western countries but in Arabic, African, Indonesian, Egyptian and many others states like these.

Singers like Jasbir Jassi, Hans Raj Hans, Diljit Dosanjh, Daler Mehendi, and many others are the most widely known singers over the globe. Based on their own social media following they have a bigger fan following in Canada, USA, UK and Australia than India.

Punjabi music is now being created more in foreign countries than its own origin country India. The music directors and producers living abroad have more freedom to explore and implement new ideas in Punjabi music. They are trying to produce and present a new version of Punjabi music to the world. Introducing new electronic software production in authentic Punjabi music they are making it widely accepted. They are taking references from the music of different countries of the world and are trying to mix in with their own styles and cultural music of Punjab.

**Some Modern Trend Setters and their views on the Commercialisation of Punjabi Folk Music**

Different artists have different views on the commercialisation of the music of Punjab. Some artists have evolved their musical performances and some still promote the authentic form of folk through their performances.

Going in detail I have self-interviewed some popular artists of the country which include the 3 popularly known singer & video director/ producer.

A.) **Hans Raj Hans (well known for Punjabi Sufi singing)**

Hans Raj Hans is a sufisinger from Jalandhar, has emerged from the folk tradition successfully. He has been amongst those who have represented Indian Sufi and folk singing in UK, USA, Canada, Philippines, West Asia, Europe and over the globe. He was introduced to music at a very early age of his childhood. At the age of ten he started living within strict regimen of ‘Guru Shishya Parampara’ under the guidance of Puran Shah Koti. His style consisted of Kaafis of Shah Hussain, Baba Bulle Shah which confined his singings into the Sufiana Qalam.
In his interview on the commercialisation of Punjabi music not only shows exceptional respect and regard to the authentic form of Punjabi music but shows his appreciation and acceptance to the new trends and changes.

1. Asking about his views on the transformation of the old folk with in few years he said,

“For me the meaning of music is actually what is related to the people and what people do in their day to day life. The way people have their lifestyle is the way the music goes and is being sung or made. Today’s music is more ‘light’ that is reason we find the authentic folk, classical more deep and soulful. The old music was not imaginary; it is called authentic because it is written by the great literary writers of our county, the great saints like Bulle Shah, Kabir, Sheikh Farid and many others. These have actually helped us to connect to the almighty through songs and music. On the contrary today’s commercial music has not been able to raise itself from the outer beauty or the physics. For me the process of reaching from physics to metaphysics is the process through which we can reach the almighty.”

2. Asking about the changes in performance he has done in his own commercial songs he said,

“The new trend of western orchestra is started now. When I started, there were only Indian instruments which were used. These are more soft and melodious, but the increase in globalisation of music made the people move towards the western music instruments more. I personally appreciate all kind of music. Even in western music there have been great musicians who have created various benchmarks in their genres. According to me one should be open enough to appreciate, accept and adopt new things from different musical music sources. There is no use of your own music or style if it is not musical.”

B.) Jasbir Jassi (Bollywood and Punjabi Pop Singer)

Jasbirjassi is a well known Punjabi and bollywood singer. When it comes to name some of the respected popular ones in Punjabi music industry who have given their lives to music Jasbir Jassi ji, is amongst them. He has learnt from VS Jolly and Puran Shah Koti of the sufiana fame. Classical guru Shaukat Ali Khan also influenced and inspired him. He is well known for his Punjabi and bollywood hits like ‘Dil Lai Gayi Kudi Gujrat Di’, ‘Koka Tera Koka’, ‘Laung Da Lishkara’,

Asking about how he related the traditional folk and sufi music of Punjab with the contemporary music he said,

“Today’s music have the same beats and melody which our old music had. If someone has learnt a particular genre and get influenced by Punjabi Music that is how the new form of punjabi music is created, otherwise according to me everything is the same, for ex. Lets take the Hip-Hop beat, which is trending nowadays, punjabi music is that wide, even these Hip-Hop beats can be fused and mixed into the bhangra beats. Likewise the house music can also be related to the old form of Gidda music, by mixing both a new form of music can be created.”

Telling further he said,

“According to me the old music is carried in the same way even in today’s society but the reputation of sound quality is now deteriorated. What I feel the reason is that today’s generation can be more updated and well equipped technically but is is musically poor. They are just mixing the old compositions of authentic folk songs of Punjab like Heer & Challa and presenting it to the audience with the new updated beats and sounds, doing so they are producing new things but are unable to maintain the flavour or feel of these in their production.”

C.) Preet Singh (Video Director from Film Makers Harry Singh/ Preet Singh)

Preet Singh is amongst the top most video directors we have trending in our Punjabi Music industry now. When it comes to big, wide frame, huge, colourful videos he is definitely the one earning and acquiring the No. 1 position in the long race. Like his royal, classy and elegant looking videos on screen he is definitely the
‘King’ amongst all the filmmakers, having all the super stars and big name in his list. Watching his songs and videos we can definitely recall our old punjabi culture but yes, with a tint and blend of the new trend and commercial touch to it.

He is having the most viral and world widely popular songs in his list. From Sunanda sharma’s ‘Patake’, Jordan Sandhu’s ‘Teeje Week’, Jazzy B’s ‘Naag 3’ to the song of the most popular punjabi and bollywood actor and pop artist we have now from our industry Diljit Dosanjh’s ‘Gulabi Pagg’ and ‘Thug Life’, he have all these in his list. The list is no less, these were only the names of the most viral and big shot songs in his list, he have many more and the list is never ending.

All these video clearly shows our colourful Punjabi culture and tradition. He has presented each one with new trend in contemporary and commercial flavour. Not only this, moving to Hip-Hop now he has created a video with the top Hip-Hop artist of this generation YoYo Honey Singh. In this video he has blended Hip-hop with his love Bhangra. Definitely a new form of bhangra is created and will bee seen next which is on its way to release.

Coming from an engineering background and now becoming the top most video director he proved that to be successful in any field you need not to do a professional course of that field, but just need to be true, honest and motivated enough to struggle and fight and have a great team with same goal.”Humko kuch nai aata hai, isiliye hume sab aata hai”(we don’t know anything this is the reason we know everything).

He said, I haven’t learned video direction from anyone I just wanted to come on television and tried as a model this motivated me enough to reach here where I am today. I never thought of coming this far its just god’s plan and grace I am here. I am very thankful to god.

1. Asking about how his videos are super colourful like our punjabi culture, that too with a blend of trendy commercial stuff he said, well, there no particular method behind it. What I feel, is every single person in today’s generation whosoever is liking our Desi (folk) culture is himself internally folk. I make every video of mine with the flow. What so ever is going to look beautiful on screen I try to portray it in my videos. This is just the way I think, these are my thoughts. My videos are what I am from my heart. It is internal me. When I hear any beat, those beats themselves tell me to treat them the way u see them in my videos. There is no particular definition for making commercial content. My production looks commercial because of its audio. It is the beat, content and the lyrics which are commercial and trendy. There are some typical beats which are sure short hit and are present in the industry from past many years. Only the mix master, the vocals, the instruments are changed, the all over feel is still folk and authentic.

2. Asking about this views on the commercialisation of Punjabi Music industry he said,

"it is great that our industry is commercialised now, more money is started revolving in the industry. Through this content more business is being generating in the industry. For me this is the definition of commercial. If your audio is capable of creating revenue than the final product will automatically be commercial.”

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INTRODUCTION

Chronic unemployment is a characteristic feature of almost all underdeveloped or even developing economies and in India, the problem is more serious. No doubt, efforts have been made during the plan period for removal of unemployment and underemployment, our economic policy has also been directed towards these issues, but still the employment situation in the country is marred by a number of ugly marks. Large many are underemployed. Many are without work. Quite a number, though educated, find no or little work to use their talent and skill. Therefore, it is imperative to make efforts to take up the subject of unemployment to explain its various types, its magnitude and dimensions, its problem, its cause and remedies, as well as government policy in this regard.

The problem of unemployment and underemployment in India prevails in different forms but basically the problem is structural in nature. It is associated with the inadequacy of productive capacity to create enough jobs for all those able and willing to work. In India, not only the productive capacity (largely the capital stock) is much below the needed quantity, it is also found increasing at a slow rate. As against this, additions to labour force are taking place at a faster rate on account of the rapidly growing population. Thus, while new productive jobs are on the increase, the rate of increase being low, the absolute number of unemployed persons is rising from year to year.

This sort of unemployment is not a temporary phenomenon in the sense that it will pass off on its own after a lapse of time. It is chronic. It requires for its solution the application of long term measures for remedying the defects in the economic structure. In other words, it is the rapid development of the economy alone that can take care of unemployment.

Priority criterion of current weekly status (Eleventh Five year plan, p. 6). Prof. Raj Krishna had also observed in the context of current daily status unemployment that the daily status flow rate is evidently the most inclusive, covering open as well partial unemployment. It is, therefore, the rate which is most relevant (Govt. Of India, planning commission Sixth Five Year Plan, 1980-85, New Delhi 1981, P. 207)

In India, the problem of chronic unemployment is not so serious as compared to the enormous problem of the discontinuous underemployment of section of the labour force whose composition keeps on changing over time. This factor has important policy implication and has thus to be kept in mind while employment programmes are chalked out.

Estimates of unemployment (1972-73 to 1993-94).

The unemployment rates by the three alternative concepts of the usual status, the current weekly status and the current daily status have become available from the various rounds of NSSO (National sample survey organisation) surveys for this years 1972-73, 1977-78, 983, 1987-88 and 1993-94 which are evident from the table below (Table2.1).

<table>
<thead>
<tr>
<th>Year</th>
<th>Male UPSS</th>
<th>Female UPSS</th>
<th>Male CWS</th>
<th>Female CWS</th>
<th>Male CDS</th>
<th>Female CDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>3.0</td>
<td>5.5</td>
<td>6.8</td>
<td>11.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1977-78</td>
<td>3.6</td>
<td>4.1</td>
<td>7.1</td>
<td>9.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>1.4</td>
<td>4.3</td>
<td>1.7</td>
<td>9.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987-88</td>
<td>4.2</td>
<td>4.4</td>
<td>4.6</td>
<td>6.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993-94</td>
<td>3.1</td>
<td>2.9</td>
<td>5.6</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The rates of unemployment do not indicate any clear trends over the 21 year period, that is, from 1972-73 to 1993-94. However, if we compare the unemployment position in 1993-94 with that in 1983 and 1972-73, we observe that there has been a marginal decline in unemployment rates.

For the purpose of realizing the goal of “employment for all” over a period, an assessment of the backlog of unemployment in the base year and likely addition to the labour force during the reference period has to be made. Till recently the latest survey based estimates of unemployment were available for 1987-88 only. Therefore, the Planning Commission had independently estimated labour force and employment on April 1, 1992 to yield the magnitude of unemployment. Total employment in terms of the Current Weekly Status was estimated to be 301.7 million as against the labour force estimate of 319 million. Thus backlog of unemployment in terms of the Current Weekly Status on April 1, 1992 was 17 million. According to the N.S.S.O, about 2 per cent of those recorded as employed by the Current Weekly Status had work for half or less than half the time. They being severely underemployed were included in the estimates of backlog for employment planning.

Thus according to the Planning Commission, those of the people who looked for work in the work force on agriculture and allied sectors declines from 61% in 1993-94 to 52% in 2004-05, that is a decline of 9 percentage points as compared with a decline of only 4 percentage points in the period 1983 to 1993-94. Thus, work opportunities diversified away from agriculture at a faster pace during the later period 1993-9 to 2004-05.

Table 2.5 shows the annual increase in the workforce by category of employment in period I (1983 to 1993-94) compared with period II (1993-94 to 2004-05). There has been a sustained increase in employment opportunities since 1993-94, although at a slower rate than in the earlier period. A notable feature is the sharp increase in the number of jobs created at the regular salaried wage from 0.98 million per year in period I to 1.68 million per year in period II. This is a direct consequence of the step-up in the expansion of the manufacturing and services sectors. However, the pace of opening up of employment opportunities for casual wage labour getting released from the agriculture sector has slowed down sharply in period II (Table 2.5), mainly reflects the lower absorption in agriculture which was not offset by an expansion in other sectors.

### Sectorwise Share of Employment by Current Daily Status (CDS basis) (%)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>65.42</td>
<td>61.03</td>
<td>56.64</td>
<td>52.06</td>
<td>50.19</td>
</tr>
<tr>
<td>Mining and Quarrying</td>
<td>0.66</td>
<td>0.78</td>
<td>0.67</td>
<td>0.63</td>
<td>0.61</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>11.27</td>
<td>11.10</td>
<td>12.13</td>
<td>12.90</td>
<td>13.33</td>
</tr>
<tr>
<td>Electricity, water etc.</td>
<td>0.34</td>
<td>0.41</td>
<td>0.34</td>
<td>0.25</td>
<td>0.33</td>
</tr>
<tr>
<td>Construction</td>
<td>2.56</td>
<td>3.63</td>
<td>4.44</td>
<td>5.57</td>
<td>6.10</td>
</tr>
<tr>
<td>Trade, hotel, and restaurant</td>
<td>6.98</td>
<td>8.26</td>
<td>11.20</td>
<td>12.62</td>
<td>13.18</td>
</tr>
<tr>
<td>Transport, storage, and comm.</td>
<td>2.863</td>
<td>4.06</td>
<td>4.63</td>
<td>5.06</td>
<td></td>
</tr>
<tr>
<td>Financial insurance, real estate, And business services</td>
<td>0.781</td>
<td>1.36</td>
<td>2.00</td>
<td>2.22</td>
<td></td>
</tr>
<tr>
<td>Community, social, and personal services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: - Eleventh Five Year Plan, 2007-12, p.66 86.98 lakh as 1999, 86 46 lakhs in, and further left 84.52 lakhs in 2005 (Economic Survey, 2007-
08 table A 52). However in the private sector the trend has been marginally fluctuating with a marginally rising trend in employment in a few years under reference.

Further, the real problem of the Indian economy is not open unemployment or usual status unemployment but of underemployment which may be visible or invisible. Though open unemployment was only about 2 Per cent in 1993-94, the incidence of under employment and unemployment taken together was more than 10 per cent in that year. The Ninth Five Year Plan had estimated the combined incidence of underemployment and unemployment to be around 10.45 percent no total labourforce.

**Combined Incidence of Unemployment and Underemployment (1993-94)**

<table>
<thead>
<tr>
<th>Activity Status</th>
<th>Proportion of Labour-force</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Labour force</td>
<td>100.00</td>
</tr>
<tr>
<td>2. Employed</td>
<td>89.55</td>
</tr>
<tr>
<td>3. Unemployed</td>
<td>2.02</td>
</tr>
<tr>
<td>4. Underemployed</td>
<td>8.43</td>
</tr>
<tr>
<td>5. Unemployed and Underemployed (3+4)</td>
<td>10.45</td>
</tr>
</tbody>
</table>


Another issue related to employment generation is its sectorial composition. Economic reforms has much to do with the organised manufacturing sector of the economy, but agriculture still accounts for a major share not only in the existing employment opportunities but also in its growth in future. Out of the 53.89 million additional job opportunities projected to be created during Ninth Plan period, 27.93 million (51.8%) were expected in the agricultural sector, whereas only 5.5 million were expected in the manufacturing sector. Employment elasticity in agriculture had been estimated at 0.50 whereas it was estimated only at 0.25 in the

**ECONOMIC REFORMS AND EMPLOYMENT GENERATION :**

The last decade of the 20th Century has marked dramatic and momentous changes in the world economy. The old economic philosophies that guided the process of economic development have been discarded and several countries have launched ambitious reforms of their economic and political system. The nature of markets and institutions, industrial organisation and structure and social relation of production have been transformed dramatically. India too, changes through a wide ranging programme of economic reforms. Major reforms have been undertaken in industrial policy, foreign trade and exchange rate policies, taxation policies and the financial sector. The basic medium term objective of these policy reforms is to lay the foundation of sustained growth of output and employment in the context of increasing global competitiveness of the Indian economy (Singh, Man Mohan, 1994). Hence, in the current economic scenario of the world economy, there seems no alternative to economic reforms, but in the Indian context it has received mixed reactions. Several eyebrows have also been raised against the current structural adjustment programme, the important tool in the hands of economic reforms, which is basically an outward oriented, market driven, export led growth policy. The proponents of this growth path argue that India can thereby boost its exports and national income and believe that growth would trickle down to the poorest sections in the society with increasing wages, in come and employment. They used to cite the high performing Asian countries like Japan, Hongkong, South Korea, Singapore, Malaysia, Indonesia and Thailand, etc. as evidence to sustain their argument. But the utter failure of Asian giants in recent years compiled to have a rethinking and cautious steps against the blind support of this market oriented export led growth strategy. Previously too, the opponents of this strategy argued that stabilization and structural adjustment programmes might lead to inflation, slow down infrastructural adjustment, informalisation of labour market, reduction in the security of employment, erosion of food security and
accentuation of interpersonal and inter-regional inequalities. In several countries like Latin America, Sub-Saharan and African countries having the stabilisation and structural adjustment programmes, the conditions of the vulnerable section of the society worsened (Nath, 1995). Growth did not trickle down in these countries and the poor did not benefit from the reforms. In India too, from the studies undertaken by several economists including Visaria and Minhas (1991), Despande (1992) and Mundle (1993) and others, one gets the impression that economic reforms may have depressing effects on the growth of employment, at least in the short run. Economists have the fear of jobless growth (Datt, 1998) and they hold the view that even in the absence of economic reforms it would have been possible to achieve a significant growth in employment in 1990s provided the Government might have taken care of the problems arising out of increasing budget deficit and imbalances in the balance of payments (Agarwal & Goldar, 1995). Hence, there is a need to understand the human dimension of the policy changes and prescribe corrective measures so as to undertake adjustment with a human face.

Trends of employment: Some leading issues:
The creation of employment opportunities has always been an important objective of development planning in India. The relative higher growth of population and labour force has led to an increase in the volume of unemployment and underemployment from one plan period to another. The biggest challenge facing the country in the coming years is to provide employment for our growing work force and to eradicate poverty and other forms of deprivation (Pant, 1999). In the area of unemployment, planning has generally proceeded on the idea result in increased employment assumption that economic growth would be able to meet opportunities and that accelerated rate of economic growth would be able to meet substantially the requirements of growing labour force. The actual result, however, did not validate this assumption. So far as the period of economic reform, concerned the larger part of growth today is technology driven. No doubt, better and higher technology reduce cost of production and generates surplus, been devoted to the socio-economic conditions in Bihar vis-a-vis Aurangabad district. Bihar in spite of being a land of plenty in several terms like manpower, highly fertile and extensively cultivable land area, above and under ground water facilities and relatively high rainfall, is the poorest state in India. The performance of this state in both agricultural and industrial sectors has been very dismal over a period of time. Now the efforts are on and improvements are taking place, but still the agro-based, resource poor state economy of Bihar is generally primitive in nature and compelled by the diverse socio-economic forces to remain in the quasi-static equilibrium stage.

The low level of economic development with lower state domestic product, low per capita income, poor state of industrialisation, inadequacy of infrastructural facilities, poor power supply, underdeveloped capital market, very poor credit-deposit ratio, several social rigidities, poor performance on the front of land reforms, rural tension as well as lack of good governance, political will power and work culture, etc. have been main obstacles in the way of economic growth and social change. With low level of literacy and quality education and absence of entrepreneurship and professional expertise, the state so far has not developed its adaptability to new waves of changes taking
place within the country and abroad. But still there are high hopes for the state’s prosperity in future from its agricultural potential and human resources who command a market elsewhere and now a wave is moving to have a change in proper direction. Efforts must be made to search out the potentialities, plan accordingly and move ahead in the proper way with vigour and speed. The state needs strengthening of infrastructural base through heavy investments in power, irrigation, storage/godowns/market yards transport and communication facilities especially the good quality roads, institutional finance, health, education and here also the quality education, etc. and also promoting investments for expansion of industrial and information technology base of the state economy. The direct assistance from the central government becomes also required to develop its attitude and capability to absorb and utilise properly whatever resources are made available to it.

So far as the district of Aurangabad is concerned, it is still a almost non-industrialised and agriculture dependent district of Bihar having a major part of the district even without perennial sources of irrigation.

In the process of growth, the transition from rural to urban and from agricultural to industrial activities have an important role, but in the name of industrialisation, there is not even a single major industry in the district and the number of small and medium size industries is also very limited and a large number of them stand as sick units.

So far as the social aspect is concerned, 91.5 percent of its population (2001 census) lives in rural areas as against the national average of 71.28 percent. The level of education, as measured in terms of literacy is also not appreciable, which stands at only 57.03 in the year 2001, the female literacy rate being only 42 percent. Majority of workforce is illiterate and ignorant about the changes outside, they are vocationally untrained and suffering from the problem of assetlessness and high dependency load. The rail and road connectivity and trade and commerce activities, are also limited in the district. Health and educational facilities are also limited. Hence, the district needs expansion of economic activities and social services.

Implementation of Employment Generating schemes in Aurangabad District: Achievements and obstacles:

At present, two major schemes of employment generation viz. Swarn Jayanti Gram Swarozgar Yojana (SGSY) and National Rural Employment Guarantee Schemes (NREGS) are prominently under implementation in the rural areas. The SGSY aims at establishing a large number of micro-enterprises in the rural areas, building upon the potential of the rural poor, where as the NREGS assures a legal guarantee to every household in rural areas for hundred days of employment for doing casual manual works. The NREGS is different from other wage employment programmes. In Bihar the centrally released amount under NREGS stood at Rs. 55.254 590 Lakhs every 2008-09, in which the share of Aurangabad district stood at Rs. 2339.49 lakhs on as 14-05-2008. The total number of households issued Job cards under NREGS since its inception till the month of May, 2008, in the Aurangabad district stood at 1,783], out of which 1,09,898 were the scheduled caste households and remaining 68,413 belonged to the other groups. The cumulative person days generated during this period, i.e. since inception to May, 2008, stood at 5.48 lakhs, out of which the scheduled castes families accounted for 4.35 lakh and others for 1.12 lakhs. The employment generated for women accounted for 0.81 lakh person days. The total number of households issued job cards since inception to March, 2008 stands at 1.60,735 and that of households making demand for wage employment at 1.00,364: out of which 1,00.230
households were provided employment during this period. The works/activities in the district under NREGS include water conservation and water harvesting, micro-irrigation works, drought proofing, renovation of traditional water bodies, land development, rural road construction or connectivity, etc. The financial expenditure under the scheme has not only generated employment opportunities in different blocks of the district, it has also led to asset generation or completion of different work programmes such as schemes in the of water conservation and water harvesting, drought proofing, Micro-irrigation. renovation of traditional waterbodies, land development, rural connectivity etc.

So far as the progress of SGSY in the district of Aurangabad is concerned, the total fund available to the district upto March, 2008 (during the year 2007-08) amounted to Rs. 422.82 lakhs. The total expenditure in March, 2008 stood at Rs. 789.41 lakhs, out of which Rs. 3.21 laksh were spent on NGOs/ facilitators, Rs. 85.62 lakhs on infrastructure development, Rs. 20.57 lakhs on Revolving fund and Rs. 167.86 lakhs on UY.

So far as the number of individual Swarozgaries assisted for economic activites in the district „5 concerned, the total number stood at 189 in March,

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Individual Freedom in Rabindranath Tagore’s Gora

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Rabindranath Tagore symbolizes Individuality in modern India. Tagore had his own ideas on formal education, social harmony and political movements. He was totally against close door education system. Nature is the best teacher. Politically he was active and very close to Mahatma Gandhi, but this did not stop him from opposing Gandhi’s civil disobedience or burning foreign clothes. His life and work can be summed up in his one liner:

“Where Roads are made I lose my way.”

The poet echoes the ideas of Robert Frost from the United States, where Frost also enjoys the paths which are not trodden. Frost also prefers paths which are not used and such paths have better claim of Nature lovers. Tagore penned his first poems at a very early age, which was followed by short stories and novels and plays. Rabindranath Tagore was very experimental with literary forms. He never hesitated in experimenting, for which he was often criticized.

He was against servants taking care of the children. Servants howsoever loving can never replace the love of parents. Rabindranath hated the strict rules which servants used to make the children follow. His number of poems reveals the childhood scars. His love for nature and his passion for outdoor activities can be seen in his poem, where he uses the phrase ‘healthy soil’ for dust, and servants watch as ‘bulling as servocracy’. For children it was important to gain freedom from ‘Servocracy’. Like Gandhi’s Civil Disobedience, Rabindranath used to fight against servants’ rules in his own style. He used to harass servants by refusing to have food. For him play is important and not the notes. Restrictions are in prison and not for class rooms. And, when classrooms follow only rules, it no longer remains classroom. Even at home he was against restrictions. Education for him was like a knocking at the doors. During his childhood, Rabindranath was attracted by literary activities performed and recited at Chalk circles. Parody of Sita’s trial from the Sanskrit epic “the Ramayana” was one of the favorite of the child poet. Heroic stories of outlaws and dacoits also attracted the young poet.

Tagore from his childhood had acquired religious knowledge. He had read Indian philosophy and Sanskrit literature. He had seen the performance of the episodes of the Indian epics. This religious knowledge gave him the necessary food for the epic novels he was to create in future. It made his observation very sharp. His comparison of Nature and the human society made his work appealing to all over the world. Difference between learning from disciplined school and eternal Nature is aptly described by Rabindranath Tagore in ‘Fruit Gathering’:

“They knew the way and went to seek you along the narrow lane,
But I wandered abroad into the night for I was ignorant.
I was not schooled enough to be afraid of you in the dark, therefore I came your doorstep unaware.
The wise rebuked me and bade me gone, for I had not come by the lane.
I turned away in doubt, but you held me fast, and their scolding became louder every day.”

The road to schools and temples are
narrow and the poet has chosen another road
which Robert Frost calls, ‘the less travelled by’.
Few selected worthy can choose this road of
Nature and can fight against tradition. The poet
uses the word ‘schooled enough to be afraid of’.
Our education system, our religion adds fear to
the character. Those who are afraid are made
more fearful. Education and Religion have
become the market of Fear.

‘Gora’ is the lengthiest novel of Tagore.
It was published in serial episodes during 1907
to 1909. The novel is epic in prose and has
become a landmark not only in Indian but world
literature. The issues addressed in the novel are
of international significance. It is the story of
mankind. It talks of religious and social conflicts.
It does not just leave with questions, but it has
concrete answers to the complicated questions.
The novel answers to the doubts the poet
himself had raised against the dangers of
religious based nationalism. What Tagore calls
universality or equality or middle path is what
modern social critics call ‘secularism’.

The novel has gathered in it all elements
of the society. There are religious fanatic
characters like Mohim and Abinash. Traditional
Hindus are represented in the novel as orthodox
group and the Brahmos are representing the
modern outlook. The Hindu group has become
radical which is against their scriptures.
Because of the competition from various
corners, the Hindus had started practicing their
rituals more vigorously. The Brahmos, who
claimed to be modern was lost itself conflict with
orthodox Hindus. They strongly opposed idol
worship and suddenly started worshipping the
idols of Jesus Christ. They were very much
against the caste system, but by opposing the
caste system they themselves formed one more
division in the society.

Tagore presented both the modern and
orthodox groups with their own limitations. Man
is called a social animal, but there is more of
animal than social when man is in groups. Religion, which is to be personal affair of man
and the Supreme, does not remain a religion
when it is brought out on the street. Religion is
not numbers. In religion no one wins and no one
does lose. Man and woman get easily divorced
but it is difficult for man to get divorced from
the chains of religion that are attached around
him from the beginning. Religion gives sanctity
and peace. Religion is not a religion if it takes
away your peace. Theosophical Society
established with the sole purpose of assembling
all religions on a single platform, was asked to
dissolve by Jiddu Krishnamurthy rightly. No
organization howsoever organized, cannot help
an individual in self-realization.

Rabindranath Tagore has selected a
universal subject of ‘religion’ in ‘Gora’. The
Brahmo Samaj people who looked upon
themselves as progressive and the Hindus as
orthodox had become victim of narrow
mindedness. Haran Babu, the leader of the
Brahmo Samaj would not read the Hindu
scriptures and would ban these books from the
houses of all Brahmos. On the other hand Paresh
Babu would read not only Bhagwad Geeta but
had also finished reading the whole of the
Mahabharata with Sucharita. Tagore's secularism
is also as simple as his attitude towards life is.
Religion of a King or of a teacher or a Minister
should not come in a way while performing one's
duty. Secularism in ‘Gora’ has crossed all
boundaries of State and the Church. When an
individual develops the secular spirit, the State
will of its own become ‘Secular’. A popular
Sanskrit Shloka says:
“As the land so the (ground) water, as the seed
so the sprout.
As the region so the language, as the king so
the people.”(Sanskrit Subhashit)

In the same manner the Constitution
alone cannot make a country secular. A country
is made of people. To make a country secular,
the people of the country need to be feed with
secular thoughts from the beginning. If the
people are secular the Government will have no other option. If ‘Secularism’ is to be imposed from outside, it is bound to lose its brightness with time.

‘Secularism’ is to be ‘Understanding’: Understanding the poor, understanding the under privileged, understanding the struggle of women, understanding the Dalits.

‘Gora’ has two characters which understand throughout: Anandmoyi, Gora’s mother, and Paresh Babu, Sucharita and Lolita’s father. Characters like Binoy also understand, but are scared or ready to be governed either by teacher or police or friend or the government. Binoy is a character with whom the readers identify themselves. Gora is a titular hero of the novel. He impresses the readers, but the readers find their image in Binoy. Gora is a character that you either adore or abuse. He is not a common man. You do not meet Gora as a whole in the society. You may find the physical features of Gora, but his passion, his character would be missing. He is a strong patriot. He was a supporter of strong nationalist movement. He is self-assertive. He is against the injustice in all forms. He is against the atrocities of the rich upper class against the poor. He controls his emotions towards Sucharita. He is dedicated to the society at large. He is ready to give away whatever he has for the larger cause, and he expects others to do so. He is the centre of attraction everywhere he goes. He is too possessive over his friends. He is too aggressive and violent in his opinions, though inwardly he is eternally optimist. He has a clear vision of his motherland that he addresses as ‘Bharatvarsha’. He was proud of the rich heritage of his country. He wanted for his country’s glory back. Whosoever opposes him becomes a hurdle in the national movement. He sees his opponent as the enemy of the nation.

Tagore had warned Gandhi against the narrow nationalism. He knew that this ‘narrow nationalism’ would become a hurdle in the development of the country afterwards. Tagore in his essay, “Nationalism in the West” talks about the problems faced by various countries. He says that India has the problem from the very beginning of the history, and the problem is ‘the race problem’. Thus, no one needs and understands secularism more than India. For Tagore secularism is “Social adjustment”. Tagore further says that Indian “history has been the history of continual social adjustment. Tagore in ‘Gitanjali’ prays to his “Master” to let the country awake, and talks of goal of the society as “harmony of the higher social life”. According to Tagore good only is the object and justification of a machine.

When a movement becomes strong the individual loses its identity. The individuals’ power to think objectively is hampered. It is true that, ‘united we stand and divided we fall’, but united you can only stand, you cannot run together. It is only when you get separated from the masses that you visualize the narrowness and limitations of the groups. Organization, whether in the field of politics or commerce, when grows powerful, it diminishes the personality of an individual. An individual in a mass movement is eliminated to the level of phantom. Mass movement manufactures individuals which serve the purpose of the movement and not liberated individual who can think and guide the rest. Discipline is good for the military and not for social movements. In a social organization, there should be space for opposition. Lolita when was questioned by Haran Babu on her decision to marry a Hindu boy, Paresh Babu, her father, tried to find an escape said that he will talk to her later on. Haran Babu aggressively asked Paresh Babu to not the let the matter runaway. Lolita’s remark on Haran Babu and his organization is marvelous. Who is this character? Whom does it represent? And, why do her words matter? Tagore selected this character to oppose the so called progressive organization because she represents the truth. Lolita tells Haran Babu face to face that:
“Father is not like you people, afraid of the truth – let me tell you that he knows truth to be greater even than your Brahmo Samaj!” (Tagore, Gora 344)

The words chosen by Lolita in attacking Haran Babu is very serious. She is not attacking an individual who is intruding her privacy. She says her father is not a coward ‘like you people’. Lolita represents a common girl who has the power to take on a major organization.

No organization survives which does not give freedom to the opposition. Just as day and night, sun and shower, winning and losing are natural phenomenon. Those who have crushed the opposition in the shorter run, are themselves destroyed in a longer run. Time is the best teacher, it teaches to those who want to learn from it, and it also teaches those who do not want to learn. Hitler’s Berlin Radio till the end sang songs of Hitler’s victory when he actually was losing. Supreme Command of the Armed Forces, General Alfred Jodl, said about Hitler: “(Hitler) did not care to care to hear any other points of view; if they were even hinted at, he would break into short-tempered fits of enraged agitation.”. Biographies of such tyrants warn us against the trap to destroy democracy. A new biography of Hitler by Richard J. Evans reminds us about the number of ways to destroy democracy. He writes: “There are more ways of destroying a democracy than sending troops into the streets, storming the radio stations, and arresting the politicians, as Adolf Hitler discovered after the failure of his beer-hall putsch in 1923.” (Evans)

There is a serious need to inculcate Humanities in all faculties. But, books alone cannot bring the change. Just as all experiments are not to be carried out personally in the field of science, even in life; one should not wait for extra ordinary things to happen as it happened in the life of Gora. Literature in a way protects the readers from going through the pain and shame the characters pass through. Without going through the agony of Gora when he found the truth of his life, the writer expects to climb the platform of consciousness and say with Gora that:

“Today I am really an Indian! In me there is no longer any apposition between Hindu, Mussalman and Christian. Today every caste in India is my caste; the food of all is my food!” (Tagore, Gora 570)

Gora was shocked and it resulted in his awakening. No such revelations would have changed Buddha, because he had not taken the hard line. Osho rightly say that all of Lord Krishna’s arguments would have been wasted if on the Chariot there was Lord Buddha and not Arjuna. Arjuna’s duty was to fight and he was hiding before ‘the wet towel of morality’. Gora was neither Buddha nor was he Arjuna. He was Gora who had changed his stand from being a Brahmo and suddenly he had become a staunch Hindu. Majority of the people are like Gora who easily get labeled. Binoy, Gora’s friend who represent the new educated middle class, when introspects and oppose his friend for the different path the Brahmo family was following. Binoy is not a fanatic Hindu. He is in no position to correct Gora. Binoy tries to correct Gora’s views about other groups following different religion and path. He tells Gora:

“God has created many kinds of men, but he does not intend them to all to tread the same path.” (Tagore, Gora)

Binoy understand the truth but lacks the power to influence others and thus gets isolated. He fails to get the support of his best friend in the issue that came forward when he decided to marry a Brahmo girl, Lolita. Lolita fights her own battle with her own ideas. She is independent by nature. Maya Angelou, the famous American poet has rightly said that, “Each time a woman stands for herself, she stands for all women.” (Angelou)Tagore has written the novel keeping in mind the individual’s struggle against the social evils. Man is a social animal who has a heart and brain. He has to find his own truth. Past has its own importance in everyone’s life. It can be helpful in understanding the present and shaping the future. Secular characters like Anandamoyi can adopt a Christian child and when time comes she can follow her own path
which was different from her husband. She encourages Binoy to go against the society and tradition and marry Lolita. When Binoy complains about the people who wrongly spread rumors, Anandamoyi tells him: “If you had any manhood you could easily save her from the clutches of such a rumor.” For Anandamoyi all that is impossible and difficult for common men is very simple. When Sucharita asks for her opinion of Binoy getting married to Lolita and getting inducted in a Brahmo Samaj, she said that it was not at all necessary for Binoy to become a Brahmo. Sucharita could not believe that such option was available that the bride and bridegroom both remain with their sect and still get married. Anandamoyi give her example that she was unable to follow the customs of an orthodox Hindu family. Even her family members and others called her Christian. She saw nothing wrong in calling her whatever they like. She remained busy with her household. She was not a public figure who goes outside giving sermons. She lived by example. She was living in four walls but she had all knowledge of the world. When Sucharita said that her Brahmo Samaj would not accept a wedding of a Brahmo girl with a Hindu boy, Anandamoyi said that she knew all about the Samaj. Binoy used to read all the magazines published by Samaj. Anandamoyi understood and lived by the principle of Rene Descartes, “Cognito ergo sum” (I think therefore I am) (Descartes) Anandamoyi had realized that existence of human being and the connecting link between two human beings is far more greater than any other principle. When too much of importance was given to Brahmo Samaj opinion by Sucharita, Anandamoyi tells her: “The opinions of the Brahmo Samaj are not outside the rest of creation”. (P360 Gora) What Anandamoyi was fighting then are the issues still relevant after seventy years of Independence. In late 2017, the Supreme Court disagreed with the Bombay High Court’s ruling that after marriage a woman’s religion merges with that of her husband. The Supreme Court bench said, “Marriage does not mean a woman mortgages herself to her husband.”(Mahapatra)

Rabindranath Tagore selected marriage as a subject to make or break the country. Marriage which is a personal affair between the two individuals has always been a ‘talk of the town’ topic in certain cases. New phrases are coined to attack from marrying in different religions. The latest example is of ‘Love Jihad’. India’s highest investigating agency, National Investigating Agency (NIA), has been handed over the case of Hadiya Jahan who was formerly Akhills Ashokan. The parents of the Hindu girl and other organizations blame that it is a case of ‘Love Jihad’. Parents complain that their daughter is brain washed and forced to convert to Islam. The Kerala High Court had cancelled the marriage as null and void as the bride had entered the marriage institution out of coercion or was brainwashed. The Investigating Agency submitted its status report on the ‘Love Jihad’ issue to the Supreme Court. The report says: “A well-oiled system prevailed in Kerala to indoctrinate people to embrace Islam”(India). The Supreme Court Bench restored Hadiya and Jahan’s marriage as it had interacted with Hadiya and were convinced that she had exercised her consent. Hadiya in her affidavit said that her marriage with Jahan was of her own volition and sought the court’s permission to “live as wife”. The Supreme Court observed: “Interpersonal relationships are at the heart of India’s plurality.”(Rautray)

Anandamoyi in her conversation with Sucharita had made it plain that marriage between two individuals is the most pleasant thing and the society should not interfere with it. Religion or sect is a question one’s faith and belief. Religion should be help in establishing man’s relations with the inner and outer world. Anandamoyi tells Sucharita that: “Are human beings meant only to quarrel thus with their God! Is it only for this that the thing called society has been created?” (Tagore, Gora 361) She was not only clear about the role of religion in man’s life, but she was sure about man’s relation with the social environment. She could keep herself isolated when religious functions were performed in her own house. It was her choice. It was the
price that she was paying for the independent thinking and behavior. But, when questions of cutting relationship came, she would not compromise. When the whole of family especially asked Anandamoyi to not have Lachmiya, the Christian maid, she was adamant that no one could dictate her. For the sake of a Christian maid she would bear with all the insult. If Gora would not eat food in her room because of Lachmiya, she had no problem. She would compensate it by inviting Binoy in her room and serving her food. When Gora said that she could compensate her financially for all the work that she had done for them, but she should not be allowed to enter her cooking area, Anandamoyi would not accept any such suggestions. For her human touch was more important. Money cannot replace human being. Religion is to make man’s journey pleasant. If it is creating problem it should be kept aside. When time came to stand by Binoy during his marriage, when all had deserted including Binoy’s uncle, and even his best friend, Gora, Anandamoyi decided to do all the arrangements at any cost. There was marriage coming sooner and Binoy’s marriage was becoming scandalous in the society. Mohim was worried even inviting Binoy during his daughter’s marriage. But, Anandamoyi was damn sure to fulfill her task. If she was not allowed to arrange in her family property which was not used, she was ready to take another house on rent and bare all the hardships. She was also confident that Binoy should marry Lolita, even if the whole of Brahmo Samaj and Hindu society were against it. When Binoy asked whether he should become a member of the Brahmo Samaj for the sake of his wood-be wife, Lolita, Anandamoyi straightway rejected any such option. She thought anything done out of pressure is not love and it is a bargain. Marriage is a social event between two individuals and only the likes and dislikes of the two individuals should be kept in mind. Gora rightly realizes that the India that he was searching outside was in his own house. Anandamoyi or Mother India was not only clear in her thoughts but was equally confident in her stand. She would not compromise on certain issues which hurt the truth of her life. When Binoy was hesitant whether the Brahmo Samaj would permit his marriage with a Brahmo girl without his becoming a member of the Brahmo Samaj, and he should succumb to the demand in order to marry Lolita, Anandamoyi refused any such option. She said that it was a subject in which pressure cannot be tolerated. A simple woman who would get herself excused in the social functions of her family was internally strong that she would fight out against all odds when time came. Binoy is sincere in his self-assessment on the issue of his understanding of religion. He tells Paresh Babu that: ‘in matters of religious faith I am quite undeveloped’. (Tagore, Gora 398)

References:


स्वतंत्र सामाजिक स्थान

प्रस्तावना

प्रशिक्षण कार्यक्रम का संचालन के लिए दी गई उपहार के लिए मेरी धारणा से अलग है। मेरी ही देखने और रुप में मूल नहीं है गौरवान्वित करता। गौरव, भाषा के दृष्टिकोण से मजबूत दिखाई देता है जब उसके संगणक और अंशियत के बाद पुरुष असता। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। भारतीय सामाजिक व्यवस्था में जो स्थानीय मानचित्र करता है पुरुष करता है। वर्तमान स्थान के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं। यामु कुद्वात्त विज्ञान कार्यक्रम के आधार पर खतरे रहते हैं।
स्नीवार्डा सामाजिक सत

अध्यात्मि जी किमहि बाबतक समाज विख्याति हि स्नीवार्डा बावीतील मोडोमोडा गाथा मात्र असल्यास नाही. पंधरसारे वा दलावी फाकापडी पहावला मिळाला नाही. स्नीवार्डा बावीतील बाबतक मोडोमोडा गाथा मात्र असल्यास नाही. पंधरसारे वा दलावी फाकापडी पहावला मिळाला नाही. स्नीवार्डा बावीतील बाबतक मोडोमोडा गाथा मात्र असल्यास नाही. पंधरसारे वा दलावी फाकापडी पहावला मिळाला नाही. स्नीवार्डा बावीतील बाबतक मोडोमोडा गाथा मात्र असल्यास नाही. पंधरसारे वा दलावी फाकापडी पहावला मिळाला नाही. स्नीवार्डा बावीतील बाबतक मोडोमोडा गाथा मात्र असल्यास नाही. पंधरसारे वा दलावी फाकापडी पहावला मिळाला नाही. स्नीवार्डा बावीतील बाबतक मोडोमोडा गाथा मात्र असल्यास नाही. पंधरसारे वा दलावी फाकापडी पहावला मिळाला नाही. स्नीवार्डा बावीतील बाबतक मोडोमोडा गाथा मात्र असल्यास नाही. पंधरसारे वा दलावी फाकापडी पहावला मिळाला नाही.
‘बालगुंडेगारी’ आधुनिक 
भारतासमोरील प्रश्न

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प्रस्तावना:—
कौनसी हालात के रूप में ‘बालगुंडेगारी’ व अन्य दृष्टिकोण की आधार पर विवाद में रह रहा है। वास्तव में यह समस्या हमें विभिन्न दृष्टिगोचर है।

बालगुंडेगारी विश्वासोत्तेजक वापसी का विषय है। यह भाग के साथ एक बंदोबस्त वेदों या शास्त्रीय अवधारणाओं से अलग है।

फिर यह क्षेत्र में क्यों और क्यों अधिक महत्वपूर्ण है? यह क्षेत्र में क्यों और क्यों महत्वपूर्ण है?

अ) बालगुंडेगारीची पारंपरिक पृष्ठभूमी:—
महाराष्ट्र राज्य गुंडे के अधिकांश विभागों में तक्षक्षेत्र का नाम इस महाराष्ट्र क्षेत्र के अन्तर्गत है।

विषय वस्तुतः गुंडे नाम गुंडे के अन्तर्गत है। गुंडे नाम गुंडे के अन्तर्गत है।

देखिए विश्लेषण के अनुसार बालगुंडेगारी अभी भी विवाहित है। बालगुंडेगारी के अर्थ क्षेत्र में क्यों और क्यों महत्वपूर्ण है?

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1. या गुणेदारीय चित्र पाठीमागे अनेक मानसात्मक तत्त्व सामाजिक कारणे असतात. भावनामय बेणारसपणा, धिने, असरूणीत, अपराधाती भावना (गळ) इत्यादिमुळे मानने निर्माण होणारे गांड (कॉम्प्लेक्स) व विकत्तील बाहेर यापूर्वी मुळे गुणेगार बनू शकतात. लहानपणी जडलेले मानसिक रोग, मंदवृद्धी, अपराधाती मुळे गुणेगार विकत वसतील. गुणेदारी बहुतांशी अनुभव नसते तर ती परिस्थितीजने व परिस्थितीसाधन असते. गुणेदाराचे अनुभव आहे का? यावा अजून संहोचन चालू आहे. परंतु, भोजनातील वातावरण, शाळा हा ठिकीच प्रदान—या चांगल्या वाईट उडानाचा प्रभाव मुळांवर पडत असतो. आई—विलिव्हा प्रेमाचा अभाव, त्याचे आपातसातील विधेयकेचे संबंध, घटाव वातावरण, कडक सिस्टम. अनुप्रार्थ मक्केचे वातावरण, प्रभाव, लाठ, दांतद्रोष, गुणेदार मुख्यांकन मैकेंसी, अशा सारखी गोष्टी मुळेचा मानव विकत विपणन होतो. देशातील आर्थिक व राजकीय परिस्थिती ही ह्या गुणेदारीचे कारणभूत होते. आर्थिक विविधता, काठ न कतळ पैले विढळणाऱ्या प्रकार, ध्वनीपार, उगार, मटक इत्यादीमुळे लातूर गुणेदार मुळांची कही उघडत असतात. रेवार, काय, कुप, काय हे कटत नसल्याने केही मौजुदा हे दिसत असताने अनेकजने गुणेदारी दोषपाचे संदर्भ बनतात. ‘ती या गणवा..’ हे मिळाल्याचे कठ अधिक आहे. त्यावा फायदेदार दोषपाचे प्रमुख थेवत. त्यामध्ये गुणेदार निघासी वसूल सहज उपलब्ध झाल्याने त्याच्या हातून मोठा गुणाचा पडतो. गुणेदारी गुणेदार वृक्षा निर्माण होणारी आणि ती प्रकृती वाढदास लागणारी बरेच कारणे उल्लम्बाने खटात. त्यामध्ये सामाजिक, आर्थिक, मानसिक, व्यविधिगत, शारीरिक, परिशिष्ट—अनुभव, भीमक अर्थांतर कारणा अंतर्विभाग होतो. दोषक्षण काय तर गुप्तहार हा जनतात: गुणेदार मसूम, तर तो पडविता जातो. मग तो बाळ गुप्तहार का असेना. 

2. ओषधीगत व शहरी समाजात गुणेदारी वाढशीली दिसते. कारण तेळीस शाळा सामाजिक वातावरण युक्तीक, कौटियांच्या प्राथमिक प्रभाव, खेळाडू बहेरीच उडानाचा प्रभाव इत्यादीमुळे शाळा वाढशीली असते. मुळे लहानपणापुरसून स्वतंत्र हृदें पहाटत. शहरी गुणेदार मुळांचा बोध असता व अशा मुळे छेडछाड,
3. ग्रामीण व आदिवासी भागातील खुणे मायमा—या, शेतीमालाच्या चोर्या, कौंदुकी डागडे, वळीजात वैशाली सूद घेणे इ. गुंजपायण मोठ्यांना लाहान मुळे मदत करती असतात. अर्थात सामाजिक परिस्थिती गुंजपायण करणाऱ्यो असलेली एकच वातावरणातून सर्व मूळे गुंजपाय वित्तीय होते नाहीत. कारण बायो हे असली एकच असल्याने चालणे करणारा आस्थाकर असलेला आतिस निग्रह व मनोवेत्र व्यवस्थेच्यात असते.

4. सामाजिक व धार्मिक निर्धारणे अभाव आज भारतात व महागटात विचित्र व्यापारीय दिशांते. शिक्षिकर असलेले पवित्र माध्यमी ही जातीयता, जागतिक वेदांत, स्वतंत्र यांना डागडून दिसते. कौशल्या व्यक्तीवर, कृतिवर, ध्यायक निर्धारण घेतली याचे मुळे गुंजपाय होते नाही, तेव्हा आदर्श आत्मसात करणे दुरूर. कृतिवर व शास्त्र यांचा संस्कृत संख्या संख्यने व गुंजपाय अभू—या पडतात. अभाव परिस्थिती: गुंजपायण उत्तम व्यवस्थापीत करणारी व्यवस्थेची भूमिका नीट पार न पडतले बालगुंजपाय पाठ जाते.

5. बालगुंजपायणी भारतात मोठ्यांना शाहसंगीतांची वातन्य गुरू माध्यम आहे. दिल्ली, बिधान, कलकत्ता, बेंगलुरु, लखनऊ, इ. शायर तसेच महादुर्ग मुंबई, पुणे, सोलापूर, नागपूर, ममताव इ. कौशल्या रेते ज्ञानविनीती गव्हे, ओंकारीक वर्त्ता, व्यापारी उद्योगाच नानाविनीती नालेइ इ. कौशल्या गुंजपायण म्हणजेच आहे. त्याच्याच ग्रामीण भागात जे जिल्हे, तालुके राजकीय उद्योगांना विद्वान गव्हांनी येथे रंग रंगात अशा भागामध्ये, डागडून व आदिवासी भागात विशिष्ट प्रकारच्या गुंजपायणाच्या प्रमाण इतर भाषापहिया जात असते.

क) बालगुंजपायण समजण्याच्या विषय देशातील पद्धती:

6. भारत:—

भारतात अवे व वाचायचे कमी, वाचायचे मुलाचे केलेखा कृत्याला अपणाच असले जात नाही. 7 ते 12 वर्षाच्या मुलाला, त्याचे केलेखा कृत्याखनाचा परिणामांची जाणीव नसते, या कारणामुळे त्याचे केलेखा अपणाचवटन व्यायाम साजे होते नाही. या नंतर 18 वर्षावर्तन गुंजपायण किंवा समजे जाते आणि त्याच्याहून आतापर्यंत गुंजपायण व्यायाम वातावरणातून पाठविले जाते. 2000 सालपूर्वापैकी व वाचायची मर्यादा होती.

7. अमेरिका:—

अमेरिकेत साहाय्याच्या 18 वर्षाच्या वाचायची व्यक्तित्वाची किंवाे समजे जाते, परंतु किंवाे समजाला, त्याच्याने जर एकू गंगार अपणाच केलेखा असेल, तर व्यवस्था खट्टा गुंजपायण कोटीतून मोठ्या वाचायचे गुंजपायणाचे खट्टे वाचायची—या कोटीत पाठविले जाते.

आशा त्यांच्यासाठी अजान मुळाला जनमजंद पोहोच शकते.

8. इंग्लैंड:—

इंग्लैंड मध्ये ५० ते १८ वर्षाच्या वाचायचे मुळाचे गुंजपायण असेल, तरीही १० वर्षाच्या मोठ्या वाचायचे गुंजपायण म्हणजेच गंगार गुंजपायण कोटी असेल. तर व्यवस्था खट्टा करत कोटीत पाठविले जाते. पूर्वी व डिकार्टी मुळाचे पुनर्वाचाराचा तत्त्व होती, फाना इस.१९८३ मध्ये जेस्बल्बर्ग वाचायचे मुळाचे ५० वर्षाचे दोन मुळाचे खट्टे केलेख, त्याच्याकडून वाचायचा बदल करणार्‍या आ scratched. आणि असे खट्टे गुंजपायण कोटीत चालविले वांद झाले.

9. ऑस्ट्रेलिया:—
jumlah daya membangun akhiri 37% disebabkan oleh
perusahaan yang kini...
The page contains a mix of text in a language that appears to be a combination of Hindi and English, with some sections in English. The text appears to be discussing various topics, possibly related to printing and publishing, given the context of the headings and the language used. Without being able to translate the text accurately due to the mixed language and partial readability, it is difficult to provide a coherent summary or transcription of the content. The page seems to be part of a journal or a publication, given the format and design.
7. घटनात्मक उपाय योजना :-

भारतीय घटने शोधन विभाग अधिकार
भारतीय नागरिकता दिन आहे. त्यानुसार १४ वर्षांतरील मुला-मुलनी धोक्यांच्या ठिकाणी लाभ वयळ्यास मनाई करणायलांग आहेत.

8. वैधिक तर्कदार :-

कंपनी कायदा १९८४ सुसार १४ ते १८ वयोग्यताला बालकमागारसाठी आपण प्रत्येक दिवशी ४ १/२ तास काम देणे व रात्री १० ते ६ या वेळाने कामाचा वोल्व्यास मनाई करणायलांग आहेत.

मासून कायदा कायदा १९६२ खालील काम करणा-या कामाच्या विमान वय १५ वर्ष असणे आवश्यक आहे. बालक्रम प्रतिक्रिया आणि प्रतिक्रिया कायदा १९६८ या कायदानुसार वयळ्या १६ वर्षांच्या आतील ध्यक्षकांना धोक्यांच्या ठिकाणीला काम करणायलांग वंदी धारणारी आहेत.

9. २० नोव्हेंबर १९८९ साली संयुक्त राष्ट्र संघटनेच्या महासंघे मुद्रात अधिकार मुलनी बाहाल केले आहे.

9.१ मोफत शिक्षण
9.२ खेळ व मनोरंजनासाठी पूर्ण वेळा वेळा
9.३ स्त्रो, प्रेम आणि सहायताची मिठवणे
9.४ पुढे स्वयंप्रशिक्षण, पोषण व मैदानाचे देखभाल
9.५ नाव आणि ग्रंथीकरण
9.६ धुबुळ मुलनी विशेष देखभाल
9.७ संकटाच्या प्रसंगी शर्त शर्त मुलनाचा मदत करणे

10. बालकां विषयी कायदे :-

10.१ बालकमागार अधिनियम १९८६
10.२ मुलनी कल्याणासाठी बालकमागार अधिनियम १९५८
10.३ बालकमागारसाठी बालकमागार अधिनियम २०००
10.४ प्रामाणिक शिक्षण कायदा २००९
10.५ सुप्रा लांब कायदा १९९७
10.६ बालकमागार प्रतिक्रियाकार कायदा १९३८
10.७ मुळही बालकमागार कायदा १९४८
10.८ बाल कायदा १९५०
गोपाल गणेश आगरकर एक आदर्श व्यक्तित्व

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राज्यशासन विभाग,
पानसरे महाविद्यालय अरुणूर, ता. विलेली, जि. नाइडू

आधुनिक महाराष्ट्रीया जड़वंशधर्मीत ज्ञा महापुरुषों की यात्रायोग्यता दिले आते अस्थायी समाजळा प्रगतीस्वरूप नयी वात राखवली त्या महापुरुषोंकेम् एक महान गोपाल गणेश आगरकर हे होते. आगरकरवचा जन्म हा १४ जुलै १८५६ रोजी तेजु या तहसील खेड़जाला. तेजु हे खेड़े कृष्णा देशों या नदीवली क्षेत्राला कहिऱया सांस्कृतिक अनुसार आहे. आगरकर यांचा जन्म अशा वेळी ज्ञा कुडी, जुंगा वेशरावेने शेवट ज्ञा. महानाओं शिवाजी महाराजांनी स्वातंत्र्य केलेल्या मराठी राज्यांना शेवट होता. शिवाजी महाराजांच्या वृद्धिक ज आपण विचार केला तर त्यापूर्वी ही भारतात अनेक परिक्रमा शासन आले व भारतीय काही राज्यांवर आपले साधन केले. इंग्रज शासनाचं हातात भारतात राज्य येंगपुरुवी भारतात अंतर मुसलमान राजकीयांनी करावी अंधकृत प्रदेशांच्या राज्यांकेच परतू वेशरावेनतर आतेला इंग्रजांच्या राज्यांना एका नय्या राज्यावर्धक्षणात पारंपरिक ज्ञा. वेशरावेन गेली आलं इंग्रजी अंगेल सुर ज्ञा. इंग्रजांची भारतात आल्याव आपल्यांमध्ये संपूर्ण शासन व्यवस्था भारतात स्थापन केली. भारतात इंग्रजांच्या राजवट व त्यांच्या शासन करणांकों ही भारतीयमाथी नवन वाचली. भारतात ज्ञा मुसलमानांनी राज्य लेतील लोटवी भारतात मोजां भारतात लुट केली, जाणक कर लावली परतू लोटांची कांपायांमध्ये संभारण केल्याचे दिसून येत नाही. परतू इंग्रजांचा राजकीयांनी इंग्रजांच्या काही प्रमाणात का होईला शक्तिकृत व सारणराष्ट्रीय केली याचा फायदा पुढे भारतीयांना ज्ञाताचे दिसून येते. मुसलमानांनी आपले राज्य हे भारत राष्ट्रांसारखा तर ज्ञा पद्धतीने केले, त्यांनी आपले शासन हे भारतात नववर्धन मोजां प्रमाणात लुट तर केली दौडहर त्यांची शिक्षण आणि समाज काही तातातुट केली होती. जनसमाजांच्या लुट राजकीयां होती व सर्वजनशील होती करीत होतीन राज्यांची शिक्षण आपल्यांना वापरलेली चालूवर्धक्षणात्मक देखील वृद्धीहोत व महापूर्ण अपरिवर्तनीय मानवी जात जात होती. या काळात स्वरूप पुरुषांची हीन लेखनाची पद्धती होती. या राजनीतिक परिस्थितीम भारतीयांना समाजशिक्षणाची अपलंबाय होती. भारतीय समाज या आपल्या इतिहास अथवा प्रथा, वर्तुळ, ह्यांच्याबाबत गुरुपौर्ण हुन करू भारताचा विकास जाणा पाहिजे ही काही त्यांचा हेतू नसून ते केवळ भारतात आपल्या कसा व्यापार करता येईल तर येईल एका त्यांचा मुट्यं हेतू होता. असे असंतोत त्यांनी आपल्या राजकीयांच्याच करीत असताना त्यांचा त्यांचा राज्यकाराभासांची सोडी जे वाटां त्यांमध्ये वदल करणारं मूलन या लेखकांनी केल्याचे आपल्या दिसून येते. कुशाग्र वृद्धिमान व प्रकट व्यवस्था या दोन समाज गृहकृष्णशास्त्रमुंदेच लेखकातील धिठूक व आगरकर यांच्यात भरू विही तोते. उद्देशीयांना केन्द्र आपल्या देशात ज्ञा इंग्रजांमध्ये जे राज्य आहे ते सुपारस्त आहे पाहिजे अग्रिम परिस्थित इंग्रजांचा ज्ञा दोन समाजाच्यांच्याविधते होती. आपला देश पारस्त आहे ते गोद या दोनांच्या हास्याची अस्वरुप करत होते. त्याविषयात या दोन्यांनी आपल्या शिक्षण विचार यांचा वापर समाज परिवर्तनासाठी उपयोगी आर्थिक आवश्यक आपल्या दिसून येते.
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शस्त्र अर्थ उपयोग देखते ही आयातकर्ता कर्ती आपने मत दिया। त्यानी आय्यलय राज्य, ज्ञान सवानियों की कार्य करते हे, त्यानी सुधारकाय राज्य मामला पूर्ण करीत साहित्य। त्यानी सुधारकाय राज्य जीवन सवानियों फार्से काही ठिकी ठिकी नाही। त्यानी सुधारकाय राज्य जीवन सवानियों प्रामुख्याने पत्रकार आयातक, करार आयातक या संदर्भतत्त्व व्यापक विश्लेषण व माहात्मी आयातक दिसून येते। आयातकविश्वासी काही मान्यविनी, लेखकांनी जो अभ्यास केल्या आहे त्यांती सुधारकाय राज्य कारण्यापूर्ण च्यातांची जी नैंद केल्या ती आला कार्यक्षेत्र, त्यानी आपल्यांना माननार्य स्वतः युक्त आयातक असते असे आपल्यास मानणा वेळेत।

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** बी. रघुनाथांकी कथा : आशय आणि अभिव्यक्ती **

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प्राप्तीकोळ:
साहित्य हा सामाजिकमार्था निकट आर्थिक आस्था असतो. समाजात घडल्या व्यापार-वाहतूक पद्धतीत, समाजवादी प्रतिक्रिया विचार साहित्यानुपत्त्य आयातक केले जाते. प्रत्येक भूमिकादात्री काही व्यक्तिः कोण कोणांनी एक व्यापक काही असते. या व्यापक कक्षेत्रात तिलक्या मान्यता वृत्ती-प्रवृत्ती व विश्लेषण आयातला संदर्भतत्त्व व व्यापक विश्लेषण साहित्याचे वाइस्म निर्देशित विवरक होतात.

एकाच व्यक्ताचा साहित्यकृतीच्या अभ्यास करताना तत्कालीन परिस्थितीत विचार करणे लागतो. कारण व्यक्ताची साहित्यकृती ही त्या त्या काळात संदर्भतत्त्व तथ्यां-संदर्भांक प्रशासने ती घटना असते. लेंडक हा सर्वाधिक साहित्य आस्था असते. त्यामुळे तत्कालीन परिस्थितीतील आणि समाज जीवनसाहित्य स्वतंत्रता रेता व दाब लेखकांचा साहित्य निर्देशीत असते. अशा परिस्थितीतून आकारात आतील लेखकांची वाक्यपद्धती दृष्टी, त्याची मनोविश्वास यांचा विचार करत लेखकांनी आत्मालेखक लेखकांनी करण्याचा उद्देश्य व कार्याचा विचारविचार सांगते हे आहे या वेच घेऊ येत विचारात उतरते. याच साहित्यात कृतीता कृतीचा चर्चा न दिसलेला, उपक्रियासह, दृष्टिकोण, माराठीप्रमाणे कथा जनक वी. रघुनाथ यांचा कथा आयातक आणि अभिव्यक्तीच्या दृष्टिकोनाने सांस्कृतिक विचार अभ्यास करण्याचा अल्पकाल खालील.

कथाकार: वी. रघुनाथ:
माराठीमालाल. रघुनाथ उर्फ भवानीरन रघुनाथ कृतकिंग माणे प्रमाण परीक्षण धारी असलेला एक कथा, प्राचीन वितानाला शेष भिडणारा एक कथाकार, आत्मसंवेदना शेषसंघर्ष करणारा एक लोकप्रिय लेखक, प्रख्रित सामार्थ्य असलेला कार्बळकार.

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राजवंशीयों के जन्म के बाद वे सदियों तक वाक्यकालों तक पारतांत्रिक नियम राजकीयों स्वतंत्र राज्य था। नियम बोले दिए हाल होते अर्का एक एक गांव का वाक्य काश काश आशा होता। आरा प्रतिक्रिया परिस्थिति मराठो बालकों लेखन करने जीवनान्वय गोंडी होती। सामाजिक, राजकीय, धार्मिक भुगुस्तुक मराठवाणी नियम राजवंशीय राजानं। रुपराइती मराठों भाषाएं जो सहायता पाले करेंगे सर्वसंसार मानसिक जागरण, जयपुराई स्वतंत्र राज्य करवा लागू रहित। सर्वप्रथाम, परिस्थितीय रेडयालन लिये धारण केलेना चेहरा, व्यक्ति त्वरी वर्तन व्यवहार, दारिद्र्य वाला बी। रुपराइती मराठों केलेने दिच्रेण वाचकाच्या अंतः करणारा साधू भिडते।

रुपराइती कथेच्या गाभा:

निवार सर्वाइती मराठों, मुख्यो नोकरावाळापणे आग्रह ज्ञाताराव नेतांगांनी सामाय माणसू पूरीत: कुरूळ होता। हा सामाय माणसाचा उद्वर्त आणि अरुप्त ज्ञानप्राप्त करण्याचे बी। रुपराइती कोणते झालाने विचार अंतिमप्राप्त करतात आहे। असाध माणसांचा होणारी कॉमैडी, हा कॉमैडीमधून होणारी कृत्याचा आणि त्यानं येणारे मुलजीवित हा बी। रुपराइती कथेच्या गाभा आहे।

रुपराइती कथेच्या प्रेक्षा शक्ती:

निवार राजवंशीय अनेक प्रकरणांची असाध माणसाच्या माणसाच्या जगण्याविषयी बी। रुपराइती आर्थिक व मानच तत्त्वांत होती; खैरी तर हे उन्मल्लता धार्मिक कथेच्या प्रेक्षा शक्ती होय। असाध माणसाचा आणि त्यांचा जगण या कृत्याचा आकारात आलेली बी। रुपराइती कथा माणसा ह्या केंद्रांत गंवून फिरताने हिस्सेते। त्यानुसार ती अंतः अंत बनवते आणि नेतृत्वते। एकांतवेदीत तितकात जावरणारे अंतः अंत आणि विविध प्रणाली रुपराइती कथेच्या फार मोठे सामाय आहे।

रुपराइती कथांचे अंतरंग:

बी. रुपराइती निवारी मराठवंशीय पातळे एक व्यक्त दर्शावी कथा निर्माण केलेला आहे। ज्याचे मराठवंशीयतले तत्कालीन माणसांचा स्वयंचीत जीवनाचे प्रतिकृत्व उभराविला आहे। येहीले उभराव, लिये प्रौढवेदन, त्याचे सामाजिक जीवन, जन्तूता, विविधता, दारिद्र्य, मराठी स्वतंत्रता, अन्याय, अनुसारी प्रवृत्ती या सर्व बाबूंचे पंचनृत्त धारण करवून कथणा लागवले आहेत। मराठवंशीयतले असाध जीवनाच्या आग्रहात तत्त्वांत आणि उंच मिहिन मराठीला मोडलांचा शैतल नूतन बी। रुपराइती कथा साकारली आहे। मराठवंशीय कथेच्या इतिहास इतिहास, अवतरण तत्त्वांत वस्तुविद्याचा संपदानंदक, मानवी अंतरंगातील जागरणाचा आणि नेतृत्वाच्या शोध घेणारी कथा बी। रुपराइती नियमिते आहेत।

रुपराइती कथडका उपसंहार असाध करणासाठी त्यांचा कथांचे अंतरंग शोधलेला त्यांचा कथांचा अंतरंग शोधणाऱ्या त्यांचा कथांचा अंतरंग व्यक्तिविक्रम, संबंधालेख, कलात्मक, प्रतिकृतता, काव्यता, भाषाविवाह या मुख्यांचा विचार करवा लागतो।
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मार्गदर्शक, लोकप्रशासन विभाग प्रमुख,
महिला महाविद्यालय नंबरारे, नि. विभाग

भारत देश हा लोकतातील प्रशासन देश आहे. भारतातील सर्व जाती धमाके लोक रहते असून भारतीय एकत्त्वात दिकून आहे. भारतातील प्रधानमंत्री कार्यकालासुरू जाती व्यवस्थेचा महत्वपूर्ण स्थान आहे. भारतातील लोकांव्यतीत लोकांना लोकसंवेदना व प्रमाणात व समाजतील सर्व घटकावील लोकांतून समाज सहभागी उभारून वाढते. तसेच प्रत्येक जातीतील महिलांना सुधा नव प्रमाणात प्रतिनिधित्व देण्यास मराठवाळा सर्व जाती व सामाजिक जागरूकता प्रमाण घातून वाढते. भारतातील प्रशासनकर्ते विधानाचे केल्यांत व घडकणी अनुसूचित जातीचे प्रमाण समाजातकारक स्वस्थता नाही. सर्वसाधारणी आहावासूनरी देखणारे जवळपास ८८ लाख लोक नंतरी नंतरी करतात. त्यामध्ये अनुसूचित जाती व जातीतील कर्मचारी संख्या १५% आहे. देशातील सर्वांगीन उपचाराचे १ कोटी ४० लाख लोक नंतरी करतात. त्यामध्ये अनुसूचितजाती व जातीतील प्रमाण ६.'४% आहे. राज्यसरकारी कार्यालयांनी प्रमाण ५% प्रमाण आहे. कार्यालयांनी मंजूरीच्या अहवालानुसार इ.स. २०१५ मध्ये केंद्रसरकाराच्या विभागात जातीत एकूण ३२५७२२ कर्मचारी ६५१६२ त्यांतून अनुसूचित जातीतील आहेत. भारतीय प्रशासनकर्ते सेवेच्या
1. The impact factor of the journal is 2.394.

2. The journal is a peer-reviewed international journal.

3. The July 2019 issue, Volume 02, Issue 55, carries the following articles:

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4. The journal covers a wide range of topics, including interdisciplinary and multilingual research.

5. The journal is indexed in various databases, enhancing its visibility and impact.
speak out, overview report, National campaign on Dalit Human Right, New Delhi.
अपनिवेशिक भारत में घरेलूता:लृक्ष्य और परिणाम

मनीष कुमार सिंह
शोध छात्र,
म. गां. अ. हिं. वि. वि. वर्षी

सारांश (Abstract)— भारतीय समाज व संस्कृति की औपनिवेशिक आलोचना के बाद जब भारत में समाज सुधार आंदोलन शुरू हुए तो समाज—सूचक जोड़क महिलाओं में अभिव्यक्ति तथा वात विवाह, जवाब वैवधत्व तथा सूचक फ्रेम जैसी अन्य व्यापक सामाजिक बुद्धि गयों पर केंद्रित थे। इस आंदोलन के दौरान सार्वजनिक क्षेत्र के साथ—साथ वह की चहारदीवारी के अंदर जिसे आधार के बाँध भी कहा जाता है की सुधार की आवश्यकता महसूस की गई जिसको बाह्य हाम घरेलू सतह प्रदान करने वाली पुर्तिकाओं में मिलती है। प्रबुद्ध आंतरिक में उन्नीसवीं सदी के भारत में घरेलू (Domesticity) युग पर ध्यान केंद्रित किया गया है। जिसके लिए प्राथमिक व द्वितीय क्षेत्रों का उपयोग किया गया है।

कुंजीशब्द (Keywords)— समाज—युगाधिक, घरेलूता, गृहलक्षी, घरेलू सतह प्रदान करने वाली पुर्तिकायें।

उन्नीसवीं सदी के अंदर विशेष अंतर्द्विम जक्षेत्र—जो कि यहाँ के स्थानीय संस्कृति की भिन व भारतीय जननामस के लिए विलक्चुल नभी थी, ने कलकाता जैसे शहरों में गहरी पैल बना दी थी। इसका प्रभाव सिर्फ सार्वजनिक क्षेत्र से धीरे धीरे परिवर्तन या अवस्था दायरा जिसे औपनिवेशिक हस्तक्षेप से बचना रखने के लिए शासक पुरुष समाज सूचक पुरुषों कोशिका दर्शन रहे थे भी अज्ञात नहीं था। इसीलिए हम देखते हैं कि इस अवधि में (उन्नीसवीं शताब्दी के अभिमान दशक) घरेलू जिन्दगी और इसके अंतर्द्विम संबंध विवाह व बहस का विवाह बन गए थे। यहीं वह समय था जब घरेलूता/गृहलक्षी संस्कृति सूचीकरण वितरित अवसर वैश्विक स्तर पर प्रभावित हो रहे थे। भारत भी उत्तर के अपनी अद्यतन उपनिवेश था अतः इसके प्रभाव से यह अपने आप को बना न सका। वैमेटिस्टिक (Domesticity) जिसका अर्थ हम हिंदी में घरेलूता या गृहलक्षी से लेते हैं चूँकि इसका समानार्थी या उचित हिंदी शब्द उपलब्ध नहीं है इसलिए हम घरेलूता या गृहलक्षी शब्द का प्रयोग कर रहे हैं। वैश्विक स्तर पर घरेलूता संक्षेप विज्ञान उपलब्ध 1830 के आसपास शुरू हुए ‘इंडियनिलिटी आंदोलन’ से आतिथ्य में आई मानी जाती है, जहाँ इसने मध्यवर्ती और श्रीमक वर्ग पर अपने आदर्श और विवाह धारा कर अपनी फैक्ट बनाई, इस संदर्भ में यह उल्लेखनीय है इसने अल्पवर्ग मध्यवर्ती के लिए आपसी निम्न व व्यवहार बनाए थे जिसमें पूरे उसके अपने आधिक हित थे। उन्नीसवीं सदी के मध्य तक गृहलक्षी संक्षेप संबंध साहित्य और जीवन विचारों में व्याप्त हो गयी थी एवं इसकी लेखनिकता का प्रभाव हमें महत्त्व पत्रिकाओं में देखने की मिलती है। स्थिति संक्षेप आदर्शों की संकल्पना अल्लू—अल्लू क्षेत्रों पर केंद्रित थी तथा इसे (अल्लू—अल्लू क्षेत्रों को) बनाए रखने के मध्यवर्ती महर्षि चेर्न घरेलूता के बावे में विशेष रूप से देखने की मिलती है जिसका लख महत्व पत्रिकाओं को घर के दायरे में सीमित करना और नृत्य को सार्वजनिक जागरूक में यथार्थता करता था। इन परिभाषाओं में महत्व पत्रिकाओं के अनुकूल घरेलू कार्यों जो सिफर पर के अंदर समन्वित किया जा सके और पर को अर्थव्यवस्था का नियंत्रण करना था। इस संदर्भ में अर्थात ओलाफसन हैलरस्टीन (Victorian Women: A Documentary Account of Women’s Lives in Nineteenth - Century England, France, and the United States, 1981) कहता है कि यह विभाजन पूर्ण है कि विक्टोरियन संस्कृति महिलाओं को श्रमिकों के रूप में पहचानने में सफल रहे जबकि यह पूरी सदी का काम (work) की सदी मानी जाती है, काम के संदर्भ में मनुष्य का अनुभव कमी स्तंभ नहीं हुआ कई समकालीन सामाजिक और साहित्यिक दस्तावेजें इस
The British Mother’s Magazine
The Ladies Treasury
English Women Domestic Magazine

The British Mother’s Magazine, The Ladies Treasury, and English Women Domestic Magazine are interdisciplinary, multilingual refereed journals that discuss various aspects of domesticity.

Advice on domesticity

In Advice on domesticity, the editors discuss the challenges and advantages of managing household tasks, with a focus on traditional and modern methods.

The British Mother’s Magazine and The Ladies Treasury provide insights into the historical context of domestic roles, while English Women Domestic Magazine offers a contemporary perspective on domestic responsibilities.

The British Mother’s Magazine and The Ladies Treasury, with their historical focus, include articles on the evolution of domestic tasks and the impact of social changes on domestic roles. English Women Domestic Magazine, on the other hand, addresses the modern challenges faced by women in managing domestic tasks.

Overall, these journals provide a comprehensive view of domesticity, covering both historical and contemporary perspectives.

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The British Mother’s Magazine, The Ladies Treasury, and English Women Domestic Magazine are interdisciplinary, multilingual refereed journals that discuss various aspects of domesticity.
पुस्तिकाएँ) को उद्धरण के रूप देख सकते हैं क्योंकि अध्युतिक भारत के इतिहास में माना जाता है कि ब्रिटिशर का प्रभाव सबसे पहले यहाँ हुआ। सबसे पहले महिला सुधार की वात भी यहाँ शुरू हुई।

बंगाल से शुरु हुई यह प्रक्रिया जल्द ही पूरा उपभाषाधीन में फैल गयी, महिलाओं की बदलती स्थिति और परेलुंदा संबंधी विषयों और मान्यताओं, जाति, वर्ग और धार्मिक पहचान से परे होकर अर्थतः भारतीय सरकर बदल रही थी। उन्नीसवीं सदी में कलकत्ता में शामिल नए औपनिवेशिक संस्थाओं ने शिक्षा एवं रोजगार के लिए प्रयोग के रूप से भी बंगाली पुरुषों को आकर्षित किया। इसके अलावा महिलाओं और पेशेवरों के रूप में, सिविल सेवक आदि के एक समय के अर्थतः समस्या को निर्बन्धित किया जिसे 'भारतीय' (उच्च शिक्षा कार्ययोजना में भारत मध्यमाग्री सेवन) के नाम से जाना जाता है।

ये बदलावों के लिए भारतीय जनता और उपनिवेशिकों के बीच मध्यमाग्री सेवन का काम कर रहे थे। कुछ अभ्यासकों का यह भी मानना है कि ये अभ्यास शासन को में भी सहायक थे। यहीं वह समूह था जिसने बंगाल में सबसे पहले महिला प्रशंसा और परेलुंदा या डोमेस्टिस्टी के प्रशंसा को शुरू उठाने और उसे आयोजन के रूप में दिया जाता है।

औपनिवेशिक भारत में फरेलुंदा नए सांस्कृतिक तरीके के रूप में उपयोग में आया औपनिवेशिक भारत में और राष्ट्र को अंतरिक्ष में समाहित किया। जूस्टीसी हुई या बेहतर फरेलुंदा विश्वविद्यालयों और कानून द्वारा मान्यता के रूप में प्रकट हुई इसी कारण इंग्लिश यह दावा करते थे कि भारतीयों को इसका लाभ हुआ है। दूसरी तरफ नए शिक्षित मध्यमाग्री बुद्धिजीवियों ने महिलाओं नवरथों के लिए नयी भूमिका एवं परेलुंदा के सातकार का इतिहास स्थापना प्रणाली के लिए किया। भारतीय पुरुषों द्वारा तैयार गृहस्थी संबंध के लिए आदर व मूल्यों का प्रसार करने में निवासक युग व उपवनियों में नित्य-पुनर्वितरण भूमिका निभाई। यह फरेलुंदा संबंधी युद्धात्मक विद्यापीठों अथवा अंडर्लैंड के एडवर्ड्स टेक्स्ट से प्रेस थे और इसने शिक्षित वाचे अंकितादाता:


3 Banerjee M. Swapna. Debates on Domesticity and the Position of Women in Late Colonial India..https://doi.org/10.1111/j.1478-0542.2010.00688.x,


7 गुरुलक्ष्मी, नारी कार्य अप्रैल—मई १९९३
भूमंडलीकरण—प्रभावित संक्रमणकालीन सांस्कृतिक परिवर्तन

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आज के संक्रमणकालीन दौर में मनुष्य अपना जीवनयापन कर रहा है। ऐसे मौल पर खड़ा है कि वह पुरातन से मुक्त या नये नया का स्वच्छता अपनी मजी नहीं कर पा रहा है। मानव यह दिग्गज—सा है। यह एक समकालीन मित्र तिरंगु शुद्ध है। इसी में भूमंडलीकरण का शोर जोर से है। परिसरीकृत मनुष्य की वैचारिकता तथा जीवन—पृथ्वी में विज्ञान परिवर्तन उपस्थित हुए हैं। मूलतः भारतीय संस्कृति सर्वसमावेशी रही, पर भूमंडलीकरण के संक्रमणकालीन परिवर्तन के परिक्षेत्र में, उसकी आवाज में दिक नहीं पा रही है।

संक्रमणकालीन समय में मनुष्य विकास के संक्रमणकालीन दौर में मनुष्य जीवनयापन कर रहा है। यह विषय सांस्कृतिक क्षेत्र से हानिकारक—है। भूमंडलीकरण की आवाज मानो पक्के हड़तोड़ से डटकर खड़ी ठाकी है। अतः सर्वसाधारण सांस्कृतिक परिवर्तन कर उठकी है। “आवाज या आंचाल तो आकाश एक बेग न सिकट जाता है, सब बुढ़ा में से काफ़ी कुछ की उखाड़ते, झिंझौटे और कुछ रूप तरह ध्वस्त करते हैं।” किंतु यह वैदेशिक दुनिया का सम दृष्टि से समतल, एकमेक करने के इरादे से जाने गया है, पूरी तरह जमकर बैठ गया है, अपने सर्वसाधारण देशों को पूरी तरह पसारक। प्रौद्योगिकी और तकनीक की अभूतपूर्व प्रगति, सूचना—क्राइटिका का तीन विस्फोट, कम्यूनियर और मोबाइल के क्षेत्र में अपूर्व अभिव्यक्ति पालित, विज्ञापन के मायावी जगत से प्रोसाहित उपभोक्तावाद, विपणन—प्रबंधन की नित नई युक्तियों ने हमारे समाज़ितिक, राजनीतिक तथा धार्मिक परिवार पूरी तरह बदलकर रख दिया है। हम अपने स्थायित पारंपरिक मूल्य—मानो, श्रेष्ठ जीवन—मूल्यों को क्षति और ध्वस्त होते देख पूरी तरह निर्भरता है। इन सारी शिक्षाओं को हम भले ही अपनाने के लिए प्रसुन्त न हों, किंतु परिवेश ने हमारे उपर इन शिक्षाओं को पूरी तरह ध्वस्त दिया है।”

वर्तमान मनुष्य आत्माग्नि स्वभाव की दुनिया से गुजर रहा है। उसीं द्वारा संजोये, वरिष्ठ मानवों के ही कस रहा है। उस द्वारा उत्साह हुआ है कि वह किसी भी प्रकार के साथ, मानचित्र अपनाने को तत्पर रहता है। चाहे वह जीवन—पृथ्वी, नि:शुल्क मनुष्य उत्तराधिकारी विकास—प्राकृतिक में ही उत्तर पाता है। उसके आदर्श, श्रेष्ठता, सत्य निर्मित प्रतीत मुख स्थिति को ध्वस्त करती जा रही है। वर्तमान: वैदेशिक एक विचार—जनावर है। और इस विचार—जनावर में मनुष्य को सत्ता वेश्चीत स्थिति मित्र का विषय बन चुकी है। “समकालिन भारतीय समाज तीव्र संक्रमण के दौर से गुजर रहा है। परिवर्तन की अभिव्यक्तियाँ कई दिशाओं से आ रही है—एक और आधुनिकीकरण की अवधारणा है। दूसरी ओर परम्परा के आचरण है। परिचय की आधारित और तकनीकी सहायता अपने साथ वह की जो जीवन शैली और मूल्य ला रहे हैं, जिन्हें अपनी जड़ से कोई भारतीय आधुनिकता समझकर बिना किसी तरह से अपनी रहे हैं। इस अंतरनुमुक्त ने एक नई शिक्षा को जम दिया है—अपनी असमिति और पहचान खोजकर एक आवृत्तिवादी ‘भींड की गुमानी में रखा जाना को।”

आत: मनुष्य शिक्षा भ्रम में अपना जीवनयापन कर रहा है। वह स्वयं को आस्थात कर माने जा रहा है। फलतः: मनुष्य का अंतरनुमुक्त बढ़ा हो जा रहा है। उसीं में ही वह और कसला जा रहा है। हमारी सर्वसमानी की पारंपरिक अवधारणा और वैदेशिक अवधारणा—दोनों वैश्विक मानववादी धारणा से
भूमंडलीकरण को वैश्विक मानवतावादी धारणा बदलने हुए प्राचीन सांस्कृतिक आदरण "विश्वविज्ञानक" से बिलकुल पृथक दृष्टिकोण है। परस्परिक अध्ययन को ही छोड़ दाला है। वस्तु: यह एक बड़ी लापरवाही है। यह मृत्यु को बेचना देखना है। "वैश्विक धारणा के आर्थिक पता से उभयरूप या बाजारवाद जुड़ा है। बाजारवाद सभ्यता के स्वरूप आपूर्ति-पुरुष परिवर्तन कर सांस्कृतिक पितृताण को एक अंतर्राजा पीढ़ी कार्यानि करता है। भूमंडलीकरण की निर्माण प्रक्रिया में श्रेष्ठता यह था कि विश्व के समस्त देश, उनकी संस्कृतियाँ एक-दूसरे को प्रभावित करें, एक-दूसरे को श्रेष्ठ ग्रहण करें।"5 सम्बन्धित यह है कि यह प्रक्रिया कठिनाई-सा रूप धारणा कर चुकी है। उनकी दोर किन्हीं पुंजीवादी, वर्तमानवादी के हाथों में है। उन्हें की इसाज़ह हम नाच रहे हैं।

विवेक में प्रयोग देश की अपनी-अपनी संस्कृति, अपनी-अपनी सभ्यताएं होती है। उसे ही अभिव्यक्ति अर्थव्यवस्था और उनकी तथाकथित भूमंडलीय संस्कृति के प्रभाव-प्रवेश ने अपना काफी पस्त फूला दिया है। उनकी सफल कुशीती को चांपते में मृत्यु विश्व ही आ गुजा है। प्रयोग देश के सामने अभिव्यक्ति संस्कृति किसान दानव के रूप में खड़ी है। इस विवाह समस्या से हंसके अपने-अपने दंग से जुड़ा रहे हैं, छटपटा रहे हैं। पर यह एक सत्ता प्रक्रिया निरंतर जारी रही है। "वस्तु: भूमंडलीकरण मूलत: एक आर्थिक निवास की व्यवस्था के रूप में आर्थिक में आया, किंतु बाजारवादी पत्थर ने इस अंतर्राजा सूचना की प्रक्रिया में डाल दिया। इस प्रकार अविचार रूप के रूप में इसके दो पत्थर हैं— आर्थिक तथा सांस्कृतिक पत्थर। किंतु ऐसा नहीं है कि ये दो पत्थर सम्बन्ध हैं, ये एक-दूसरे से अंतर्प्रभाव है।"6 अन्तः इस मायावी जगत में इस पर विचार करना आवश्यक बनता है। इस परिप्रेक्ष्य में वैश्विक प्रभावित सांस्कृतिक संक्रमण एक कुछ दृष्टिकोण है। उनके कई पहलू नज़र आते हैं। उन्हें नज़र अद्यावधि नहीं दिया जा सकता है। संक्रमणकालीन स्थिति में सांस्कृतिक निर्वासन, भोगवादी संस्कृति, अर्थव्यवस्था के नये रूप, विज्ञान का वाजापालक, साहित्य की चिन्ह जैसी गंगेर वास्तव में से मनुष्य जुड़ा रहा है। ब्रिटिश शक्ति के प्रभावित परस्परिकरण द्वारा ही भारतीय संस्कृति पर निर्मित आकांक्षा हुआ। अगल चतुर्थ कह आकांक्षा प्रभावानक सिध्दांत होता है। यह नियंत्रण संक्रमणीय की प्रक्रिया मनुष्य के मस्तिष्क, युवती की ही परिवर्तन कर दूर करता है। वातावरण रूप में इस भूमंडलीय मुँहतः एक युवती होती है। वह व्यवस्था अर्थ-व्यवस्था होती है। उसका मुख्य आधार उपभोक्ता या उनकी संस्कृतियों होता है। वस्तु: यह एक ऐसी व्यवस्था है कि यह अपने माना-प्राप्त या मनुष्य को कोलन का ही काम करती है। "भूमंडलीकरण की अवकाशण समृद्ध तुनिया को अपने में समाहित करती है, किंतु कोई नहीं जानता कि इसकी मातृ शक्ति का मूल गोत्त परिवर्तन सभ्यता के रूप के साथ जुड़ा है, जिसके दोनों पहिए—सांस्कृतिक और समानता के विकास के राजभाषा पर एक साथ भागते हैं।"7 अन्तः यह छुट्टी हो दिन—दिन तेज़ी से होती जा रही है। तुनिया को अपनी मुद्रियों में, अपने वश में कर लेने का मानो आकृत—संकल्प ही है। भूमंडलीकरण के मूल में आर्थिक निवृत्त होती है। आर्थिक का स्थिति ही देश—विदेश की सीमाओं को एक-दूसरे के नजरों का खड़ा कर दिया है। यहाँ पर पुरुषवादी व्यवस्था विभाजित तथा अविचारित देशों के लोगों को आर्थिक करती है। मान यह उन्हें हमेशा करना को चाहता है। विदेश
बसने के नाम सांस्कृतिक वृद्धि से निर्विवाद होने के \nही विकास समस्या खड़ी ठहरती है। परंतु मनुष्य \nसंक्रमणशिला उपभोक्तावादी लिप्ता के वर्षभूत है। \nवह अपनी जातीय असमिति ही खो जाता है। “वैश्विक \nका अर्थ यह नहीं है कि आज हम अपना असत्व \nखोक विवाह का अंग हो चुके हैं। इस दौर में सभी \nसंस्कृतियों के अपने निजी असत्व के होने को पुराने \nहुई है। इसका प्रतिकार है कि आज भारत के बाहर \nभी अनेक देशों में भारत है और भारत के भीतर ही \एक लघु विवाह की इंतजार मिलते रही है। भारत का \वैश्विककरण और अन्य देशों में परत्क कार्यवाहिक \यह नई प्रक्रिया का दृष्टांक है। बहुभाषावादी समाजों \में हमारी अपनी एक छवि बन रही है। भारतीय और \अर्थी—समाजों की संस्कृतियों की परत्क अनाश्रयों \से उद्धृत्त देंगे समानर्थी संस्कृतियों वस्तुत हो रही \है, जो भारत का विश्व—व्यापी बना रही है।”\n\nविकास के माध्यम समझ को सांस्कृतिक स्थिति की \परिवर्तित हो चुकी है। मिडिया \जगत के माध्यम उपभोक्तावादी वैश्विक संस्कृति को \अपने पैर धारन की बदवार हो देते हैं। ये माध्यम \मनोरंजन के नाम पर हमारी सांस्कृतिक धर्मनियों में \मीठा जहर हो पत्ते होते हैं। अत: इस सांस्कृतिक \आक्रमण का चुटु मिडिया जगत के विश्व माध्यम ही \है। इस तरह ही नहीं, आपके इसके अर्थलिता चरमसीमा \हो नहीं है। एक नई नैतिकता के नाम पर अर्थलिता \की नई अवधारणाएं ही विकसित कर दाली हैं। उसे \खुलकर स्वीकार कर दिया गया है। “भूमंडलीय, \विशेषतः हॉलीवुड का, सिनेमा वरास्ता हॉलीवुड \अर्थलिता के प्रति हमारे दर्शकीयां में परत्कन \उपलब्ध कर चुका है। ती. वी. और सिमेना जिस रूप \में नगई (‘ऑफिसेंस’ तथा ‘एक्सपोजर’ दोनों) के लिए \भारतीय मानस को कृपित—दुर्विकर होते हों, किन्तु निज \योगदान होने में झुके जा रहे हैं, या झुकने को विवाह है। व्याख्या \दोनों प्राय: १५५—२० वर्ष पूर्व को हिंदी फिल्मों \का—वहाँ से लेकर आज तक हम वीर—वीर नंगई और \अर्थलिता स्वीकार करने चले गए। ती. वी. और \सिमेना ने हमें इन वर्षों में इस प्रकार अनुकूलित \कर दिया है कि अब हम नंगई में कुछ भी बुरा नहीं \विना, हम उसके अभ्यस्त होते चले गए।”\n\nभूमंडलीय के दौर से साहित्य कैसे अर्जित \होता है? भूमंडलीय से प्रभावित औद्योगिक \विकास में कम्युनिटी तथा इंटरनेट महत्व का \भूमिका निभाता है। उसका माध्यम अंतरस्ती है। हमी \बाहर एक एक अंतरस्ती, तो दूसरी भाषा का \अंतरस्ती होता जा है। परिणामस्वरूप विचार \भारतीय भाषाएं, विविधता को खर्च करते हैं। अत: \इसमें भी भाषा के \स्वरूप और प्रकृति में निंदां परिस्थित की प्रक्रिया \लीजा जाती है। फलत: भाषाक किरित्त, शुद्धता \के प्रसं खेड़ो होकर अधिक गहरे बनते जा रहे हैं। \सिंहा \यह है कि भाषाक जातीय असमिति विविधता को \कम कर खेड़ी है। इन्हें दुबारा भाषाओं का लेकर \समस्त देश तथा \साहित्य सिद्धत, आकृति—व्यापुल है। \n
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जनपद बागेश्वर में खननू कार्य में खननू कार्य के रूप में एक अध्ययन

भरत कुमार
शोध छात्र, भूगोल विभाग,
कुवितौरिवितौ, नैनीताल

प्रस्तावना—

उत्तराखंड राज्य में जनपद बागेश्वर खनिज पदार्थों के भण्डार के लिए जाना जाता है। यहाँ पहले सोना कहाँ—कहाँ निकाला जाता था। यहाँ ठोस गंगे रेजिस्टर के लिए सोना थोले का कार्य करते थे। वर्तमान में अन्य खननू कार्य को लाभ न होने से छोटी किया गया। यहाँ लोगों के द्वारा परमिट (लीज) बनाकर खननू कार्य किया जा रहा है। क्षेत्र में खड़िया का विशाल होने से 2009 में जनपद बनने के बाद खनानाय खननू लोगों के द्वारा लीज (परमिट) खननू के लिए बनाया जा रहा है। 2009 जनपद बनने से पहले यहाँ कपड़े क्षेत्र में खड़िया निकाला जाता था, लेकिन जनपद में खड़िया का विकास दिखाय—पूरी भाग में अधिक हुआ है। यहाँ यह क्षेत्र खड़िया का भण्डारण कहा जाता है। यहाँ कुप्रिया हमी या बंजर भूमि को खोदकर खड़िया निकाला जाता है। यह पदार्थ तीन स्तर का होता है। सफेद, हल्का हरा, भूरा या हल्का पीला। यह दो प्रकार का होता है—त्रीसी और कोमल। क्षेत्रीय भाषा में कमेट कहा जाता है। इस पदार्थ की अवधि मांग होने से जनपद एवं राज्य को लाख—करोड़ों रुपये की राजस्व प्राप्त होता है। जनपद में खड़िया उपादान भस्मतल में 1 मीटर—10 मीटर या कहाँ अधिक गहराई तक उम्मीद है। कहाँ खेतों में हल्के जोड़ते समय हल्के खुदने लगते है। यहाँ बागेश्वर, तहसील कण्ड, कपड़े, दुगनकुरी, शामा आदि तहसीलों में पाया जाता है। विक्रेताहरू कपडों,
अध्याय का उद्देश्य—
प्रस्तुत अध्याय क्षेत्र में वर्तमान शोध की आधुनिक अवधारणा पर आधारित है। वर्तमान अवधारणा को अधारणा के लिए कोशिश की गयी है।

खिड़किया खनन क्षेत्र में वैज्ञानिक दृष्टिकोण का भूमिका कर क्षेत्र में खनन कार्य को सुधारित करने के लिए निवासकार्य भवन्धत्व को व्यापक में रखने का काम किया जाए एवं धर्मात्मक को मानने के लिए व्यावहारिक खनन कार्य का विकास कर सकते। इस सूची आपूर्ति का दृष्टिनिर्देश करते हुए कृष्ण क्षेत्र को कम नष्ट किया जाए। खनन विभेदण के द्वारा खाति और कृष्ण योग कार्य के निवासकार्य भवन्धत्व भूमिका को तैयार कर कृष्ण कार्य का विकास कर सकते, जिससे खाति आपूर्ति करने में मदद मिल सके, जिससे कृष्ण क्षेत्र में कमी न हो सके।

1) क्षेत्र में खिड़किया खनन का विकास कर उद्योगों का विकास सम्पन्न बनना।
2) खननः क्षेत्र में एवं खड़िया सम्बन्धित उद्योगों
   में स्थानीय लोगों को रोजगार का बदला देना।
3) क्षेत्र में अधिक से अधिक भूमि का उपयोग
   को बढ़ावा देना।
4) बाजारों का विकास।
5) आय में वृद्धि।
6) भूमि पर खननाओं का उपयोग।

परिकल्पना—
1) खड़िया खननः कर रोजगारी कम होने की
   समस्याएं।
2) अधिक से अधिक खननः कर ज्योति में उद्योगों
   के विकास को समाप्त करें।
3) प्राप्त या पर्यटन को कम होने की
   समस्या।
4) राज्य के राजस्व में वर्धित की समस्या।
5) भूमि उपयोग का अधिक सम्बन्ध।

जनपद में खड़िया का वितरण—
जनपद बागेश्वर में धातुरी अक्सर से
शात होता है कि यहाँ खड़िया का उपयोग अधिक
किया जाता है जिससे ऐसे क्षेत्रों में खड़िया निकाला
जाता है। जहाँ खड़िया धातुरी ऊपर से हो आसानी से
निकाला जा सके। जनपद में काण्ड सागर, शामा,
कपोट, दुवानकुंडी, बागेश्वर आदि तहसीलों में खड़िया
निकाला जाता है। कुछ क्षेत्रों में खड़िया लुभे समय से
खड़िया बन देता है। इन क्षेत्रों का उपयोग नहीं किया जा
रहा है। क्षेत्र में बाजारों के आधार पर देखा जाए तो यूपे
शीर्ष के किनारे सबसे अधिक खननः किया जाता है या
तो इसके सहायक चोटी तरल के किनारे खड़िया का
क्षेत्र नव वाह कर दिया जाता है। जैसे—पुंगर, कैसूङर, अनगड़ी
गर्जेय आदि।

जनपद में खड़िया का क्षेत्रीय वितरण एवं श्रेणीकरण

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खड़िया खननः होने वाले लाभ—
1) खड़िया क्षेत्रों का विकास एवं बंजर भूमि
   कृति योग्य भूमि का भी प्रयोग।
2) रोजगार एवं आय में वृद्धि।
3) स्थानीय वाजार का विकास।
4) ग्रामीणों के जीवन स्तर में सुधार।
5) अनेक व्यवसायों का विकास।
6) अविस्तरों वा भवनों का विकास।

खड़िया खननः से होने वाले निम्न हानियाँ हैं—
1) धरती की आकृति में परिवर्तन व रूपान्तरण।
2) भूविश्व में जब स्तर में कमी कमी होने
   की समस्या।
3) कृषि भूमि में कमी साथी सामग्री की कमी
   होने की समस्या।
4) कृषि क्षेत्र में कमी एवं खाद्य सामग्री में
   कमी होने की समस्या।
5) पर्यावरण वा क्षेत्रीय प्रवास को बढ़ावा।
6) सुखा पड़ने की समस्याएं।
7) भूविश्व में कृषि योग्य भूमि में बंजर होने
   की समस्याएं।
8) धरती में भू—स्तर की समस्याएं।
9) धरती धन्य होने की समस्याएं।
10) क्षेत्र में भूविश्व में बड़े भू—स्तर की
    आसांका।
11) पर्यावरण प्रभावित होने की अधिक
    समस्याएं।

क्षेत्र में खड़िया का विकास एवं उद्योगों की
समस्याएं—
भारत एक विकासशील राष्ट्र की श्रेणी में
आपसर है। यहाँ खड़ियों का भंडारण होता हुए भी
कल्याण मात्र विद्वानों को नियंत्रण किया जाता है, वास्तव
में तीव्र मात्र आयाम किया जाता है। भारत के एक
विकासशील राष्ट्र निर्माण में औद्योगिककरण एवं महत्त्वपूर्ण
कदम माना जा सकता है। क्षेत्र में कल्याण पदार्पण
उपलब्ध होने से भी क्षेत्र में खड़िया से सम्बन्धित उद्योग
उपरेता अध्ययन से जाता होता है कि जनपद वास्तव में खड़गा का विकास एवं खनन कार्य को सुविधित तरीकों से या वैज्ञानिक तरीकों से खनन करने की आवश्यकता वैज्ञानिक को घ्यन में रख कर खड़गा का विकास करने की आवश्यकता है, जिससे मानव अपनी जीवन स्तर ऊँचा कर सके। खनन के साथ-साथ अन्य खननों को घ्यन में रख कर उन खननों का विकास किया जाए तो खनन के खड़गा किस्म खड़गा के साथ-साथ चुना पड़ता का भी विकास करने की आवश्यकता है, लेकिन इस पद्धति का विभाज्यता एवं अन्य खड़गों में देखने को मिलता है। कृप्त्र क्षेत्र एक और महत्वपूर्ण कारक या मशक्त जो खेतों को खेतों के बाद उपायुक्त मिट्टी को फैल दिया जाता है। क्षेत्र में खनन के क्षेत्र में सारकर के द्वारा मूदा संस्करण के लिए कोई दमान नहीं दाला जाता है। ग्रामीणों की भूमि में मूदा संस्करण के लिए खेतों के द्वारा कोई उपाय निर्धारित नहीं किया गया है। क्षेत्र में पंग हली घाटी या उसकी महावान नदी के आस-पास खनन होने से मूदा को नदियों में डाल दिया जाता है। जिससे क्षेत्र में कंसाइडर पटरी ही मिलने की सम्भावनाएं बनी रहती है। खड़गा से सम्बन्धित कई छोटे-बड़े उद्योगों का विकास 16 वर्षों में नहीं हो पाया है, जिससे यहाँ के नयाबुकों को प्लान करने के लिए मजबूर होना पड़ रहा है। क्षेत्र में विभिन्न व्यवसायों की सम्भावनाएं हेतु एवं महत्वपूर्ण सुझाव—

1) खनन कार्य को सुविधित तरीकों से किया जाए, इसके लिए इंजीनियर को खेत-डेक में कार्य को सम्पन्न किया जाए।

2) खनन से निलंब की अतिरिक्त मल्या या पद्धति अन्य कृप्त्र भूमि को बदल देने से संभावना निषेध किया जाए।

3) खनन पूरा होने के उपरांत खन क्षेत्रों को समतल बनाकर उसको अन्य उपयोग योग बनाया जाए।

4) निदानों को घ्यन में स्थान खनन कार्य किया जाए नदी तल से नीचे खनन न किया जाए जिससे जल स्तर और नीचे जाने की समस्या उत्पनन...
संत तुलसीदास द्वारा रचित 
रामचरित मानस में व्यंग

भगवंद्र सिंह चौहान
शोधार्थी, हिंदी, 
भाषा अध्ययनशाला जीवानी विश्वविद्यालय 
ब्रिसबन (M.F.)

व्यंग एक सर्वसाधारण शब्द है। व्यंग का संसार बड़ा ही विविध है। व्यंग में सुसंगत की संभावना हिंसपति रहती है। क्योंकि व्यंग में तीन-तीन यथा प्रकार सहयोग होने के साथ-साथ विभिन्न तरीके से संकेत भी जुड़ जाता है। व्यंग मानव की मानव वने रहने की प्रेमण देता है और व्यंग सामाजिक जीवन में सफाई करता है।

हरिशंकर प्रसाद जी ने कहा है कि "व्यंग स्त्री-स्त्री वक्रतार करता है, जीवन की आलोचना करता है, विषयविषयियों मिलाकर विचारों और पाठकों का पर्देदार करता है।"

श्री सुंदर कुमार श्रीवास्तव के अनुसार— "व्यंग कह जैसा है जो पाठक को अनुभव को तो हंसाने के लिए व्यंग कर देता है, किंतु उसका अंतर उसी को हंसी को स्वीकार नहीं कर पाता और एक अनक्षेप जूनन महसूस करता है।"

संतों ने व्यंग का प्रयोग बड़े ही सरल और सहज रूप में किया है। संत तुलसीदास ने अपने श्रद्धांजलि व्यंग ने अपने प्रकारों में व्यंग का प्रयोग बड़े ही मार्किंग तथा सुहाग रूप से किया है। संत तुलसीदास द्वारा रचित रामचरित मानस में व्यंग को छोटा जगह-जगह जिम्मी हुई है।

बालकांड में व्यंग— संत तुलसीदास रामचरितमानस की शुरूआत वंदना प्रसंग से करते हैं। और देवताओं की वंदना करने—करते दुःखों की वंदना भी करते हैं। इस वंदना के माध्यम से वह दुःखों को टपका देकर सुनाता चाहते हैं और इस युक्ति में व्यंग प्रकट होता है।
वहाँ बाँद खात गन सतिहारी।
जे बिनु काँज गहिनेहु बारे।
पर हिंट हानि लाभ जिन्हें करे।
उजरे हस्त विशाल बसरे।
शिष्व पारवारी विवाह प्रसंग में शिष्वजी के गण
शिष्वजी का सिंगार करते हैं, सांभा का जनेउ, गले में
विप और छाती पर मुंडों की माला पहनाकर बैठे पर
सवार करते हैं ये दृश्य को देखकर देखता गणना व्यंग
करता है कहते हैं, कि इस वर के योग्य दुल्हन संसार में नहीं मिलेगी।

रोझिह राखाराय छूँ देखी।
इनहीं बाहर हार हानि विसेष।
5.
असोया काह में व्यंग— असोया काह में जब
भगवान राम के राज बनने की तैयारी चल रही है तो
माता कैफ़ैनी बहुत प्रसन्न है और यह देख कर दासी
मंड़ा कैफ़ैनी को भड़कते लगती है कि तेरा पुत्र
पदस्थ में है तुझे तो पड़े—पड़े नींद लेना ही अच्छा
लगता है राज की कपटभी चटुपए तुझें दिखाई नहीं
देती। तब संग तुलसीदास कैफ़ैनी के माध्यम से मंड़ा
पर व्यंग करते हुए दिखते हैं कि मंड़ा के बच्चों को
सुनकर कैफ़ैनी कहती है कि अब धूप हो जा कहां कि
यह फोड़ो, आगर ऐसा हो से कहा तो जीव मचककर
निकलबहु दूखी और सुन करने, लंड़ों कृष्ण भकुंडी
कुछाली होते ही हैं इतना हकहर माता कैफ़ैनी मुकुदा
देते हैं
सुन धूप बचन मलिन मुनजान।
तुझों गनिमाव अरगानी पुनि अस कबहुं कहसि घर
फोड़े।
तब धर गीव कडाकु तोयी काने खोरे कुबेरे कुटिल
कुछाली जानी।
तिय वितीय पुनि खेत कहि भरभाटु मुसुकान।

अरण्यकुमारन में व्यंग

अरण्यकुमारन में जब भगवान राम सीता
और लक्षमण पंचवरी में रहते हैं। एक दिन माता सीता
सोने का मूंग देखकर भगवान राम से मुग्धश्राक लेकर
आने का आप्रव करती है। तब राम अपने हाथ में मुग्ध
लेकर सीता की ख्यात जिमेवारी लक्ष्मण को शौककर
मुग्धश्राक लगने के लिए मूंग के पीछे चले जाते हैं और
जैसे ही राम के द्वारा बाण भार का लगा तो वह
लक्ष्मण भैया पुकारता है ऐसे राजस्तर्को सुनकर माता
सीता लक्ष्मण को राम की ख्यात के लिए भेज देती है
और लक्ष्मण एक रेखा खूप चल कर चले जाते हैं उसी
समय राज्य रूप बच्चकर वंचवरी पर आ आता है
तब संग तुलसीदास जी व्यंग करते हुए दिखते हैं
कि जिस राज्य के दर से दैत्य, दैत्य, इतना दर्द है
कि राम में उन्हें नींद नहीं आती है और दिन में भरपेट
भेजन नहीं कर पाते हैं वही दस चबा राज्य सुना
मौका पाकर सन्ताशि के भेष में आज कुदी को तरह
किंकिन्या काण्ड में व्यंग — किंकिन्या काण्ड में भगवान राम की मित्रता सुप्रीवर से हो जाती है तब भगवान राम सुप्रीवर की राख का वचन देकर वाली से छोड़कर दिखाने के लिए भेजते हैं और भगवान राम छुटकारा बाग वाली के हदय में मारते हैं तब वाली हथय में छिपी पीठ में कठोर वचन लटक कहता है कि है गोपाल आपने तो धम की राख के लिए अवशाड़ दिया है और मुख्य व्याख्या की तरह मार है तब संत तुलसीदास राम के माध्यम से व्यःग वचन करते हैं कहते हैं कि मारी बाली अब धम और अर्थ का ध्यान आ रहा है जब छोटे भाई की पत्नी पर बुरी दृष्टि डाली हो तब तेस्रा धम कहा तो होते भाई की स्वी, वहन, गुप की स्वी, और कन्या चारे सामान है हेंडु गुप तो अन्तर्याप अभिमान है।

हदय मिली मुख वचन कठोर। बोला निताई राम की आया धर्म हेतु अन्वेषण गोपाल। महं मोहिक व्याख्या की नाई मैं बैरी सुप्रीवर पीआई। अभिनं कबन नाथ मोहिक मार अनुज वृद्ध भगवती सुनारी। सुधु सत नन्या सम्ब ए इन्दिर कुटुम्ब बिलेकोड जोइ तथी बाल हर वाप न होई।

संत तुलसीदास रामचरितमानस के किंकिन्या काण्ड में पाठक, इह वचन प्रसार पर व्यंग करते हुए रहते हैं, कि भगवान राम व्याख्या की वर्ण ज्ञात का वर्ण सुनाते हैं और कहते हैं कि पृथ्वी चार से हरी भय से गई है जिस से गारे समझ संत में नहीं आते हैं उसी प्रकार पाठक मन के प्रवास से सदर्श समझ में नहीं आते हैं अर्थत वह शुष्क हो जाते हैं।

हरित भूमि तन संकुच सुप्रीवर पद्म नहीं पंक जितम पाठक बाद तुलस बिनी स्त्राध्म। १०

सुंदरकाण्ड में व्यंगयक—सुंदरकाण्ड में जब हनुमान की माता सौता का पता लगाने त्यक्त में जाते हैं और रावण के की फलों की बालिका उड़ाया कर उसके पुत्र का वचन कर देते हैं तब रावण हनुमान को पकड़ने के लिए अपने पुत्र मेनाग को भेजता है और मेनाग हनुमान को नागामे वर्ष बच कर रावण को सभा में लगाता है स तब हनुमानजी को देखकर रावण दुर्दशन कहकर यह वचन संसार है और कहता है कि हेंडु रु। कैन है क्या हुकूम में नाम नहीं सुना? रे शाद में तुल्य अवलंब निर्भर देख रहा हूं तब संत तुलसीदास हनुमान जी के माध्यम से रावण पर व्यंग करते हुए दिखाते हैं कि हनुमान जी ने कहा कि मैं राम का दूत हूं और मैं तुलसीदास मुनिका भेजता है संताना हूं तुम वही हो जो सत्क्षबला से सुधरते लड़ाई हुई हो और वाली से युद्ध कर दुर्दशन कितना बगम बश प्रणाल किया था यह भी जानता हूं कि चन्द्राकुमार के व्यंग वचनों को सुनकर रावण ने हंस कर बाल दाल दो।

दो— कथिते विशेषतः दर्शन दिवसकार इत्यादित युग हरण सूत वां सूती की ही तुलसीदास उक्त उद्यान गदियाद नो।— कह लक्ष्मण कबन तौ कोशी चंद्रन के वटाय भािली बन खोसा की भी स्रहन सुनिह नहीं मोहि देख अभिनं संत तोही।

दो— जाके वर लक्ष्मणस ते सिताज केशव शरी तासु दुरा में जा कर हर अहे गि नारी।

बी— जानाब में तुलशाहर युगाई।
सहस्राबूल सन परी लय अले समर बाल सन कर जय पाव।

सुनिर कथित वचन विवाहित विवाह।

लक्ष्मण काण्ड में व्यंग —लक्ष्मण काण्ड में जब राम बालिके पुत्र अंगद को दूसर बनकर रावण को समझाने के लिए भेजते हैं तो अंगद पुत्र के चरणों में सर दुका कर प्रणाल करके लक्ष्मणा में आ जाते हैं लक्ष्मण के नर नारी बंदर की आया देख बिना पूरे हो रावण के भवन का राता बना देते हैं जब अंगद ने सभा में रावण को देखा और कहा है रावण आप कुटुंबियों सहित आदर्शार्कर माता सौता को लीखा दो और निभाने हो जाओ अंगद की बाल सुनकर रावण लहर—मिला जाता है और कहता है, कि अरे बंदर के बने रावण पर बॉल मुख्यः
अंगत नाम कार कर बेदा। तास करहुं भई ही भेदा।।
अंगद वचन सुनत संकुंकाणा। रहा बालिका, बाल में जाना अव कहूँ कुरुश, बाल धारहुं कहें अहै।।
बिहृश वचनलब अंगद कहै।।
सह दस गए, बालिका पहिल जाई। बुझें कुरुश सख उर लई।।
अंगद की वैयात्मिक भी बालिका सुनकर गायन कहता है कि अरे दुबे बाल में तेरे कठोर बचन इसलिए सब रहा हुँ।।
क्योंकि मैं नीति और धर्म की जानत हूँ गायन की बात सुनकर अंगद पुनः व्यंग करते हुए कहते हैं, कि हा- हा तुम्हारे धर्म लोक तत्त्व भी सुनी है तभी तुम उसे की स्थि को चुनते हो और दूत की रथ की बात रही है तो मैं अपनी आखें से देख की है ऐसे धर्म का धर्म करके बाले तुम भूलकर क्यों नहीं मार जाते?
अंगद कहते हुए, कि कठोर करत दसनान नवन सरी। खुलत तब कठोर बचन सब सहारा कर धर्म में जानन अहै।।
कह कि धर्मसाहीत्या तोही। हमहुं सुनीकर पर निय वोही। देखे नवन दूर रखवाही।
ढूँड न महूँ धर्म क्लावधारी।।
उत्तरकांड में वैयात्मिक - उत्तरकांड में तुलसीदास कल्युग में बढ़ी अभिशिक्ता को बहुत बुरा बताते है और उस पर व्यंग करते हुए दिखाई देते हैं संत तुलसीदास कल्युग में, समकालीन सामान्य लोगों में देखा जाता क्योंकि कल्युग ने भी काकपुण्ड्य की मायाके से प्रस्तुत किया है काकपुण्ड्य की कस्मी के बारे में देखा कहते हैं कि कल्युग में सत्यसी जन बहुत धन लागकर पर सजाते हैं उन में वैगाय कहा है तपस्वी धनवान हो गए हैं और इतिहास दिख कहे हो गए कल्युग की लोका तो बढ़ी ही विविध है कुटुम्बकी और सती

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6. रामचरितमानस गीता भेष गोरक्षेश-
पेयजल गुणवत्ता का किशोरियों
के शारीरिक विकास पर प्रभाव

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शर्मा डॉ. मंजू

सारांश :-
पेयजल गुणवत्ता का किशोरियों के शारीरिक
विकास पर प्रभाव पड़ता है। क्योंकि दृष्टि पेयजल से
होने वाले बीमारियों से किशोरियों के शारीरिक
विकास एवं सामाजिक समायोजन प्रभावित होता
है। छूटकि ग्रामीण क्षेत्र में पेयजल गुणवत्ता के प्रति जागृतता
को कम पाई गई, ग्रामीण क्षेत्र में पेयजल स्थलों के
अस्पस स्वच्छता का भी ध्यान नहीं दिया जाने के
कारण किशोरियों के शारीरिक विकास एवं शिक्षा के
स्तर पर भी प्रभाव देखा गया, इसी प्रकार कृपि क्षेत्र में
प्रयोग के जन्म तक की शिक्षा देने तथा दवाइयों
एवं उर्दों के विभीषित अंश जल में पहुँच कर खाद्य की
समस्या को भव्यबह बना देती है।

प्रस्तावना :-
कहते हैं जल ही जीवन है। जल के बिना
भरती पर मानव जीवन की कल्पना भी नहीं की जा
सकती। मनुष्य चांद से लेकर मंगल तक की सतह
पर पानी तलाशने की कठिनाई में लगा है, ताकि वहां
जीवन की संभावनाओं तलाशी जा सकें। सचमुच जल
के बिना जीवन की कल्पना भी नहीं की जा सकती।
पानी की महत्व को हमारे पूर्वजों भी अच्छी तरह
जानते थे। जीवन के लिए इसकी आवशयकता और
उपयोगिता का हमारी तमाम प्रौद्योगिकी एवं
पीने का पानी कैसे हो इसके बारे में प्रार्थना क्षेत्र में जानकारी होनी चाहिए, और पानी की गुणवत्ता को तप करने के मापदण्ड बनाने गये है। पीने के पानी का रंग, गंध, रंग सब अन्य होना चाहिए। ज्यादा कैल्शियम या मैगनिशियम बाल फिल्टर से प्रभाव डालते है। पानी में कुल कटरता 300 मिली ग्राम प्रति लिटर से ज्यादा होने पर पानी शरीर के छिपे नुकसानदायक हो जाता है। इसी तरह पानी में फ्लोजिड की मात्रा अधिक होने पर पॉटसियम नामक बीमारी हो जाती और किशोरियों का जीवन प्रभावित होता है, क्योंकि उनके दांत खराब होना, हड्डियों का ठेंग होना, शारीरिक अपराप्य के कारण लालच हो जाती है। पानी में विभिन्न कॉन्सेप्टों का होना, हालाँकि रसायनों का होना, कटरता होना पानी की पीने के अन्य सकारात्मक बनाता है। चर्ची की सतह के लगभग 60 फीसदी हिस्से में उपयोग होने के बावजूद अफ़कांश पानी खाया है। पीने का पानी समुचित रूप से उच्च गुणवत्ता वाला पानी होना होता है। जिसका तत्काल या दौरानकालिक नुकसान के नुकसान खराब के साथ बेवर या उपयोग किया जा सकता है। स्वच्छ पानी चर्ची के लगभग सभी जानवरों वाले क्षेत्रों में उपलब्ध है। भारत में पेयजल की समस्या वापस विकर्ता है।

भूमिका का एक बड़ा हिस्सा दुर्गम है। अतः उपयोग के लिए एक तोड़ा सा हिस्सा है। यदि हम पेयजल गुणवत्ता की बात करें, तो इसे दो हिस्से में वांटा गया है। एक रामानुज, शासन और युग नेशियनल। रासायनिक व भौतिक मानदंडों में भाषा तप, कृषि प्रणालियों का पता लगाकर डिजी पदार्थ और टिलिडिटी (गेम्सएन) को दूर करता है, तो तुम्हारे जीव विज्ञान में कॉलेब्स्म, बैक्टीरिया, इ. कोलोई और जीवाणु की विशेष रोगजनक प्राणियों वायरस और प्रौद्योगिकी पर्यावरण को खत्म करता है। रासायनिक मानदंड में नाइट्रेट, नाइट्रॉजन और अस्थायी की मात्रा अधिक है तो स्वास्थ्य पर प्रभाव डालते हैं, जबकि सूखना वायु सीमा-सीमा रोगजनक होते हैं। रेग उपयोग करने वाले जीवों के अनुश्रूप अनेक प्रकार के विशिष्ट तथा भी पानी के माध्यम से हमारे पौरल में पहुँच कर स्वास्थ्य पर प्रभाव कारक करते है। जल में लोहा, मैगनीज, कैल्सियम, बेंजीम, लूमियम, कॉर्श, लूमियम, यूरेनियम, बोरे, तथा अन्य रेड्योजन जैसे नाइट्रेट, सल्फेट, बोरेट, कार्बनिट्रिद आदि की अधिकता से किशोरियों स्वास्थ्य पर प्रतिकृत कारक पड़ता है। जल में मैगनीशियम व सल्फेट की अधिकता में अंदाज में जलन पैदा होती है। नाइट्रेट की अधिकता से बनने में मेटाही मोलरविलिमिया नामक बीमारी हो जाती है। तथा आंतों में पहुँच कर नाइट्रोजनीन में बदलकर पेट का किसर उपन कर देती है। इसी प्रकार कृत्रिम क्षेत्र में उपयोग को जाने वाले कीटनाशी टाप्सियों एवं उर्चरों के विवेक अंतर जल स्थानों में पहुँच कर स्वास्थ्य की समस्या को भयावह बना देते हैं। प्रौद्योगिकी गैस से कार्बन-डाइ-आक्साइड तथा बाल्क्य कार्बन डाइ-ऑक्साइड जल में पहुँच कर जल स्थायी बना देते हैं। क्योंकि हमारे द्वारा गंद, स्वाद, रंग के द्वारा ही जल की अवरोधी रूप भी देखा जा सकता है। अनुमान लगाया जा सकता है, कि बहुत ही जलसंचय एवं लाखवाले से जाए हं और प्रौद्योगिकी बहें, वही ऊर्जा की मांग एवं खपत के अनुसार यह महंगा हो जाएगा। इसका पेयजल पीनेकर पर सीढ़ प्रभाव डाला। जैसा कि हम देखते हैं, प्रौद्योगिकी को मात्रा दिनों बार्फ़ जा रही है, वही विकार रूप भी धारण कर रहा है। साफ, सुरक्षित जल को प्रदूषण से बचाने के लिए केवल पानी के प्रति एक तोड़ा सा हिस्सा है।
 obsessed के शारीरिक विकास के प्रभाव को ज्ञात करना।

शब्दकूट:- किशोरियों के शारीरिक विकास, शैक्षिक, सामाजिक समायोजन।

साहित्य का पुनर्वर्तन :-
शोध के विषय को सैनिकात्मक आधार तथा ज्ञान के निर्देशन स्तर का शोध साहित्य के पुनर्वर्तन के होता है—

१. विश्व स्वास्थ्य संगठन की रिपोर्ट कतारी है यह दुनिया के ज्ञातवर बदल हिसाब में पीने योग्य पानी तक में रहता है और बीमारी के कारण, रेजिस्यूल का, गैरहात या मात्र तत्त्व के अस्तित्व द्वारा तक पीने का पीरो केंद्र उत्साह करता है। इस तरह का पीरो पीने योग्य नहीं होता है। पीने या भोजन तैयार करने के लिए इस तरह की पानी का उपयोग बढ़ पीरो में दौरान करना, जो कि किशोरियों के लिए प्रभावित करता है।
उपयोगक तालिका से स्पष्ट है कि 35 प्रतिशत किशोरियों को पेयजल गुणवत्ता की जानकारी नहीं है, चुनौती ग्रामीण क्षेत्र में पेयजल गुणवत्ता के प्रति जागरूकता के अभाव के कारण उनकी जानकारी नहीं है और 65 प्रतिशत किशोरियों को पेयजल गुणवत्ता के प्रति जागरूकता पाई गई।

### संदर्भ और सूची

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### सभी संस्थाओं की समायोजन के संबंधी विवरण कमांडः—

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उपयोगक तालिका अनुसार किशोरियों का प्रभावित उच्च दर अभावित 42.9 प्रतिशत पाया गया। विश्लेषण से स्पष्ट है कि प्रभावित होने का प्रतिशत ज्यादा होना ग्रामीण क्षेत्र में परिवारों की आर्थिक स्थिति के कारण स्कूलशिक्षा स्तर कम होने से पेयजल गुणवत्ता के प्रति जागरूकता के अभाव को परिलक्षित करता है।

### सुझावः

1. जल संचयन (वाणी जल) जिससे सुरक्षित का स्तर बढ़ाने हेतु जागरूकता कार्यक्रम का आयोजन होना चाहिए।
2. स्कूलों एवं कोट्सों में पेयजल गुणवत्ता विवाह पर नियमित चरण एवं प्रतियोगिताओं का आयोजन करना चाहिए।
3. ग्रामीण क्षेत्र में परिवारों की आर्थिक समस्या हेतु कार्यालय उपयोग का विवाह चरण।
4. पेयजल गुणवत्ता के प्रति जागरूकता कार्यक्रम को बढ़ावा देना।

- संपादक: Sushil Kumar Shri, संघर्ष केंद्र, केन्द्रीय जल समस्या प्रभारी, संघर्ष केंद्र, केन्द्रीय जल समस्या प्रभारी, भारत
सापाहिक हाट बाजार का ग्रामीण सांस्कृतिक विकास में योगदान (प.्र. के खरगोन, बड़वानी जिलों के संदर्भ में)

डॉ. कुराल जैन कोठारी
शोध निदेशक,
माता जीजाबाई शास्त्रीय स्मारक कौशल्य महाविद्यालय इंदौर

श्रीमति मंजुला चौहान
शहीदी, अर्थशास्त्र

प्रस्तावना:- सापाहिक हाट बाजारों का ग्रामीण सांस्कृतिक विकास में महत्त्वपूर्ण योगदान है क्योंकि ग्रामीण क्षेत्रों में हाट बाजार क्राय-विक्रय के प्रमुख केन्द्र है। ग्रामीण आदिवासी क्षेत्रों में हाट बाजार का महत्व और भी बढ़ा जाता है क्योंकि ग्रामीण के जीवन के हर पक्ष का सम्बन्ध हाट-बाजार केंद्रों से है। ग्रामीण परिवेश में हाट बाजार के सांस्कृतिक पर स्पष्ट रूप से प्रभाव डालते हैं। ग्रामीण द्वारा अपने विचारों, सांस्कृतिक कार्यों, रीति-रीतियों, समाजों का भी आदान-प्रदान होता है। अतः ग्रामीण की जीवन शैली पर इन हाट-बाजार केंद्रों का महत्त्वपूर्ण प्रभाव देखा गया है। इस दृष्टि से इन केंद्र का महत्व अधिक बढ़ गया है। सापाहिक हाट बाजार से ग्रामीण लोगों के जीवनस्तर को कई प्रकार से प्रभावित करता है जैसे- हाट बाजार में वस्त्र, विक्रम से वास्तविक आय में वृद्धि, आय में वृद्धि होने से उपभोक्ताओं, रहन-सहन के स्तर में परिवर्तन होता है, बोल्टल विभाग की भाषा में परिवर्तन इत्यादि हाट बाजार में आने वाले क्रेटा-विक्रेता का पड़े खिचे तथा अशिषित व्यवहार होता है और उनको बाजार का कम ज्ञान होता है।

शोध अध्ययन का महत्व:- खरगोन, बड़वानी
स्ह्रोत—प्राथमिक संस्कर

उपर्युक्त तालिका से स्पष्ट है कि हाट बाजार से ग्रामीण जीवनस्तर में परिवर्तन की स्थिति 6 वर्ष पूर्व तथा 6 वर्ष परसंतात की तुलना की गई है जिससे स्पष्ट है कि 6 वर्ष पूर्व 67 प्रतिशत श्रेणियों के अनुसार हाट बाजार से ग्रामीण जीवनस्तर में परिवर्तन हुआ था तथा 33 प्रतिशत श्रेणियों के अनुसार ग्रामीण जीवनस्तर में परिवर्तन नहीं हुआ था। जबकि 6 वर्ष परसंतात 88 प्रतिशत श्रेणियों के अनुसार हाट बाजार से ग्रामीण जीवनस्तर में परिवर्तन हुआ था तथा 12 प्रतिशत श्रेणियों के अनुसार ग्रामीण जीवनस्तर में परिवर्तन नहीं हुआ है।

अध्ययन में पाया गया है कि हाट बाजार से 6 वर्ष पूर्व 67 प्रतिशत श्रेणियों के अनुसार ग्रामीण जीवनस्तर में परिवर्तन हुआ था तथा 6 वर्ष परसंतात 89 प्रतिशत श्रेणियों के अनुसार ग्रामीण जीवनस्तर में परिवर्तन हुआ जिससे स्पष्ट है कि 6 वर्ष परसंतात ग्रामीण जीवनस्तर में परिवर्तन बढ़ा है और ग्रामीण जीवनस्तर में परिवर्तन ही ग्रामीण विकास है।

इस संख्या में तथा परिकल्पना सार्वजनिक बाजार से 6 वर्ष पूर्व व परसंतात ग्रामीण जीवनस्तर के परिवर्तन में कोई अंतर नहीं है। इस परिकल्पना के परोक्षण हेतु कई वर्ग का उपयोग किया गया। जिसमें df-1 का 6 प्रतिशत लट पर $x^2=3.849<6.966$ से परिभाषाओं में सार्वजनिक पाई गई है, अर्थात सार्वजनिक बाजार से 6 वर्ष पूर्व व परसंतात ग्रामीण जीवनस्तर के परिवर्तन में अंतर है, इसलिए नए परिकल्पना ($H_0$) अस्थिरक की जाती है। इस प्रकार 6 वर्ष परसंतात ग्रामीण जीवनस्तर में अधिक परिवर्तन से ग्रामीण विकास हुआ है।

सार्वजनिक हाट बाजार से ग्रामीण जीवनस्तर में जो परिवर्तन आये हैं, वह किस प्रकार का परिवर्तन आये हैं, जिसकी विवेचना तालिका क्रमांक 5.6.1.3 में स्पष्ट किया गया है—

श्रेणियों के पहचान में परिवर्तन की स्थिति—

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</table>

स्ह्रोत—प्राथमिक संस्कर

उपर्युक्त तालिका से स्पष्ट है कि हाट बाजार से ग्रामीण जीवनस्तर में परिवर्तन की स्थिति 6 वर्ष पूर्व तथा 6 वर्ष परसंतात की तुलना की गई है जिससे स्पष्ट है कि हाट बाजार से 6 वर्ष पूर्व 67 प्रतिशत श्रेणियों के अनुसार उपयोग बढ़ा था, 63 प्रतिशत श्रेणियों के अनुसार पहचाने में परिवर्तन हुआ था, 57 प्रतिशत श्रेणियों के अनुसार कुदरती धनराशि खुशाल में परिवर्तन हुआ था, 59 प्रतिशत श्रेणियों के अनुसार तेजस्त बनते उम्मीदें के उपयोग में परिवर्तन हुआ था। 6 वर्ष परसंतात 99 प्रतिशत श्रेणियों के अनुसार उपयोग बढ़ा था, 96 प्रतिशत श्रेणियों के अनुसार पहचाने में परिवर्तन हुआ है, 92 प्रतिशत श्रेणियों के अनुसार कर्मचारिणी क्षमता में परिवर्तन हुआ है, 98 प्रतिशत श्रेणियों के अनुसार कर्मचारिणी क्षमता में परिवर्तन हुआ है, 96 प्रतिशत श्रेणियों के अनुसार कुदरती धनराशि खुशाल में परिवर्तन हुआ है। 134 प्रतिशत श्रेणियों के अनुसार तेजस्त बनते उम्मीदें के उपयोग में परिवर्तन हुआ है। 100 प्रतिशत श्रेणियों के अनुसार कर्मचारिणी क्षमता में परिवर्तन हुआ है।
स्वरूप—प्राथमिक समांक

उपर्युक्त तालिका से स्पष्ट है कि हात बाजार से प्रामाण्य घोषणाओं में परिवर्तन की स्थिति ५ वर्ष पूर्व तथा ५ वर्ष पश्चात की तुलना को गाइ है जिससे स्पष्ट है कि हात बाजार से ५ वर्ष पूर्व प्रामाण्य घोषणाओं में परिवर्तन आये थे उनमें ६१ प्रतिशत क्रेनाओं के अनुसार कपड़ों के उपयोग परिवर्तन हुआ था, ६७ प्रतिशत क्रेनाओं के अनुसार अंग्रे/सीधे सामग्री के उपयोग में परिवर्तन हुआ था, ५५ प्रतिशत क्रेनाओं के अनुसार जूते—नाप्लॉट के उपयोग में परिवर्तन आया था परंतु ५ वर्ष पश्चात प्रामाण्य जीवनस्तर में परिवर्तन आये हैं उनमें ६१ प्रतिशत क्रेनाओं के अनुसार कपड़ों के उपयोग परिवर्तन हुआ हैं, ६७ प्रतिशत क्रेनाओं के अनुसार अंग्रे/सीधे सामग्री के उपयोग में परिवर्तन हुआ हैं, ५५ प्रतिशत क्रेनाओं के अनुसार जूते—नाप्लॉट के उपयोग में परिवर्तन आया है।

औसत दृश्य से ५ वर्ष पूर्व ६८ प्रतिशत क्रेनाओं का कहना है कि हात बाजार से सभी प्रकार से
स्रोत—पाठ्यमिक समक

उपयुक्त तालिका से स्पष्ट है कि हात बाजार से ग्रामीण जीवनस्तर में परिवर्तन की स्थिति 5 वर्ष पूर्व तथा 5 वर्ष पश्चात की तुलना को गाइ है जिससे स्पष्ट है कि 5 वर्ष पूर्व 78 प्रतिशत विक्रेताओं का कहना है कि हात बाजार से ग्रामीण जीवनस्तर में परिवर्तन हुआ था तथा 22 प्रतिशत विक्रेताओं का कहना है कि हात बाजार से ग्रामीण जीवनस्तर में परिवर्तन नहीं हुआ था। जबकि 5 वर्ष पश्चात 89 प्रतिशत विक्रेताओं का कहना है कि हात बाजार से ग्रामीण जीवनस्तर में परिवर्तन हुआ था तथा 11 प्रतिशत विक्रेताओं का कहना है कि हात बाजार से ग्रामीण जीवनस्तर में परिवर्तन नहीं हुआ था।

अध्ययन में पाया गया है कि हात बाजार से 5 वर्ष पूर्व 78 प्रतिशत विक्रेताओं के अनुसार ग्रामीण जीवनस्तर में परिवर्तन हुआ था तथा 5 वर्ष पश्चात 89 प्रतिशत विक्रेताओं के अनुसार ग्रामीण जीवनस्तर में परिवर्तन हुआ जिससे स्पष्ट है कि 5 वर्ष पश्चात ग्रामीण जीवनस्तर में परिवर्तन बढ़ा है।

इस संख्या में तर परिस्थिता सामाजिक हात बाजार से 5 वर्ष पूर्व व पश्चात ग्रामीण जीवनस्तर के परिवर्तन में कोई अंतर नहीं है। इस परिस्थिता के परिवर्तन हेतु कई कारण का उपयोग किया गया। जिसमें df= 1 का 5 प्रतिशत स्तर पर =3.85<3.259 से परिमाणों में सार्वजनिक पाई गई है, इसलिए नए परिस्थिता (H.) अस्वीकार की जाती है। अर्थात सामाजिक हात बाजार से 5 वर्ष पूर्व व पश्चात ग्रामीण जीवनस्तर के परिवर्तन में अंतर है।

सामाजिक हात बाजार से ग्रामीण जीवनस्तर में जो परिवर्तन आये हैं, वह किस प्रकार का परिवर्तन आया है, जिसकी विवेचना तालिका क्रमागत 6.6.1.3 में स्पष्ट किया गया है—

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<th>क्रमांक</th>
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<th>5 वर्ष पश्चात ग्रामीण जीवनस्तर में परिवर्तन</th>
<th>सुधार</th>
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<td>34.6(2.4)</td>
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<td>नहीं</td>
<td>34.6(2.4)</td>
<td>33.0(0.0)</td>
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<td>5 वर्ष पश्चात (न/%)</td>
<td>37.0(4.7)</td>
<td>34.6(2.4)</td>
<td>33.0(0.0)</td>
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### स्रोत—पाठ्यमिक समक

उपयुक्त तालिका से स्पष्ट है कि हात बाजार से ग्रामीण विक्रेताओं के जीवनस्तर में परिवर्तन की स्थिति 5 वर्ष पूर्व तथा 5 वर्ष पश्चात की तुलना को गाइ है जिससे स्पष्ट है कि हात बाजार से 5 वर्ष पूर्व ग्रामीण जीवनस्तर में परिवर्तन आये हैं जबकि 5 वर्ष पश्चात 89 प्रतिशत विक्रेताओं का कहना है कि हात बाजार से 5 वर्ष पूर्व ग्रामीण जीवनस्तर में परिवर्तन आये हैं।

परंतु 5 वर्ष पश्चात ग्रामीण जीवनस्तर में परिवर्तन आये हैं उनमें 96 प्रतिशत विक्रेताओं के अनुसार ग्रामीण जीवनस्तर में परिवर्तन हुआ है। 92.13 प्रतिशत विक्रेताओं के अनुसार ग्रामीण जीवनस्तर में परिवर्तन आये हैं।

अध्ययन से 5 वर्ष पूर्व 77.95 प्रतिशत विक्रेताओं का कहना है कि हात बाजार से सभी प्रकार से ग्रामीण जीवनस्तर में परिवर्तन हुआ था तथा 5 वर्ष पश्चात 89.88 प्रतिशत विक्रेताओं का कहना है कि हात बाजार से सभी प्रकार से ग्रामीण जीवनस्तर में परिवर्तन हुआ है। इस प्रकार 5 वर्ष पश्चात ग्रामीण जीवनस्तर में परिवर्तन बढ़ा है।

इस प्रकार शोध अध्ययन से स्पष्ट है कि
6.6.2 ग्रामिण विक्रेताओं के पहचान में परिवर्तन की स्थिति—

हाल हाल, ग्रामिण विक्रेताओं की संख्या को कई प्रकार से ग्रामीण बनाने के लिए प्रयास किए गए हैं। हाल हाल, ग्रामिण पहचान बनाने के लिए विक्रेताओं के संख्या में होने वाले परिवर्तन जैसे—ग्रामिण लोगों में पुरुष घोटी—कुल जनसंख्या के स्थान पर पेट्रोलियम—शैक्षणिक लोगों के साथ लागू होता है।

### तालिका क.---6.6.2

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<th>क्रमांक</th>
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<th>5 वर्ष पूर्व</th>
<th>5 वर्ष पहले</th>
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<th>परिवर्तन विक्रेताओं का संख्या</th>
<th>परिवर्तन विक्रेताओं का नोट</th>
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### स्तर—प्राथमिक सम्मान

उपयुक्त तालिका से स्पष्ट है कि हाल हाल, ग्रामिण पहचान में परिवर्तन की स्थिति 5 वर्ष पूर्व तथा 5 वर्ष पहले की तुलना को गई हैं। अपने स्तर पर, ग्रामिण पहचान में परिवर्तन आया था जब उनमें 68 प्रतिशत विक्रेताओं के अनुसार कार्ड के उपयोग परिवर्तन हुआ था, 68.5 प्रतिशत विक्रेताओं के अनुसार बांट—शैक्षणिक सामग्री के उपयोग में परिवर्तन हुआ था, 70 प्रतिशत विक्रेताओं के अनुसार पूरा—पत्रिका में परिवर्तन आया था।
शिक्षित एवं अशिक्षित महिलाओं
के बच्चों की शैक्षिक उपलब्धि
का तुलनात्मक अध्ययन

德拉 अनुप्रयो शर्मा
सहायक प्राध्यापक,
प्रगति महाविद्यालय रायपुर

德拉 राशिम चौहे
एम.एच. छात्रा,
प्रगति महाविद्यालय रायपुर

सारांश
प्रस्तुत शोध में शिक्षित एवं अशिक्षित माता के 
बच्चों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन। 
शोध हेतु रायपुर शहर के छत्तीसगढ़ बोर्ड के कक्षा 
दसवीं के १६० विद्यार्थियों को यादृच्छिक रूप से 
चयन किया। शोध हेतु शैक्षिक उपलब्धि के अंतर के 
अध्ययन हेतु स्वनिर्मित प्रवाचित का उपयोग किया 
गया। साहित्यकीय विश्लेषण से प्राप्त परिणामों से 
जात हुआ कि शिक्षित एवं अशिक्षित माता के बच्चों 
की शैक्षिक उपलब्धि में सार्वजनिक अंतर नहीं पाया 
गया।

भारतीय जीवन को विकसित बनाने के लिए 
योगी-पुरुष दोनों को ही विविध प्रकार के कामों हेतु 
शिक्षा का आवश्यकता होती है, जिस प्रकार पुरुषों 
को शिक्षा प्रदान की जाती है, उसी प्रकार महिलाओं
को भी शिक्षा प्रदान किया जाना चाहिए। महिलाओं
शिक्षित होकर ही बच्चों को शिक्षा प्रदान करती है। 
बच्चों पर पुरुष को अपेक्षा नारी के व्यक्तित्व का 
प्रभाव अधिक पड़ता है। शिक्षा के महत्व को स्वीकार 
करते हुए कहा जा सकता है, कि यदि एक पुरुष को 
शिक्षित किया जाय तो एक व्यक्ति शिक्षित होता है,
सारणी क्रमांक — 1
शिष्टता महत्त्वां के बालिकाओं एवं बालकों
को शैक्षिक उपलब्धि को संख्या, माध्यम, प्रमाप
विचलन, क्रांतिक अनुपात एवं सार्थकता दर्शानी
वाली सारणी

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<th>स्थान</th>
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<th>प्रविधि</th>
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.05 स्तर पर सार्थक नहीं
df = 78

व्याख्या :—
उपरोक्त सारणी दर्शाती है, शिष्टता महत्त्वां
की बालिकाओं को शैक्षिक उपलब्धि का मयाम
54.4 एवं प्रमापांक विचलन 10.76 है, तथा शिष्टता
महत्त्वां के बालिकाओं की शैक्षिक उपलब्धि का
मयाम 53.4 एवं प्रमापांक विचलन 8.87 है।
अब शिष्टता महत्त्वां के बालिकाओं एवं
बालकों की शैक्षिक उपलब्धि के बीच अंतर को
सार्थकता के लिए क्रांतिक अनुपात की गणना की गई
जो 0.92 प्राप्त हुआ।
री तालिका के अनुसार ७८ डीएफ के 0.०८५ स्तर पर टेबल मूल्य 1.९९ है, जिससे गणना मूल्य कम है। अर्कित भंडारों के द्वारा तथा बालकों को शैक्षिक उपलब्धि में सार्थक अंतर नहीं पाया गया। यह परिक्त्य भी स्वीकृत होती है।

परिक्त्य H2 :-
अर्कित भंडारों के द्वारा तथा बालकों को शैक्षिक उपलब्धि में सार्थक अंतर नहीं पाया जायेगा।

सारणी क्रमांक — २
अर्कित भंडारों के द्वारा तथा बालकों को शैक्षिक उपलब्धि की संख्या, माध्यम, प्रमाण विचरण, क्रांतिक अनुपात एवं सार्थकता दर्शाने वाली सारणी

<table>
<thead>
<tr>
<th>संख्या</th>
<th>भंडारों को दर्शाने वाली</th>
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<th>प्रमाण विचरण</th>
<th>क्रांतिक अनुपात</th>
<th>सार्थकता/वाली सारणी</th>
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</thead>
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<tr>
<td>१</td>
<td>अर्कित भंडारों के दर्शाने वाली</td>
<td>६५</td>
<td>६५.३</td>
<td>६.३४</td>
<td>०.६७ स्तर पर सार्थक नहीं पाया</td>
</tr>
<tr>
<td>२</td>
<td>अर्कित भंडारों के दर्शाने वाली</td>
<td>६५</td>
<td>६५.६</td>
<td>६.३३</td>
<td>०.६६ स्तर पर सार्थक नहीं पाया</td>
</tr>
</tbody>
</table>

.०५ स्तर पर सार्थक नहीं

व्याख्या :-
उपरोक्त सारणीदर्शाती है, अर्कित भंडारों की बालिकाओं को शैक्षिक उपलब्धि का मध्यम बी.३.९ एवं प्रमाणिक विचरण ७३.७ है, तथा अर्कित भंडारों के बालकों को शैक्षिक उपलब्धि का मध्यम ५६.६ एवं प्रमाणिक विचरण ८.६३ है।
अब अर्कित भंडारों के द्वारा तथा बालकों को शैक्षिक उपलब्धि के बीच अंतर की सार्थकता के लिए क्रांतिक अनुपात को गणना की गई जो १.७२ प्राप्त हुआ।

डी तालिका के अनुसार ७८ डीएफ के 0.०८५ स्तर का टेबल मूल्य 1.९९ है, जिससे गणना मूल्य कम है। अर्कित भंडारों के द्वारा तथा बालकों को शैक्षिक उपलब्धि में सार्थक अंतर नहीं पाया गया। परिक्त्य भी स्वीकृत होती है।

शैक्षिक निहितार्थ :-
१. बालक—बालिकाओं के लिए अलग से उनके प्रकार्षण के अनुप्रयोग विभिन्न पाठ्यक्रम रखे और

संदर्भ प्रथम सूची

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नामदु. के.जे. (१९९८) औपचारिक और अनौपचारिक स्तर के द्वारा विद्यार्थियों को शैक्षिक उपलब्धि का तुलनात्मक अध्ययन किया (कई संख्या और सिर्फ इन एंजूकेजन्स बालजन–१) ६६९, पृष्ठ–६६१

मलोहो, एस. (१९६६) हां मानव के विद्यार्थियों को शैक्षिक उपलब्धि तथा उद्योग, सामाजिक—आर्थिक स्तर व्यक्तित्व समायोजन, दुरुपयोग तथा शैक्षिक उपलब्धियों के मध्य संबंध, बूढ़ी एवं फिन शरीर संबंध और एंजूकेजन्स रिचर्च १९६८—३३ (एन.सी.आर. टी. नई दिल्ली) पृष्ठ संख्या १२८६९

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शर्मा, बी.एन. (१९९६) शिक्षा मनोविज्ञान, साहित्य प्रकाशन, आगरा, पृष्ठसंख्या, २५४—२५७
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श्रीमती सुनीता चौधरिया
शोधार्थी, शिक्षाशास्त्र, सतत शिक्षा एवं विस्तार विभाग,
बरकनउल्ला विश्वविद्यालय, भोपाल (म.प.)

डॉ. रमण मल्वीय
आई.ई.एस. कॉलेज ऑफ एजुकेशन भोपाल (म.प.)

ग्रामीण तथा नगरीय छात्राओं की पारिवारिक पृष्ठभूमि का तुलनात्मक अध्ययन
(यहां जिले उच्चतर माध्यमिक विद्यालयों के संदर्भ में)

प्रस्तुत शोध पर ग्रामीण एवं नगरीय किशोर
छात्राओं की पारिवारिक पृष्ठभूमि का अध्ययन करता है। इस शोध में ग्रामीण पारिवारिक पृष्ठभूमि एवं नगरीय पारिवारिक पृष्ठभूमि की किशोर छात्राओं के मध्य तुलनात्मक अध्ययन करता है।

ग्रामीण व नगरीय

ग्रामीण – ग्रामीण से तात्पर्य है जहां का प्रशासन ग्राम पंचायत द्वारा होता है। ग्राम या गाँव छोटी–छोटी मानव वस्तुओं की कहते हैं जिनकी जनसंख्या कुछ सोंगे से तेज कुछ हजार के बीच होती है। गाँवों के लेख मजदूर, कृषि या कोई अन्य परम्परागत काम करते हैं।

गाँवों में घर ग्राम: बहुत पास–पास व अव्यवस्थित होते हैं। परम्परागत रूप से गाँवों में शहरों की अपेक्षा शिक्षा, रोजगार, स्वास्थ्य आदि को कम जुगाड़ बनती है।

नगरीय – नगरीय से तात्पर्य है जो नगरपालिका के अन्तर्गत आते हैं।

लूहूवर्ण के अनुसार – समाजशास्त्रियों द्वारा को समाजशास्त्रियों द्वारा के एक नगर की परिभाषा सामाजिक भिन्नता वाले व्यक्तियों के बड़े घर बसे हुये एवं स्थायी निवास के रूप में को
भाषाओं द्वारा ग्रामीण एवं नगरीय पारिवारिक पुस्तकों की किशोर छात्राओं को शोध में समर्पित किया गया है।

किशोरावस्था

हमारी संस्कृति में किशोरावस्था को व्यक्ति की जैव सामाजिक स्थिति का एक संक्रमणकार कहा जाता है। इस अवस्था में कर्मचारी, जिम्मेदारी, विशेषाधिकारी और अन्य लोगों के साथ सम्बन्ध में बहुत परिवर्तन हो जाते हैं। ऐसी स्थिति में अपने माता—पिता, सातियों और दूसरों के प्रति अभिव्यक्तियों में बदलाव आ जाना अनिवार्य हो जाता है। किशोर छात्रों से तात्पर्य मुद्दा माध्यमिक विद्यालय में अध्ययनकाल (15-18) का हो जाता है। अत: विवाह को समाज में द्विव्यक्ति के आर्थिक के माध्यम का जीवनकाल किशोरावस्था कहलाता है।

विश्वास एवं किशोरावस्था

जो विवाह की किशोर होते हैं उनकी कई प्रकार की समस्यायें होती हैं। एक तरफ तो उनका जीवन स्थृति से भरा हुआ होता है तो दूसरी और उनका मन भटक कर की ओर अपसार होता है।

वायुविद्या की छोटिकर विश्वासियों परिक्षा का और जब बढ़ने लगता है तो उसकी शान्तिक, बीजिक, सामाजिक तात्पर्य, मनोविलक्क, धार्मिक एवं नैतिक परिवर्तन उभरने लगती है। यह उसका संक्रमणकार कहा जाता है। इस अवस्था में कर्मचारी, जिम्मेदारी, विशेषाधिकारी और अन्य लोगों के साथ सम्बन्ध में बहुत परिवर्तन हो जाते हैं। ऐसी स्थिति में अपने माता—पिता, सातियों और दूसरों के प्रति अभिव्यक्तियों में बदलाव आ जाना अनिवार्य हो जाता है।

पारिवारिक पुस्तकों

पारिवारिक पुस्तकों से अभिप्राय परिवार के आर्थिक, सामाजिक, धार्मिक नैतिकता से है। सभी समाजों में व्यवहार का जन्म और पालन पोषण परिवार में होता है। व्यवहार का संस्कार करने और समाज के आर्थिक व्यवहार में उनें दौड़ते करने का काम मुख्य रूप से परिवार में होता है। इसके द्वारा समाज की सांस्कृतिक विभाजन एवं दूसरी पीढ़ी की हस्तांतरित होती है। व्यक्ति को सामाजिक मध्यम अनुसरण करने वाले विवाह के लिए हिरी निर्धारित होती है। नारी—नारी के यौन संबंध मुख्यत: परिवार के दायरे में निवास होते हैं। उद्योगी सामाजिक संवेदनानुसार अन्य समाजों और नारी की यदि छोड़ दिया जाए तो व्यक्ति का परिवार मुख्यत: उसके परिवार और कुल के आधार पर होता है। संसार के विभिन्न भेदों और स्थानों के अंतरण में संयोग रचना, आकार, संवेदन और कार्य की दृष्टि से परिवार के अनेक भेद हैं किन्तु उसके यह उपयुक्त कार्य सार्वजनिक और सांस्कृतिक है। उसमें देश, काल, परिस्थिति और प्रश्न आदि भेद से एक या अनेक पीढ़ियों का और एक या अनेक दंडियों अन्य पति—पति के समुहों को होना सामान्य है, उसके अधिकार एवं सामाजिक सुधार से पूर्व अनुभव, अन्य सामाजिक समुहों के संदर्भ में एक अदालतानुसार समूह के रूप में रहते हैं। परिवार के दायरे में खान और पुराण के बीच वार्तावाचन भी शामिल और सांस्कृतिक है। स्त्री के अधिकार समय घर में स्वतंत्र होता है। भोजन व्यवस्, व्यवस् को देख रख और घर की सफाई करना और कपड़े की सिलाई आदि ऐसे काम है जो खान के हिस्से में आते हैं। पुरुष बाहरी तथा अंद्र श्रम के कार्य करता है, जैसे खेती, उद्यान, उद्योग, पशुपाराज, शिकार और रहस्य आदि।

वर्षां एवं लोकों के अनुसार — "परिवार एक ऐसे व्यक्तियों का समूह कहा जा सकता है जो विवाह रक्त अथवा गोद लेने के संबंध द्वारा संस्कृत कहलाता है। एक छोटी सी गृहस्थी के निर्माण करता है और पति—पत्नी, माता—पिता, पुत्र—पुत्री, भाई—बहन और बहन—भाई के रूप में पवित्र अंतरित करते हैं अथवा अपना—अपने सामाजिक कार्यों के रूप में एक दूसरे पर चिन्ता डालते हैं तथा एक सामाजिक संस्कृति को बनाने तथा उसकी खान करते हैं।"

शोध उद्देश्य:

ग्रामीण एवं नगरीय किशोर छात्रों की पारिवारिक पुस्तकों का अध्ययन करना।

परिकल्पना:

ग्रामीण एवं नगरीय किशोर छात्रों को
शोध उद्देश्य —
प्रस्तुत शोध कार्य हेतु मध्यप्रदेश के गुना जिले के 02 ग्रामीण एवं 02 नगरीय उन्नत व्यवस्थाओं का चयन किया गया है। प्रत्येक विद्यालय में 30 छात्राओं का चयन किया गया है। यानि 02 ग्रामीण विद्यालय की 30 छात्रायें तथा 02 नगरीय विद्यालयों की 30 छात्राओं कुल मिलाकर 60 छात्राओं का चयन किया गया है।

शोध उद्योग —
प्रस्तुत शोध में उद्देश्यों को उन्नत रखने हेतु शोधपत्रों द्वारा प्रमाणीकृत उद्योग का प्रयोग किया गया है—

सूचक कुनार उपाध्याय एवं अल्का सरकेन्द्र का सामाजिक—आर्थिक विकास मान्यता (SESS-US)
प्रस्तुत मान्यता के 5 भागों में से “परिवार” नामक भाग को शोधपत्रों ने अपने शोधकार्य में प्रयुक्त किया है।

समस्या का परिसंपत्ति —
प्रस्तुत शोध मध्यप्रदेश के गुना जिले के ग्रामीण एवं नगरीय उन्नताधिकारी विद्यालयों में अध्ययन कर निश्चित किये गये छात्राओं तक सीमित है।

साधारण बिश्वसंगठन —
शोधपत्रों द्वारा शोध में प्रयुक्त समस्या कहने की आवश्यकता अनुसार Statistical Package for the Social Sciences (SPSS) का प्रयोग किया गया है।

निष्कर्ष :
परिकल्पना :
ग्रामीण एवं नगरीय किशोर छात्राओं को पारिवारिक पूर्वभूमि में सार्थक अन्तर है।

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<tr>
<td>प्रामाणीय किशोर क्रांती (67)</td>
<td>38.02</td>
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<td>नगरीय किशोर क्रांती (57)</td>
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58 स्वतंत्रता अंश पर ‘डी’ का प्रामाणिक मान 0.009 सार्थक स्तर पर 2.68 तथा 0.05 सार्थक स्तर 2.09 होता है। गणना से जाना गया है कि ग्रामीण एवं नगरीय किशोर छात्राओं का पारिवारिक पूर्वभूमि में सार्थक अन्तर है।

संदर्भ गुरु सूची —
भोजपुरा, इन्दु एवं स्टैंडर्ड ऑफ सम फेमिली बेंकपारिस्थि टिक्स एवं सिटिड टू सेकेंडरी स्टेज इक्विटीवर्जन बेलजूज एजुकेटिवेंट एण्ड स्कूल लर्निंग पी.एच.डी. शीलियर मेट्रा यूनिवर्सिटी मेट्रा 1984 वीरबागी बुरोरा एवं सिंह राजमहल आदि, शिखा में अनुसंधान पता लगाया गया था जवाबदेह महावीर खुला विश्वविद्यालय

बोल्डर एस.एन. एवं फाटक ए.वी. (९७२), रामकृष्ण अनुसंधान का विषय शास्त्र जयपुर राजस्थान हिन्दी ग्रंथ अकादमी

deviclo एच.सी.एस, अर्जुन विद्यालय आइकोमेंट, ओरल लेंगुज एविडेंस एण्ड ब्राउजर्स—होम इन्वायरमेंट आइडेटिल्यन साइटोल जस्टर वॉल्प
ग्रामीण विकास में खाद्य प्रसंस्करण उद्योग का महत्व

कौशल किशोर घर
पीएच.डी. शोधारी, स्नातकोत्तर अर्थशास्त्र विभाग,
लॉ नाभि.मिति दरभंगा

सारांश
खाद्य प्रसंस्करण द्वारा जहाँ कृषि उत्पादों को मूल्यवर्धक एवं जीवनकल्याण में वृद्धि होती है तैं—आदर्श को अगर प्रसंस्करण के द्वारा चिप्स बना दिया जाए तो उसके मूल्यवर्धन एवं जीवनकल्याण में वृद्धि हो जाएगी वहाँ ग्रामीण युवाओं को रोजगार भी मिलता है। आज ग्रामीण युवाओं का शहरों को और पलायन हो रहा है। ऐसे में खाद्य प्रसंस्करण को रोजगार के रूप में अपनाया जा सकता है। हमारे देश में कृषि उत्पादों के प्रसंस्करण को अपर संभावनाएँ हैं। भारत में आर्थिक विकास कृषि, उद्योग और तृतीय क्षेत्र की परिभाषा से ही निर्धारित किया जाता है अतः इन उपरोक्त क्षेत्र का जिनाना अधिक विकास होगा आर्थिक सशक्तिकरण का आधार भी उनमें हो जाया होगा और परिणामस्वरूप सामाजिक आर्थिक सुधार को दिखाया दें जो जा सकती है। वर्तमान में आर्थिक विकास को सबसे उत्पादन संभावना है तो यह है खाद्य प्रसंस्करण उद्योग में, क्योंकि खाद्य प्रसंस्करण उद्योग एक उपभाव है जो भारत में आर्थिक संस्करण का माध्यम 0.75 प्रतिशत है और आर्थिक संस्करण का माध्यम 4 प्रतिशत छोटा है।

Keyword— खाद्य प्रसंस्करण, विके-डी-करण, खाद्य श्रृंखला खाद्य परिक्रमण, कैलेंडर, सकल फ्रॆश-उपाद, आर्थिक रूपान्तरण करियार स्कोप, दान प्रोद्योगिकी, खाद्य विज्ञान परिचय —

खाद्य प्रसंसकरण खाद्य सामग्री और पेय पदार्थों को कई रूपों में सहजने की एक वेतन प्रक्रिया है। दुःखद वृद्धि में खाद्य प्रसंसकरण उद्योग का महत्व खाने की वस्तुओं की प्रसंसेंग कर उसे नए रूप में पेश करने के कारोबार में है, भारत के ग्रामीण इलाकों में कई सदियों से खाद्य प्रसंसकरण में काम, किरण, फ़ूस में सूखना, नमक में परिशिष्ट और विभिन्न प्रकार के पकना (जैसे—दान, फ़ूस में पकना, भाग में पकना) का लम्बा समय लगा है। भारत में कृषि प्रबंध और अभियान रूप से बढ़ा रोजगार है आद निर्माण के समां उपयोग का सही संसाधन नहीं मिला उद्देश्य व्यवस्था को कमी, कटाई उपयोग उपयुक्त प्रसंसकरण तकनीकों का अभाव और समय पर भुगतान जैसी प्रभाव समस्याएँ है। कृषि उपयोग जलदी खाद्य होने वाली होती है। फिल्मकार देश में व्यावसायिक और प्रसंसकरण को पथीत व्यक्ति नहीं है, ऐसा में किसानों को श्रेष्ठ की मांग के अनुकूल ही फसल उगाना चाहिए। खाद्य प्रसंसकरण उद्योग के विकास में गांडों के विकास का दिशा दशा दोनों में त्वरित बदलाव किया जा सकता है और यह अपने सक्षम का श्रेष्ठ भी है क्योंकि खाद्य प्रसंसकरण उद्योगों को स्थानीय कड़े पदार्थ से आमाने से जो जा सकती है साथ ही, विकसित के आधार पर इसका विके-डी-करण भी किया जा सकता है। वर्तमान संदर्भ में जहाँ भारतीय नगर तेजी से नग्रीकृत हो रहे हैं तथा आर्थिक विकास का रास्ता कर रहे हैं उसके विरोध में ग्रामीण श्रेष्ठ में न तो ग्रामीण अवसंस्करण का विकास हो रहा है और न ही ग्रामीण विकास जबकि आज भी भारत में कुछ आवादों का 68.32 प्रतिशत हिस्सा गांडों में होता है परन्तु विकास का प्रति सत, व्यक्ति आय, अवसंस्करणयुक्त युवा, रोजगार के अवसर इत्यादि जैसी कई प्रभाव समस्याएँ व्यापक रूप से चिन्हित किया जा सकती है। खाद्य प्रसंसकरण उद्योग के विकास में गांडों की अवसंस्करण अनुप्रूप है क्योंकि भारत एक कृषि प्रधान देश है और इसके माध्यम से उद्योग की अवसंस्करण हेतु कच्चे पदार्थों की आपूर्ति आसानी से को जा सकती है। साथ ही हाल की दुनिया में फलों — सब्जियों
सी० आई० आई० प्रोटेक २०१६ के पहले दिन फूड प्रोसेसिंग पर दूसरी कॉन्फ्रेंस में मुख्य विषय वहुपुर्ण, चेयरप्स फूड एक सेक्रेटर रेटेल्डिस्प्री और इंडिया (एक एक एक ए आई) ने कहा कि किस्म उपयुक्त, महत्वपूर्ण कार्य है, जिसे फूड प्रोसेसिंग की भूमि विवेचना में मामला किया गया है। हम लघुत्र कह एक जन तप करने और अक्सर जन को कुशलता में विशेष लिए थे, जिसमें छोटे खेतों का भी अनुक्रम बना बना मतद मिले।

रकेश भारती नितय, उपाध्यक्ष सी आई और वाइस चेयरमेंट भारती—इंडिया इंडिया ने कहा कि किस्म भारती बड़ी विकासतंत्र घटना हरत क्रिया रही है। वैकास मानकों को अपनाए थे फूड प्रोसेसिंग क्षेत्र काफी पीछे रह गया है, विशेषकर जल्द खाना होने वाले फूड—सिद्धियों में भी हम काफी पीछे गए हैं। उद्घाटन चैयर एसोचेय और शिकारों स्थित पेशेवर सेवा फर्म प्रांट जॉन्स के संयुक्त अमेरिका में यह निष्क्रिय सामने आया है कि भारत के खाद्य प्रक्रिया क्षेत्र में वर्ष २०२४ तक ३३ अरब डॉलर का निलंबित आकर्षण करने का शक्ति है। यह फूड प्रोसेसिंग सेक्टर इस दौरान ९० लाख रेजर्स का पेट कर सकता है। अनुभव लिपिद के ये भी कहा गया है कि इस क्षेत्र में वृद्धि की अपन समानांतर है। वही देश में उत्पादों का मानक और गुणवत्ता के अनुरूप समानान्तर लाने का क्रमशत है। सभी ऐसे जोगीस्तिक पर
निगमनी सुख्त, पेपरजिंग को काफी और आपूर्ति की भी सुबंधा बढ़ाए। भारत के क्षेत्र जूड़ी अन्य उप श्रेणियों को प्रतियोगियों के हिसाब से बेहतर बनाने और जमीनी बदलाव लाने के लिए भी नीतिगत हस्तक्षेप करने की आवश्यकता है।

उद्देश्य —

दुरुस्त व्यवसाय में कुल उत्पादन का एक तहाँक अनाज विभिन्न कारणों से नष्ट हो जाता है। खाद्य पदार्थों की शराब देने के कारण सभी को भर्ती भोजन नहीं मिला पाता है। साथ ही इससे खाद्य-पदार्थों की कीमतें भी बढ़ जाती है। अतः इसका अर्थ व्यवसाय पर प्रतिकृत करने गई है। हमारे देश में खाद्य उत्पादन का स्तर पर ही लगभग ४० प्रतिशत खाद्य बदलाव हो जाता है। जिसका प्रमुख कारण कटाई उत्पादन प्रभावित को कृषि, पांवतात के सामग्री का कृषि खाद्य उत्पादक नाम सबसे प्राथमिक श्रेणी को निदान करना मुख्य उद्देश्य है। जो निम्न हैं: —

(१) अपवाद को कम करने के लिए, मूल्यवर्धन में वृद्धि सुनिश्चित करने हेतु किसानों के लिए बेहतर मूल्य सुनिश्चित करना सार हो उपभोक्ताओं को सस्ती और गुणवत्ता उपज का उपलब्धता

(२) गुणवत्ता पूर्ण उपज सुनिश्चित करने के कृषियों और कृषि पूर्ण की सुनिश्चित करने से निपटने के लिए सस्ता खाद्य प्रवर्तन करना।

(३) कृषि व्यवसाय और भोजन के लिए, भारत को सबसे प्रमुख विशेष गतिविधियों के रूप में खाद्य देना।

(४) कृषि व्यवसाय और खाद्य प्रसंस्करण के विकास के लिए अभ्यास और अव्याय उच्च श्रेणी का साथ कृषि उद्योग और रेजिस्ट्र का रश्सन करना।

कारिगर स्कोप

कारीगर समय तक प्रसंस्करण पैक और सुविधाजनक भोजन को मध्य के लिए खाद्य उद्योग में अन्त्य तरह प्रशिक्षित मानव संसाधन की आवश्यकता होती है। खाद्य प्रसंस्करण उद्योग में उत्पादन सुविधाजनक यूनिटपूर्ण और पुस्तक भविष्य है। जैसे — डेवरी केमिस्ट्री, प्रौद्योगिकी इंजीनियर, माइक्रोफोलोजिस्ट, एंथ्रोपोलॉजिस्ट, आफिसर, कॉवर्टर कॉड आफिसर इत्यादि आदि सम्मानित जाओ है।

सरकारी योजनाएं एवं प्रयास

प्रसंस्करण को बढ़ाना देने और किसानों की सुविधा के लिए, अभिनव सरकार और सरकार अनेक योजनाओं चलाए जा रही है। इन योजनाओं के माध्यम से किसानों की आर्थिक व तकनीकी सहायता प्रदान की जाती है। किसानों के हित में आदेश, खाद्य और टाइमार्ट को कीमतों में उत्तर—चढ़ाव की समस्या से बचने के लिए ऑपरेशन झीन नामक योजना शुरू की गई है। इसके उद्देश्य में उपायों और प्रयोक्ताओं दोनों को लाभ होगा। इस योजना के अन्तर्गत टाइमार्ट, खाद्य और आदेश जैसे अति संवर्धित शिल्पियों के उत्पादन राज्यों के बड़े कल्पन संचालित किए गए हैं। ऑपरेशन झीन में टाइमार्ट, खाद्य और आदेश को प्रसंस्करण करने और उन्हें संचालन करने का प्रस्ताव है ताकि संपूर्ण देश में इनकी समान रूप से आपूर्ति की जा सके। प्रसंस्करण इसके लाभ हेतु विनिमय सहायता प्रदान करने के लिए प्रसंस्करण उद्योग मंत्रालय, पंजाब भवन, नई दिल्ली, भारत सरकार एवं संस्थापक साझेदारों, गृहामन, हार्डिया साथ ही अपने राज्य के जिला कृषि अधिकारी से संपर्क किया जा सकता है।

कृषि उत्पादों की किफायत, सस्ती व नवीनतम भंडारण करने का विषय :—

(१) पता जल्पनार—पता जल्पनार फलों को दुई उपमान योगों से बनाने की एक तकनीक है जिसमें फलों को मानकीकृत तापमान ४५—५० डिग्री सेल्सियस पर मानकीकृत समय के लिए सेल्सियस है। उदाहरणशील प्रकार एक के फलों को रक्तप्राप्त रोगों से बचने के लिए फलों को गर्म जल पर ४५ डिग्री सेल्सियस पर ३० मिनट तक उपचारित करते हैं। जल का यह तापमान किस्म विशेष के अनुसार अलग—अलग होता है।

(ii) पूपा शून्य उर्जा भंडारण—पूपा शून्य उर्जा शीतलक्ष किसानों के ताजे उपादनों की विक्री से पूर्व उत्पादन तक प्रसंस्करण हेतु उपयुक्त कर्त बना है। इसे जान का समाहार मिश्र आसानी से बना सकता है जबकि इसे तैयार करने में सूचना राष्ट्रीय समाज का
आलू भंडारण की किफायती तकनीक
उन्नत - परिसरभ भारत में आलू का अभिकंप उपयोग करने स्वामी माह दृष्टि देखा है। इसी समय किसानों के बाजार में आलू का उत्पत्ति मूल्य नहीं सिल्प पाया है। अत: आलू को भंडारण करने की आवश्यकता पड़ती है। पंडी के अंदर या खेतों पर देशों में खेत आलू के खुदाई के दो माह बाद सूजने, अंकुरित होने व सड़कों को जगह से लगभग १५००० प्रतिशत तक वजन में कमी आ जाती है। साथ ही, आलू सिकुड़ने के कारण उत्पत्ति मूल्य पर नहीं सिल्प पाया है। अतः: उपयोग से बनना के लिए शीतगुमर्य में आलू का भंडारण निम्नलिखित आवश्यक है। ऐसा करने से आलू की गैंडरी का एक बड़ा भाग सड़क— दादू में सूजने से बचाता है जा सकता है। पंडी शीतगुमर्यों की सीमित भंडारण शक्ति उनके आपसी छोटे कितने से बनने के लिए किसान भाल मार्ग से भैं मई के अंत तक स्वस्थ और साठा—साठा आलू को जगहों अपना हवादार एवं ध्यायुक्त स्थानों पर ६ इंच मोटी पुराल। पंडी से अधिक तरह तेज़ को डुंगर नामक होता है। यह खेती, खेत के ऊपर एक मोटर व जमीन पर चोली लोन मोटर से अधिक न हों। इसमें आलू जो मिलकर नहीं होती तथा जगह से होते वाली कमी भी बढ़ा दर जाती है। यदि आलू के मानकों के तारामंडल (९२१२३ डिग्री सर्वथा) से अधिक भंडारण पर भंडारण किया जाता है, तो इसकी स्थायी बहुत जटिल साधारण शक्तियों में परिवर्तित हो जाता है जिस कारण आलू मोटे हों जाते है। आलू के भंडारण हेतु, आदर्श तापमान २५२३ डिग्री सेल्सियस एवं ६०७५७५ प्रतिशत आवश्यक आदर्श उपयुक्त है।

दालों का भंडारण—फलस्तल की कटाई के समय बीजों में नमी की मात्रा अत्यधिक होती है। अतः भंडारण से पूर्व बीज को सुरक्षित नमी तक रखने के लिए घरार भाग पर खुशाल चाहिए ताकि भंडारण करने समय बीजों में ८०१० प्रतिशत भी कम नमी रह जाए। भंडारणशील पूर्ण रूप से साफ—सुधेर व जमीन पर ऊपर बना हो। दलों के बीजों में फलस्तल को संक्रमण बहुत जल्दी होता है। अतः बीजों को अन्धे तरह सुखाकर हवादार स्थानों में भंडारण करना चाहिए ताकि दालों की नमी और बीजों से लेकर समय तक सुरक्षित रहे।

सब्जियाँ और फल संरक्षण— ग्रामीण क्षेत्रों में फलों और सब्जियों का उपयोग प्राप्त मात्रा में होता है। फल जैसे संतरा, सेब, आम, अमरूड, नाशपती, गीता और आदि ऐसे फल हैं जो मौसम के समय पर्याय मात्रा में उत्पादन होते हैं। पक्षि इसके लाभ समय तक सुरक्षित नहीं हो जा सकता है। यदि ऐसे उत्पादों के उत्पाद की शिशुफ़्रण प्राप्त करने के संरक्षण किया जाए तो यह एक कारगर के रूप में विकसित किए जा सकते है। यदि ऐसे उत्पादों को उत्पाद की शिशुफ़्रण प्राप्त करने के संरक्षण किया जाए तो यह एक रेजिस्टर के रूप में विकसित किए जा सकते है। फलों में काफी मात्रा में एंजाइम पाए जाते हैं जिनके कारण फलों के रूप में परिवर्तित हो जाता है। के पूरे रंग हो जाते हैं जिससे उनके गल, स्वरूप एवं रूप में भी परिवर्तित हो सकता है। फलों के इस पूरे रंग की प्रक्रिया के रोके जा सकता है, यदि साइडिक अमल या सतकाइड आयान के रूप में सतकर—डाई—अक्साइड या कार्बन—डाई—अक्साइड का प्रयोग तापमान एवं दब पर किया जाता है। जब किसी फल या सब्जी को ऑक्सीजन, कार्बन—डाई—अक्साइड एवं नाइट्रोजन के विशेष मिश्रण में संरक्षित किया जाता है, तो उसे नायबिन ब्यावास्थ में संरक्षण करना कहीं जाता है।

खाद्य प्रसंस्करण उद्योग के विकास एवं विस्तार हेतु सुरक्षा —
माध्यमिक विद्यालयों में अध्ययनरत गैर-शास्त्रीय विद्यार्थियों की बुद्धिलब्धि का तुलनात्मक अध्ययन (युना जिले के शास्त्रीय एवं अन्यासाधीक विद्यालयों के संदर्भ में)

हस्ता खान
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प्रस्तुत शोध पत्र शास्त्रीय एवं अन्यासाधीक माध्यमिक विद्यालयों में अध्ययनरत गैर-शास्त्रीय विद्यार्थियों की बुद्धिलब्धि का तुलनात्मक अध्ययन करना है विद्यार्थियों गैर-शास्त्रीय हैं तो उनकी बुद्धिलब्धि किस प्रकार से मिल होगी, इसी जिसमा को शाल करने के लिए प्रस्तुत शोध पत्र में इस समस्या को चर्चा किया गया है।

गैर-शास्त्रीय में विद्यार्थियों की बुद्धि के कई मापदंड हो सकते हैं यहाँ शोधार्थी द्वारा गैर-शास्त्रीय विद्यार्थियों की बुद्धिलब्धि तुलनात्मक अध्ययन किया जा रहा है।

मानसिक विकास के लिए मानसिक स्वास्थ्य उत्पाद रहना आवश्यक है। जिस प्रकार के तत्वों को भोजन में शामिल किया जायेगा उसी प्रकार का मानसिक विकास होगा और उससे मानसिक स्वास्थ्य बनेगा।

भोजन में प्रोटीन, कार्बोहाइड्रेट आदि का सेवन व्यविशिष्ट के मानसिक विकास में बुद्धि होती है। कहांत भी है कि जैसे खानें अन्न बचाव करने मन।
शाकाहारी अथवा मांसाहारी होना इन दोनों में क्या अंतर है, इस बात पर बहुत विवाद है। शाकाहारी या मांसाहार आहार में दोनों बाहेर ही प्रकार के लोगों के क्रम: दोनों दों के लाभ के अधिक तकनीक, फिर भी बिना विश्वास में अधिकारिक कोण मांसाहार को छोड़ शाकाहार को अपना रहे हैं। सत्य, रज एवं तम, ब्रह्मांड के इन तीन युग्म रचना की योजना में बताया कि ब्रह्मांड की निर्मिति में सृष्टिस्तर पर ये तीनों घटक कैसे अंतर्भूत हैं।

मांसाहार से राज्य

शांति और दिमाग के लिये प्रौद्योगिकी का सेवन करना आत्म आवश्यक है। जब बात प्रौद्योगिकी के लोग की आत्मा है तब केवल कुछ दाढ़ी और दूष का ही नाम बदल आता है। विश्वस्तरीय रूप से पता चला है कि जानवरों से प्राप्त होने वाला प्रौद्योगिकी पैदों से प्राप्त हुए प्रौद्योगिकी से कही ज्यादा अच्छा होता है। शाकाहारियों जानवरों के पाचनतंत्र केवल केवल यज्ञि योग सत्यत है और मांसाहारियों के पाचनतंत्र केवल पौष पत्थर में सत्य है लेकिन इस्लाम का पाचन तंत्र दोनों को पत्थर सत्यत है।

वह व्यक्ति जो नाम वेज खाना खाता हो, वह हर ओर से फायदे में ही नजर आता है। उसे नाम वेज के साथ— साथ शाकाहारी भोजन खाने का आनंद भी कुछ मांसाहारी खानी आवश्यक और वित्ताधिकारी वी १२ से भरपूर होता है। मांसाहारी भोजन से मिलने वाला आयाम न्याय अधिकारी आसानी से प्राप्त कर लेना है। अतः खुला को कमी नहीं होती। मांसाहारी भोजन खाने से जितने और संशोधन की कमी नहीं होती। मांसाहार में प्रौद्योगिकी का माय अधिक होती है तथा और उसको गुणवत्ता भी अच्छी होती है। इससे बहुत से जरूरी एप्लिकेशन मिलते हैं जो शाकाहारी और मानविक शाक्ति के लिये उपयोगी होते हैं।

मछली से मिलने वाला औमेगा ३ फैटी एसिड इज्जत योग तथा शीर्ष से बचाना है। दूसरे के रूप में शिवाय जाने वाला कोई लिवर ऑईल मछली से ही प्राप्त होता है जो औमेगा ३ फैटी एसिड और वित्ताधिकारी ही से भरपूर होता है। मांसाहार से मिलने वाला फास्फोसर आसानी से स्वीकार अवश्यित कर लेता है। अतः: फास्फोसर से मिलने वाले लाभ मांसाहार से ज्यादा मिलते हैं। कैलसियम के बाद फास्फोसर ही भी तथा जो शाकाहार भोजन बहुत कम मिलता है। कृपया वर्ष देखकर पाठ्यक्रम से बचना है।

संसार पर में ज्यादातर मांसाहार का प्रचलन है। यदि आप विशेष जैसे हैं या विदेश पर गए हैं और मांसाहारी नहीं हैं तो आपके लिये भारी समस्या पैदा हो सकती है। वहाँ शाकाहारी भोजन बहुत कम मिलता है। विश्व के हर देश में प्रायः मांसाहारी खाना पद्धति मिलते हैं। शाकाहारी भोजन करने वालों को अत्यन्त कठिनाई का सामना करना पड़ता है।

कुछ लोगों के मानना है कि मांसले बनने के लिये और अधिकतम हासिल करने के लिये मांसाहार जरूरी होता है। अन्य फॉड़, हाथी और जैसे जो ताकत रखते हैं वो उनमें शाकाहार से ही मिलती है। एक शाकाहारी पैसा शोर का उद्ध कर पकने का ताकत रखता है।

मांस के लिये बने स्वर्जन हाउस में मांसह गैस अत्यन्त मात्र में मिलती है जो की कही न कही गलबंद बनामग बनती है। मांसाहार को पकने में जीवन गुणात्मक इतिहास खर्च होता है। मांस स्वादवादी होता है। इसे खाने लायक बनाने के लिये इसमें टेज मिश्र मसाले विक्रयाधीन आदि मिलने पड़ते हैं। जिसके कारण...
Простото шоб карало 50 мрежа всієї гостини з формулами 02 шасінських та 02 асістентських видачок.

Простото видачок в епохі 90 видачок та 02 асістентських видачок з 30 видачок куліч між 6 видачок.

*Статистичний* пакет для соціальних наук (SPSS)
नवजागरणकालीन भारत की सामाजिक राजनीतिक स्थिति

संजय कुमार साहु
शोधचार, राजनीति विज्ञान विभाग,
विनोबा भावे विश्वविद्यालय हजारीबाग

डॉ० बलदेव राम
सहायक प्राध्यापक, राजनीति विज्ञान विभाग,
जम्मू औय खण्ड हिंदीकालमध्य संस्था, निर्देश, विनोबा भावे विश्वविद्यालय हजारीबाग

सार संक्षेप : भारतीय राजनीतिक चिंतन में नवजागरणकालीन सामाजिक राजनीतिक स्थिति का महत्वपूर्ण योगदान रहा है। भारतीय राष्ट्रवाद के विकास की वस्तुति और जीवित प्रक्रिया ने भारतीय जन समाज को सकारात्मक एवं नकारात्मक रूप से प्रभावित किया है। भारत में अधिकांश आम लोग के आभास से पहले इस प्रकार का व्यक्तित्व सामाजिक संरचना यथार्थतः शायद इस प्रकार का सामाजिक संरचना विश्व के किसी भी राष्ट्र में नहीं पाई जाती होगी। लेकिन अधिकांश आम लोग के आभास के बाद न केवल हमारी सामाजिक व्यवस्था में बदलाव हुआ बल्कि इससे राजनीतिक, आर्थिक, शैक्षिक आदि क्षेत्रों को भी प्रभावित किया है। नवजागरणकाल में हमारे कुछ राष्ट्रीय नेतृत्वकर्ताओं के प्रतिभाशाली व्यक्तियों ने जन समाज को इसके बढ़ते प्रभाव किया। वर्तमान में आंदोलनों के माध्यम से जन समाज में राष्ट्रीय एकता की भवन का विकास हुआ। इसके परिणामस्वरूप, भारतीय राष्ट्रीय आंदोलन एवं राष्ट्रवाद का विकास हुआ। काफी रम्य संरचनाओं और बच्चों में परिप्लेक्सिटी के भारत विश्व-विद्यालयिका से मुक्त हुआ। लेकिन इस मुक्ति के बाद भी राष्ट्रीय समयों में व्यापक बनी हुई है। आवश्यकता इस बात
की है कि इन समस्याओं का गठन अध्ययन करके सम्प्रति समाधान की दिशा में आगे बढ़ जाये और समस्यापूर्ण समाज की व्याख्या हो।

प्रमुख शब्दावली : नवजागरण, राष्ट्रवाद, सामाजिक संरचना, अनुप्रवेश वाद, धर्मधर्मांतरण, सामाजिक उपरांत, सामाजिक अंतर्शासक, अनुसारमय अथवा, सुजनतामय प्रभावितता, सुजनतामय प्रभावितता।

भारतीय राष्ट्रवाद एक आधुनिक तथ्य है। ब्रिटिश शासनकाल में अनेक वस्तुतः और आत्मागत शक्तियों की क्रिया-प्रतिक्रियाओं से और अनेक अंतरराष्ट्रीय परिस्थितियों के द्वारा से भारतीय राष्ट्रवाद का उदय हुआ। राष्ट्रवाद के उदय की प्रतिक्रिया अत्यंत जटिल और बहुमूल्य रही है। भारत में और्फ़ों के आने से पहले देश में ऐसी सामाजिक संरचना थी जो कि संसार के किसी भी अन्य देश में रहती ही अभी तक रही हो। वह पूर्व मध्यकालीन सूर्यभूमि समाजों से आर्थिक लूट से प्रभावित थी। वाणिज्य भाषा-भाषाओं और अनेक भाषाओं की अनुसारी विशाल जनसंख्या वाला देश है। सामाजिक लूट से हिंदु समाज, जो कि देश की जनसंख्या का सबसे बड़ा भाग है, विभिन्न जातियों और उजाजियों में विभाजित रहा है। भारत की सामाजिक, आर्थिक और राजनीतिक संरचना तथा विशाल आकार के कारण यहां पर राष्ट्रवाद का उदय अन्य देशों की तुलना में अधिक कठिनाई से हुआ है।

भारत में राष्ट्रवाद का विकास और्फ़ों के शासनकाल में हुआ। और्फ़ों ने अपने विविध हिंदू के द्वारा देश की आर्थिक संरचना में व्यापक परिवर्तन किए, एक केन्द्रीय राज्य का निर्माण किया, आधुनिक शिक्षा का प्रसार किया, यातायात और संचार का साधन बढ़ाए तथा सभी संस्थाओं में व्यापक परिवर्तन किये। इसमें एक ऐसे नये विश्वव्यंग्य वर्ग का निर्माण हुआ जिसने राष्ट्रवाद का झंडा उठाया, इससे नवीन सामाजिक शक्तियों का निर्माण हुआ जिन्होंने ब्रिटिश साम्राज्य देश से तटकर ली और भारतीय राष्ट्रवाद के विकास को प्रेरणा दी। अर्थात् भारतीय राष्ट्रवाद के विकास की सामाजिक और राजनीतिक पूर्णता अत्यंत जटिल और बहुमूल्य रही है।

प्रारंभिक काल में ईस्ट इडिया कंपनी भारत के

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पुनर्जगणन की प्रेरक शक्तियाँ और कारण

भारतीय जन-जीवन के राजनीतिक, सामाजिक तथा आर्थिक जीवन में पुनर्जगणन को प्रेरित करते हुए पारंपरिक जाति को विचित्र शक्तियों के साथ-साथ भारतीय शक्तियों ने भी अनुशिष्ट किया है। यह प्रेरणा अत्यन्त दर्जव धर्म भक्ति के रूप में सर्व देखने को मिलती है। विदेशी शासन के चित्र के ही परिणामस्वरूप भारतीय जनता में आत्मविश्वास के भाव उठे। उसी चित्र के कारण एक समाज राष्ट्रीय आदेश के उद्देश्य और विकास के लिए भौतिक, भौतिक, वैज्ञानिक और आर्थिक संस्थाओं पर प्रभाव डाले हुए। भारतीय विचार और विचार उदय चार प्रारंभिक चित्र को पूरी सीमा तक स्वीकार करते हैं जिसमें हमारे धर्म का भिन्न निहित रहा है। भारत में बुद्धिवाद और उदयचार के दो धर्म के समप है यह प्रभाव विशेष रूप से देखने को मिलता है। पारंपरिक प्रभाव को शक्तियाँ निर्माणित हैं—

कारक

प्रारंपरिक प्रभाव: भारतीय जन-जीवन में दिशेश सता के आधार पर पारंपरिक निरंतरता की मंदिरता व्यापक हो गया। वैज्ञानिक आधिकारिक, मान्यता को प्रमुख, औद्योगिक क्रांति, व्यापार, व्यवसायिक तथा वाणिज्यिक धर्म के आधार पर पश्चिमी समस्तता व्याप्त अनुभव होने लगी। आधी के सम्बन्धित और स्वाभाविक प्रमाण से भारत एक समुदायी देश के रूप में ज्ञात किया जा सकता है। इसके दो सप्ताह में में अन्य देशों के सम्पर्क में आने के लिए परिपूर्ण मंदिर निकल हुई। इस दृष्टि से अधिक धर्म भक्ति और आधारित व्यापार देशों से धर्म भक्ति थी, इसलिए उसके प्रवास धर्म का हो और भी अधिक स्वाभाविक भाव। पारंपरिक की वाणिज्यिक समस्तता तथा भारत की धार्मिक एवं पूर्णता में संस्थाओं के बीच इस सम्बन्ध से नवे भावना का उदय हुआ। कुछ सीमान्त पुरुष संस्थाओं में संस्थाओं की मरणोपर आदर्शों की विदेशी प्रमुखताओं का प्रतिनिधित्व करती थी और उसके विपक्ष विश्वास शाक्ति व्यापक उदयन तथा वाणिज्य पर आधारित पूर्ववर्ती अर्थव्यवस्था का प्रतिनिधित्व था।
हम शक्तिशाली होकर कर सकते थे, परंतु ईसाई धर्म के नए तरह के प्रचार ने भारतीय परम्परा के लिए एक संकटकारी परिस्थिति को जन्म दिया।

विष्नु के अंतर्कार में जब भारतीय मन निराशा की गहनता पीड़ा की अनुपूर्वत रहा तो उस समय भारतीय धर्म और समाज के पुनर्जीवन हंग कुछ महान आयामों ने इस धर्म संकट से देश को उदार कर दिया। स्वतंत्र द्वारा ने आर्थ-समाज के माध्यम से हिंदू धर्म को श्रेष्ठ और वैदिक मान्यताओं को सर्वाधिक महत्त्व प्रदान करने के जरिए आयामों को पुनःजीवित किया। गतिशीलता परस्पर भी इसी श्रेष्ठ में आते हैं जिनकी शिक्षाओं का प्रचार एवं प्रसार उनके शिष्य स्वामी विवेकानंद ने गतिशील मिशन के माध्यम से किया। श्रीमती ऐणी रेसेंट ने भी हिंदू धर्म को श्रेष्ठता में आत्मा प्रकट को। इस प्रकार हिंदू धर्म के प्रति आत्मा पुनः शरीरित हुई और आध्यात्मिक दृष्टि से अपने श्रेष्ठता सिद्ध करने के लिए, संगठित होकर विकास एवं प्रगति करने के निमित्त हिंदू धर्म पुनर्जीवन हो उठा।

अन्तर्द्रोह

नये आधिक वर्ग का निर्माण : भारत में पुनर्जीवन को नई प्रेरणा देने में आधिक शक्तियों का पर्याप्त योगदान रहा है। मुग़ल काल में आधिक आवाजाहिया जागीरदारों के कंटें पर रखी थी। इस समाजी व्यवस्था ने मुग़ल समाज को जीवित किया, किन्तु आधिक जीवित को आधिक जीवित परिस्थिति में निर्माण करने के लिए नया धर्म को निर्माण करने के लिए नया संस्कार नए धर्म को संस्कार देता था। संस्कृति भारत में इस नये वर्ग में ही सामाजिक और राष्ट्रीय आंदोलनों को आधिक साहाय्य के लिए संस्कृति धर्म राष्ट्रीय जीवन में परिवर्तन लाने के लिए संस्कृति प्रयास किए।

भारतीय समाजवाद पथ : मुद्दातों के खुल जाने के परिणामस्वरूप देश में चेतन और पुनर्जीवन की शक्तियों को दृढ़ता करने के लिए मासिक पत्रों, सापार्थिक पत्रों और दैनिक पत्रों का प्रतिबंध हुआ। भारतीय समाजवाद पत्रों ने सामाजिक, आधिक और साधारण भारतीय भारतीय बुद्धियों से प्रति-मन को बचे रहने का आह्वान किया। ये भारतीय समाज की आवश्यकताओं को ब्रिटिश शासन के समस्या उत्पन्न करते रहे और विषय के समस्याओं भारतीय जन-जीवन की प्रत्येक कड़ियाँ को भी प्रस्तुत करते रहे। इस प्रकार भारतीय समाचार पत्रों के माध्यम से भारतीय जीवन में एकता का सूत्र निर्मित होने लगे।

हिंदी भाषा के साहित्य का योगदान : भारतीय पुनर्जीवन की हिंदी से प्रेरणा और प्रोत्साहन प्राप्त रहा है। भिन्न भाषा तथा साहित्य के विकास ने भी आधुनिक भारतीय पुनर्जीवन तथा राष्ट्रवाद के उक्तक में एक आध्यात्मिक तत्व का काम किया है। हिंदी गायक के विकास ने राेष्ट्रवाद तथा देश-भक्ति की भावनाओं के संगम में शक्तिशाली वाहन के रूप में योग दिया है। १९०१ के भाषाविधि ने भाषा पुनर्जीवन तथा राष्ट्रवाद के उक्तक में एक आध्यात्मिक तत्व का काम किया है। हिंदी गायक के विकास के माध्यम से भक्ति की भावनाओं के संगम में शक्तिशाली वाहन के रूप में योग दिया है। १९०१ के भाषाविधि ने भाषा पुनर्जीवन तथा राष्ट्रवाद के उक्तक में एक आध्यात्मिक तत्व का काम किया है। हिंदी गायक के विकास के माध्यम से भक्ति की भावनाओं के संगम में शक्तिशाली वाहन के रूप में योग दिया है। १९०१ के भाषाविधि ने भाषा पुनर्जीवन तथा राष्ट्रवाद के उक्तक में एक आध्यात्मिक तत्व का काम किया है। हिंदी गायक के विकास के माध्यम से भक्ति की भावनाओं के संगम में शक्तिशाली वाहन के रूप में योग दिया है। १९०१ के भाषाविधि ने भाषा पुनर्जीवन तथा राष्ट्रवाद के उक्तक में एक आध्यात्मिक तत्व का काम किया है। हिंदी गायक के विकास के माध्यम से भक्ति की भावनाओं के संगम में शक्तिशाली वाहन के रूप में योग दिया है।
भारतीय पुनरावधारण का स्वरूप

भारतीय पुनरावधारण को पश्चिमी सभ्यता ने जिस स्वरूप में प्रस्तुत करा चाहा, उसमें वह सफल नहीं रही। हमने वैचारिक क्षेत्र में वृद्धिवाद और उदारवाद की मान्यताओं को स्थीर करके उन्हें पूर्णरूप स्वतंत्रता प्रदान की, अनुकरण से जितना हमने प्रथा किया उसका भारतीयकरण किया, क्योंकि हमने अनुकरण नहीं किया। यही कारण है कि पारंपरिक शिशु, साहित्य, धर्म और सम्पत्ति के निरंतर प्रहार भी हमें अन्य आधाराधार, नैतिक और सांस्कृतिक मान्यताओं से विवेचना के रूप में रखने का संदेह है। भारतीय पुनरावधारण का स्वरूप भी इसी तत्त्व का कहानी है। जिससे जीवन के सभी क्षेत्रों को प्रभावित किया।

जब हम सामाजिक क्षेत्र में पुनरावधारण की बात करते हैं तो सामाजिक जीवन में बढ़ती हुई कुश्तियों ने हिन्दू समाज-व्यवस्था को विस्तारित, विश्वस्वत और विदेशवाद बना दिया था। सामाजिक असमानता के कारण खींच रूप से ही बन गई। उस पर अनेक अतिथियों द्वारा लोटे गए, सती-प्रथा की विवशीलता, बाल-विवाह किये रहने को बाध्यता, बाल-बिवाह की प्रथा ने खींच समाज को अपने ही हाथ दिया। जल्दी अगर पुरुषों के लोगों के साथ दुर्मुखकार अनेक घटनाएं भारतीय समाज के क़रीब रहने लगीं। शिक्षा के संकेतों द्वारा हमें बंद भारतीय समाज इसाइयत की तरफ खुदने लगा।

इस सामाजिक पतन का भारतीय पुनरावधारण के प्रभावित और प्रभाव-पूर्व रूप में ब्रह्मसमाज, आर्यसमाज, सामकृत्य समाज, ब्राह्म, तथा ध्यानसंपत्वक सोसाइटी के नाम उल्लेखनीय हैं। बंगाल के संस्कृत सामाजिक जीवन को ब्रह्मसमाज ने आदेशित किया। सती-प्रथा और बाल-बिवाह का समाप्त करने हेतु इस संस्कृत का महान योगदान रहा है। विवशीलता बिवाह के प्रचलन तथा असंयुक्तता के क़ल्प को मिलने के लिए आर्य समाज का सामाजिक क्षेत्र में योगदान भारतीय पुनरावधारण का उत्तराधिकारी अंग बना।

आर्य क्षेत्र में पुनरावधारण का स्वरूप हम उस रूप में देखते हैं जब अन्य व्यापार के रूप में भारत आये और फिर भारत की आधिक और जातिवादी शक्तियों पर अपना आधिकारिक रूप प्रदान किया। भारत का अपर सम्पत्ति के उत्तराधिकारी दिखा जाना। उद्देश्यों के लिए एक नया अनुकूल होता है। इस आधिकारिक पर्यावरण में भी मूल रूप से भारत में आधिकारिक पुनरावधारण की नींव का स्थापना की। प्रभावित व्यवसायों से हटकर व्यापार और वाणिज्य की प्रेरणा भारतीय समाज में जिस प्रकार आर्य क्षेत्र के निर्माण हुआ उसके स्वतंत्र पूर्व सामाजिक और राजनीतिक कारणों में आधिकारिक सहायता देकर अपना योगदान दिया। इस प्रकार नये आधिकारिक प्रतिमाओं को रचना हुई तथा राजनीतिक जीवन को इस आधिकारिक शक्तियों ने प्रभावित से प्रभावित किया।

धार्मिक साधन आधाराधारिक क्षेत्र में पुनरावधारण की आधी देश यह एक अधिक विश्वसनीय सिद्ध हुआ कि भारतीय युवावर्ग को अपने प्रचार हिन्दू धर्म से अलग नहीं हो गई और यह इसाइयत की ओर मुड़ने लगा। अपनी मूलभूत परमार्थवादी और आदर्शों को खड़े और आम्बर बनाने लगा। यह अपने हेतु इसाइयत अभिव्वल धर्मीय विश्वसनीय धर्म था। ऐसी होने का मूल कारण यह रहा है कि अभी भी भारतीय युवकों को हिन्दू धर्म के बाद स्वरूप का ही आधार था जो कि प्रचलित युवावर्ग के कारण, न्यायालय और पुलिस के कारण सौदर्शन होने लगा। आत्मविश्वास इस बात को बौद्धिक ध्यान में युवकों को भारतीय दर्शन के मूल तत्त्वों से परिचित कराया जाता। इस अपरिवर्तित अवस्था के कारण गंभीर बना हुआ मिश्रित तथा सूचीकृत मोटा बन्ना, जिस विवाहों के साथ ब्राह्म, बाल-बिवाह को सामाजिक और जातिवादी शक्ति तत्वों ने इसाइयत के रूप में अर्थव्यय कर दिया। यह वातावरण धार्मिक आंदोलन के प्रभाव होने के परस्पर बदलने है। इसमें आय समाज, सामाजिक कुशल, बन्धून का प्राध्यात्मक समाज, तत्त्ववादी सोसाइटी, मिश्रित जीवन से सचकल धार्मिक आंदोलन मुख्य रूप से...
समाज के जीवन से संबंधित प्रत्येक क्षेत्र पर पड़ा।

राजनीति का तो मूर्त रूप में मनुष्य जीवन से किसी न किसी रूप में संबंध है। वैसे भी हमारे परम्परा का मुख्य कारण राजनीति ही रही। अतः इस क्षेत्र में भी पुजारिका का स्पष्ट प्रभाव रहा है। ब्रिटिश शासन की स्थापना के बाद भारतीय नेताओं, विचारकों और सूचकांको का संपर्क विश्व के अन्य देशों से भी हुआ। इन सभी लोगों के प्रभाव और अप्रमाणित रूप से भारतीय राजनीति को प्रभावित किया है। भारत के लिए ब्रिटिश शासन के समाप्ति समय संस्थाओं की मांग और स्थापना के पीछे प्रत्ययक्ष्ण: पुजारिका की शक्तियों का ही प्रभाव था।

पुजारिका का परिणाम

पुजारिका का प्रभाव जिस रूप में हमे देखने को मिला उससे भारतीय जीवन प्रभावित हुआ। इस प्रभाव क्षेत्र को कई दिशाए में देखा जा सकता है। यदि हम पुजारिका के समाजिक जीवन में परिणाम देखना चाहे तब यह स्पष्ट है कि इससे भारतीय समाज को कामाख्यात की। ब्रिटिश साम्राज्य की स्थापना से पूर्व भारतीय समाज कृत्रिमों, अनूठों, सुनहरों और असंविधानों के कारण यह बदला। सामाजिक समाजों के आदर्शों से समुच्चय समाज अपनित्वित था। इस अपरिवहर ने भारतीय समाज को विशिष्ट और शक्तिशाली हो किया था। पुजारिका से भारतीय समाज उड़ा मान्यताओं, असंविधानों और अनिश्चित रूपों से मुक्त पाने के लिए समर्थ करने लगा। सती—प्रशा, बाल—बिचार, अशीषा, अस्पुष्टता और जिजिला जातीय—व्यवस्था जैसे पातक कुछांड़े, इन अवशेषों से समाज हो गई। देशवापी आंदोलनों का नेतृत्व राजा समेतहन राय, सर्वाधिक दर्शनीय, केशरचंद्र सेन, रामकुंज परमहंस, विवेकानंद इत्यादि सूचकांकों ने किया।

भारतीय पुजारिका के प्रारंभिक कारण में हम पात्रस्थ समाज का प्रश्न और भारतीय समुदाय संस्कृति को हेतु अनुभव करने लगे थे। किन्तु सुधार के दूसरे चरण में हमें अपने को इस दीर्घ भावना से मुक्त पाया। पुजारिका ने इस प्रकार भारत को सही दिशा दी और उसे अपने आतीत पर गर्व करने की अनुशंसा दी। दृष्टि में मनोवृत्तियों से छुटकारा पाने के लिए समर्थ
संस्कृत साहित्य में न्याय तथा
दण्ड व्यवस्था
रूपा शेखावत
एसोसिएट एडिटर—राजनीति विज्ञान विभाग, राजकीय लेखिया महाविद्यालय चूरू, राजस्थान

सारांश :—
संस्कृत साहित्य में प्रतिपादित राजनीतिक दर्शन के अध्ययन की प्रायः उपेक्षा की जाती रही है। यह इसलिए हुआ कि, प्राचीन राजनीति संस्कृत क्रयों में आध्यात्मिक पथ को दिया गया था। हालांकि, राजनीतिक संस्कृति के अध्ययन की संभावनाओं का निष्पक्ष करता है। संस्कृत साहित्य में राजनीति से संबंधित मानव जीवन के आचार—व्यवहार, राजनीति की व्याख्या, पर—राष्ट्र समबीनी नीतियों तथा न्याय दण्ड व्यवस्था पर खुला विचार—विमर्श किया गया है। भीष्म ने विधि के चार श्रेणी विभाग तथा — देव सम्मत, आदि, लोक सम्मत एवं संस्था सम्मत। वाल्मीकी साहित्य में भी प्रजा राजन, प्रजापालन, वर्धाण का पालन करना था। तथा न्याय प्रदान करना राजन के कर्तव्य माने गये हैं।

मुख्य शब्द :—
राजनीति, संस्कृति, राजकार्य, विधि, धर्मशास्त्र, न्याय, ट्रांसलेशन, अभियोग, अपराध, न्यायाधिकार

प्रस्तावना :—
संस्कृत साहित्य में राजनीतिक संस्कृति को चर्चा करते हुए दण्ड और न्याय व्यवस्था को जनता एवं राजा के लिए अत्यन्त महत्वपूर्ण बताते हुए सभी को विधि की पालना हेतु मुस्लिमित किया गया है। प्राचीन भारत में न्याय एवं दण्ड के बारे में विकासपूर्वक आकलन किया गया है जिसकी विवेचना प्रस्तुत शोद—पत्र में की गयी है।

न्याय व्यवस्था :—
भीष्म ने विधि की प्रभावता बताते हुए यह ज्ञात है कि धर्मशास्त्र के अनुसार न्याय व्यवस्था का रहस्य पर बल दिया है। जिससे सभी व्यक्तियों के साथ समान रूप से व्यवहार हो सके।

विधि के श्रेणी — भीष्म के मतानुसार, विधि के चार श्रेणी है —
1. देव सम्मत श्रेणी, अर्थात, मनुष्य के कारण हेतु स्वयं व्रत द्वारा निर्मित विधियां।
2. आर्य श्रेणी, अन्य मनुष्य, जो मानव जीवन को देखता, काम और परम्परा के अनुसार अनुशासित व नियामित करने के लिए दिशा निर्देशित नहीं करता।
3. लोक सम्मत श्रेणी, अन्य मनुष्य जो मानव जीवन को देखता, काम और परम्परा के अनुसार अनुशासित व नियामित करने के लिए दिशा निर्देशित नहीं करता।
4. संस्था सम्मत श्रेणी, जो संस्था के अनुसार नियामित विधियों में जिसके अनुसार जिस पुष्प राजा को इन विधियों के पालन करने मात्र से हो जाता है।

दण्ड एवं न्याय व्यवस्था :—
प्राचीन भारत में, दण्ड व्यवस्था के संचालन को राजा का आवश्यक कार्य समझा गया। दण्ड की महत्ता का समझा में वाल्मीकी साहित्य हुआ। कहा गया है कि दण्ड ही स्वयं स्वयं निर्मित है। सुप्रीति दण्ड में धर्म, अर्थ, काम, ये तीनों सदा विद्यमान रहते हैं। देव दण्ड सबसे श्रेष्ठ है, उसका रूप जतनी हुई आध्यात्मिक समझ है।

भर्म ही जिनकी जड़ है। उस धर्मिन्त अथवा न्यायमें पर बैठक जो राजा मंगो अथवा राजकुमार धर्मार्थीय प्रजा की धर्म नहीं करता तथा राजा का अनुमोदन करने वाले राज्य के दूसरे अधिकारी भी यदि अपने का सामने रखकर प्रजा के साथ उचित बनवा नहीं करते तो वे राजा के साथ स्वयं भी नकस में जाते हैं।

जब कोई अभियोग उपस्थित हो और उसके
जो राजा का वचन करने की इच्छा करे, जो गांव या पर में आग लगाये, चौरी खोये या व्यभिचार द्वारा वर्ण संकल्पना फैलाने का प्रयास करे, ऐसे अपराधों का वचन अनेक प्रकार से करना चाहिए।

जो भलीभली विचार करके अपराधों को उचित दंड करता है और अपने कर्तव्य पालन के लिये सत्य उद्देश्य रहता है, उस राजा का वचन और अभ्यास का पाप नहीं लगता अपितु उसे सन्तति की ही प्रति होती है।

महाभारत में शान्ति पर्व में दंड को ही सबसे अधिक ईश्वर की संजय दी गई है तथा यह माना गया है कि दंड के ही आधार पर सब हीता हुआ है। देवताओं, क्रिया, जितन, महामाय, परमाय, व्यक्तियों या साध्विकणों एवं उन पर्यायों को योग में निवास करने वाले जनता के समस्त प्राप्तियों के लिये भी सब व्यापी महादेवस्वी दंड ही कल्याण का साधन है। धर्म का दूसरा नाम व्यवहार है। लेकिन में सत्य साध्यन होने के अनुसार पर्याय का किसी तरह लोप न हो इसलिए दंड को आवश्यकता है और यही इस व्यवहार का व्यवहारकर है।

पूर्व में मनु ने यह उपदेश दिया है कि जो राजा श्रद्धाई और अधिक नियम स्वतंत्र भाव रखकर, किसी के प्रति पश्चात न करके दंड का कहर उसपर करने हुए आदि की भली भावित शाफ़ा लगता है, उसका वह कार्य केवल धर्म है। अर्थ-अर्थ, सुख-दुःख, धर्म-अर्थम्, दुःखार्थ, प्रभाग्य, गण-पाप, गुण-अवगुण, काम-क्राम, दिन-रात, प्रभाप्र-अन्तराप्र,

सन्दर्भ-प्राय: सूची :
1. मनुस्मृति
2. महाभारत
गीत काव्य के प्रेरक तत्त्व

डा. आभा श्रीवास्तव
अतिथि व्याख्याता (हिंदी)
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संशोधका :-
गीत काव्य में गीतकार अपने को प्रसन्नरूप में रखकर गीत को रचना करता है। वह रचना भी होता है और रचनाकार भी। व्यक्ति के उस दृष्टिकोण की सुरक्षा करना बस्तवात्मक गीत करता है। नैतिक आयाम और सामाजिक वृत्तियों के कारण कवि के जीवन की घटनाओं छन्नकर आता है। इतिव्यतामकता इससीपे गीत काव्य में नहीं होती। इतिवृत नाम प्रतिक्रिया और प्रभाव का आकर्षक गीत काव्य में होता है, वर्णन नहीं। प्रश्न यह उठता है कि क्या गीतकार अपने जीवन की घटना को प्रतिक्रिया का चिह्न तथ्य स प्रयोग का जाता है । तथ्य में ताजगी अविस्तर होने को संभव नहीं। पूरे गीत का निर्माण एक एक संघ नहीं।
गीत काव्य में अनुभूति कुछ संभव कर तीव्र
सांगीतिक आधार — भाषाओं के सहज समृद्ध एवं उनकी स्रोतवत्ता के लिए संगीत बहुत उपयुक्त है।
शब्द अर्थ को स्पष्ट करने के लिए भाषा चिन्ता को स्पष्ट करने के लिए संगीत के बिना गीत काव्य को अभिव्यक्ति पूर्णता नहीं प्राप्त कर सकता। कवि का इतना झकक लोग ही गीत का निर्माण करता है। यह आवश्यक नहीं कि कवि गायक और वादक हो। अंतर्द्वार की प्रशंसा के कारण उसके शब्दों के गुणांक और व्यवस्था में अपने आप बाद सौंदर्य आ जाता है। शब्द, संगीत काव्य को स्वयं लेखनी के रूप से रचना नहीं होता।

चित्रात्मकता — अर्थात कवि के सामने यह प्रसन्नता है कि वह कैसे अपने अनुभूत भावों को इस तरह शब्दों की दृष्टि में बढ़ कि वह स्पष्टता रूप से पाठकों या शीर्षकों के मन में प्रकट कर जाये; कि वह उन दृष्टियों का प्रतीक्षित उनके सामने कर सके, जिन्हें उसने कभी देखा था। इस कार्य के लिए उसे चित्र का सहायता लेना पड़ता है। ये चित्र काव्य होते हैं, भावों के सहायक एक दृश्य खण्ड, जो साधन होता है, साथी नहीं। ये चित्र पतर्दशी होते हैं, अर्थात् इनके आधार देखकर उसके पार झलकने वाले भावों को देखा जा सकता है।

चित्रात्मकता का सबसे बड़ा आधार प्रकृति है। कवि अपने भाव निर्माण के लिए उसका सहायता लेता है। प्रकृति ईश्वर की कल्पित है। निःशंस वे झरों, पत्तियों के मर्मर, सरसों की कल्यंक—कल्यंक में उसका संगीत है। एक कवि का दृश्य कवि से प्रभावित होना स्वाभाविक है। गीतकार के तेजी प्रकृति प्रतिकृति माध्यम को खीरकर कर तूलना के रूप में परिणत हो जाता है। वर्ष गतिकर खेल बन जाते हैं और ऐसी ही रेखायें शब्द चित्र उस्मित कर देते हैं। गीत कवि के चित्रों में प्रकृति नेत्रों से अधिक इतनी की है जैसे से अधिक
संक्षिप्तता —

संक्षिप्तता गीतकाव्य का आकर्षक गुण है। अनुभूति की आवश्यकता और तीव्रता सिध्दि बहुत देर तक नहीं रह सकती। प्रेम को संबंधित रूप में उसकी इंतजाम बढ़ जाती है। संक्षिप्तता के कारण गीतकाव्य की अखंडता नष्ट नहीं होती। भावनाओं को समाहित रखने के लिए भी संक्षिप्तता आवश्यक है। पूर्ण मूर्ति विषय के लिए यह उपयोगी होता है। इसलिए महात्मा वर्मा ने गीत काव्य को परिभाषा देते हुए गीतकाव्य का प्रमोद किया है।

दोन कबु दुख के नाशक हो, हे प्रभु पूर्ण काम दृष्टि दान युगों के भी हों, करता तुझे प्रेमाम। 12

अरे आं तरिनो! अस्वाद ल् 

अरी तू करती है प्रसाद?

चलो तू जाओ है अविराम

बता किसमते है तुझों काह?

नहीं कुछ कहती अपनी बात

रुकती मुख से केवल आह।

उसी से भरती है तू सदा,

सदा करती है किसका धाम?

उपरुक्त गीत में कवि सुलभ जिज्ञासा तो है ही, साथ ही यह शब्दों का उपयुक्त रूप दर्ज है।
राष्ट्रीय आंदोलन में धमती क्षेत्र
के पं. सुदर्शन शर्मा एवं बाबू छोटेलाल श्रीवास्तव का योगदान
(१९९८ - १९४७)

श्रीमति हेमलता सिंहा
सन् १९०० के पूर्व से ही छत्तीसगढ़ में ईसाई मिशनियों को गतिविधियों वाले गइ गई थी। ये मिशनियों
अनुरोधों के बीच जा कर कार्य करना चाहते थे। पं.
सुंदरलाल शर्मा ने सन् १९९६ में हरिजनों के गुष्ट
सत्याग्रह के साथ मिलकर गोलख बढ़ करने का बोझ उठाया। हरिजनो को स्वाधींपुर अपने दानों से 
जनें पहनाया था। अनुरोध को वे जानते थे वे ने <
उनका उत्तर करना चाहते थे। छत्तीसगढ़ के गांधी पं.
सुंदरलाल शर्मा को जमानतीय यथार्थ बन नयी बसिया
है, लेकिन कर्मभूमि घटना रही है। महानागर गांधी ने
जब सन् १९९६—२७ में बिहार प्रांत के चम्पापर को 
किसानों के सत्याग्रह में नेतृत्व कर रहे थे, उन्होंने पं.
सुंदर लाल शरमा नयी सिहावा में जगंज सत्याग्रह 
कर रहे थे, जहाँ किसान, अधिवासी गठित होकर जगंज 
विभाग, पुलिस विभाग के शोषण अन्याचार, दमन के 
विरुद्ध आंदोलन प्रारंभ किया था। पं. सुंदरलाल शर्मा
के बारे में सन् १९९६ में गोजिम नगर में छत्तीसगढ़ किसानों
को स्वाधींपुर नए सिहावा में जगंज सत्याग्रह कर 
रहे थे, जहाँ किसान, अधिवासी गठित होकर जगंज 
विभाग, पुलिस विभाग के शोषण अन्याचार, दमन के 
विरुद्ध आंदोलन प्रारंभ किया था। पं. सुंदरलाल शर्मा
द्वारा सन् १९९६ में गोजिम नगर में छत्तीसगढ़ किसानों
की सभा आयोजित की गई थी। इस सभा में हजारों 
किसानों, मालगुज़ों ने भाग किया था। किसानों ने 
ब्रिटिश सरकार द्वारा किये जा रहे उत्पादार चर्चा का 
विचार था। सन् १९९६ में पं. सुंदरलाल शर्मा ने अपने 
सहयोगी बाबू छोटलाल श्रीवास्तव नागरण भेलवाने, 
नागरण जगताप के साथ मिलकर कांडेल नहर सत्याग्रह 
में भाग लिया। यह सत्याग्रह अग्रेजी द्वारा भड़सा नहर 
कर वसूल करने के विवेच में किया जा रहा था। पं.
शर्माजी किसानों की सभा तेलंग विवेच करने के लिए 
डेट रहने का आग्रह किया, जिससे आंदोलन गांव 
फैल लगा गया। किंतु आंदोलन के उत्पादार कम नहीं हो 
रहे थे। पं. शर्माजी आंदोलन का नेतृत्व करने के लिए 
लोहरा गांव की तेलंग कलक्टिव लगा गये। गांवजी के 
आंदोलन के साथ ही कंडेल नहर सत्याग्रह छत्तीसगढ़ 
द्वारा स्वाधींपुर नए सिहावा में समाप्त हो गया। गांवजी 
और पं. सुंदरलाल 
शर्मा दोनों सत्य के पुजारे थे। पं. शर्माजी हिंदी—मूर्तिम
एकता के पक्षपात थे। सन् १९२६ में धमालम में शामिल थे के कारण सामान्य दोनों हों से रूक गया। प्रसार, भोजन विषयगत का था। हिंदी लोग भोजन के विषय को मस्तिष्क के सामने से छोटा देखते थे, लेकिन मुसलमान भाई रोकना देखते थे। आसपास के गांव के हिंदु आकर धमालम में एकता होने लगे। इसी प्रकार आसपास के गांव के मुसलमान धमालम नाम के मस्तिष्क में जमा हो गए। पं. सुंदरलाल शर्मा जी ने नटवु जी जगदास के निवास में हिंदूओं की बैठक बुलाकर उन्हें समझाया कि वे दो कदम की दुनिया पर जाना बजाना बदल करके उदारता दिखाना चाहिए। हिंदु-मुसलमान दोनों ने शामिल की बात मान ली। फल्ट्रकूप सामान्य कितना रूक गया। पं. सुंदरलाल शर्मा स्वतंत्रता संग्राम सेनानी होने के साथ-साथ वहुमुखी प्रतिभा के धनी थे। वे कवि, साहित्यकार, निर्देशक, मूर्तिकर भी थे एवं निर्धारक वक्ता, गंगौर विनती, एवं भविष्य दृष्टि थे। स्वतंत्रता संग्राम में धमालम देखते हुए कई बार जेठ यात्राएं भी की। संपुर्ण छत्तीसगढ़ गणतंत्र आदेशक की मुख्य बांध में सन् १९५३ से १९५६ तक सरकार रूप से जुड़ा रहा। इसमें धमालम को महत्वपूर्ण भूमिका रही है। स्वतंत्रता संग्राम के इतिहास में प्रथम पंजीयन के वोटें में से बाबू छोटे लाल श्रीवस्तव थे। इसकी दैविकता के कारण अंग्रेज इसे दैविकता के बिगड़ करता था। सन् १९५० से कंगड़ी काल में धमालम हुआ, जिसमें धमालम ने पूरे काल का ध्यान अपनी ओर आकर्षित किया। धमालम जिले में महानदी के तट पर रुडी एवं माइम सिल्ली बांध बनाने गए हैं। रुडी से एक नहर निकाल की गई है जिससे आसपास के गांव में सिंचाई का जाना है। अंग्रेज पशुपति जिले में सिंचाई का जाना है। अंग्रेज पशुपति जिले में सिंचाई का जाना है। अंग्रेज पशुपति जिले में सिंचाई का जाना है। अंग्रेज पशुपति जिले में सिंचाई का जाना है।
बी. एड. महाविद्यालय में अध्ययनस्तुति छात्रों की सामाजिक स्वतंत्रता का
तुलनात्मक अध्ययन

डॉ. अनुष्मा शर्मा

चन्द्रकला ट्रिपाठी

सारांश
बी. एड. महाविद्यालय में अध्ययनस्तुति छात्रों की सामाजिक स्वतंत्रता का तुलनात्मक अध्ययन हेतृ रायपुर के निजी बी. एड. महाविद्यालय से 352 छात्रों को न्यायाधीश के रूप में चुना गया है। प्रस्तुत समस्या में परिवेश— वर्ग, स्थिति, अभिभावक स्वतंत्र चर है। प्रस्तुत समस्या के निष्कर्ष हेतु साहित्यिक विश्लेषण के आधार पर शही एवं ग्रामीण, सामाजिक एवं अन्य वर्ग, शिक्षाएं एवं अभिव्यक्ति विभाग एवं अभिव्यक्ति, कार्यालय एवं अक्षर बी. एड. महाविद्यालय में अध्ययनस्तुति छात्रों की सामाजिक स्वतंत्रता में कोई सार्थक अंतर नहीं पाया गया। इस शोध के निष्कर्ष से स्पष्ट होता है कि बी. एड. महाविद्यालय में अध्ययनस्तुति छात्रों को शिष्य के दौरान समान रूप से स्वतंत्र दी गयी। इन छात्रों के साथ कोई विशेष पश्चात्त नहीं हुआ, जिससे उनकी सामाजिक स्वतंत्रता में कोई आंतर देखने को नहीं मिला।

प्रस्तावना
मानव समाज ने एक विशाल संग्रह किया और वर्तमान समाज में विकसित हुआ, यथाप्रचार समाज अवस्था में अने के बाद निरस्तर बदलल ही है उन सबके बीच स्वतंत्रता के लिए मानव को इच्छा निरस्तर बनी रही है स्वतंत्रता कह होती है जो एक और भी इतना बाल्य है। यह हवा, पानी, भोजन के साथ
अधित्व का महत्वपूर्ण हिस्सा बन गया है। भारतीय महाला आर्थिक का आदर्श हिस्सा है, महाला की होने की सभी पहलुओं में अभिभावक के अभिव्यक्त है। हालाँकि आधुनिक समय में शिक्षा और व्यवसायिक अवसरों के लिए रहना और साथ-साथ महालाएं समानता एवं स्वतंत्रता के अन्य अधिकारों के बारे में अधिक जानकारी हो गई है और परम्परागत मानदंडों में विश्राम कर उतरी है।

भारतीय महाला की सामाजिक संरचना में निर्धारित व्यक्तित्व के कारण उन्होंने शिक्षा का अभिव्यक्त, व्यवसायिक और आर्थिक शिक्षा के लिए उनकी सहभागिता अच्छी होती है। वे न केवल आर्थिक सामाजिक वर्गों के किरदार निभाते हैं बल्कि पुरुष नारी समाज असमानता पिछड़ान का दिशारित है। उनके साथ होने वाले अधिक अभिभावक के कारण उनको हैंसियत समाज में निम्न है।

रोजगार के लिए पुरुष गानों से पलायन कर रहे हैं परन्तु महालाएं पर कोई जिम्मेदारों के साथ-साथ खेती पहुँचने आदि का कार्य भी करती है, लेकिन इन कार्यों को किसी आर्थिक मूल्य निर्धारित नहीं होता है। इन सभी समस्याओं के मूल कारण को जानने का प्रयास अध्ययन का महत्व को स्पष्ट करेगा प्रस्तुत शोध अध्ययन से न के लघु महालाओं की सामाजिक स्वतंत्रता अतिशय सामाजिक-आर्थिक एवं सामाजिक विकास में महाला की सहभागिता का प्रभाव का पता लगाना।

अध्ययन का उद्देश्य

संयुक्त शोध हेतु निर्मलतित उद्देश्य निर्मित किये गये है।

1. वी. एड. महाविश्वास में अध्ययन में सामाजिक स्वतंत्रता एवं अध्ययन का उद्देश्य करना।

2. वी. एड. महाविश्वास में अध्ययन में सामाजिक एवं अध्ययन का उद्देश्य करना।

3. वी. एड. महाविश्वास में अध्ययन में सामाजिक एवं अध्ययन का उद्देश्य करना।
सारणी क्रमांक 1
बी. एड. महाविद्यालय में अध्ययनरत शहीर एवं प्रामाण्य छात्राओं की सामाजिक स्वतंत्रता की संख्या, मध्यमान, प्रमाण विचरण एवं क्रियात्मक अनुपात दर्शाने वाली सारणी

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<th>मध्यमान</th>
<th>प्रमाण विचरण</th>
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0.05 स्तर पर सार्थक नहीं

0.05 स्तर पर सार्थक नहीं

उपरोक्त सारणी दर्शाती है कि बी. एड. महाविद्यालय में अध्ययनरत 34 शहीर छात्राएं एवं बी. एड. महाविद्यालय में अध्ययनरत 38 प्रामाण्य छात्राओं के सामाजिक स्वतंत्रता से संबंधित प्राप्तांकों का मध्यम क्रमांक: 32.170 एवं 34.473 तथा प्रमाण विचरण 5.764 एवं 5.647 है।

बी. एड. महाविद्यालय में अध्ययनरत छात्राओं की सामाजिक स्वतंत्रता का तुलनात्मक अध्ययन करने हेतु दोनों के गणना का मध्य मान (C.R) मूल्य की गणना की गई जो – 0.9863 प्राप्त हुआ।

दो तालिकाओं के अनुसार 0.05 स्तर का टेबल मान 2.00 है जिससे गणना मूल्य 0.1863 कम है। अतः बी. एड. महाविद्यालय में अध्ययनरत शहीर एवं प्रामाण्य छात्राओं की सामाजिक स्वतंत्रता में कोई सार्थक अन्तर नहीं पाया गया।

बी. एड. महाविद्यालय में अध्ययनरत छात्राओं के प्राप्तांकों का मध्य, बी.एड. महाविद्यालय में अध्ययनरत प्रामाण्य छात्राओं के प्राप्तांकों से कम है, जिससे स्पष्ट होता है कि बी. एड. महाविद्यालय में अध्ययनरत शहीर छात्राओं की सामाजिक स्वतंत्रता प्रामाण्य छात्राओं से अधिक है, अतः परिक्षण 09 बी. एड. महाविद्यालय में अध्ययनरत शहीर एवं प्रामाण्य छात्राओं की सामाजिक स्वतंत्रता में कोई सार्थक अन्तर नहीं पाया जाएगा, इस लिए परिक्षण प्राप्त हुआ।

सारणी क्रमांक 2
बी. एड. महाविद्यालय में अध्ययनरत सामान्य एवं अन्य वर्ग की छात्राओं की सामाजिक स्वतंत्रता का मध्यमान, प्रमाण विचरण एवं क्रियात्मक अनुपात दर्शाने वाली सारणी

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<td>3.99</td>
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0.05 स्तर पर सार्थक नहीं

0.05 स्तर पर सार्थक नहीं

उपरोक्त सारणी दर्शाती है कि बी. एड. महाविद्यालय में अध्ययनरत 31 सामान्य वर्ग की छात्राएं एवं बी. एड. महाविद्यालय में अध्ययनरत 31 अन्य वर्ग की छात्राओं के सामाजिक स्वतंत्रता से संबंधित प्राप्तांकों का मध्यम क्रमांक: 33.384 एवं 33.677 तथा प्रमाण विचरण 4.222 एवं 4.677 है।

बी. एड. महाविद्यालय में अध्ययनरत छात्राओं की सामाजिक स्वतंत्रता का तुलनात्मक अध्ययन करने हेतु दोनों के मध्य अन्तर को सार्थकता जांचने के लिए क्रियात्मक अनुपात (C.R) मूल्य की गणना की गई जो – 0.045 प्राप्त हुआ।
अत: दी तालिका के अनुसार 6.8 df के .05 स्तर का टेबल मान 2.00 है जिससे गणना मूल्य 0.045 कम है। अतः बी. एड. महाविद्यालय में अध्ययन सामान्य वर्ग की छात्राओं एवं अन्य वर्ग की छात्राओं की सामाजिक स्वतंत्रता में कोई साफ्ट अन्तर नहीं पाया गया।

बी. एड. महाविद्यालय में अध्ययनसुद्धा सामान्य वर्ग की छात्राओं के प्राप्तांकों का मध्य, बी.एड. महाविद्यालय में अध्ययनसुद्धा अन्य वर्ग की छात्राओं के प्राप्तांकों से अधिक है, जिससे स्पष्ट होता है कि बी. एड. महाविद्यालय में अध्ययनसुद्धा छात्राओं की सामाजिक स्वतंत्रता सामान्य वर्ग की छात्राओं के अन्य वर्ग की छात्राओं की अधिक है, अतः परिक्लिपना 0.2 बी. एड. महाविद्यालय में अध्ययनसुद्धा वर्ग एवं अन्य वर्ग छात्राओं की सामाजिक स्वतंत्रता में कोई साफ्ट अन्तर नहीं पाया जाएगा, इस लिए परिक्लिपना स्वीकार की गयी।

परिक्लिपना क्रमांक 0.3
बी. एड. महाविद्यालय में अध्ययनसुद्धा विवाहित एवं अविवाहित छात्राओं की सामाजिक स्वतंत्रता में कोई साफ्ट अन्तर नहीं पाया जाएगा।

सारणी क्रमांक 4.3
बी. एड. महाविद्यालय में अध्ययनसुद्धा विवाहित एवं अविवाहित छात्राओं की सामाजिक स्वतंत्रता का मध्यमान, प्रमाप विचरण एवं क्रिकल अनुपात दर्शिए वाली सारणी

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<td>32.6</td>
<td>3.722</td>
<td>0.789</td>
<td>3.722/ वर्गीय अनुपात</td>
</tr>
<tr>
<td>2. बी. एड. महाविद्यालय में अध्ययनसुद्धा, अविवाहित छात्राएँ</td>
<td>36</td>
<td>56.9</td>
<td>8.486</td>
<td>0.789</td>
<td>8.486/ वर्गीय अनुपात</td>
</tr>
</tbody>
</table>

0.05 स्तर पर साफ्ट अन्तर नहीं

आपसे उक्त सारणी में है कि बी. एड. महाविद्यालय में अध्ययनसुद्धा 34 विवाहित छात्राएँ एवं बी. एड. महाविद्यालय में अध्ययनसुद्धा 36 अविवाहित छात्राओं के सामाजिक स्वतंत्रता से संबंधित प्राप्तांकों का मध्य क्रमांक: 32.294 एवं 34.944 तथा प्रमाप विचरण 3.722 एवं 5.793 है।

बी. एड. महाविद्यालय में अध्ययनसुद्धा छात्राओं की सामाजिक स्वतंत्रता का तुनान्यक अध्ययन करने हेतु दोनों के मध्य अन्तर की सार्थकता जांचने के लिए क्रिकल अनुपात (C.R.) मूल्य की गणना की गई जो 0.386 प्राप्त हुआ।

टी तालिका के अनुसार 6.8 df के .05 स्तर का टेबल मान 2.00 है जिससे गणना मूल्य 0.045 कम है।

अतः बी. एड. महाविद्यालय में अध्ययनसुद्धा विवाहित छात्राओं एवं अविवाहित छात्राओं की सामाजिक स्वतंत्रता में कोई साफ्ट अन्तर नहीं पाया गया। अतः परिक्लिपना 0.3 बी. एड. महाविद्यालय में अध्ययनसुद्धा विवाहित एवं अविवाहित छात्राओं की सामाजिक स्वतंत्रता में कोई साफ्ट अन्तर नहीं पाया जाएगा, इस लिए परिक्लिपना स्वीकार की गयी।

निष्कर्ष

प्रस्तुत शोध के निष्कर्षों से यह ज्ञात होता है कि ‘बी. एड. महाविद्यालय गर्मपूर के निजी संस्थाओं में छात्राओं की शिक्षा के दीर्घ’ सभी को सामने रूप से स्वतंत्रता दी गयी, इसके बख्तम हो या ग्रामीण। उनमें कोई अन्तर नहीं मिला इसी प्रकार उन्हें भी स्वतंत्रता मिला जो छात्र कार्यरत है या अकार्यक्त है छात्राओं में भी कोई विशेष फायदा नहीं था जिससे उनमें अन्तर नहीं पाया गया। अन्य छात्राओं नेत्रा विवाहित हो या अविवाहित हो या अकार्यक्त संस्थान द्वारा उनका कोई प्रभाव मिला नहीं हुआ। इन छात्राओं के अभिव्यक्त छात्र शिष्ट हो या अशिष्ट हो सभी अपने दर्शनों को समझ रहे हैं, समाज में रुढ़िवालिताओं का अन्त हो रहा है जिससे इन छात्राओं में कोई ज्यादा अन्तर नहीं देखने की मिला।

संदर्भ ग्रंथ सूची
अल्टकर, ए. एस. (1936) “द पोजीशन वोनम इन हिन्दु सिविलीजेशन”, रामली लाल, वाराणसी, पुस्तक संस्था 38-42
रमेशचन्द्र शाह के उपन्यास साहित्य में ग्रामीण जनजीवन

डा. संध्या गंगराड़े
प्रथमपक (हिंदी),
शास्त्रीय महाराष्ट्री लक्ष्मीबाई कला स्नातकोत्तर महाविद्यालय इंदौर, मध्यप्रदेश

श्रीमती क्रिश्चन अलावा
शोधार्थी,
माता जीजाबाई शास्त्रीय स्नातकोत्तर कला महाविद्यालय इंदौर, मध्यप्रदेश

श्री रमेशचन्द्र शाह का जन्म सन १९३७ को अल्मोड़ा (उत्तराखण्ड) में हुआ था, रमेशचन्द्र शाह आधुनिक काल के प्रमुख कवि है जो साहित्य को कोई भी विद्या नहीं है जो शाहजी ने न छोड़ ही कवि उन विरोध लोगों में है जो शुद्ध साहित्यिक या साहित्यिक से अधिक एक समय वृद्धि उस की भूमिका और जिम्मेदारी की अहमास रहते है तथा उसके निवास में भी अपने लेखक की अलग ही पहचान बनाते है उनके लेखक व्यक्तित्व की संक्षिप्तता उन्हें लेखक विनाश में एक अलग ही प्रतिष्ठा प्रदान करती है।

रमेशचन्द्र शाह का व्यक्तित्व किसी एक आयाम में नहीं देखा जा सकता है भारतीय जीवन दर्शन से ग्रामीण प्रतीत होता है शाह जी के उपन्यास साहित्य में ग्रामीण जनजीवन,कुम्भली आंधेलक,कुमाऊँ संस्कृति आंधेलक प्रकृति एवं लोक जीवन की संदर्भ छविया विख्यात पद्ध है पहाड़ी गोलंदाज, नंदेदेवी मंदिर, आदि का उल्लेख किया जैं

शाहजी के उपन्यास किस्मा गुलाम गोबर
गोवर्गण् पुस्तक पर्दे आप कहीं नहीं रहते विभूषित बाहर, आकर्षित दिन है आदि उपन्यासों में ग्रामीण जनजीवन को प्रस्तुत किया है इन उपन्यासों में ग्रामीण जनजीवन का प्रस्तुत किया है इन उपन्यासों में गोवर में प्रति होने वाले आत्मावर, शोषण, भ्रष्टाचार, अजीब बातें, गरीबी, खुदाईवाह, बोहेजराय, आर्थिक स्थिति, सामाजिक स्थिति, जातीय स्थिति, सांस्कृतिक स्थिति, धार्मिक स्थिति, साहित्यिक स्थिति, जातिवाद आदि का उल्लेख किया गया है,

उपन्यास साहित्य में गोवर का प्राकृतिक सौदर्य कवि ने अपने ग्रामीण क्षेत्र के समस्त पहलुओं जैसे— गोवर का रहन—सहन परिवेश, खान—पान, शिशु जातिवाद अर्थात्, सामाजिक स्थिति, प्राकृतिक चित्रण, प्राकृतिक जनजीवन आदि उपन्यासों में सामाजिक समस्या, से परिपूर्ण है जिनमें बेकारी, बोहेजराय की समस्या, मुल्य वृद्धि, भूग व्यवस्था, जीनोपरिवर्तन वस्तुओं का अर्थ एवं वर्गीय समस्या आदि प्रमुख है बोहेजर गुप्त गरीबों में जनसंख्या वृद्धि भूमि का सीमितता प्राकृतिक साधनों के व्यवस्थित वैश्वन एवं उद्योग वर्गों का अभाव तथा कुशी पर आश्रित होना आदि है।

गोवर गोवर उपन्यासों में समाज में जो प्रतिबंध होता है जैसे रहन—सहन जाति—पात आदि का किना किया गया है इस उपन्यास में उद्योग एवं मध्यम और निम्न वर्ग तीनों का जिक किया है।

लौहर डम ही होते है यार चन्दू बोला था तो तुम भी तो सुनार ही विनायक के मुंह से निकल गया था चन्दू बड़क गया था चन्दू मोहल में रहने हो और फिर भी ऐसी वाहियाल बात करते हो अपने विवादी से जाने पुछाता सुनार कब वह रहते हैं चन्दू सच में बेहद नाराज हो गया है कई दिनों तक बोले भी नहीं है। १.

यही अलग अलग, यही लूकाशुंत तो सारी रूमीवालों को लड़ा है एक—दुग्मे से डर लगता है वह यह कार्य और कमजोर जाति के लड़के नहीं है अलग लड़के एक बात बताओं जिन्हें तुम लोग शिक्षकर करते हो डम भी कहते हैं वे तो हिन्दु ही हैं, फिर तुम क्या नहीं अपने साथ खिलाते हो यही जातिवाद है।

रेमशान्दर शाह के उपन्यास साहित्य में ग्रामीण जनजीवन में सांस्कृतिक परिवर्तन द्वारा प्रचारित बात है जो किसी समाज को कलात्मक चेतना शित्य, वैशिष्ट्य, तौदिक विचार एवं मान्यताओं और जीवन दर्शन, संस्कार और प्रयासों से सम्बन्धित रहती है और सामाजिक, सांस्कृतिक, राजनीतिक, आर्थिक पुर्यों के अभिव्यक्तित में भाषाओं, विवाहों के माध्यम प्रस्तुत किया है।

किस्सा गुलाम उपन्यासों में राजनीति मुल्य तथा राजनीति मुल्य में और वर्गों और अध्यात्म का जातिवाद, गोवरगांव के विचार, लोकसभा आदि में राजनीति मुल्य है तथा निम्न जाति को मंडर रूप से विशेष नहीं किया है तथा आर्थिक मुल्य विद्यमान है पहाड़ी तथा कमाऊँ भाषा का उपयोग किया है।

गुरुवी सोने का काम करने वाला सुनार खोलता और लोहे का काम करने वाले का लूहर कहते हैं तो फिर तीव्र का काम करने वाले का तमार क्यों नहीं कहते हैं।

निष्कर्ष :-

रेमशान्दर शाह के उपन्यास साहित्य में ग्रामीण जनजीवन में गोवर को सामाजिक समस्याएं तथा आर्थिक परिस्थितियों धार्मिक, सांस्कृतिक, साहित्यिक, दार्शनिक आदि परिस्थितियों का उल्लेख किया गया है। ग्रामीण रीति—रिवाज, परिवेश ग्रामीण भाषा ग्रामीण अर्थव्यवस्था बोहेजराय, वाला विहार भुखमरी, गरीबों आदि का किना किया गया है।

संदर्भ प्रयोग सूची :-

१. गोवर गोवर्गण् — रेमशान्दर शाह
२. किस्सा गुलाम — रेमशान्दर शाह
३. आप कहीं नहीं रहते विभूषित बाबू — रेमशान्दर शाह
४. आकर्षित दिन — रेमशान्दर शाह
५. पुस्तक — रेमशान्दर शाह
६. तपस्यापर्दे — रेमशान्दर शाह
७. विनायक — रेमशान्दर शाह
८. अश्रया पत्रीका (मार्च—अप्रेल २०१९)

— जैलमशान्दर शाह
उत्तराखंड के लोकगीत

प्र. डॉ. सुचिता जगनाथ गायकवाड़
अध्यक्ष, हिंदी विभाग,
बसुंधर कला महाविद्यालय जुलौ सोलापुर, महाराष्ट्र

प्रस्तावना :
मनुष्य की आदिम अवस्था में जब बोली अथवा भाषा का विकास नहीं विकास हुआ था तब मनुष्य ध्वनियाँ, हवा-भाषा, इससे आदि के सहारे अपनी भावावृत्तियों की अभिव्यक्ति करता था। जैसे-जैसे मनुष्य का विकास होता गया, वैसे-वैसे मनुष्य का भाविक विकास के साथ में परिवर्तन होता गया। मनुष्य ने अपने विचार भावावृत्तियाँ मौखिक रूप से अभिव्यक्ति करना प्रारंभ किया। लिपि के आविष्कार के बाद मनुष्य अपने विचार तथा भावावृत्तियों के लिखित रूप से अभिव्यक्ति करने लगा। साहित्य के मौखिक रूप की लोक साहित्य कहा जाता है और लिखित रूप को परिनिर्देश साहित्य। भारत में लोक साहित्य का रूप अनंत रूप से बदलता है। लिपि का आविष्कार होने से पहले लोक साहित्य मौखिक रूप में प्रचलित था।

लोकसाहित्य बोली भाषा में होता है। इसमें लोकमानस के निर्देश विभव भावावृत्ति तथा जीवनानुभूतियाँ का संदर्भ अकेला है। लोकसाहित्य सदियों से चली आ रही पंपर के रूप में प्रचलित रहता है। यह साहित्य श्रृंगारपंच के अनुसार एक पीड़ा से दूसरी पीड़ा तक प्रविष्ट है। लोकसाहित्य किसी व्यक्ति अथवा समूह द्वारा सुधित होता है। कित्तु यह विकासीक होता है। इसमें रचनाकार आज्ञा अकेला है।

हृदय और आत्मनिर्भरताएँ इसकी प्रमुख विशेषता होती हैं। लोकसाहित्य में परिणामनकाल्पना की प्रशान्ता होती है। इसमें किसी प्रकार की कृत्रिमता न होकर नैसर्गिक सहजता होती है। देवता और रसायनका जैसे तत्त्वों की प्रभावता होती है। इसमें शिक्षापत्र शास्त्रीय तत्त्वों का आग्रह नहीं होता है। समसामिकता की अभिव्यक्ति एवं गतिशीलता की प्रशान्ता होती है।

उत्तराखंड का लोकसाहित्य अन्य भारतीय लोकसाहित्य की तरह अवैध प्राचीन, समृद्ध और व्यापक है। उत्तराखंड के हिमालयी लोकसाहित्य में इसकी विशिष्टता स्पष्ट दिखाई देती है। इसमें फहराड़ी क्षेत्र की भौगोलिकता, स्थानीय प्रकृतिविद्या, धार्मिकता आदि का सुप्रसंशोधन दिखाई देता है। उत्तराखंड के लोकसाहित्य में विभिन्न पव्यक, उत्सव, लोहार, मेले, पिताओं, ब्रत, अनुष्ठान, संस्कार, धर्म, संस्कृति, जातियों की तंबी रही आदि अवस्थान पर उत्तराखंड के लोकमानस का सुयु-दुख, हर्ष-विशाद, उत्साह-उमंग आदि की अभिव्यक्ति है।

उत्तराखंड का लोकसाहित्य उत्तरी क्षेत्र, मध्यवर्ती क्षेत्र और दक्षिणी क्षेत्र इन तीन भागों में विभाजित है। तिब्बती-वैभवी भाषा पंपर की भोटिया बोली में उत्तरी क्षेत्र का लोकसाहित्य मिलता है। मध्यवर्ती क्षेत्र में कुमाऊं तथा गढ़वाली बोलियों में लोकसाहित्य प्रचलित है तो दक्षिणी क्षेत्र में ब्रज, रुखेलख़ौंडी, कोटवौं और हिमालयी बोलियों में लोकसाहित्य उपलब्ध है।

उत्तराखंड के लोकसाहित्य में सामाजिक, धार्मिक, सांस्कृतिक मान्यताओं और पंपरों का सथीर चित्र अभिव्यक्ति हुआ है। इसमें उत्तराखंड की विशेषताएं, उद्धारित होती है। यहाँ बोलों जानेवालों हर बोलों की अपनी अनुभौतिक विशेषता होती है। लोकपंपर और संस्कृति के इसमें विभिन्न रूप दृष्टिगोचर होते हैं। लोकसाहित्य में लोक संस्कृति के विभिन्न रूप समाहित होते हैं। लोकसाहित्य के प्रकाशों में लोक गीत, लोक गायन, लोकमान, लोकसृंखला, पूजावर्त और पहलियाँ आदि प्रमुख हैं।

लोक गीत यह लोकसाहित्य का अवैध प्राचीन और लोकप्रयोग रूप है। इसमें भारतीय जनमानस की सुयु-दुखात्मक अनुभूतियाँ मौखिक और गैरमानसिक रूप में अभिव्यक्ति होती है। साहित्यिक सृष्टि से लोकगीतों में काव्यात्मक तत्त्वों का अभाव होता है। इसका विशिष्ट प्राकृतिक सीम्य होता है। ये गीत लोकजीवन
संस्कार गीत — उत्तराखंड में विभिन्न संस्कारों के अवसरों पर गाए जाने वाले गीत को ‘फाग’, ‘मांगत’ या ‘शान’ कहते हैं। भोपला जनजाति में छोरा’ और ‘बनकी’ यह संस्कार गीत गाया जाते हैं। राकुन्जख़, गणेश पुजा, मातृ पुजा, शिशु जनम, छठी, नामकरण, यजोपवित्र, विवाह आदि गीत प्रमुख हैं।

उत्तराखंड में संस्कार गीत सिर्फ विशेष उत्सवों द्वारा जनाये जाने के कारण ये बहुत महत्वपूर्ण होते हैं। उत्तराखंड में सक्रिय गीत, लिरिक्स आदि भाषा द्वारा गाये जाते हैं। वे जो कोई भी माध्यम से भी विनियोजित दिया जाता है। गणेश पुजा, मातृ पुजा, कल्याण रामानुजादि आदि कार्मिक रूप से संबंधित लोकगीत होते हैं। 'आयुम' (देवी)लोकगीतों में गीतीय स्तर के मन-स्थिति तथा खान-पहाड़ियों का इतिहास विभिन्न होता है।
गाए जाते हैं। 'छठी' गीतों में प्रसुता खंदों की विभिन्न मन्त्रियों का चित्रण होता है। 'छठकरण्य' या 'छठन' के गीत भी लोकगीत हैं। 'छठनी' लोकगीतों में पुरुष पिता से योग्य गुरु की निवेदन करता है। योग्य गुरु निर्देश पर शिष्य गंगा को गुर्गंगा और आशीर्वाद देने को प्रार्थना करता है। विवाह संकार के अवसर पर मांगल यह लोकगीत गाया जाता है। 'छठन' गानेवाली बहिनों को 'छठमालिनी' कहा जाता है। 'छठन' लोकगीत' कर और वषु दोनों पधु में संविधित होते हैं। मांगल लोकगीत में कन्या अपने पिता से कन्यादान करने का अनुश्रुत करते हुए कहते हैं,

'दो दिनाज आज कन्या का दान दी।
कन्या का दान सब दयाम में खेर है।
हीस में का दान तो सभी करते हैं।
तुम तो पिनाजी कन्या का दान कर रहे हो।
तुम पिनाजी पुजा के लोभों हो।
पिनाजी तुम्हारा दान सुपूर्ण होगा।
दो पिनाजी तुम कन्यादान दो।'

इस मांगल गीतों में हार्ष, व्यवह, छठखंड, प्रकरण, मनोनिवेश आदि भवान रहते हैं। कन्या को विदाई के अवसर पर अत्यंत मानिक और करण भव से भरे गीत गाए जाते हैं। ये संस्करण गीत आंवलकला और स्थानीयता से भरे होते हैं।

** कुमाऊँ के 'सियुष्ठी' लोकगीतों में गोसिवा की लोकगाथा होती है। यह भाई-बहन के उदाहरण प्रेम का प्रतीत है। इसमें रूढ़ि और करण भव प्राप्त होता है।

गृहवाल के 'चौती' गीतों में मुकुटक गीतों के साथ पुजारी, सरी, जाति, सरीदेवी आदि आशुतोषकरण गीत प्रमुख है। यह गीत सांस निवास दुख के प्रति होनेवाले अन्याय, अत्याचार और उत्पीड़न की दुख विषयक होती है। गृहवाल में वसंत कृत्रि में खुदेदेव और धूमेलों गीत गाए जाते हैं। इनमें वसंत कृत्रि और बेंटी के मायक को स्मृति और विशेष भवाना विषयक होती है। 'धूमेलों' नृत्य गीत में प्रवासी प्रयाग का विशेष, मायक को समृति, माता-पिता को पहेजे जानेवाले संदेश, वसंत कृत्रि के संदेश का चित्रण प्रमुख होता है।

उत्तराञ्चल में वसंत कृत्रि में बौद्धिक आयोजन होता है। इन दिनों वर्ष मिलते से पर्वत प्रांग-किरी स्फूर्ति खिलते हैं। इस समय 'छठ' गीत और 'हिन्नेल' गीत गाए जाते हैं। प्रेम कृत्रि में 'छठी' गीत प्रसिद्ध थे। लेकिन आज ये गीत उपलब्ध नहीं है। सत्य और विश्वास के आरम्भ पर जानेवाले गीतमालिनी गायी जाती थीं। किन्तु आज यह पप्पा नहीं है। माता माह में अनेक धार्मिक स्वाराज आयोजित होते हैं। कुमाऊँ में पृष्ठ माह से होली लोकगीत गाया आरंभ होता है। 'बवाहासी' या 'वालासी' गीत लोकगीत है। ये गीत चैत महीने में गाए जाते हैं। 'सियुष्ठी' लोकगीत में सच्चे और उसका बहन गोसिवा की दुख खाना सुनायी जाती है। इसमें भाई-बहन दोनों की मृत्यु होती है।

** श्रम तथा कृषि संबंधी गीत —उत्तराञ्चल में कृषि, चाय-लकड़ी के कार्य, युवा जन्मान करने के समय कुछ लोकगीत गाए जाते हैं। चेती करते समय, वीज, वुआई, गुड़ाई, निराइ, अड़ई, स्वर्ण और समय कृषि और श्रम से संबंधित लोकगीत गाए जाते हैं। पर्वतीय लोकगीत में चेती की गुड़ाई करते समय सिखाया इस प्रकार के 'गुड़ाई' लोकगीत गाती हैं,

“खेतों में खेतों दे गई पानी की गूल।
किस देव को छड़ेगा मासी का यह फूल।
भूमिपादेन को छड़ेगा यह फूल।

माता मां को छड़ेगा यह फूल!”

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रूपाइ के अवसर पर ‘हुबकेरोल’ लोकगीत
gए जाते हैं।
मेले, त्यहारों और उत्सवों के गीत—उत्तराखंड में मेले, त्यहारों और उत्सवों के अवसरों पर विविध प्रकार के गीत गए जाते हैं। इन गीतों में विभिन्न मूल्यवान बोझिलाओं की विविधता रहती है। मेले तथा त्यहार के गीत प्रारंभी, स्तुति, श्रुति, मीठे, पुष्प, प्रगाढ़, वातावरण, महाभावत, व्यक्तित्व, चित्र आदि अनेक विषयों से संबंधित होते हैं। चौबुला, घोपली, बांड़, चंदी और चंदियों के गीत उत्तराखंड के अलग अलग रूपों में प्रचलित हैं। कुमाऊँ के गीतों में भुकुम के बाद जोड़ गीत गए जाते हैं। जोड़ी गीत मुख्यतः श्रुति रूप से संबंधित गीत हैं। इनमें प्रेम, सीता, हासी, विवाह, आदि विषयों के लिए गीत प्रचलित हैं।  मेलेओं में ‘बैर’ यह लोकगीत का महत्वपूर्ण प्रकार धारण करता है। गायकों के बीच गीतवादी के पीछे में होनेवाले बिौखुम को बैर गीत कहा गया है। हार्दिक, राहुल, छुड़े शायद आदि गीतों और नृत्य गीत भी विविध त्यहारों के अवसर पर गए जाते हैं।

प्रेम गीत—उत्तराखंड में प्रेमगीत सर्वशक्ति मात्रा में गए जाते हैं। मेले, उत्सव, नृत्य आदि अनेक अवसरों पर प्रेम और श्रुति इन विषयों पर ही अत्यावश्यक गीत गए जाते हैं। गुड़िवाल में प्रचलित ‘बाजाबंद’ लोकगीत में प्रेम भावना के विविध रूप फूलते हैं। सीता—वर्षर्ष, उपारंभ, हास—प्रहास, अभिव्यक्ति, मिलन, विरह आदि भावनाओं का विवरण होना चाहिए। इनमें समय, यात्रा और जीवन विषयक यथार्थ दृष्टिगोष्टियाँ होती हैं। प्रकृति और वस्तु जगत के विविध उपासनाओं द्वारा श्री—पुरुष के प्रेम का वर्णन इस प्रकार हुआ है—
‘प्रेमी, तुम उड़ती विचित्रिया हो, मैं गुंजार करता ब्रह्म।
तुम गाए में बंधे बंधे हो, में बंधे की डोरी।
तुम भक्ति की गीत हो, मैं तुम्हें गीता का समरपान।
तुम मेरा दयान हो, मे तुम्हारी सुमाल।
तुम मेरा खजाना हो, में खजाने की ताली।’
उत्तराखंड में गए जानेवाले लोकगीतों में प्रेम भावना के साथ—साथ समाज, परिवार, विवाह और पर्वतीय नारी जीवन की विभिन्न विषयों से अभिव्यक्त है।

परिसंवादनक गीत—इस प्रकार के गीतों में संबंध गीत भी प्रचलित हैं। इनमें कौई घटना, वातावरण या सामाजिक विषय प्रमुख होता है। इनमें हाय—व्याय, सामाजिक विषयों का भी विचार होता है।

बालगीत—उत्तराखंड में अन्य लोकगीतों की तुलना में बालगीत का प्रयोग कम है। यहाँ लोकगीतों के लीला प्रकार मिलते हैं। बच्चों को खिलाने तथा सुलदों के लिए द्वारा लागू होता है। जानेवाले लोकगीत और दूसरे स्थान के बच्चों के द्वारा पीड़ा करते समय गए जानेवाले गीत दिखायी देते हैं।

निश्चय

उपर्युक्त लोकगीतों के अलावा उत्तराखंड में हाय—व्यायामक, सामाजिक आदि अनेक विषयों से संबंधित लोकगीत गए जाते हैं। उत्तराखंड के लोकगीत युग—जीवन तथा सम—सामाजिकता का सफल अभिव्यक्ति करते हैं। इन गीतों में सामाजिक और मानविक विकास को गतिविधियों का अंतर हुआ है। उत्तराखंड के लोकगीतों में सामाजिक, राजनीतिक, हाय और प्रकृतिक परिवर्तन की स्थितियों का व्याख्या विवरण मिलता है। इनमें स्वतंत्रतापूर्व और स्वतंत्रता के प्रशंसक लोगों में आयी चेतना का वास्तविक रूप अभिव्यक्त हुआ है।

संदर्भसूचक:
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