

ISSN : 2320-0316

EDUCATION AT THE CROSSROADS

A Multidisciplinary International
Peer Reviewed/Refereed Journal

Vol. X, Number - 1

January - December, 2023

Chief Editor

Dr. S. Sabu

Principal, St. Gregorios Teachers' Training College, Meenangadi P.O.,
Wayanad District, Kerala-673591. E-mail: drssbkm@gmail.com

Co-Editor

S. B. Nangia

A.P.H. Publishing Corporation

4435-36/7, Ansari Road, Darya Ganj,
New Delhi-110002

EDUCATION AT THE CROSSROADS

**A Multidisciplinary International
Peer Reviewed/Refereed Journal**

SUBSCRIPTION FEE

	<i>1 year</i>	<i>2 years</i>
India	Rs. 1600/-	Rs. 3000/-
Foreign	US \$ 75.00	US \$ 150.00

Subscription(s) may be sent in form of Cheque/Demand Draft in favour of
APH PUBLISHING CORPORATION payable at New Delhi to the following address:

Authors are solely responsible for the contents of the papers compiled in this volume. Editor or Publisher does not take any responsibility for the same in any manner. Errors, if any are purely unintentional and readers are requested to communicate such errors to the editor or publisher to avoid discrepancies in future.

APH Publishing Corporation

4435-36/7, Ansari Road, Darya Ganj, New Delhi-110002 (INDIA)

Phones: 011-23274050 FAX: 011-23274050

E-mail: aphbooks@gmail.com

The subscriber will receive a hard copy of every issue of Journal for the subscribed period.

Printed at

Balaji Offset

Navin Shahdara, Delhi-32

CONTENTS

Theory of Organic Analogy Dr. Afroze Eqbal	1
Cultural Heritage & Wealth of Banaras 1850-1947 Dr. (Mrs.) Sweta Singh	7
A Study of Awareness of Human Rights Between Graduate Boys and Girls Dr. Anita Rani Gupta	11
Distance Learning in Higher Education During Covid-19 Dr. Tabassum Khatoon	16
Evolution of Indian Education System from the Ancient Period to Modern Time Dr. Tabassum Khatoon	18
व्यक्तित्व विकास में धर्म की भूमिका डॉ. प्रभा वाष्णीय	29
माध्यमिक स्तर के छात्र-छात्राओं के तनाव का उनके मानसिक स्वास्थ्य पर प्रभाव का अध्ययन करना डॉ. रेखा रानी	33
भारतीय बैंकिंग के परिवर्तन दौर में: रूपान्तरण का प्रबन्ध डॉ. नीरज गोयल	42
भारतीय समाज एवं दलित साहित्य डॉ. निशात बानो	47
Changing Reading Habits of the Students of Government Post-Graduate College Noida, in the Era of Internet Dr. Manju Jain	52
Dynamics of State Politics in Himachal Pradesh: Why No to Third Party in Himachal Pradesh Politics Dr. Kusam Kumari	58
जूनियर हाईस्कूल के छात्रों में पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास के लिए शिक्षण कार्यक्रम का निर्माण तथा उसकी प्रभावता का अध्ययन Dr. Suman Lata Verma	64
पर्यावरण सम्बन्धी ज्ञान व जागरूकता आधारित शिक्षण कार्यक्रम की प्रभावता व सामाजिक-आर्थिक स्तर का विश्लेषणात्मक अध्ययन Dr. Suman Lata Verma	69

भारतीय समाज में वृद्धजनों की सामाजिक प्रस्थिती (एक समाजशास्त्रीय विश्लेषण)	74
डॉ. अंचल गुप्ता और श्रीमती स्वाति सक्सेना	
प्रवासी हिंदी साहित्य : अवधारणा और विमर्श	79
डॉ. सीमा अग्रवाल	
Transformation in Assessment Techniques for School Students	84
Dr. Reena Uniyal Tiwari	
The Child Labour Situation in India: A Legal Analysis	90
Bindu. G. K	
Nature of Heroes Portrayed in James Baldwin Novels – A Glance	100
G. Tamilselvi	
A Basic Literature Review on Methods of Evaluation in the Domain of Public Health Interventions	102
Kiran V. Jadhav	
Influence of Gender, Class of the Study and Type of Family on Mental Health Among Co-Education and Non Co-Education High School Students	107
K. Viswanath and S. Viswanatha Reddy	
Indian Education System	112
Prof. Dr. Renu Singh	
Use of Cloud Computing in Library Services	119
Dr. Narendra A. Thakare	
Monetary Policy Framework in India	122
Dr. Ramdayal Paswan	
भारत की समुद्री सुरक्षा के विभिन्न आयाम	126
डॉ. आरुणी शर्मा	
Investment Strategies	133
Dr. Vandana Bansal	
शिक्षा ग्रंथों में वर्णित बल विवेचना का भाषाविज्ञान को योगदान	137
डॉ. विनीता सिंह	
Guidelines for Contributors	145

CONTRIBUTORS

अंचल गुप्ता, एसो. प्रो. समाजशास्त्र गोकुलदास हिन्दू गर्ल्स कॉलेज मुरादाबाद, संबद्ध एम.जे.पी. विश्वविद्यालय बरेली (उत्तर प्रदेश)

Afroze Eqbal, Associate Professor, SDMPG College, Doiwala, Dehradun.

आरुणी शर्मा, एसोसिएट प्रोफेसर, राजनीति शास्त्र विभाग, श्री जय नारायण स्नातकोत्तर महाविद्यालय, लखनऊ उत्तर प्रदेश E-mail: aruni100@gmail.com

Anita Rani Gupta, Head PG Department of Teacher Education IP (PG) College, Campus -2, Bulandshahr.

Bindu. G. K., Assistant Professor, Government Law College, Thiruvananthapuram.

G. Tamilselvi, Ph.D Scholar of English, Loganatha Narayanasamy Government College (Autonomous) Ponneri – 601 204, Thiruvallur District.

K. Viswanath, PDF (ICSSR), Dept. of Psychology, SVU College of Sciences, Tirupati -517 502, AP. E-mail: gviswam9@gmail.com

Kiran V. Jadhav, Assistant Professor of Economics, Bhavan's H. Somani College, E-mail: kiranvsjadhav@gmail.com

Kusam Kumari, Asst. Prof., Janhit College of Law, Greater Noida.

Manju Jain, Assistant Professor, Department of Library and Information Science, Government Post-Graduate College, Noida (Gautam Buddh Nagar) U.P. E-mail: drmanjujain.gpgc@gmail.com

Narendra A. Thakare, Matoshri Subhadrabai Patil, Mahavidyalaya, Manora.

नीरज गोयल, अर्मापुर पी.जी. कालेज, कानपुर

निशात बानो, एसोसिएट प्रोफेसर, हिंदी राजकीय महिला स्नातकोत्तर महाविद्यालय रामपुर

Prof. Dr. Renu Singh, Millat Teacher Training College, Madhubani, Bihar.

प्रभा वार्णेय, एसोसिएट प्रोफेसर, (संगीत विभाग) श्री टीकाराम कन्या महाविद्यालय, अलीगढ E-mail: Prabhavarshney7@gmail.com

Ramdayal Paswan, Associate Professor, Department of Economics, Purnea College, Purnea, Bihar.

Reena Uniyal Tiwari, Associate Professor, Department of Teacher Education, D.A.V. (P.G.) College, Dehradun, E-mail: drreenatiwari@gmail.com

रेखा रानी, प्रवक्ता शिक्षक, शिक्षा विभाग, के. आर. महिला महाविद्यालय, (मथुरा), उ.प्र.

सीमा अग्रवाल, एसो. प्रो. एवं प्रभारी हिंदी विभाग गोकुलदास हिंदू गर्ल्स कॉलेज मुरादाबाद (उ.प्र.) E-mail: 92seemaagrawal@gmail.com

(vi)

S. Viswanatha Reddy, Faculty, Dept. of Psychology, SVU College of Sciences, Tirupati -517 502,
AP. E-mail: svreddypsy50@gmail.com

Suman Lata Verma, Associate Professor, Lucknow Christian Degree College, Lucknow.

Sweta Singh, Assistant Professor in Arya College, Civil Lines, Ludhiana, Punjab.

स्वाति सक्सेना, शोध छात्रा

Tabassum Khatoon, Principal, Kumaresh International B.Ed. College (NPU) Palamu, Jharkhand.

Vandana Bansal, Associate Professor, Bharati College.

विनीता सिंह, एसो. प्रो. संस्कृत, कन्या महाविद्यालय, आर्य समाज भूड, बरेली (उ.प्र.)। भारत।
E-mail: vinita1963singh@gmail.com

Chief Advisory Board

Dr. H. S. Viramgami

*Principal, Smt. T. S. R. Commerce College,
Patan (Gujarat)*

Dr. E. Maanhvizhi

*Lecturer,
District Institute of Education and Training,
Uthamacholapuram, Salem, Tamil Nadu.*

Dhiraj Sharma

*Officiating Principal,
S.B.H.S.M. Khalsa College of Education,
Mahilpur, Hoshiarpur (Punjab).*

Raghu Ananthula

*Department of Education (UCOE),
Kakatiya University, Warangal, Telangana State.*

C. Jangaiah

*Associate Professor, Department of Training,
Development and Education, The English and
Foreign Languages University,
Hyderabad Andhra Pradesh.*

G. Viswanathappa

*Associate Professor,
Regional Institute of Education
(RIE, NCERT), Manasagangothri, Mysore, Karnataka.*

Abdul Gafoor

*Associate Professor, Department of Education,
University of Calicut, Calicut University,
P. O., Malappuram, Kerala.*

E. R. Ekbote

*Professor and Dean, Department of P. G. Studies &
Research in Education, Gulberga University,
Gulberga, Karnataka.*

Smitha V. P.

*Principal, Calicut University,
Teacher Education Centre, Calicut, Kerala.*

Mr. Ismail Thamarasseri

*Assistant Professor, Department of Education,
Central University of Kashmir, Srinagar 190004, (J&K).*

KVSN Murti

*Professor and Head, School of Education,
SCSVMV University, Enathur,
Kancheepuram-631561, Tamil Nadu.*

Dr. Anil Kumar Sinha

*NET, Ph.D (History), M.Ed. Head Master
Govt. M.S. Dholi, Muzaffarpur (Bihar)*

Mr. Mahamood Shihab K. M.

*Principal, Farook B. Ed College, Parapur,
P. O., Kottakkal, Malappuram, Kerala.*

Mrs. Smitha P. R.

*Lecturer in Education, MCT Training College,
Melmuri, P. O., Malappuram, Kerala.*

Mr. Zubair P. P.

*Principal, Majma Training College,
Kavanur, Malappuram, Kerala.*

Mrs. Mary P. F.

*Lecturer in Social Science,
St. Gregorios Teachers' Training College,
Meenangadi, Wayanad, Dt, Kerala-673591.*

Balbir Singh Jamwal

*Principal, B. K. M. College of Education
Balachaur, District S. B. S. Nagarm, Punjab-144521.*

Brindhamani M.

*Vice-Principal, Vidhya Sagar, Women's College of Education,
Vedanarayanapurma, Chengalpattu, Tamil Nadu.*

S.K. Panneer Selvam

*Assistant Professor, Department of Education,
Bharathidasan University, Tiruchirappalli (Tamil Nadu)*

S.D.V. Ramana

*Head, Department of Post Graduate Studies in Education,
Government I.A.S.E, Rajahmundry, Andhra Pradesh.*

P.K. Panda

Utkal University, Bhubaneswar (Odisha)

Yudhithir Mishra

*Assistant Professor, The Institute for Academic Excellence,
Paschim Medinipur (West Bengal).*

Dr. R.A. Khan

Al Habib Teacher Training College, Bokaro (Jharkhand).

Dr. Parth Sarthi Pandey

*Principal, Gandhi Vocational College, College of Education,
Kushmoda, A. B. Road, Guna, (Madhya Pradesh).*

Dr. Neeta Pandey

Assistant Teacher, P.S. Bheeti, Handia, Allahabad, U.P.

Mr. Ankit P. Rami

Ph.D., M.Phil, LLM, LLB, North Gujarat University

Dr. Anand Kumar

*NET, Ph.D (Modern History),
Assistant Professor (History),
Government Women College, Mohindergarh (Haryana)*

Dr. Sujeet Kumar Dwivedi

*Head, Department of Education, B. M.A College,
Baheri, Lalit Narayan Mithila University,
Darbhanga, Member of ERC, Bhubneswar*

Editorial Office

APH Publishing Corporation

4435-36/7, Ansari Road, Darya Ganj, New Delhi-110002 (INDIA)
Phones: 011-23274050/09810136903, E-mail: aphbooks@gmail.com

Theory of Organic Analogy

Dr. Afroze Eqbal*

INTRODUCTION

Herbert Spencer is best known for his bio-organismic conception of society. According to him, "society is not merely a collection of individuals, it is more than that, just as an organism is more than a mere collection of cells". Spencer came to Sociology via Biology. Therefore, he drew analogy between the society and the biological organism." so completely is society organised on the same system as an individual", he argued, "that we may perceive something more than an analogy between them, the same definition of life applied to both biological and social organism. Spencer believed that the social structure is a living organism. It is made up of parts which can be distinguished but which cannot survive or exist except within the frame work of society.

Spencer wanted to explain clearly the nature of social structure by the help of this theory. He tried to point out certain striking similarities between the individual living organism and society on account of which the individual may be regarded as microcosmic society and society as macrocosmic individual:

The similarities between the society and individual organism as drawn by Herbert Spencer are as follow:

DIFFERENCE FROM INANIMATE BODIES

The first similarity between a living Organism and society is their difference from inanimate bodies. None of them is Inanimate. In inanimate there is no growth and development, but on the other hand, There is continuous growth and development in both society and living organism., on Account of their common difference from the inanimate bodies, society and living Organism may be regarded to be similar.

INCREASE IN QUANTITY LEADS TO CHANGE IN STRUCTURE

The second similarity In society and living organism is that increase of quantity in both leads to change in Their structure. accordingly to spencer as there in increase in the quantity of their living organism there is change in it's structure. the primitive living organism is a Unicellular creature: but with the increase in the cells differentiation of organs results. at the higher level of evolution structure of the body becomes quite, complex, similar is the case with society. in the beginning the structure of society is very simple. At this level each individual does all the work by himself and there is no differentiation of functions. Each man himself is a crafts man, hunter, sculptor etc. but with the quantities increase in society the structure becomes more and more complex and there is increasing differentiation of function in society. Like the organs of the society the functions in society become specialised.

CHANGE IN STRUCTURE LEADS TO CHANGE IN FUNCTION

With the change in the structure, organs and communities there results a change in their function. The function becomes more and more specialised. This applies to the body of a life creature. With the changes in the structure of organs, there is change in its functions.

*Associate Professor, SDMPG College, Doiwala, Dehradun.

DIFFRENTIATION AS WELL AS HARMONY OF ORGANS

While it is true that with the evolution there develops greater differentiation in the organs of society as also that of an individual, but side of this differentiation there is also harmony between various organs. Each organ is complementary of other and not opposed. This holds true both in the body in the body of living organism and society.

LOSS OF AN ORGANS DOES NOT NECESSARILY RESULT IN THE LOSS OF ORGANISM

The society as well as the individual is an organism. It is a fact common to both that a loss of some organ does not necessarily results in the death of an organism. If one individual loss his hand it is not necessary that this may result in his death. Similarly, in society loss a particular association does not necessarily mean death of the society.

SIMILAR PROCESSES AND METHODS OF ORGANISATION

There is another similarity between the society and living organism. According to Spencer as there are various systems, respiratory circulatory system etc. similarly various systems in the social organism responsible for its efficient functioning in society, transport system, production and distribution systems etc., fulfil their respective roles. Thus, Spencer has shown similarity between a living organism and the society.

DIFFERENCES BETWEEN SOCIAL AND INDIVIDUAL ORGANISM

Along with pointing the similarities between the individual organism and the society, Herbert Spencer spelled the differences between them. He said, "the parts of animal form a concrete whole, but the parts of society from a whole which is discrete. While the living units composing the other are bound together in close contact, the living units composing the other are free, are not in contact, and are more or less widely dispersed." In other words, the organism is a concrete, integrated whole whereas society is a whole composed of discrete and dispersed elements. "In the biological organism consciousness is small part of the aggregate. In the social organism it is diffused throughout the aggregate: all the units possess the capacity for happiness and misery, if not in equal degree, still in degrees that approximate. As, then, there is no social sensorium the welfare of the aggregate, considered apart from that of the units, is not end to be sought. The society exists for the benefit of its members; not its members for the benefits of society."

Thus there are certain crucial difference between the society and living organism which cannot be overlooked. these are :

The parts of body are incapable of independent existence but parts of societies can exist independently

Explaining the difference between a living organism and society, Spencer observes that whereas the various organs of the body are incapable of independent existence same is not the case with society. The various parts of society can exist independently. whereas the limbs of body like hand, leg etc., Cannot be conceived to exist outside of body there is no such difficulty in conceiving the independent existence of family association etc., apart from society.

Difference regarding centrality of consciousness

There is another difference between the society and a living organism. the difference pertains to consciousness. In a living organism there is one central consciousness which is conscious of the

whole body. there is no separate consciousness and thinking power in the various part of the body on the other hand in society there is no central consciousness, only individual possesses consciousness.

Difference regarding dependence of Organs on Organism

Both the society and the individual are the organisms. The organs of society are individuals, Family, group etc., and the parts of body are its various organs. According to Spencer parts of the body are dependent upon the body. Their existence is for the sake of body. On the other hand, in society its parts are more significant than the society. indeed society exists for the good of its constituents. Spencer was a thinker, he had affinity with individualist philosophy, according to which the state and society exist for the good of the individual and not vice versa.

Spencer maintains that we can understand society best, if we compare it with an organism. He thinks that society is like a biological system. a greater organism, alike in its structure and its functions. Like an organism, society is also subject to the same process of gradual growth or development from a simple to complex state. Like any organism, society also exhibits differentiation in functions, and integration of structure. In this connection, it must be noted that Spencer does not subscribe to the view that society is an organism; he maintains it only as an analogy. Spencer indicates that society resembles an organism in the following important respects:

1. both grow or develop gradually;
2. both begin as germs:
3. both exhibit differentiation in structure and functions:
4. in both there also exists close integration or inter-dependence of parts:
5. both are composed of units (cells in case of organism and individuals in case of society):
6. in both cases individual units have no existence apart from the whole;
7. both have a special sustaining distributive system (circulation of blood through veins in an organism, and circulation of goods through transport and commercial services in a society), and a special regulating system (nervous system in an animal system in a society);
8. both as an alimentary system, a special circulatory or organism and govern complex in they grow, become more structure.

With the above-mentioned similarities, there are, however, certain points of dis-similarities also. Society is also unlike organism in the following important respects: (1) In organic growth, nature plays a dominant role: 'an organism naturally grows. On the other hand, social growth may be checked, or stimulated by cells, but they lose their identity when integrated with in the organic whole. They have no separate life or existence. But within a society an individual can be fitted as a constituent part of the social whole, while maintaining its own distinctive character and its separate individual life. (3) The discrete character of the social organism and the concrete nature of the animal organism is another fundamental difference. (4) In an organism, consciousness is concentrated in the small part of the aggregate, that is, in the nervous system, while in a society is diffused throughout the whole aggregate.

In brief, Spencer made a fruitful attempt to establish a theory of organic analogy on the basis of evolutionary principles by making a detailed analysis of similarities and differences between human society and biological organism. And in later writings, Spencer used the organic analogy and continued to build his theory of evolution.

SOCIAL EVOLUTION

This theory of social evolution is described in **First principles**, the most important contribution of Herbert Spencer to sociology, however, is the theory of evolution. "Evolution is an integration of matter and concomitant dissipation of motion; during which the matter passes from an indefinite, incoherent

homogeneity to a definite, coherent heterogeneity; and during which the retained notion undergoes a parallel transformation.” Within this framework of universal evolution, Spencer developed his “three basic laws” and his “four secondary propositions” catch building upon each and all upon the doctrine of evolution.

The Three Basic Laws are

1. the law of persistence of force (some ultimate cause that transcends knowledge);
2. the law of the indestructibility of matter (disproved by modern physics); and
3. the Law of the continuity of motion (energy passes from one form to another but always persists). And the

Four Secondary Propositions are

1. persistence of the relationship between the force (uniformity of law).
2. transformation and equivalence of forces,
3. tendency of everything to move along the line of least resistance and greatest attraction, and
4. the principle of the alternation or rhythm of motion.

The following is the further explanation of these laws:

1. Force tends to persist

According to the first law of energy there is no diminution or increase in the energy in the course of evolutionary change. The quantum of energy is persistent. It undergoes change. The energy is the cause of evolution but is itself unaffected by the evolutionary process.

2. The matter is indestructible

According to spencer matter which is one form or aspect of energy is never destroyed. It may undergo formal changes but it: cannot wither away or vanish from the world. The changes in the form of matter are but the fundamental nature of matter never changes. Therefore matter is indestructible.

3. Motion is Indestructible

The third primary law is the law of motion. Like matter, motion also is never destroyed. The motion is continuous and it is never wholly dissipated. There are, of course, changes in the form of motion. It is on account of these changes in form that there are stages in the evolutionary process.

Secondary Laws

Besides the above-mentioned three primary laws of physical evolution, Spencer has enumerated four secondary laws of evolution. These are:

1. Uniformity of all laws

According to Spencer there must be harmony among the various laws of evolution. No two laws should contradict each other.

2. Principle of Formal Changes and Uniformity

According to this law neither matter nor motion are ever completely destroyed. These undergo changes in form only. Of course even quantum of matter or motion remains static.

3. Principle of Least Resistance or Great Attraction.

According to this third law of evolution the direction of evolution is always towards the link of least resistance or greatest attraction

4. Principle of Continuity of Motion.

For evolution motion is essential, it is not required that motion should be at one level all the time. It may speed up or slow down.

According to Herbert Spencer, the knowable universe consists of material aggregates which are always in a condition of incessant change. There is an universal tendency for elements to move from a condition of unstable equilibrium to a stable state of equilibrium. The homogeneous is a condition of unstable equilibrium and must become heterogeneous; correspondingly, the simple must become compound and doubly compound and so on. Thus change involves transition from homogeneity to heterogeneity, and uniform to multiform. Spencer noted: "Social organization is at first vague; advance brings settled arrangements which grow slowly more which, while gaining fixity, also become more specific in their application to varieties of actions; and all institutions, at first confusedly intermingled, slowly separate, at the same time that each within itself marks off more distinctly its component structures. Thus in all respects is fulfilled the formula of evolution. There is progress towards greater size, coherence, multiformity, and definiteness."

CONCLUSION

Herbert Spencer is the father of social evolution. He was a leading figure in the intellectual revolution of the nineteenth century. Spencer was considered as the second founding father of sociology only after Auguste Comte. Spencer in his own time was enormously influential and played a significant role in the development of biology, psychology, sociology, and anthropology.

Unlike Comte, who wanted to guide man in the construction of a better society, Spencer, instead desired to show to people through sociology that human being should not interfere with the natural processes which is going on in societies. Spencer's thought, in fact, was evolutionary in approach and had a strong belief on the notion of "the survival of the fittest". In this sense he was influenced by Darwin. Spencer argues that the fittest people are those who are healthy and more intelligent.

His evolutionary approach provided the solution for many of the dilemmas faced by the intellectual at the time. Spencer, here discussed both with social evolution as well as natural evolution. In the social evolution, he described the involvement of two processes. First, the movement from simple society to various levels of compound societies in the term of four evolutionary stages—simple, compound, doubly compound, and trebly compound. Second, the change from military (or militant) to industrial society. Natural evolution, to him, is the subject of all universal phenomena—non-inorganic, organic, and super-organic.

Organic analogy is one of the important works of Spencer. Spencer, here, tries to establish a relationship between human society and biological organism by making comparison and outlining the difference between the two. He considered society as a super-organic entity, that is, an organisational entity over and above the level of the organism. But his understanding about super-organic nature of society has created several problems. He was unable to see culture as part of an integrated whole. His explanation regarding the social evolution of societies from simple to compound, and so on, is also considered as faulty. Timasheff accepts his theory as a philosophical theory rather than sociological.

REFERENCES

- Barnes, Harry E., *An Introduction to the History of Sociology*, The University of Chicago Press Chicago.
- Bierstedt, Robert, *The Social Order*, Tota McGraw Hill Publishing Co. Ltd. Bombay, New Delhi, 1989.
- Althusser, Louis and Etienne Balibar, *Reading Capital*, New Left Books, London, 1970.
- Althusser, Louis, *For Marx*, Penguin, Harmondsworth, England, 1969.
- Althusser, Louis, *Politics and History*, NLB, London, 1977.
- Aron, Raymond, *German Sociology* (trans. Mary and Thomas Bottormore), Free Press, New York, 1967.
- Collins, Randall and Michael Random House, New York, 1972
- Comte, Auguste, *Course de Philosophie Positive* (The Course of Positivist Philosophy or the Positive Philosophy), translated and condensed by Harriet Martineau, Trubner, London, 1853.

6 Dr. Afroze Eqbal

- Comte, Auguste, *System de Politique Positive (System of Positive Polity or Positive Polity)*, Four Volumes, Cress, Paris, 1912 akowsky, *The Discovery of Societ Coser*, Lewis A. (ed.), *The Idea of Social Structure Papers in Honout of Robert K. Merton*, Harcourt Brace Jovanovich, New York, 1975
- Coser, Lewis A., *Masters of Sociological Thought*, Rawat Publications, Jaipur, 1997
- Cuff, EC, WWSarrook and DW Francis, *Perspectives in Sociology* Unwin Hyman, London, 1990.
- Turner, Roy (ed.), *Ethnomethodology: Selected Readings*, Penguin Books, Baltimore, 1974.
- Weber, Max, "Objectivity in Social Science and Social Policy", in *Max Weber: The Methodology of the Social Sciences*, EA Shills and H. Finch (eds.), The Free Pres, New York, 1949
- Weber, Marianne, *Max Weber: A Biography*, John Wiley & Sons, New York, 1975 Weber, Max, *Economy and Society*, 3 Vols., Bedminster Press, Totowa, NJ, [1921] 1968.
- Weber, Max, *Economy and Society*, G. Roth and C. Wittich (eds.), University of California Press, Berkeley, 1978.
- Weber, Max, *General Economic History*, Collier Books, New York [1922] 1961.
- Weber, Max, *Roscher and Knies: The Logical Problems of Historical Economics* (trans. Guy Oakes), The Free Press, New York, 1975
- Parsons, Talcott, *An Outline of the Social System in Talcott Parsons*, Edward Shills, Kaspar
- Sujit Kumar Chaudhary, *Social Thought from Comte to Giddens*

Cultural Heritage & Wealth of Banaras 1850-1947

Dr. (Mrs.) Sweta Singh*

ABSTRACT

Banaras popularly known as 'kashi' or 'Varanasi,' is one of the oldest living cities of the world. Banaras blossomed under the patronage of the ROYAL HOUSE of the city all around its long history. The city moreover passed through the several alterations and demarcations that took place during the British Rule. Banaras has sustained in the Pre-Independent era due to its innumerable cultural & religious assets. However, it sustained its cultural legacy during this fluctuating phase. Present paper is here to throw a light upon those gems of the city which are almost ignorant in present generation. India where was struggling for its existence in the hands of British rule, Banaras was also passing through various variations in its socio-religious and cultural spheres. The paper here elaborates those cultural aspects which eternally helped sustaining the cultural aura of the city.

Keyword:

'Banarasees': the inhabitants of Banaras are most commonly called by this name

'mauz': delight and festivity

'masti': entertainment and enjoyment

'Phakkadpan': carefreeness

Banaras popularized as one of the most luminous cultural city not only of India but of World attained its glorification from the time immemorial. Culture here can be termed as socially transmitted behavior of the people, their beliefs, values, languages, eating and living habits etc. The Etiquettes of daily life with countless colorful ingredients helped in the formation of the art and other manifestation of the city. I would like to cast a glance at those precious elements which profusely helped in attaining the cultural accomplishment of the city. All those elements genuinely formed the inheritance of Banaras, which continuously added gems in the cultural ornaments of the city. The most important components that added pearls in the cultural wire beads of the city are tried to be elaborated in below paragraphs.

OCCUPANTS OF BANARAS

The occupants are the natives of the city. They are the natural inhabitant of the particular place, who is the life and blood of the lively culture of Banaras. Cultural life here is the display of the activities performed by its individuals living here from the time of their birth. The inhabitants of Banaras here are the paramount factors promoting the cultural assets of Banaras. No doubt the inhabitants of the city resembles with the inhabitants of other cities. Their lifestyle separates them from the inhabitant of other cities.

The dwellers of Banaras are generally called as '**Banarasees**' because of their '**ART OF LIVING**'. Banarasees here are blessed with the lifestyle of '**mauj**', '**masti**' and '**phakkadpan**'. The lifestyle

*Assistant Professor in Arya College, Civil Lines, Ludhiana, Punjab.

which is led here by Banarasees is carefree, casual, joyous and passionate. This lifestyle separates Banarases from the lifestyle led by the other people of the cities which are full of stress and burden. Banarasees therefore differs in the lifestyle that is led by the people of other places and this way of life genuinely separates them from habitants of other cities. A true Banarasee therefore lives in present, untroubled by the past and unperturbed about the future, enjoying life to its fullest. This lifestyle brings forth the “Juice of Life” in the inhabitant of the city, which might be the upshot of the air, water and entire aura, of this religious city. Banarasees lives their life to the fullest carefreeness without worrying a lot about any troubles of the life. A true Banarasee therefore is the one who has learnt this art of living in its rational mode

The occupants of Banaras thus adopting this life living art are the most precious jewels among all the ornaments of the culture beads of the city. Banarasees moreover are blessed with various virtues in their life style. Most expensive among all are thoroughly describes here in below paragraphs.

NATIVE LANGUAGE AND ACCENT

The language is the mode of expression of speech. It is a system of communication in our speech and writing that is used by the people of a particular place. We express our ideas through our voice, sound, gestures, writing and accents. A system of science encoding and decoding information that are pertinent to a particular place or homeland can be termed as language. Language therefore not only expresses our feeling but it also represents our native assets.

The mother tongue of Banaras is '**Bhojpuri**'. It is quite melodious language and similar to Hindi. It is the regional language of Banaras therefore quite associated with the region in and around Banaras from the time unknown. Bhojpuri is also called as '**kashika**' or '**kashika Bhojpuri**'. The accent is quite harmonious and capable enough to attract its listeners. The natives of Banaras are usually in practice of using Bhojpuri in their daily lifestyle. Bhojpuri adds essence to the cultural asset of the city. Bhojpuri thus not only adds grace in the life of Banarasees but it is also an addition to the cultural possessions of this cultural epicenter.

EATABLES / CUISINE OF BANARAS

Banarasees are very much fond of eating appetizing, delicious and mouth-watering dishes. Several nourishments of the city are recognized from a memorable time. To understand the taste of the people of Banaras it is requisite here to have a look on the most appetizing edibles of the city.

The most popular among all is the world fame '**Banarasee Paan**'. It is known worldwide for its delicious and mouthwatering taste. It is requisite here to go through the process of making paan before counting it among the list of the cultural assets of the city. The process of making paan begins with the assembling of the leaves. Banarasee paan is made from Betel leaf, which is brought in Banaras from the region of Gaya, Gansam, Sultanpur, Pratapgarh and Jaunpur. The green betel leaf is used in making paan. It is riped, washed, cleaned and dried and then supari and kattha are prepared in the process of making paan. Supari is cutted square and dipped into the water to remove its bitterness. Kattha is dipped into the milk to obtain white color from it. Gulab Jal is used to perfume the paan. Kattha is the heart of Banarasee paan. To obtain solid chuna, it is also dipped in the water and then solid chuna which is on the surface is obtained after filtering the water from it. Milk and curd is also used not only to add taste in the paan but also to remove its heat.

The trend of chewing paan is commonly practiced in the most sophisticated families of Banaras from the time unknown.¹ Banarasees are usually in the habit of chewing paan throughout the day. Writers while writing, boys while playing cricket, teachers while teaching and gentlemen in their office

are very commonly found chewing paan throughout the day. Banaras is rich in innumerable shops of paan in each gali and mohalla. Ramesh Kumar Chaurasia's paan shop in Banaras is one of the most famous paan shops of 'Thatheri Bazaar' mohalla of Banaras. An interview of the shopkeeper from the shop describes much about it:

"The price of a paan ranges from Rs. 2/- to Rs. 150/- and are served 'meetha' and 'sada', depending upon the demand of the customers. In sweet paan mint and other spices are used while in bitter supari, chuna-kattha are used. The judicious use of gold and silver powder increases the cost of paan upto Rs 200/-. We even sell the Kattha, Supari and Surti to other local paan walas of the city".²

The paan which is after food cuisine thus adds taste to the cuisine culture of Banaras.

"Paan shops in Banaras are the mini meeting place, where the people gather and exchange view, news and discuss current politics".³

There are various varieties in Banarasee paans as per their taste. Banarasees enjoys Jagannathi Paan, Maghai Paan and Bengali Paan /Sanchi Kupi Paan. They prefer Jagannathi Paan in absence of other paans.⁴

We can thus estimate that Banarasi paan shops were also the social gathering centers for the Banarasees usually. These paan thus adds not only the taste to the intake style but also brings inheritance to the appetizing culture of the city.

Another famous edible of Banaras is ***Kachori***. The people of Banaras are very much fond of eating scrumptious kachoris. These kachories are prepared here in Kachori Gali of Banaras in a very large amount. There can be seen the great rush in this gali all day long. There is all day night rush in kachori gali from morning till night. These kachories are prepared by using special making process. Kachoris are filled with pulses and are served with special curry of dried baked seasonal vegetables or cholas (chickpeas). There are uncountable kachori shops in kachori gali and incidentally this gali is the only way to Manikarnika Ghat (most famous cremation ghat of the city). The movement of the funeral procession every few minutes from this gali however, does not seem to affect anyone's appetite for food.⁵

Customers are the rich, the poor, the travellers and the mourners from Manikarnika Ghat every few minutes. The kachoris along with paan adds a taste in the culinary culture of the city.

Banars is also rich in the taste of yummy ***sweets***. Banarasee sweets are generally prepared in 'Khoa Gali' of Banaras. All the sweets prepared here are made up of milk products. Jalebis, Gulabjamuns, Pedas, Laddus, Barfees, Halwas and many other mouthwatering delicious sweets are sold from here in a very large amount every day.⁶ These sweets are sold in the mohalla of '***Thatheri Bazaar***' of Banaras. Among various important shops of 'Thatheri Bazaar', ***Ganesh Bhandar, Narain Bhandar and Kuber Bhandar*** are the most popular ones. These shops supply sweets of pure Khoa in the city and are not only popular but also very much healthy. Thus it can be evaluated that the sweets of these khoa gali are a great accumulation to the sweetness of Banarasee edibles.

Besides edibles, Banaras is also very much famous for innumerable beverages. Among all the drinks, ***Banarasi Lassi*** is the most delicious one. It is obtained from the grinding of sweet curd. Lassi of each and every shop in Banaras is very different in taste from other one. These Lassis are not only rich in taste but also full of all healthy ingredients. Lassis are creamy, energizing, freshening and amazing in taste.

Along with Lassi, ***Thandai (Frozen Milk)*** is another important beverage of Banaras. Thandai is considered to be the Prasad of Lord Vishwanath (Lord Shiva), the Prime Deity of Banaras. Thandai is also called as ***bhanga or marijuana***. Thandai is laced with intoxicating Bhang. Thandai is also considered to be an auspicious drink for high ranked ritual specialists for it is considered to be the blessing of Lord Vishwanath.⁷

Accordingly we can observe that the people of Banaras are fond of taking several edibles occasionally and usually all the time. Banaras therefore is rich in all types of cuisines and beverages for all irrespective of their caste, creed and religion.

It is thus estimated that Banaras is enriched with several elements that adds to the cultural inheritance of the city from the time immemorial. The native or inhabitants where adds life to the culture of the city through their carefree lifestyle. Their melodious language mix juice in the life juice of Banaras dwellers. It also brings essence to the cultural assets of the city. Banarasees are moreover fond of eating appetizing dishes. These edibles and beverages are another melodious taste in the cuisine culture of Banaras.

REFERENCES

1. Robert Schilder and Prof. Winand M. Callewaert , 'Banaras Vision of a Living Ancient Tradition', Hemkut Publishers Pvt. Ltd., New Delhi 2000, p. 26.
2. Information based on interview with Ramesh Kumar Chaurasia on Oct. 9, 2008 at 11:40am.
3. Aaj, Daily, Feb. 17, 1957.
4. Vishwanath Mukharjee, 'Bana Rahe Banaras', Vishwavidyalaya Prakashan, Varanasi, 1995,p.75
5. Ashoka Khanna and Pramesh Ratnakar, 'Banaras – The Sacred City', Tigers Book International, London 1988 p. 29.
6. Ibid
7. Richard Lannoi, ' Banaras – A World within A World', Indica books, p.33.

A Study of Awareness of Human Rights Between Graduate Boys and Girls

Dr. Anita Rani Gupta*

ABSTRACT

Human Rights are the basic rights & freedoms that belong to every person in the world from birth to death. These are the moral principles/norms for a certain standard of human behavior and inherent to all human beings, regardless of race, sex, ethnicity, nationality, language and religion or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education etc. The present study is related with the awareness of Human Rights between Graduate boys and Girls. To carried out the work survey method and simple random sampling Technique is used, Human Right Awareness Test (HRAT) developed by Dr. Vishal sood and Dr. Aarti Anand is used for data collection. For analyzing the data statistical technique Mean, SD, CR/T test are used.

Keywords Used:

Awareness, Human Rights, Graduate Boys and Girls.

INTRODUCTION

Every individual has dignity. The principles of human rights were drawn up by human beings as a way of ensuring that the dignity of everyone is properly and equally respected, that is, to ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual and other needs.

Dignity gives an individual a sense of value and worth. The existence of human rights demonstrates that human beings are aware of each other's worth. Human dignity is not an individual, exclusive and isolated sense. It is a part of our common humanity.

Human rights enable us to respect each other and live with each other. In other words, they are not only rights to be requested or demanded but rights to be respected and be responsible for. The rights that apply to you also apply to others.

The denial of human rights and fundamental freedoms not only is an individual and personal tragedy, but also creates conditions of social and political unrest, sowing the seeds of violence and conflict within and between societies and nations.

Basically, human rights are the claims of the individual for such conditions as are essential for the fullest realization of the innate characteristics which nature has bestowed him/her with as a human being. It implies that there are inherent and inalienable rights which are due to an individual by virtue of his/her being a human being and that they are necessary to ensure the dignity of every person as a human being irrespective of one's race, religion, nationality, language, sex, or any other factor.

Human Rights are basic rights that belong to all of us simply because we are human. They embody key values in our society such as fairness, dignity, equality and respect. These are very important means of protection for all of us, specially those who may face abuse, neglect and isolation.

*Head PG Department of Teacher Education IP (PG) College, Campus -2, Bulandshahr.

Awareness of Human Rights has developed in recent decades in 1948, the United Nations released the universal declaration of Human Rights which has become the most important document of what should be considered the standard for basic equality and dignity. Everyone needs food, water, clothes, shelter and other necessary things. These are considered as human rights of a person.

Human rights are very important because no one should be abused or discriminated against, and because everyone should have chance to develop their talents. Unfortunately, many people around the world don't have these basic rights and freedoms. Human Rights has laid great emphasis on protecting basic rights of all human beings as these are pre-requisites for their survival and better life. However a number of cases of human rights denial in various forms and incidents are presently witnessed. Even in some cases the role of the government or agencies responsible for protecting human rights is not so appreciable. In this regard, maximum human rights violations are seen in case of deprived sections of the society i.e. women, children, poors, socially deprived communities, tribal people etc. The main reason for occurrence of incidences of exploitation is the lack of awareness about human rights. That's why the researcher decided to work to know the level of awareness about Human Rights and selected the problem "A study of Awareness of Human Rights between Graduate Boys and Girls.

OBJECTIVES OF THE STUDY

The main objective of the study are following :-

1. To study the awareness of knowledge of human rights documents between graduate boys and girls.
2. To study the awareness of knowledge and understanding of human rights concepts between graduate boys and girls.
3. To study the awareness of understanding of situations involving human rights violation/ non violation between graduate boys and girls.

REVIEW OF RELATED LITERATURE

Khabirul Aalam and Dr. Ujjawal Kumar Halder (2018) in their study "Human Rights Awareness among the people of Agra City: A comparative study" found that the number of people with average level of Human Rights Awareness (65%) is more than the people with high level of Human Rights Awareness (35%). Difference was not found between the level of Human Rights Awareness of male and female. Dr. GP Narayana, Kavya CN (2016) in their study "A Sociological Study on Awareness of Human Rights Among Women" found that the majority of women are not aware of the importance of the concept "Human Rights" and it's impact in improving the status of women.

Hypothesis of the study:- the main hypothesis of the study are following :-

1. There is no significant difference in Awareness of knowledge of human rights documents between graduate boys and girls.
2. There is no significant difference in awareness of knowledge and understanding of human rights concepts between graduate boys and girls.
3. There is no significant difference in awareness of understanding of situations involving Human Rights violation / non-violation between graduate boys and girls.

DELIMITATIONS

Only one hundred boys and girls are selected as sample.

Only two degree colleges of district Bulandshahr are selected for study.

Method of the study:- In present study survey method is used.

Population:- The Students studying in degree colleges of district Bulandshahr are considered as population.

Sample and Sampling Technique:- For the study only 50+50= 100 boys & girls studying in graduate classes has been selected as sample and simple random sampling technique is used to collect the data.

Tool used in the study:- For the study A standardized tool “Human Right Awareness Test” (HART) developed by Dr. Vishal Sood and Dr. Arti Anand is used. This tool Comprised 50 items and three dimensions. These dimensions are

1. Knowledge of Human Rights Documents
2. Knowledge and Understanding of Human Rights concepts.
3. Understanding of Situations involving Human Rights Violation/Non-violation.

Statistical Techniques used:- For the analysis and interpretation of data the statistical techniques Mean, Standard deviation (SD) C.R. or ‘t’ test are used.

Analysis and interpretation of data:- Analysis of data means to study the tabulated material in order to determine inherent facts. It involves braking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation. The Analysis and interpretation of the data is as follows.

Table No. 1

Mean Scores of Awareness of Knowledge about Human Rights Documents between graduate boys and girls.

Sr. No.	Sample	N	M	MD		‘t’	Significance
1	Boys	50	46.50	1.10	3.37	0.33	Not significant
2.	Girls	50	45.40				

Significance Level at 5% = 1.98

Significance Level at 1% = 2.63

Table no. 1 shows that Mean scores of awareness of knowledge about Human Rights documents between graduate boys & girls are 46.50 and 45.40 respectively. Mean score shows that graduate Boys are more aware than girls but ‘t’ value at df 98 is. 33 which is less than value at 0.05 (1.98) as well as 0.01 (2.63) significance level. It shows that difference in awareness of knowledge about human rights documents between graduate boys and girls in not significant.

Therefore Null Hypothesis that “there is no significant difference between the awareness of knowledge about human rights documents between graduate boys and girls” is accepted.

Table No. 2

Mean Scores of Awareness of Knowledge and understanding of Human Rights Concepts between graduate boys and girls.

Sr. No.	Sample	N	M	MD		‘t’	Significance
1	Boys	50	46.09	5.9	3.39	0.17	Not significant
2.	Girls	50	45.50				

Significance Level at 5% = 1.98

Significance Level at 1% = 2.63

Table no. 2 shows that Mean scores of awareness of knowledge and understanding of Human Right Concepts between graduate boys & girls are 46.09 and 45.50 respectively. Mean score shows that graduate Boys are more aware than girls but 't' value at df 98 is 0.17 which is less than value at 0.05 (1.98) as well as 0.01 (2.63) significance level. It shows that difference in Awareness of Knowledge and understanding of Human Rights Concepts between graduate boys and girls is not significant.

Therefore Null Hypothesis that "there is no significant difference in awareness of knowledge and understanding of human rights concepts between graduate boys and girls" is accepted.

Table No. 3

Mean Scores of Awareness of understanding of situations involving Human Right Violation/ Non-Violation between graduate boys and girls.

Sr. No.	Sample	N	M	MD		't'	Significance
1	Boys	50	45.86	1.11	3.63	0.30	Not significant
2.	Girls	50	44.75				

Significance Level at 5% = 1.98

Significance Level at 1% = 2.63

Table no. 3 shows that Mean scores of awareness of understanding of situations involving Human Rights Violation/Non-Violation between graduate boys & girls are 45.86 and 44.75 respectively. Mean score shows that graduate Boys are more aware than girls but 't' value at df 98 is 0.30 which is less than value at 0.05 (1.98) as well as 0.01 (2.63) significance level. It shows that difference in awareness of knowledge of situations involving human rights Violation/Non-Violation between graduate boys and girls.

Therefore Null Hypothesis that "there is no significant difference in awareness of understanding of situations involving Human Right Violation/Non-Violation between graduate boys and girls" is accepted.

FINDINGS OF THE STUDY

1. No significant difference was found in awareness of knowledge of Human Rights documents between graduate boys and girls.
2. No significant difference was found in awareness of knowledge and understanding of Human Rights concepts between graduate boys and girls.
3. No significant difference was found in awareness of understanding of situation involving Human Rights violation / Non-violation between graduate boys and girls.

CONCLUSION

The main aim of study was to know the awareness of knowledge of human rights between graduate boys and girls of district Bulandshahr. Various dimensions of Human rights as knowledge of Human rights related documents, knowledge understanding of human rights concepts, understanding of situations involving human rights violation/Non-violation are used to find the awareness of graduate boys and Girls. On the basis of the study it can be said that in present time there is a need to make the boys and girls aware about human rights as well as other rights given by our constitution as well as by the government of the India time to time. Most of the students do not have the knowledge of human rights properly so the education of Human rights should be provided from the beginning of the education so that students may be able to use them in their lives.

Educational Implications:- The major implication as follows.

- The knowledge of Human Rights should be provided to all children specially girls.
- Training should be given to all teachers of all classes so that they may be able to the teach the students about their rights.
- It should be a part of teacher education because it is true that very few students have knowledge about their rights.
- At every level curriculum should framed keeping Human Rights education in mind.

REFERENCES

- Baskara, R.D. (2007) United Nations & Human Rights Education, Discovery Publishing House, New Delhi.
- Gautam, A. (2000) Human Rights & Justice System, APH Publishing House, New Delhi.
- Lokesh, K. (2003) Methodology of Education Research, Vikas Publishing House Pvt. Ltd., New Delhi
- Mohanty, J. (2004) Human Right Education, Deep & Deep Publication, New Delhi
- Naseema, G. (2008) Human Rights Education, Conceptual & Pedagogical Aspects, Kanishka Publishers, Distributers, New Delhi
- Singh, Ujjwal Kumar, (2009) Human Rights & Peace, Ideas, Laws, Institution & Movements, SAGE Publication Pvt. Ltd., India
- www.allresearchjournal.com
- www.core.ac.uk
- www.researchgate.net

Distance Learning in Higher Education During Covid-19

Dr. Tabassum Khatoon*

COVID-19's Pandemic has hastened the expansion of online learning across all levels of education. Countries have pushed to extend their use of distant education and make it mandatory in view of the danger of being unable to resume face-to face education. The most frequently reported disadvantages are technological challenges and the resulting inability to open the system. Prior to the pandemic interest in distance learning was burgeoning, as it was a unique style of instruction. The mini-review aims to ascertain student's attitudes about distant learning during COVID-19. To accomplish the objective, articles were retrieved from the ERIC database. We utilized the search phrases 'Distance Learning "AND "University "AND "COVID ". We compiled a list of 139 articles. Following the extension, 58 articles persisted. Then, using content analysis, Publications relating to student's perspectives on distance education are classified into four Categories:

1. Perception and Attitude
2. Advantages of Distance Learning
3. Disadvantages of Distance Learning
4. Challenges for Distance Learning

In all student's, due to pandemic constraints, Online data gathering methods were selected. Surveys and questionnaires were utilized as data collection tools. When students are asking to compare face-to face and online learning techniques, they assert that online learning has the potential to compensate for any limitations caused by pandemic conditions.

Student's perspectives and degrees of satisfaction range widely, from good to negative. Distance learning is advantageous since it allows for learning at any time and from any location. Distance education benefits both accomplishment and learning. Staying at home is safer and less stressful for students during Pandemics. Distance education contributes to a variety of physical and psychological health concerns, including fear, anxiety, stress and attention problems. Many schools lack enough infrastructure as a result of the pandemic's rapid transition to online schooling. Future researchers can study what kind of online education methods could be used to eliminate student concerns.

INTRODUCTION

The Pandemic of COVID-19 has accelerated the spread of online learning at all stages of education, from kindergarten to higher education. Prior to the epidemic, several colleges offered online education. However, as a result of the epidemic, several governments discontinued face-to face schooling in favors of compulsory distance education.

The COVID-19 problem has a detrimental effect on the world's educational system. As a result, educational institutions around the world developed a new technique for delivering instructional programs (Graham et al., 2020 ; Insorio and Macandog,2022 ; Tal et al., 2022). Distance education has been the sole choice in the majority of countries throughout this period and these countries have sought to increase their use of distance education and make it mandatory in light of the risk of not being able to restart face-to-face schooling.

*Principal, Kumaresh International B.Ed. College (NPU) Palamu, Jharkhand.

WHAT IS DISTANCE LEARNING?

Britannica defines distance learning as ‘from of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication “ (Simonson and Berg-2016). The subject of distance learning has been studied extensively in the fields of pedagogics and psychology for quite some time (Palatovska et al., 2021).

The primary distinction is that early in the history of distant education, the majority of interactions between professors and students were asynchronous. With the advent of the internet, synchronous work prospects expanded to include anything from chat rooms to video conferencing services. Additionally, asynchronous material exchange was substantially relocated to digital settings and communication channels (Virtic et al., 2021).

Distance Learning is a fundamentally different way to communication as well as a different learning framework. An instructor may not meet with pupils in live broadcasts at all in distance learning, but merely follow them in a chat if required (Bozkurt and Sharma, 2020). Audio podcasts, films, numerous simulators and online quizzes are just a few of the technological tools available for Distance Learning. On the other hand is the detailed tracking of a student’s performance, which helps to develop his or her own trajectory. While online learning attempts to replicate classroom learning methods, distant learning employs a computer game format, with new level available only after the previous once have been completed (Bakhov et al., 2021).

In recent years increased attention has been placed on e-learning in educational institutions because to the numerous benefits that have been discovered via study. These advantages include the absence of physical and temporal limits, the cost-effectiveness of the solution. A number of other studies have demonstrated that e-learning is beneficial to both student gains and student performance. However, in order to achieve the optimum results from e-learning students must be actively participating in the learning process- A notion that is commonly referred to as active learning-throughout the whole process (Aldossary, 2021 ; Altun et al., 2021).

Evolution of Indian Education System from the Ancient Period to Modern Time

Dr. Tabassum Khatoon*

INTRODUCTION

Education is a platform in which young generations are trained and make them future-ready. Education provides knowledge and skills which help the person to be employable. The Indian education system is very popular and diversified among other countries' education systems due to its change in the evolution from ancient to the modern education system. During the ancient and medieval periods of education, students were trained by teachers in such a manner that they can survive and live in that era. After independence, there is a tremendous growth in the Indian education system providing teaching and training in all aspects, but it does not satisfy the global demands of the market.

Education should aim at making human life better not only through economic upliftment of individual but also through social, moral and spiritual strengthening. This will not only improve human life but also realize the "higher truth" i.e. "Tamaso Ma Jyotirgamaya" from darkness to light. Thus education is not only a way of earning but it also helps to develop human personality with skills, values, morals and enhancement of different attributes of man. So education is a vital means for the potentialities of a human being to emerge in a positive direction so that a man can live in society with full of dignity. "[Education's] central aim is the building of the powers of the human mind and spirit, it is the formation, or, as I would prefer to view it, the evoking of knowledge and will and of the power to use knowledge, character, culture,—that at least if no more". True and living education helps to "bring out to full advantage, makes ready for the full purpose and scope of human life that is in the individual man, and which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with that great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member". A truly Integral Education should have three central aims:

a) for an individual, it is growth of the soul and its powers and possibilities, b) for the nation, the preservation, strengthening and enrichment of the nation-soul and its Dharma, c) to raise both the individual and nation into powers of the life and ascending mind and soul of humanity. "And at no time, will it lose sight of man's highest object, the awakening and development of his spiritual being".

The emphasis on body, heart, mind and spirit in the educational process is most visible one. As Cenkner quotes Gandhi—"Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for the making of the whole man and constitutes the true economics of education". Gandhi also emphasizes the cultivation of the heart and refinement of human emotions and impulses. "True education is that which cultivates the soul or the spirit, and leads ultimately to the full and complete development of man's body, mind and spirit...Literacy then is not the primary goal of education: it is the cultivation of character, and the development of the spirit; it is the education of the heart not the head"

In Ancient India from the Vedic Age education was regarded as a source of "Illumination", giving a person a correct approach for leading a successful and honourable life. The ancient Indian

*Principal, Kumaresh International B.Ed. College (NPU),Palamu, Jharkhand.

educationists have regarded education as an agency of improvement. But in Modern India, education is the process of facilitating learning or the acquisition of knowledge, skills, value, beliefs and habits. Today's educational methods include group discussion, debates, discussion, teaching, training and research. In words of Vivekananda "Education is the manifestation of divine perfection already existing in man". Mahatma Gandhi has said "By education I mean all round drawing out of the best in child and man, body, mind and spirit." It's strange; the one which causes revolution, itself has gone through many revolutions. Education in India and its spectra was influenced by the dynasties that governed the Indian cultural for periods.

The period under the medieval India comes from about the 10th century A.D. to the middle of the eighteenth century, i.e. before the British rule. During this system, the Muslim system of education was predominant. Mahmud Ghaznavi invaded the country and established a large number of schools and libraries in his own country by the looted wealth. Later on when the Muslim rulers established permanent empire in India, they introduced a new system of education. Consequently, the ancient system of education was greatly changed. In fact, the education of the Muslim period was much inferior than that of the Hindu period. No Muslim ruler except Akbar did commendable works in the field of education. Education in medieval India was a domain that was limited to a few to a large extent, who were involved in the management of transmission, it was something technically that was within the reach of everyone. The rise of Mohammedanism is one of the most remarkable events in the history of the world. The entire history of India underwent transformations with the rise of Mohammedanism. The Mohammedan invasions in India took place from the beginning of the eighth century A.D. The Arabs and the Turks introduced most of the new customs, cultures and institutions within the country. Out of these, one of the most remarkable was the Islamic pattern of education, which was different to a major extent from the Buddhist and the Brahmanic systems.

The transformations that were brought about in the system of education since the ancient times is a reflection that there have been changes and transformations in the social contexts. The system of education in medieval India primarily focused upon Islamic and the Mughal system. The new social realities, particularly the interplay between the democratization of education, emergence of knowledge society and globalization had a large influence upon the educational processes of all societies. In making an attempt to meet with all the challenges and problems, the country also took into consideration, the international dimension of education. National needs and expectations of the international community may seem to have conflicting interests, but the receptivity of change within the country has led to their complementarities. An analysis of the changing conditions reveals that most of these changes are likely to permeate through the educational policies of the next few decades.

India holds a leading position in the world in education field from ancient times. Looking at the thoughts of Bhartiya scholars on Bhartiya education system it can be said that Bhartiya education has been superior in the world ancient times, and opinions of world famous thinkers and scientists also confirm this fact. According to Dr. F.W. Thomes in his book. "The History and Prospects of British Education" according to marks muller in his book – "India : what can it teach us, " according to Eelin plunert in his book "calendars and constellations", according to Lancelot Hogen in his book " Mathematics for the Millions" the Bhartiya education has been very much appreciative. Moreover, Albert Einstein, Arnold Toyambi, P. Johnston, will Durat, Sharpener and other great men have said that ancient Bhartiya education was of high order and the best all over the world.

Today India is moving towards being a great powerful nation. India has world class educational Institutions. Some people believe that today's education system is a gift from Britishers. But this cannot be accepted. Had the Britishers made Bhartiya's education system? India's ancient education would not have been appreciated by the great leaders and thinkers of the world.

India's ancient and bright heritage is responsible for development and good quality of Bhartiya education. The investigator of this study has made an attempt to focus on the factors of ancient Bhartiya education which can be seen even today and how they influence the prevalent Bhartiya education. Besides, he has highlighted those things of ancient Bhartiya education which can be adopted in the prevailing Bhartiya education.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Taxila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India is merely 5% although in terms of value is estimated to be worth \$40 billion in 2008 and will increase to \$68–70 billion by 2012.

However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree. As of 2011, there is 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education. In India education system is not based on pure merit, but it's based on caste based reservations. In universities/Colleges/Institutions affiliated to federal government there is minimum 50% of reservations applicable to various castes. At state level it varies. State of Andhra Pradesh has 83.33% of reservations as on 2012, which is highest percentage of reservations in India. So the state is popularly known as the state that killed merit.

Background of the Study: Historical Background Ancient India had been the land of inventions and innovations. India can boast of the establishment of the world's first university in 700 B.C. More than 10,500 students all over the world studied more than 60 subjects in Takshashila University. Aryabhatta, the Indian scientist, invented the digit zero. Place value system and the decimal system were developed in India in 100 B.C. The value of "pi" was first calculated by the Indian Mathematician Budhayana, who also explained the concept of Pythagoras theorem. Trigonometry, algebra, calculus studies were originated in India; Shridharacharya used quadratic equations in the 11th century. Bhaskaracharya calculated the time taken by the earth to orbit the sun hundreds of years ago, even before the astronomer Smart. Aayurveda was the earliest school of medicine known to the mankind. The father of the Aayurved medicine Charak, consolidated Aayurveda 2500 years ago Finally, Yoga and Pranayam for the physical fitness and mental peace are the universal gift of India to the entire human civilization.

The education system of ancient India was culturally and spiritually enriched and advanced. The foundation of ancient education system was religion. As religion played predominant part in the education system, the ultimate aim of the same was to seek “moksha” “Savidhya ya Vimuktaye” The temples and the community centers formed the role of schools. Sanskrit was considered to be the mother of many languages and sciences was also the language of learned men and the language of teaching. Later, the Gurukul system of education came into existence. The Gurukuls were the traditional Hindu residential schools of learning, which were usually the teacher’s house or a monastery. The formal admission ceremony was known as ‘Upanayana’. With the accomplishment of this ceremony, the child had to leave his home for the ‘ashrama’ or the Gurukul, where he would receive education. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine, astrology and the history. Even though the education was free, the students from well-to-do families paid the Gurudakshina, which was a voluntary contribution after the completion of their studies. This system was considered as the oldest and the most effective system of education. In ancient days, the sages and the scholars imparted education orally, which was passed orally from one generation to another. Students acquired education through listening, which was known as ‘shruti’, and they were supposed to memorize the same, which was known as ‘Smriti’. The second stage was ‘Manana’, in which they have to make their own inferences and assimilate the lesson taught by their teacher into the life. The third stage ‘Nidhyasana’ meant complete comprehension of truth and its use in the life. It was mainly the Brahmins followed by Kshatriyas, who received education at the Gurukuls, while the boys from the lower caste learnt their family trade from their fathers. After the development of letters, it took the form of writing using the palm leaves and the barks of trees. This also helped in spreading the written literature. Ancient Indian civilization contributed very intensively and extensively to different aspects of knowledge and various fields of teaching and enhanced the horizons of human civilization.

In ancient India, women were given equal right to education and teaching. Women seers like ‘Gayatri’ were prominent participants in educational debates and the proceedings of the ‘Parishads’(Assemblies).The Rigveda mentions female poets called brahmavadinis, specifically Lopamudra and Ghosha. By 800 BC women such as Gargi and Maitreyi were mentioned as scholars in the religious Upanishads.

The modern education was introduced during the British empire. In the 1830s Lord Thomas Babington Macaulay introduced the English language. The subjects and the syllabus were limited to some extent, the main aim of modern education of the British was to spread Christianity. As time passed education started to develop and entered into the modern era that is in the twenty-first century, the era of science, technology, and innovations. And the demand and the need for education stills remain the same as it was in ancient and medieval times. In the modern era of science and technology, the industrial sector is increasing day by day. As demand increases our education sector also needs to change and adapt to that environment.

Statement of the Problem: Education is training in logical thinking that helps future generations adjust to the ever-changing environment. It is not merely teaching knowledge in a certain faculty or subject or making one fit for gaining jobs or performing well in exams. It also entails clearing the mind, purifying the soul, and realizing one’s own self. The quality of education has a significant impact on the quality of labour available for social advantages. There is a greater need to consider India’s old educational system. When we look back on our history, we shall be proud of ourselves as Indians (Ramanui Mukherjee (2013). We knew mathematics, we deduced theorems, we discovered planets, we computed the distance between the sun and Earth thousands of years ago, as well as the distance between Earth and many other planets, and so on. But how did India become so powerful?

How did you manage to acquire such knowledge? Our strong educational system, according to the report, was the basis for this. Ancient India's education system was a significant one; the concept of education in ancient India was grand, noble, and lofty. Its goal was to provide "training for wholeness of life" and to shape the character of men and women for life's battles. Swami Vivekananda said that education was for "man-making and character building" The advancement of technology has resulted in a significant improvement in quality of life. Young people must understand how to use technology to share information and culture. Education should be delivered in a tranquil, clean, and natural setting, away from towns and villages. In the realm of education, the Indian constitution has recognized the idea of equality. As it was in ancient times, today's education trains pupils for their future careers. Vocational subjects must be incorporated in the curriculum, but much work has to be done in order to attain the desired result. The Indian education system faced a lot of changes during three period's i.e ancient period, mediaval period and modern time. Hence the researcher has entitled his topic "Evolution of Indian Education System from the Ancient Period to Modern Time".

Significance of the Study/ Rationale of the Study: In the modern era, industries and technology are increasing day by day. Every industry sector is looking for a person who best suits their industry. With the ever-increasing demand for industrial sectors, our current education system also needs to be upgraded. In universities, students are learning just for competing with each other to come first, no practical knowledge is gained. There is a lot of pressure and burden of work and studies on them, due to this student are committing suicide. Our education system needs to learn from ancient and medieval education system regarding the implementation of practical knowledge, student-teacher relations, ways of life student lived in that age, the contribution of kings towards the education, there was no stress laid on students and much more. The future of industries and commercial sectors will be very tough and ever demanding, so our government has to provide such an education system which will bring all-round development in students and make them future-ready and also teach them to live in any critical situation.

The best practices of ancient education system can be implemented in modern education system. The aim of modern education is also building character, spiritualism and philosophy rather than wealth and leads a simple life. However, the cordial relationship between a teacher and student is missing due to numerous problems that educational environment has encountered. The study of Sanskrit language, spiritual and religious aspects needs to be given due care to preserve it because it is enriched by the sense of peace, humanity, brotherhood. The level of education is one of the major indicators of welfare, prosperity and security of people in any society. Education is a process by which individuals are equipped with the skills of everyday life. More than a mere system of imparting and acquiring knowledge, education is regarded as an attempt to transmit the cultural norms of the group to its younger members. Today, India is not innovative, India was the country of innovation. Today because of collaboration, invasion, industrialization & privatization, India has lost imagination & the power of innovation. Schools, universities producing clone teach them western values, western literatures, western math, western heroes, these children are becoming totally American or British colonial and totally have lost themselves. First quality of Indians is to know about their culture, their own heroes, Kalidasa was greatest poet ever in the world but our children are not aware about him. They should study about contemporary Indian philosophy. Greatest books like - foundation of Indian culture, the life devine, syntheses of yoga should be the part of our curriculum. So, children could aware about their roots about their history, literature, & Indian heroes. Indian spirituality & Meditation are very valuable tools of knowledge should be incorporated in Indian education system. These are unique in the world so should be taught in school from kindergarten onwards. Abundant opportunities should be provided to the pupil for the development of his personality. The current educational system tries to achieve a pronounced success in connection with character formation, development of personality, and contribution to knowledge in all branches of learning as well as

social wellbeing and material prosperity. The present Indian curriculum must evolve a special form of education whereby harmony will be established between materialism and Spiritualism; and human life so that headed towards greater perfection. Hence the study on Evolution of Indian Education System from the Ancient Period to Modern Time is significant enough.

CHAPTER – II

Review of Literature

Sharma et al, 2018 stated that the changing dynamics in education sector and shifting expectations for the learning environment require universities to examine teaching and learning practices. The forces of change in higher education system seem to be the need of the hour. However, universities are addressing this shifting landscape with a positive outlook. Change is the essence of progress and our education system requires major changes without which we cannot compete in the international market. We have a positive approach and will be able to reach high level of standard in Education.

Mangesh M, 2020 in the modern era, industries and technology are increasing day by day. Every industry sector is looking for a person who best suits their industry. With the ever-increasing demand for industrial sectors, our current education system also needs to be upgraded. In universities, students are learning just for competing with each other to come first, no practical knowledge is gained. There is a lot of pressure and burden of work and studies on them, due to this student are committing suicide. Our education system needs to learn from ancient and medieval education system regarding the implementation of practical knowledge, student-teacher relations, ways of life student lived in that age, the contribution of kings towards the education, there was no stress laid on students and much more. The future of industries and commercial sectors will be very tough and ever demanding, so our government has to provide such an education system which will bring all-round development in students and make them future-ready and also teach them to live in any critical situation.

Yadav, 2018 revealed that Indian spirituality & Meditation are very valuable tools of knowledge should be incorporated in Indian education system. These are unique in the world so should be taught in school from kindergarten onwards. Abundant opportunities should be provided to the pupil for the development of his personality. The current educational system tries to achieve a pronounced success in connection with character formation, development of personality, and contribution to knowledge in all branches of learning as well as social wellbeing and material prosperity. The present Indian curriculum must evolve a special form of education whereby harmony will be established between materialism and Spiritualism; and human life so that headed towards greater perfection.

Dr. Ramakant Barua concluded that India, in her glorious past, has understood that the greatness of a nation, its virility, its moral value, depend entirely on the system of education that is given to it. Ancient India furnished us examples of schools, universities, Brahmanic or Buddhist, which brought to this nation most glorious harvests – harvests fallen, alas! today into oblivion. Let us take such centers of culture as Taxila, Ujjain, and Nalanda. These universities where thousands of students came from all parts of Asia to drink at the source of learning – based their system of education on individual contacts between master and pupil, but the masters themselves were pupils in the great University of Life. What they gave to their students was the honey of their moral and intellectual experiences received through masters still more experienced in spiritual science, in the true knowledge of the laws of life. Do we not see the famous Chinese pilgrim, Hiuen-Tsang, coming to perfect himself at Nalanda in the study of Yoga-sastra, the knowledge of the laws of being? Did he not have, at Nalanda, the celebrated vision of the vicissitudes through which India would have to go? Thus, there passed through these universities great winds of free Spirit and free Intelligence which swept away the miasms of false conceptions, which formed real men, noble men, in whom joy sparkled. (Source: The Fragrance of India: landmarks

for the world of tomorrow - By Louis Revel p. 99 - 114). Overall, you can see that India has changed a lot from the ancient times till now. It has developed many new things but one thing will never change and that is India's diversity. India has many languages and so many different religions, but you can still see the unity in the Indian people. The nation is developed modernly but its culture remains old.

Biswas, 2016 the education in medieval India was predominantly based on Muslim system of education. The main objectives of education focused upon religious education, extension of knowledge and propagation of Islam. The characteristics of education are, patronage of the rulers, absence of state control, significance of religion, significance of vocational education, following norms and rules, relationship between the teachers and students, individualized attention, educated teachers, discipline, and teaching assistance. It can be understood that in medieval India, there were many changes and transformations that took place in the system of education. The education system was free from all restrictions. There was great respect for women and girls, but there were not any satisfactory provisions made to promote education among girls, belonging to the community. Education was limited to women, only belonging to upper and wealthy families. The main purpose of these changes and transformations was to generate awareness among the individuals in terms of the significance of education. Not only individuals, belonging to wealthy communities, but all the individuals, belonging to various categories and backgrounds should obtain access to education. Gradually, the system of education turned out to be more methodical and systematic, due to introduction of policies and strategies.

Chaudhari, 2012 Today's education is a gift from ancient Bhartiya education. Today we find various elements and things of ancient education in the prevalent education. The investigator has given a list of certain important elements which are not seen in prevalent education. Of these elements are introduced in education, the attempt made by the investigator will prove to be worth.

PATEL, 2013 Improvement in the Indian system of schooling is an elephantine task and has become very important. What our students are learning now is mostly redundant. Syllabus needs to be skill based rather than mugging up of large chunks of theory. I am shocked to see that students even mug up mathematical sums before the exams. Learning by doing should be our primary focus and they need to be taught what is relevant. Invalid information in textbooks take away a lot of productive learning time. We also do not have any system in traditional schools to tap the talents of students apart from academic achievement as we lay so much importance on marks and grades.

PANDYA, 2014 in prevailing times, the challenges faced by Indian education system are funding and infrastructure, rural education, curriculum design, development of distance learning programmes, universalization of education privatization and commercialization of education examination reforms, research and innovations etc. These are some of the above issues, which need to be addressed. Though there are disparities between the objectives and their implementation in education but still education system in India has come a long way and will continue to improve in the future. The strength of present education system is improvised adoptions in the fields of I.T, Engineering and Medical science. The present Indian education system may lag behind in inventions, but is very efficient in innovations. India produces a large numbers of software engineers and computer programmers. Similarly in Medical science, various pharmaceutical and surgical methods are though invented in foreign countries, their improvised and generic versions are developed and offered to the society at a very cheaper rate.

Dr Kapil Dev, 2018 The best principles of ancient education can be incorporated into current schooling. Instead of wealth, the goal of modern education is to develop character, spiritualism, and philosophy, and to live a humble life. However, due to the multiple challenges that the educational environment has suffered, the cordial contact between a teacher and a student is gone. Because it is enriched by a sense of peace, compassion, and fraternity, the study of Sanskrit language, spiritual, and religious components must be given proper attention to maintain it. Education is one of the most important measures of a society's wellbeing, wealth, and security.

CHAPTER – III

Method: Since it is a descriptive study, the study mainly based on the secondary sources of data. Different books, articles and journals have been followed for the sources of information. Internet sources have also been used for required information. Different websites have also been browsed for the study.

Objectives: The study has been conducted with the following objectives-

- (i) To study the ancient education system in terms of the aims of education, characteristics of education and means of education.
- (ii) To discuss the education system in the mediaeval period in terms of the aim of education, characteristics of education and the means of education.
- (iii) To study the present education system in terms of aim of education, characteristics of education.
- (iv) To study the need of transformation in the present education system.
- (v) To study the contribution of Bharatiya education in the present education system.

Hypothesis: To fulfill the aforementioned objectives the researcher has hypothesized that the present Indian education system has evolved a lot as compared to the ancient and mediaeval education system in terms of the aims of education, characteristics of education, means of education etc.

CHAPTER – IV

An Overview of the Ancient Indian Education

Introduction: India has a rich tradition of learning and education right from the antiquity. These were handed over generations to generations either through oral or written medium. A single feature of ancient Indian or Hindu civilization is that it has been molded and shaped in the course of its history more by religious than by political or economic influences. The fundamental principles of social, political, and economic life were welded into a comprehensive theory, which is called Religion in Hindu thought. The total configuration of ideals, practices, and conduct is called Dharma (Religion, Virtue or Duty) in this ancient tradition. Indian culture is suffused thoroughly by religious values. The approach of our forefathers to life, their subtle analysis and codification of duties, all indicate their cherished spiritual values. Their political as well as social realities were not circumscribed within the narrow geographical bounds. Their attitude to life was characterized by width of vision and they identified their duty with devotion to the ideal of 'summum bonum' of mankind. Multi-dimensional progress of all mankind became the sole objective of her civilization. The ancient Indian polity, eschewing the imponderables of violence, friction and self-aggrandizement, was based on the principles of love, honourable conduct and good behaviour. Life had a definite aim, an ideal and the attainment of which was thought to transcend all material achievements. The educational evolution in ancient India was also founded upon this very ideal. Dr. R.K. Mukherjee said, Learning in India through the ages had been prized and pursued not for its own sake, if we may so put it, but for the sake, and as a part, of religion. It was sought as the means of self-realization, as the means to the highest end of life viz. Mukti or 2 Emancipation. Ancient Indian education is also to be understood as being ultimately the outcome of the Indian theory of knowledge as part of the corresponding scheme of life and values. The scheme takes full account of the fact that Life includes Death and the two forms the whole truth. This gives a particular angle of vision, a sense of perspective and proportion in which the material and the moral, the physical and spiritual, the perishable and permanent interests and values of life are clearly defined and strictly differentiated. Of all the people of the world the Hindu is the most impressed and affected by the fact of death as the central fact of life. The individual's supreme duty is thus to achieve his expansion into the

Absolute, his self-fulfillment, for he is a potential God, a spark of the Divine. Education must aid in this self-fulfillment, and not in the acquisition of mere objective knowledge.

CHAPTER – V MEDIEVAL EDUCATION

Introduction: During the eighth century Anno Domini (A.D) a huge number of Mohammadian invaded India. Mahmud Ghaznavi captured India and set up a large number of schools and libraries in the country by the looted wealth. Later Muslim leaders established their permanent empire in India; they brought a new system of education. The ancient education system was drastically changed. The Arabs and the Turks brought some new cultures, traditions, and institutions in India, in that the most remarkable change was the Islamic pattern of education which was different from the Buddhist and Brahmanic education system. The medieval age, education system primarily focused on the Islamic and Mughal System.

CHAPTER – VI PRESENT EDUCATION SYSTEM

Many issues and evils have accompanied many developments in Indian society, including modernization, industrialization, urbanization, privatization, globalization, and the influence of western culture, resulting in a decline in ethical principles in the Indian school system. This system has increased literacy rates, but it does not aid in the development of educated people in society, and as a result, it does not produce perfect citizens in the country. The primary goal of Indian students has always been to obtain a degree, earn money, and advance in their careers without regard for ethical ideals or national pride. Today's Indian society is destined to face new and persistent issues. We see rampant corruption and a loss of ethical principles, as well as illegal activities, inhumane behaviour, indiscipline, rule-breaking, a lack of self-awareness, and immoral consumption, all of which are steadily destroying the structure of Indian society, nation, and the world. It is past time to determine the purpose of education as well as the fundamental causes of deteriorating social, moral, and spiritual values in the Indian educational system.

- Contribution of Ancient Bhartiya education in prevalent Bhartiya education
- Characteristics of the Present education system
- Changes that occurred in the Education system.
- Advantages of the Present education System.

CHAPTER – VI

Limitation of the Study: The study is limited to the following-

- Only three ages i.e. ancient, medieval and modern period have been focused
- Characteristics of the education system have been emphasized.

Educational Implication of the Study: The present study has some educational implications which are stated below-

- Concept of the ancient education system with reference to the means of education in the ancient period.
- Characteristics of the education system in the medieval period
- Reputed educational institutions in the mediaeval period
- Contribution of Bharatiya education
- Need of the transformation of the education system.

CONCLUSION

The best principles of ancient education can be incorporated into current schooling. Instead of wealth, the goal of modern education is to develop character, spiritualism, and philosophy, and to live a humble life. However, due to the multiple challenges that the educational environment has suffered, the cordial contact between a teacher and a student is gone. Because it is enriched by a sense of peace, compassion, and fraternity, the study of Sanskrit language, spiritual, and religious components must be given proper attention to maintain it. Education is one of the most important measures of a society's wellbeing, wealth, and security. Education is the process of equipping people with the abilities they will need in everyday life. Education is seen as more than a mechanism for transmitting and learning knowledge; it is also seen as an Endeavour to pass on the group's cultural values to its younger members. India is no longer an inventive country, but it once was. India has lost its inventiveness and innovation capacity as a result of collaboration, invasion, industrialization, and privatization. Schools and institutions that produce clones teach them western ideals, western literatures, western math, and western heroes, and these youngsters are becoming completely American or British colonial, and have completely lost their identity. The first feature of Indians is that they are conscious of their culture and heroes. Kalidasa was the greatest poet of all time, yet our children are unaware of him. They should research current Indian philosophy. The best texts, such as Foundations of Indian Culture, The Divine Life, and Yoga Syntheses, should be part of our curriculum. As a result, youngsters will be more aware of their heritage, including their history, literature, and Indian heroes.

Indian spirituality and meditation are extremely valuable learning techniques that should be included in the Indian educational system. These are one-of-a-kind in the world and should be taught in schools beginning in kindergarten. Ample opportunities for the development of the student's individuality should be provided. The contemporary educational system aims for a high level of achievement in terms of character development, personality development, and contribution to knowledge in all fields of study, as well as social well-being and material prosperity. The current Indian curriculum must evolve a unique style of education that establishes harmony between materialism and spiritualism, as well as human existence, so that it progresses toward higher perfection. As a result, social traditions and rituals were preserved. Education has the potential to be a strong tool for moulding and reforming society. It is a method for determining the quality of manpower, which in turn leads to qualitative changes in society as a whole.

CHAPTERIZATION/MAIN BODY

Chapter – I

- Introduction
- Background of the Study
- Statement of the Problem:
- Significance of the Study/Rationale of the Study

Chapter – II

Review of Literature

Chapter – III

- Methodology
- Methods
- Objectives of the Study
- Hypothesis

Chapter – IV

- An Overview of the Ancient Indian Education
- Introduction
- Philosophy of Life in Ancient India
- Fundamentals of Ancient Indian Education
- Main Educational Centers and Universities in Ancient India
- Aim of education
- Characteristics of education
- Methods of learning

Chapter – V

Medieval education

- Aim of education
- Characteristics of education
- Methods of learning
- Educational institutions
- Advantages
- Disadvantages

Chapter – VI

- PRESENT EDUCATION SYSTEM
- Contribution of Ancient Bhartiya education in prevalent Bhartiya education
- Characteristics of the Present education system
- Changes that occurred in the Education system.
- Advantages of the Present education System.

Chapter – VI

- Limitation of the Study:
- Educational Implication of the Study:
- Conclusion:

REFERENCES

Bibliography

- Altekar, A.S., Education in Ancient India, (5th edition), 1957, Varanasi: Nand Kishore and Bros.
- Harshananda Swami, An Introduction to Hindu Culture: Ancient & Medieval, 2007.
- Mukherjee, R.K., Hindu Civilization Longman, Green and Co. London, p. 111 1936.
- Rawat, P.L. History of Indian Education, Agra: Ram Prasad & Sons, 1996.
- Raza, M. (Ed.), Higher Education in India: Retrospect and Prospect, 1991, New Delhi: Association of Indian Universities.

Website

- http://en.encyclopediaofjainism.com/index.php/Gurukul_Education_System_in_Ancient_India.
- <https://en.wikipedia.org/wiki/Education>
- https://en.wikipedia.org/wiki/History_of_education_in_the_Indian_subcontinent

व्यक्तित्व विकास में धर्म की भूमिका

डॉ. प्रभा वाष्णेय*

मनुष्य का जब प्रथवी पर प्रादुर्भाव हुआ तो उसे प्रकृति की मनोहरी और अद्भूत रचना ने अभिभूत और भयभीत दोनों किया। एक ओर वह फल, जल, वायु, सूर्य, चन्द्र और अन्य उपयोगी पदार्थों के स्रष्टा के प्रति हृदय से कृतज्ञ था, और श्रद्धा से विचलित था, और दूसरी ओर रोग, मृत्यु, तूफान बिजली आदि अनेक प्रकृति के अदम्य प्रकोपों के समक्ष विवश और हताशा था। मानवीय शक्ति या बुद्धि से परे प्रकृति के निर्माणात्मक और सहारात्मक दोनों कोटि के कार्यों ने मनुष्य में एक अदृश्य शक्ति के प्रति विश्वास उत्पन्न कर दिया, जिसे 'दैवी शक्ति', 'परमात्मा' या 'ईश्वर संज्ञा दी है और यह विश्वास धर्म कहलाया। धर्म के विषय मनुष्य ने जितना अधिक चिन्तन किया, उतना अन्य विषय पर नहीं किया। पहले मनुष्य के अविकसित मस्तिष्क ने जादू-टोने, भूत-प्रेत, दैवी-आत्मा आदि के रूप में धार्मिक चिन्तन किया और अनेक धर्मों एवं सम्प्रदायों की सृष्टि हुई, जिसमें उच्चकोटि के आध्यात्मिक चिन्तन को स्थान मिला।

व्यापक विवेचन और तर्क-वितर्कों के बाद विद्वानों ने जिसे धर्म कहा उसके प्रमुख तत्व हैं, सत्य, अहिंसा और करुणा। इन तत्वों में सार्वभौमिक जनजीवन को संजोए रखने के पूरे प्रयास किए गए हैं फिर भी जगत हित को सर्वोपरि मानते हुए थोड़े से बदलावों की गुंजाइश रख दी गई है। धर्म को परिभाषाओं की परिधि से मुक्त भी रखा गया है। कहीं परिहित को सर्वोपरि तो कहीं "आत्मनः प्रतिभूतानि परेषां न समाचरेत्" कह कर धर्म को परिभाषित करने की चेष्टा की गई है।

देखने में आया है कि जिसने धर्म को अंशतः भी धारण किया उसे दीप स्तम्भ ही नहीं अपना आराध्य मान कर उसकी वन्दना भी की है। सिद्धार्थ, मोहनदास और मदर टेरेसा का गौरवशाली व्यक्तित्व सूरज और चाँद की तरह जगत भर को आच्छादित करते रहेंगे। गंगा हिमालय से निकलकर जिस सरल भाव से होती हुई भरण-पोषण करती है उसका कण-कण पवित्र तीर्थ और उसका आँचल ममता की गोद हो गया है।

"धर्मो रक्षति रक्षितः" धर्म उसकी रक्षा करता है जो धर्म की रक्षा करता है। महात्मा गाँधी से सम्बन्धित एक उदाहरण है – गाँधी जी छोटी-छोटी बीमारियों की औषधि भी दिया करते थे। एक श्रद्धालु ने गाँधी जी ने अपनी बीमारी के विषय में बताया वह बीमार सज्जन बहुत दूर से पैदल चलकर गाँधी का नाम सुनकर आश्रम आये थे। गाँधी जी ने कहा ठीक है—" आप कल आइये " वह फिर आए गाँधी जी ने बड़े अपनत्व के साथ सज्जन को गुड़ खाने के परहेज रखने को कहा। सज्जन झल्ला उठे और बोले यह तो आप कल भी कह सकते थे। मुझे आज इतना पैदल आपने क्यों चलाया? गाँधी जी ने सुनकर बड़ी नम्रता के साथ कहा – महाशय कल तक मैं गुड़ खाता था तो तुम्हें इससे परहेज करने को कहने का मुझे न तो अधिकार ही था और ना ही मुझे नैतिक साहस ही।

यह निश्चल सादगी भरा आचरण, जो मरीज के साथ स्वयं भी स्वादिष्ट पदार्थ खाने को त्याग देता हो दूसरों के लिए अनुकरणीय तो होगा ही।

*एसोसिएट प्रोफेसर, (संगीत विभाग) श्री टीकाराम कन्या महाविद्यालय, अलीगढ़ E-mail: Prabhavarshney7@gmail.com

देखने में आता है कि हमारे तथाकथित सन्त त्याग और आध्यात्म के विषय में उपदेश करते रहते हैं। जबकि उनका वैभव और आचरण उनकी कथनी और करनी के आडम्बर को उजागर करता रहता है। यही कारण है कि वे सन्त और यह देव ऐसा एक भी अनुकरणीय व्यक्तित्व प्रस्तुत नहीं कर सके हैं क्योंकि कथनी का उतना प्रभाव नहीं होता जितना कि करनी का। यह करनी हमें "गाँधी गिरी" की सीख देती है। जिसका उपदेष्टा "महात्मा गाँधी" ही हो सकता है अन्य कोई नहीं। हमारे पुराणों में भी धर्म के विषय में चर्चाएँ भरी पड़ी हैं, एक कथानक धर्म व्याध के नाम से प्रसिद्ध है। एक सन्त ने अरण्य में तप करके ऐसी शक्ति विकसित कर ली जिसकी तरफ क्रोध भरी दृष्टि वह डाल दे कि उनकी दृष्टि जलाकर भस्म कर दें। सन्त जी भिक्षा के लिए किसी गृहस्थ के दरवाजे पहुँचे, गृहस्थ ने अनुरोध किया थोड़ी प्रतीक्षा करें प्रतीक्षा में खड़े सन्त का क्रोध जागृत हो रहा था कि भिक्षा लेकर गृहस्थ महिला सन्त जी के सामने उपस्थित होती हुई बोली — महाराज मैं वह चिड़िया नहीं जो आपके दृष्टिपात से राख हो जाऊँ। सन्त आश्चर्य में पूछने लगे, तुमने यह भेद कैसे जान लिया? तुम ज्ञानी हो मुझे धर्म उपदेश चाहिए। महिला ने सादगी के साथ उत्तर देते हुए कहा मैं धर्म उपदेशक नहीं हूँ। मैं सामान्य गृहस्थ हूँ। आपको मेरे दरवाजे प्रतीक्षा करनी पड़ी क्योंकि मैं अपने वृद्ध सास श्वसुर की सेवा और अपनी भूखी गाय को चारा देने में व्यस्त थी, अवसर मिलते ही आपने समक्ष उपस्थित हो गईं। हे सन्त आप में धर्म को जानने की उत्सुकता है तो वहाँ उस स्थान पर धर्म व्याध नाम से प्रसिद्ध एक सज्जन है, वही आपकी जिज्ञासा शान्त कर सकते हैं।

अतः वहाँ पहुँचकर देखते हैं कि एक मैला कुचला बेहाल सा आदमी माँस बेचने में व्यस्त है, सन्त जी को देखते ही उसने ससम्मान आसन दिया और अपना कार्य समाप्त करने भर की प्रतीक्षा करने का अनुरोध भी किया। व्यक्ति दुकान का काम सम्पन्न करके अपने घर गया। सन्त जी देखते हैं कि व्यक्ति ने सर्वप्रथम अपने बूढ़े बीमार माता-पिता को दवा देकर स्नान कराया उन्हें भोजन दिया फिर अपने बच्चों की कुशल क्षेम जानी और पशुओं को चारा देकर सन्त के समक्ष उपस्थित हो गया।

तपस्वी सन्त ने गृहस्थ महिला से सम्बन्धित जानकारी दी और व्याध से धर्म उपदेश के लिए अनुरोध किया। व्याध ने बड़ी नम्रता और सादगी के साथ कहा — हे तपस्वी सन्त! मुझे कभी किसी पाठशाला अथवा देव स्थल जाने का अवसर नहीं मिला मैं साधारण गृहस्थ हूँ। आप धर्म उपदेश चाहते हैं वे कौन सा धर्म है जिसे आप नहीं जानते? मैं उसके विषय में उपदेश करूँ। सन्त ने गम्भीरता से मनन किया और बोल उठे "मैं जान से गया, मैंने जान लिया यही धर्म है"

उक्त कथानक में गृहस्थ जीवन का निष्ठा और समर्पण एवं अतिथिदेव का सम्मान करना सामान्य गृहस्थ धर्म से सम्भव हुआ है उपदेश से नहीं।" इस महिला और उस व्याध का सरल सीधा आचरण अनुकरणीय है। व्याध का तो कर्म भी क्रूर है परन्तु क्रोध उसे छू तक नहीं गया है। इन सबसे क्रमशः विकसित हुआ व्यक्ति तपस्वी को भी धर्म का मार्ग बताता और अन्तः चक्षु खोल देता है। इस मार्ग में अक्रोध है, सत्य है और प्रीति है।

देखने में आ रहा है कि कुछ शब्द अपना वास्तविक अर्थ खो देते हैं और रूढ़ अर्थों में प्रयोग किए जाते रहते हैं। सम्भवः इसीलिए विशेष जन समूह अपने मत को "धर्म" कहकर प्रचार करता है जबकि वह सर्वमान्य धर्म न होकर एक "पन्थ" अथवा सम्प्रदाय भर ही होता है। सम्प्रदायों में देशकाल और स्थितियों के अनुसार बदलाव किए जाते रहते हैं उनमें निश्चित किए गए कुछ मानकों का विशेष महत्व होता है।

जैसे—हिन्दूवादियों में कही द्वैत तो कही अद्वैत कही शाक्त तो कहीं निम्बार्क और रामानन्दी इत्यादि। इसी तरह जैनियों में श्वेताम्बर और दिगम्बर, बौद्धों में हीनयान और महायान, सिखों में निहंग और निरंकारी इस प्रकार अहिन्दूवादियों में भी शिया और सुन्नी, कैथोलिक और प्रोटेस्टेंट। इनमें भी तरह—तरह की रीति रिवाज और रूढ़िवादिता पैदा हो जाती है। जिस पंथ में जितनी अधिक सहिष्णुता और वैचारिक तर्कों को आत्मसात कर लेने की शक्ति होती है। वह पन्थ उतना ही अधिक व्यापक और स्वीकार्य होने लगता है। देखने में आया है कि इन पन्थों में तार्किक परिणामों के प्रति जब—जब अजीर्ण पैदा हुआ है वह तथाकथित धर्म गटिया से पीड़ित होकर अपाहिज होता रहा है।

हिन्दूवादी वर्णाश्रम को धर्म अंग मानते हैं यह एक मानक है, इस व्यवस्था के चलते इस समाज ने कभी विश्व—गुरु का गौरवशाली पद हासिल किया था। परन्तु काल चक्र ऐसा घूमा कि कुछ रूढ़िवादी अहं मान्यताओं ने इस समाज को विषमताओं से भर दिया। आज हिन्दू धर्म में वर्णाश्रम के खूटों से बँधा विरादरीवादी तम्बू उखड़ कर तार—तार हो गया है।

हम देखते हैं कि जो समाज उनके बनाए जूते पहनेगा, धोए वस्त्र धारण करेगा, उनसे अपना परवाना साफ करायेगा, वे खेती किसानी कर अन्न से अपना पेट भी भरेंगे। फिर भी अस्पृश्य। यह कैसा सामाजिक धर्म जो धर्म अपने ही लोगों को नीच पुकारे, अस्पृश्य बनाए रखे उन्हें पढ़ना लिखना तो दूर सुनने तक का अधिकार न दे, एक ही इंसान दूसरे इंसान को बराबर बैठने चलने तक ये वंचित कर दे कहा जाता है साहित्य समाज का प्रतिबिम्ब होता है तो हम सर्वाधिक लोकप्रिय ग्रन्थ "रामचरित मानस" के पात्र राक्षस राज दशानन की ओर दृष्टिपात करते हैं। पीते हैं कि उच्च कुल में जन्म लेना धर्माचरण से सम्बन्ध नहीं रखता, वैभव भी धर्माचारी नहीं बना सकता। लंका नगरी सोने की थी, चारों ओर समुद्र की खाइयाँ थीं। सब तरह वैभव की पराकाष्ठाएं उस शासन में थी, विभिन्न कलाएं, विद्याएं और पारलौकिक शक्तियों से सम्पन्न उस नगरी में राक्षसता वास करती थी वह राक्षस चाहे जिसकी बहू—बेटी को उठाएंगे, छः महीने सोएंगे, छः महीने जागेंगे, खाद्य — अखाद्य की मर्यादाएं नहीं रखेंगे, देखा जाए तो इंसानियत का लहू पीकर प्रसन्न होती थी वह राक्षसता।

कहा जाता है कि संस्कृत भाषा में इस कथानक के रचयिता महाकवि वाल्मीकि अपने आरम्भिक जीवन में लुटेरे थे, एक बार की घटना ने उन्हें महर्षि वाल्मीकि बना दिया, राहगीरों को बाँधकर जब वे लूट कर्म के फल को भोगने में भागीदारी के प्रश्न को लेकर परिजनों के उत्तर से लौटे तो उनके अन्तः चक्षु स्वयं उदघाटित हो गए। उन्होंने अपने को बदल डालने के प्रायश्चित में घोर तप किया शरीर पर वामी बनजाने के कारण वाल्मीकि जब तप से उठे तो प्राचेतस के साक्षात अवतार से उनके अन्तःकरण से क्रौंच युगल के विलाप के साथ जो कवित्व फूटा वह अमर ग्रन्थ बन गया।

वाल्मीकि से प्राचेतस बनाने के प्रयासों में तरह—तरह से आज के उपकरण संलग्न हैं परन्तु कोई वैसा बन नहीं पा रहा है क्योंकि अब उपदेष्टा स्वयं नारद नहीं है, गाँधी नहीं है और सबसे बड़ी बात स्वयं को बदल डालने की इच्छा भी नहीं है वाल्मीकि से प्राचेतस बन जाना कोई जादू नहीं, ऐसा बनने में सदियों लगते हैं तब तक महर्षि वाल्मीकि बनता है जो स्वयं को मिट्टी में मिला देगा। भूख और प्यास तो छोड़िए अपनी देह का माँस भी आर्पित कर देगा। ऐसे तपस्वी ऋषि का व्यक्तित्व स्वयं ही प्रेरणास्पद तो होगा ही।

महात्मा बुद्ध ने अपने शिष्यों को कहते हैं – “भिखवे अप्य दीपो भव” भिक्षुओं स्वयं के दीप बनों। सिद्धार्थ को किसी ग्रन्थ अथवा उपदेश ने महात्मा बुद्ध नहीं बनाया जगत भर के अनुभवों से उनका व्यक्तित्व बना है। उन्होंने सब कुछ अपनी आँखों से देखा था।

श्रीमद् भगवद् गीता हमारा धर्म ग्रन्थ माना जाता है, इस ग्रन्थ की रचना भी भारत में हुई थी। इस ग्रन्थ को सबने सुना और पढ़ा भी है परन्तु यह ग्रन्थ कितनों को प्रभावित कर सका है। कितनों को कर्मयोग की सीख दे सका है।

टेरेसा तो फ्रांस में जन्मी थीं। सम्भवतः उन्होंने कभी गीता पढ़ी भी न होगी परन्तु करुणा और कर्म की प्रतिमूर्ति का व्यक्तित्व “मदर” के सम्मानित पद से विभूषित हुआ है।

इस प्रकार अन्त में हम कह सकते हैं कि कोई भी धर्म व्यक्तित्व को प्रभावित करने में सक्षम नहीं है बल्कि एक अच्छा व्यक्तित्व धर्म को प्रभावित करने में पूर्ण सक्षम है।

माध्यमिक स्तर के छात्र-छात्राओं के तनाव का उनके मानसिक स्वास्थ्य पर प्रभाव का अध्ययन करना

डॉ. रेखा रानी*

शोध-सारांश

शोधकर्ता द्वारा चयनित समस्या का मुख्य उद्देश्य माध्यमिक स्तर के छात्र- छात्राओं के तनाव का उनके मानसिक स्वास्थ्य पर प्रभाव का अध्ययन करना था। जहाँ शोध को प्रमुख परिकल्पना माध्यमिक स्तर पर छात्र-छात्राओं के तनाव का उनके मानसिक स्वास्थ्य पर कोई सार्थक अन्तर नहीं है। इसके लिये शोधार्थी द्वारा फतेहपुर जिले के खागा टाउन के माध्यमिक विद्यालयों से पाँच माध्यमिक विद्यालयों का यादृच्छिक विधि द्वारा चयन किया गया। अध्ययन की प्रमुख प्रकृति को देखकर शोधार्थी ने अपने अध्ययन के लिये सर्वेक्षण विधि का प्रयोग किया। शोधार्थी ने आँकड़ों के संग्रहण के लिये डॉ. जकी अख्तर द्वारा निर्मित तनाव मापनी (Stress scale) तथा मानसिक स्वास्थ्य जाँच हेतु डॉ. अरूण कुमार सिंह, डॉ. अल्पना सेन गुप्ता द्वारा निर्मित मानसिक स्वास्थ्य जाँच बैटरी का प्रयोग किया। टी-परीक्षण का प्रयोग करने हेतु सार्थकता स्तर 0.05 एवं 0.01 के मान से तुलना की। जिसके आधार पर यह पाया गया कि माध्यमिक स्तर पर उच्च तनाव वाले छात्र-छात्राओं को प्रत्यक्ष रूप से प्रभावित करता है। जिसका प्रभाव उनके मानसिक स्वास्थ्य, शैक्षिक उपलब्धि, शिक्षण अधिगम प्रक्रिया पर पड़ता है।

शब्द कुंजी- तनाव एवं मानसिक स्वास्थ्य।

प्रस्तावना

जिस प्रकार शारीरिक विकास के लिये भोजन का महत्व है। उसी प्रकार सामाजिक विकास के लिये शिक्षा का। शिक्षा वह प्रक्रिया है जिससे व्यक्तित्व का विकास होता है। मनुष्य सभ्य बनता है और उसकी बर्बरता कम हो जाती है। शिक्षा वस्तु के रूप में नहीं दी जा सकती है, वह तो एक प्रकार की चेतना है, जिसे मनुष्य स्वयं प्राप्त करता है। शिक्षा मनुष्य समाज की संचित सीख है। जिसे परम्परा और परिस्थिति के अनुसार मनुष्य ग्रहण करता है। निःसंदेह मानव का सर्वांगीण विकास करने के लिये शिक्षा अमोघ शक्ति और साधन सिद्ध है, वह ऐसी गत्यात्मक चेतना है जो मानव जीवन को सुनियोजित करती है और उसमें अमृतपूर्व गरिमा भरती है।

अध्ययन की आवश्यकता एवं महत्व

औद्योगिक क्रान्ति के पश्चात तथा वैज्ञानिक एवं तकनीकी प्रगति के कारण छात्र- छात्राओं के जीवनशैली, उनके रहन-सहन, उत्पादन के तरीकों व पहनावे में व उनकी आकांक्षाओं में ऊर्ध्वागति से परिवर्तन आया

*प्रवक्ता शिक्षक, शिक्षा विभाग, के. आर. महिला महाविद्यालय, (मथुरा), उ.प्र.

सन्तोष कुमार (2011) सीतापुर जनपद के प्राथमिक विद्यालयों में अध्ययनरत् बी0टी0सी0 प्रशिक्षित विशिष्ट बी0टी0सी0 प्रशिक्षित, शिक्षा मित्रों के समायोजन को लेकर तनाव का उनके मानसिक स्वास्थ्य पर प्रभाव का अध्ययन किया। निष्कर्षतः पाया कि यदि परिस्थितियाँ समान रहे तो तनाव सभी श्रेणी के शिक्षकों को प्रभावित करता है।

जय तोमर एवं अर्चना कपूर (2012) ने अधिगम में असमर्थ एवं सामान्य बालकों के तनाव का उनके मानसिक स्वास्थ्य पर प्रभाव का अध्ययन किया। परिणामतः पाया कि यदि परिस्थितियाँ एक जैसी हो तो तनाव का उनके मानसिक स्वास्थ्य पर प्रभाव पड़ता है।

मानसिक स्वास्थ्य से सम्बन्धित साहित्य

रिग्वी और ली (2007) ने किशोरों के मानसिक स्वास्थ्य पर अभिभावकों द्वारा पहुंचायी गयी पीड़ा तथा पीयर ग्रुप द्वारा प्रताड़ना का मानसिक स्वास्थ्य पर पड़ने वाले प्रभाव का अध्ययन किया। निष्कर्ष रूप में पाया कि अभिभावकों के दोष पूर्ण अनुशासन और मित्रों द्वारा प्रताड़ना छात्रों के मानसिक स्वास्थ्य को नकारात्मक रूप से प्रभावित करता है।

प्रीति, अरूणन, एस0 चौहान (2011) ने अपने अध्ययन के उद्देश्य तनाव, मनोवैज्ञानिक, स्वास्थ्य एवं आत्म हत्या के विचारों को विद्यार्थियों में देखना और इन सभी चरों के बीच सह सम्बन्ध को देखना। निष्कर्ष रूप में पाया कि 45: ने शैक्षिक संस्थाओं की अवनति की रिपोर्ट। 12: ने जीवन को एक बोझ माना, 6: आत्महत्या के विचार से ग्रसित थे। 0.39: ने आत्महत्या के प्रयास को स्वीकार किया।

स्वीपर निकोलो (2012) ने मल्टीइयर हेल्थीमाइंड के प्रमुख अनुसंधानकर्ता ने डेनिपक ऑग वर्ग के कॉलेज के छात्रों के मानसिक स्वास्थ्य पर नवीन शोधों के अनुसार यह पता चलता है कि 13 कॉलेजों के 5600 छात्रों को लिया गया। जिसमें एक तिहाई छात्र अवसाद से पीड़ित थे।

अनुसंधान विधि

प्रस्तुत शोध अध्ययन की विषय वस्तु तथा प्रकृति को देखते हुये शोधकर्ता ने सर्वेक्षण विधि का चयन किया है।

अध्ययन का न्यादर्श

प्रस्तुत शोध अध्ययन में शोधकर्ता द्वारायादृच्छिक विधि का प्रयोग करते हुये पाँच माध्यमिक विद्यालयों से 100 छात्र-छात्राओं का चयन किया गया है। जिसमें पाँच माध्यमिक विद्यालयों से 20-20 छात्र-छात्राओं को चुना गया।

शोध उपकरण

डॉ0 जकी अख्तर द्वारा निर्मित तनाव मापनी एवं डॉ0 अरूण कुमार सिंह एवं अल्पना सेन गुप्ता द्वारा निर्मित मेण्टल हेल्थ बैटरी का प्रयोग किया गया है।

सांख्यिकीय विश्लेषण

माध्यमिक स्तर के छात्र-छात्राओं के तनाव का उनके मानसिक स्वास्थ्य पर प्रभाव का अध्ययन करने के लिये संग्रहीत आँकड़ों का विश्लेषण करने के लिये मध्यमान, मानक विचलन एवं टी-परीक्षण, सांख्यिकीय विधियों का प्रयोग किया गया है।

हैं, यद्यपि वैज्ञानिक आविष्कारों ने मानव जीवन को सुखी व समृद्ध बना दिया है किन्तु जैसे-जैसे सुख भोग के साधन बढ़ते जा रहे हैं। वैसे-वैसे उसकी इच्छाएं बढ़ती जा रही हैं, क्योंकि इच्छाएं अनन्त होती हैं और बालक-बालिकाओं की भी कई प्रकार की विरोधी इच्छाएं जागृत होती हैं जो कि अध्ययन के समय पूरी नहीं की जा सकती हैं। जिसे लेकर उनके अन्दर तनाव उत्पन्न होता है। यह तनाव का मानसिक स्वास्थ्य पर क्या प्रभाव पड़ता है? एक समस्या उत्पन्न करता है।

लघु शोध के माध्यम से यह जानने का प्रयास किया जायेगा कि किस तरह से किस सीमा तक तनाव प्रभावित करता है ताकि इसे दूर करने के उपाय किये जायें जिससे ऐसे व्यक्तियों का निर्माण हो जो शारीरिक एवं मानसिक रूप से स्वस्थ एवं प्रबुद्ध हो व शिक्षा प्राप्त करने के बाद एक सुरक्षित भविष्य पा सकें, तनाव मुक्त रहकर देश व स्वयं का विकास कर सकें।

शोध अध्ययन के उद्देश्य

शोधार्थी द्वारा निम्नलिखित उद्देश्य निर्धारित किये गये हैं—

1. माध्यमिक स्तर के कला एवं विज्ञान वर्ग के छात्रों के तनाव का अध्ययन करना।
2. माध्यमिक स्तर के कला एवं विज्ञान वर्ग की छात्राओं के तनाव का अध्ययन करना।
3. माध्यमिक स्तर के कला एवं विज्ञान वर्ग के छात्रों के मानसिक स्वास्थ्य का अध्ययन करना।
4. माध्यमिक स्तर के कला एवं विज्ञान वर्ग की छात्राओं के मानसिक स्वास्थ्य का अध्ययन करना।
5. माध्यमिक स्तर के कला एवं विज्ञान वर्ग के विद्यार्थियों के तनाव का उनके मानसिक स्वास्थ्य पर पड़ने वाले प्रभाव का अध्ययन करना।

शोध अध्ययन की परिकल्पनाएँ

शोधार्थी द्वारा निम्नलिखित परिकल्पनाएँ निर्धारित की गई हैं—

1. माध्यमिक स्तर के कला एवं विज्ञान वर्ग के छात्रों के तनाव में सार्थक अन्तर है।
2. माध्यमिक स्तर के कला एवं विज्ञान वर्ग की छात्राओं के तनाव में सार्थक अन्तर है।
3. माध्यमिक स्तर के कला एवं विज्ञान वर्ग के छात्रों के मानसिक स्वास्थ्य में सार्थक अन्तर है।
4. माध्यमिक स्तर के कला एवं विज्ञान वर्ग की छात्राओं के मानसिक स्वास्थ्य में सार्थक अन्तर है।
5. माध्यमिक स्तर के कला एवं विज्ञान वर्ग के छात्र-छात्राओं के तनाव का उनके मानसिक स्वास्थ्य पर सार्थक प्रभाव पड़ता है।

शोध अध्ययन से सम्बन्धित साहित्य का सर्वेक्षण

तनाव से सम्बन्धित

एहसान एवं अन्य (2009) ए स्टडी ऑफ स्ट्रेस ऑन जॉब सैटिस्फैक्शन एमंग यूनिवर्सिटी स्टाफ इन मलेशिया ए ट्रिम्पिकिल स्टडी ने तनाव एवं कार्य दबाव का सम्बन्ध जानने का एक अध्ययन किया। इन्होंने निष्कर्ष में पाया कि तनाव का कार्य दबाव एवं सन्तुष्टि के साथ सहज घनिष्ठ सम्बन्ध है जो मानसिक स्वास्थ्य को प्रभावित करता है।

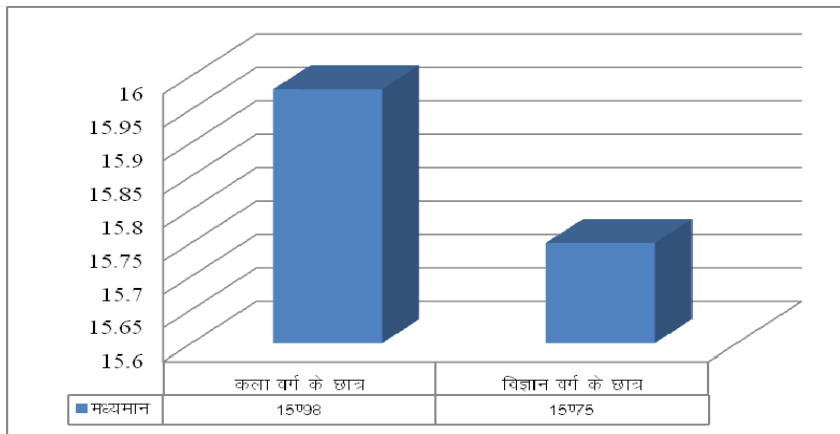
परिकल्पनाओं का परीक्षण एवं विश्लेषण

शून्य परिकल्पना H_{01} - माध्यमिक स्तर के कला एवं विज्ञान वर्ग के छात्रों के तनाव में सार्थक अन्तर नहीं है।

क्र.सं.	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SE_D	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	कला वर्ग के छात्र	25	15.98	12.85	8.3	5.30	48	1.57	0.05 स्तर पर स्वीकृत
2	विज्ञान वर्ग के छात्र	25	15.75	13.30					

उपर्युक्त तालिका के अवलोकन से स्पष्ट है कि T का परिकलित मान 1.57 1.57 है। जो सार्थकता स्तर 0.05 तथा df 48 पर T के सारणीमान 2.02 से कम है। अतः शून्य परिकल्पना H_{01} स्वीकृत तथा शोध परिकल्पना अस्वीकृत होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]

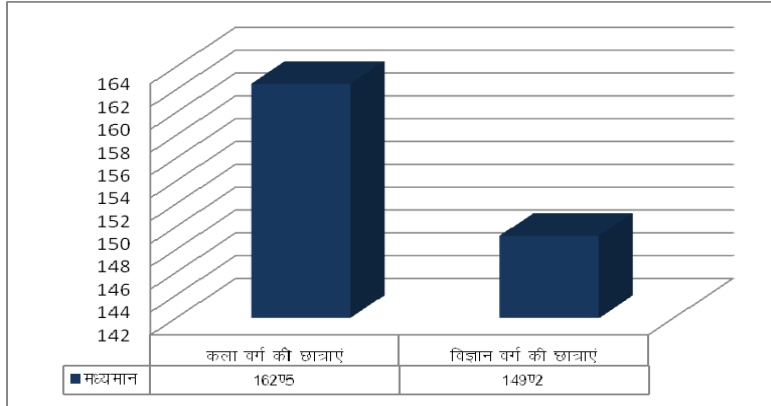


शून्य परिकल्पना H_{02} - माध्यमिक स्तर के कला एवं विज्ञान वर्ग की छात्राओं के तनाव में सार्थक अन्तर है।

क्रसं	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SE_D	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	कला वर्ग के छात्राएं	25	162.50	21.0	13.3	6.61	48	2.012	0.05 स्तर पर स्वीकृत
2	विज्ञान वर्ग के छात्राएं	25	149.20	25.5					

उपर्युक्त तालिका के अवलोकन से स्पष्ट है कि सार्थक अन्तर हेतु T का परिकलित मान 2.012 है। जो मुक्तांश df 48 पर द्विपुक्षीय परीक्षण के लिये 0.05 सार्थकता स्तर पर आवश्यक मान 2.012 के बराबर है। अतः हमारी शून्य परिकल्पना H_{02} स्वीकृत होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]

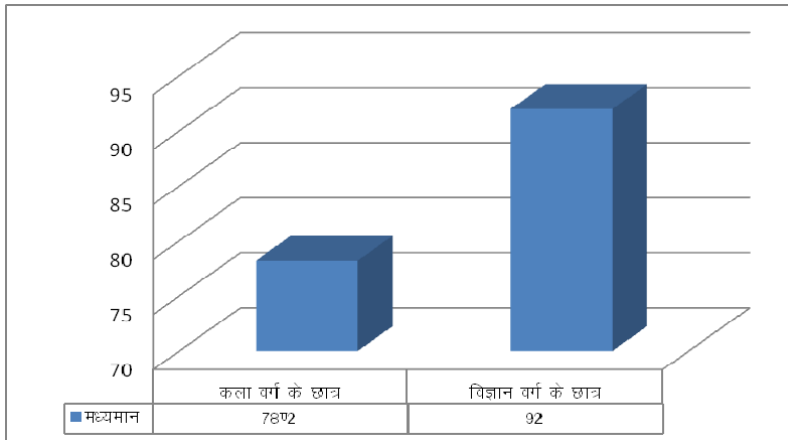


शून्य परिकल्पना H_{03} - माध्यमिक स्तर के कला एवं विज्ञान वर्ग के छात्रों के मानसिक स्वास्थ्य के सार्थक अन्तर नहीं है।

क्र.सं.	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SE_D	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	कला वर्ग के छात्र	25	78.2	12.6	13.8	3.18	48	4.34	0.05 स्तर पर अस्वीकृत
2	विज्ञान वर्ग के छात्र	25	92.0	9.7					

उपर्युक्त तालिका के अवलोकन से स्पष्ट है कि T का परिकलित मान 4.34 है। जो मुक्तांश (df) 48 पर द्विपक्षीय परीक्षण के लिये 0.05 सार्थकता स्तर पर आवश्यक मान 2.01 से ज्यादा है। अतः हमारी शून्य परिकल्पना H_{03} अस्वीकृत होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]

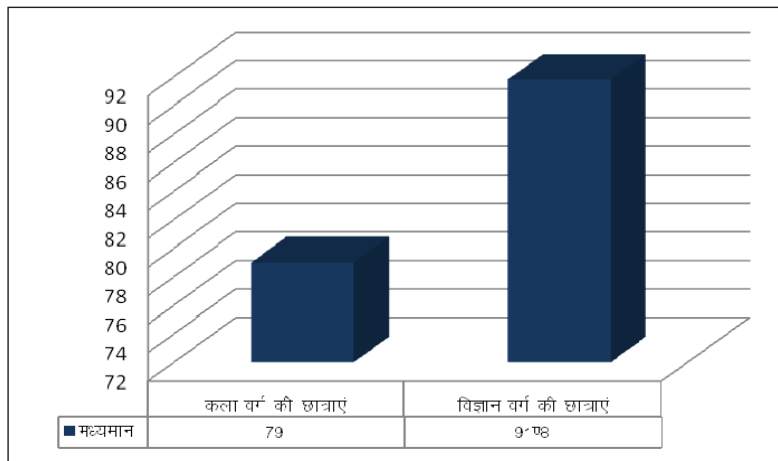


शून्य परिकल्पना H_{04} - माध्यमिक स्तर के कला वर्ग एवं विज्ञान वर्ग की छात्राओं के मानसिक स्वास्थ्य में सार्थक अन्तर है।

क्रसं	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SE_D	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	कला वर्ग के छात्राएं	25	79.0	12.6	12.8	3.14	48	4.076	0.01 स्तर पर अस्वीकृत
2	विज्ञान वर्ग के छात्राएं	25	91.8	9.4					

उपर्युक्त तालिका के अवलोकन से स्पष्ट है कि सार्थक अन्तर हेतु T परीक्षण का परिकल्पित मान 4.0176 है जो कि सार्थकता स्तर पर 0.05 पर मुक्तांश (df) 48 पर T का सारणी मान 2.68 से ज्यादा है। अतः हमारी शून्य परिकल्पना H_{04} अस्वीकृत होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]

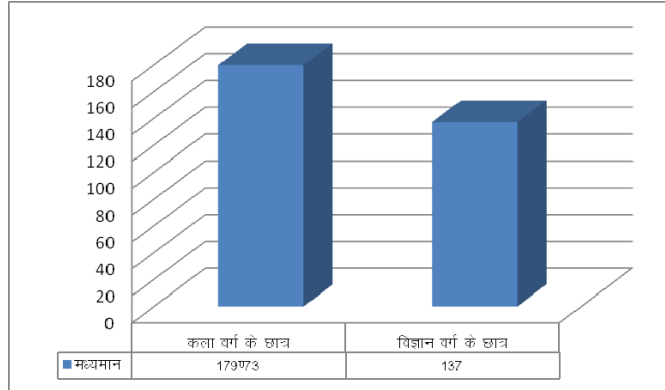


शून्य परिकल्पना H_{05} - माध्यमिक स्तर के कला वर्ग के छात्रों के तनाव का उनके मानसिक स्वास्थ्य पर सार्थक प्रभाव नहीं पड़ता है।

क्र.सं.	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SE_D	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	कला वर्ग के छात्र	11	179.73	10.19	42.73	5.07	17	8.42	0.05 स्तर पर अस्वीकृत
2	विज्ञान वर्ग के छात्र	8	137.0	11.45					

उपर्युक्त तालिका के अवलोकन से स्पष्ट होता है कि T परीक्षण का परिकलित मान 8.42 है जो कि सार्थकता स्तर 0.05 तथा मुक्तांश (df) 17 पर T के सारणी मान 2.11 से अधिक है। अतः शून्य परिकल्पना H_{05} निरस्त होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]

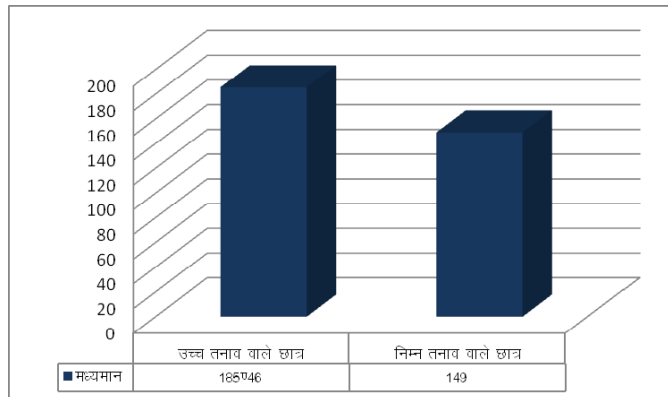


शून्य परिकल्पना H_{06} - माध्यमिक स्तर के विज्ञान वर्ग के छात्रों में तनाव का मानसिक स्वास्थ्य पर सार्थक प्रभाव नहीं पड़ता है।

क्र.सं.	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SED	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	उच्च तनाव वाले छात्र	13	185.46	12.6	36.46	4.32	21	8.44	0.05 स्तर पर अस्वीकृत
2	निम्न तनाव वाले छात्र	10	149.0	8.10					

उपर्युक्त तालिका के अवलोकन से स्पष्ट होता है कि सार्थक अन्तर हेतु T परीक्षण का परिकलित मान 8.44 है जो कि सार्थकता स्तर 0.05 तथा मुक्तांश (df) 21 पर T के सारणीमान 2.08 से बहुत अधिक है। अतः शून्य परिकल्पना H_{06} निरस्त होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]

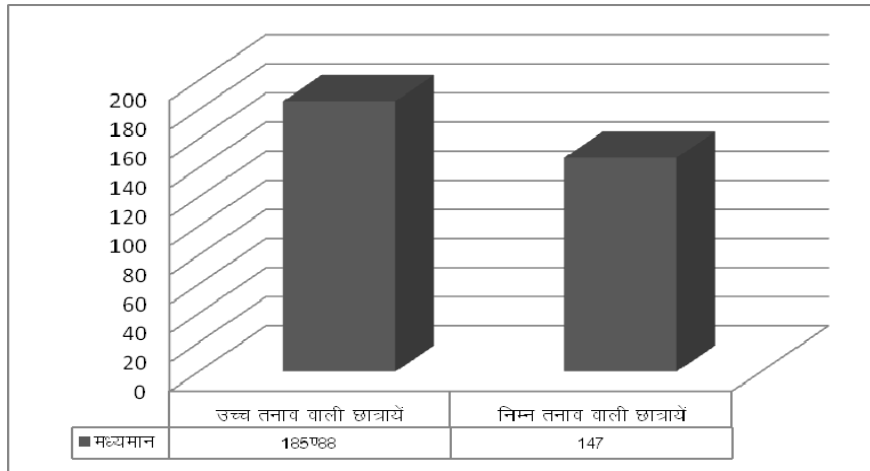


शून्य परिकल्पना H_{07} - माध्यमिक स्तर के कला वर्ग की छात्राओं में तनाव का उनके मानसिक स्वास्थ्य पर सार्थक प्रभाव नहीं पड़ता है।

क्रसं	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SE_D	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	उच्च तनाव वाली छात्रायें	9	185.88	16.90	38.88	6.82	19	5.70	0.05 स्तर पर अस्वीकृत
2	निम्न तनाव वाली छात्रायें	12	147.0	13.35					

उपर्युक्त तालिका के अवलोकन से स्पष्ट है कि सार्थक अन्तर हेतु T परीक्षण का परिकलित मान 5.70 है जो कि सार्थकता स्तर पर 0.05 तथा मुक्तांश (df) 19 पर T के सारणीमान से 2.09 से बहुत अधिक है। अतः शून्य परिकल्पना H_{07} निरस्त होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]



शून्य परिकल्पना H_{08} - माध्यमिक स्तर के विज्ञान वर्ग की छात्राओं में तनाव का उनके मानसिक स्वास्थ्य पर सार्थक प्रभाव नहीं पड़ता है।

क्रसं	चर	संख्या N	मध्यमान M	मानक विचलन S.D.	मध्यमानों में अन्तर (M)	प्रमाणिक त्रुटि SE_D	मुक्तांश df	टी-मान t-value	सार्थकता स्तर
1	उच्च तनाव वाली छात्रायें	4	2.02	16.4	97.5	8.22	23	11.86	0.05 स्तर पर अस्वीकृत
2	निम्न तनाव वाली छात्रायें	21	104.5	3.0					

उपर्युक्त तालिका के अवलोकन से स्पष्ट होता है कि सार्थक अन्तर हेतु T परीक्षण का परिकल्पित मान 11.86 है जो कि सार्थकता स्तर पर 0.05 तथा मुक्तांश (df) 23 पर T के सारणीमान से 2.07 से बहुत अधिक है। अतः शून्य परिकल्पना H_{08} अस्वीकृत होती है।

[प्रदत्तों का आलेखीय चित्र प्रस्तुत है।]

अध्ययन के निष्कर्ष

प्रस्तुत अध्ययन के प्रति निष्कर्ष के रूप में कहा जा सकता है कि माध्यमिक स्तर पर कला एवं विज्ञान वर्ग के छात्र एवं छात्राओं के तनाव में किसी प्रकार का अन्तर नहीं पाया जाता है। यद्यपि उच्च तनाव कला एवं विज्ञान वर्ग के छात्र एवं छात्राओं को प्रत्यक्ष रूप से प्रभावित करता है। जिसका प्रभाव उनके मानसिक स्वास्थ्य, शैक्षिक उपलब्धि, शिक्षण अधिगम प्रक्रिया पर पड़ता है जिससे उनका व्यक्तित्व असन्तुलित हो जाता है।

अध्ययन परिणाम यह भी बताता है कि यदि परिस्थितियाँ समान हो तो तनाव स्त्री एवं पुरुष दोनों ही वर्गों को समान रूप से प्रभावित करता है।

शैक्षिक अध्ययन का निहितार्थ

शोध अध्ययन के परिणाम शिक्षा के गुणात्मक विकास एवं मानव संसाधन की प्रगति में महत्वपूर्ण भूमिका अदा करते हैं। वर्तमान शोध अध्ययन के परिणाम उन शिक्षा-शास्त्रियों, समाजसुधारकों, शिक्षाविदों, परामर्शदाताओं, मनोवैज्ञानिकों, चिकित्सकों एवं शिक्षा निर्देशकों का मार्गदर्शन करते हैं जो छात्र एवं छात्राओं की समस्याओं को अनदेखा करते हैं एवं माध्यमिक शिक्षा के लिये नियम एवं पाठ्यक्रम का निर्माण करते हैं तथा छात्रों के निर्देशन एवं परामर्श में रुचि रखते हैं।

सन्दर्भ ग्रन्थ सूची

- शिक्षा मनोविज्ञान, सिंह अरुण कुमार, पेज 703, भारती भवन 2011।
- हस सेल द स्ट्रीस ऑफ लाईफ 1979, पेज नं0 40।
- शिक्षा मनोविज्ञान, सिंह अरुण कुमार, भारती भवन, पेज नं0 701।
- पुटविन, डेविस (2006), रिसर्च एकेडमिक स्ट्रेस एण्ड एन्जाइटी इन स्टूडेंट सम मेथडोलॉजिकल कसिडेशन, ब्रिटिश एजुकेशन रिसर्च जर्नल, वॉल्यूम 33, पेज 207-219।
- थोर्सन, एच0 एण्ड वीकिंग एम0 (2004) ऑफ द जर्नल ऑफ द हेल्सिंकी साइकोलॉजी सोसाइटी (2004) वॉल्यूम 40, पेज 23।
- रिग्बी के0 एण्ड ली0पी0टी0 (2007) इम्प्लीकेशन ऑफ इन्टेडेक्टेपेरेण्टल बाइन्डिंग वॉल्यूम 30, पेज 801-812।
- लाल एण्ड तोमर, दार्शनिक सिद्धान्त आर0लाल0 पब्लिशर्स, मेरठ।

भारतीय बैंकिंग के परिवर्तन दौर में: रूपान्तरण का प्रबन्ध

डॉ. नीरज गोयल*

शोध-सारांश

अब परम्परागत बैंकिंग बीते समय का विषय हो गई है। परम्परागत बैंकिंग पद्धतियों से अपनी उपस्थिति दर्ज कराना, अपनी कुशलता प्रदर्शित करना निश्चय ही कठिन हो गया है। आज समूचा बैंकिंग उद्योग अनिश्चितता एवं परिवर्तन के दौर से गुजर रहा है। भूमण्डलीकरण की वजह से समेटते बाजार, सिकुडती दूरियाँ एवं लगातार चुनौतियों के समक्ष अस्तित्व को बनाये रखने का प्रश्न सामने खड़ा है। सूचना प्रौद्योगिकी एवं यंत्रीकरण ने बैंकिंग क्षेत्र में क्रांति उत्पन्न कर दी है। प्रत्येक दिन नये-नये उत्पादों बेहतर ग्राहक सेवा, घटती ब्याजदर, एन.पी.ए. का बढ़ता भार मोबाइल बैंकिंग, इंटरनेट बैंकिंग को आक्रमक ढंग से परिवर्तन इत्यादि चुनौतियाँ खड़ी हैं। इसके लिये आदर्शों एवं नैतिक मूल्यों से सुसज्जित स्वस्थ कार्पोरेट गर्वनेन्स की आवश्यकता है। ग्राहक सन्तुष्टि अनिवार्य हो गया है। उपरोक्त शोध में इन्हीं तथ्यों पर प्रकाश डालने का प्रयास किया गया है।

रूपांतरण प्रबन्ध का अर्थ एवं आवश्यकता

कारोबार में विकास के लिये रूपान्तरण नितांत आवश्यक है। कारोबार एवं बैंकों में समय के परिवर्तन के साथ उच्च एवं आधुनिक तकनीक, प्रौद्योगिकी अपनाना और ग्राहकों को दी जाने वाली सेवाओं को समय के अनुसार परिवर्तन आवश्यक है। ताकि ग्राहक सन्तुष्टि से अधिकतम लाभ कमाया जा सके। बैंको को इस लक्ष्य को प्राप्त करने के लिये रूपान्तरण एक सतत् प्रक्रिया हो गई है। बैंकिंग उद्योग में विलय एवं अभिग्रहण, इंटरनेट बैंकिंग मोबाइल बैंकिंग, ऋण जोखिम, मानव संसाधन विकास इत्यादि के कारण रूपान्तरण प्रबंध की अत्यन्त आवश्यकता है।

बैंकिंग उद्योग में रूपान्तरण के क्षेत्र

1. प्रौद्योगिकी उन्नयन।
2. मानव संसाधन का विकास।
3. ग्राहक केन्द्रित बैंकिंग।
4. उत्पादों में उन्नयन।
5. सेवाओं की उत्कृष्टता।
6. उत्पादों का विकल्प।

*अर्मापुर पी.जी. कालेज, कानपुर

7. आय के नये साधनों की पहचान।
8. कार्पोरेट अमिशासन।
9. ई-गवर्नेन्स तथा प्रौद्योगिकी।
10. जोखिम प्रबन्धन।
11. प्रतियोगिता।
12. गैर-निष्पादक आस्ति का प्रबंधन।
13. लाभदायकता प्रबंधन।
14. विवेकपूर्ण मानदण्डों और बाजार अनुशासन का अनुपालन करना।
15. पारदर्शिता और वित्तीय रिपोर्टिंग की उच्च गुणवत्ता।
16. हमारी स्थित के अनुरूप अन्तरराष्ट्रीय मादण्डों को आधार बनाना।

रूपांतरण के लाभ

ग्राहकों को लाभ:- रूपांतरण प्रबन्ध में आधुनिक प्रौद्योगिकी, मोबाईल बैंकिंग, इंटरनेट बैंकिंग, ई-मेल, फ़ैक्स व ई-कामर्स, ई-बैंकिंग इत्यादि अपनाने से घर बैठे बैंकिंग हो सकेगी लागत में कमी आयेगी, ग्राहक को घर बैठे बैंकिंग लाभ मिलने से समय बचेगा उसकी कार्य क्षमता बढ़ेगी।

बैंको को लाभ

बैंक अपनी क्षमता, अपने परिचालन तथा लाभ-हानि का लेखा-जोखा अच्छे प्रकार से रख सकेंगे, परिणाम शीघ्र प्राप्त होगा। ग्राहकों की सन्तुष्टि बढ़ेगी, ऋण जोखिम कम होगा, बैंकों का विलय एवं समामलेन सम्भव हो सकेगा। स्टाफ की कार्यक्षमता बढ़ेगी इत्यादि लाभ प्राप्त होंगे।

समाज को लाभ

बैंकिंग में अपनाये जाने वाली आधुनिक तकनीकों, नवीनतम प्रौद्योगिकी से नई-नई ऋण सुविधायें बैंकिंग सेवायें नगर में निवास करने के साथ-साथ ग्रामीण क्षेत्रों की जनता को भी प्राप्त होने लगेगी। इससे देश के एवं समाज की गति बढ़ेगी, विकास रोजगार एवं उद्योग को गति मिलने से देश का बहुमुखी विकास होगा।

प्रतियोगिता में स्वस्थ वातावरण का विकास

बैंकिंग उद्योग के कारोबार में नवीनतम अंतरराष्ट्रीय लेखा प्रमाण एवं प्रौद्योगिकी अपनाने से आर्थिक-चिट्ठा एवं लाभ-हानि खातों में विंडो ड्रेसिंग या जालसाजी करने की सम्भावना घटेगी। इससे स्वस्थ परम्परा को विकसित किया जा सकेगा इससे ग्राहकों एवं समाज को लाभ मिलेगा।

बैंकिंग उद्योग में रूपांतरण में चुनौतियाँ

1. आय के नये साधनों को पहचानना।

2. पुरानें ग्राहकों को बनाये रखना।
3. नये ग्राहकों को बनाये रखना।
4. बैंको के बीच सेवाओं एवं उत्पादों की प्रतियोगिता में अपने को बनाये रखना।
5. नई सूचना एवं ई-प्रौद्योगिकी को लागू कर ग्राहकों को आधुनिक एवं त्वरित सेवायें प्रदान करना।
6. कर्मचारियों को रूपान्तरण के अनुरूप प्रशिक्षित करना।
7. बैंकिंग सेवाओं को ग्राहकों के अनुकूल बनाने के लिए सेवाओं में संशोधन विविधीकरण अपनाना।
8. रिटेल बैंकिंग को लागू करना।
9. बैंकिंग सेवाओं को सामाजिक दायित्व के साथ पूरी करना।
10. लागत को कम करना।
11. आधुनिक प्रौद्योगिक के लिये अत्यधिक पूँजी इकट्ठा करना।
12. कर्मचारियों की मानसिकता बदलना।
13. उपभोक्ताओं को जागरूक बनाना।
14. नये उत्पादों का विकास।
15. विपणन सिद्धान्तों को अपनाना।

प्रस्तावित सुझाव

1. बैंकों में प्रभावपूर्ण रूपांतरण को लाने, तकनीक, प्रौद्योगिकी, ग्राहक सेवा के स्तर को बढ़ाने मानव संसाधनों का अधिकतम उपयोग के लिए आवश्यक है कि आधुनिक प्रौद्योगिकी के प्रयोग को तेजी से लागू किया जाये। इसके लिये निम्न विकल्प अपनाना चाहिये।
 1. सामान्य एवं उच्चतकनीकी सेवाओं में।
 2. केन्द्रीकृत बैंकिंग पद्धति।
 3. समूह दृष्टिकोण।आज जब स्टैण्ड अलौन ए.ई.एल.पी.एम. अथवा लैन/युनिक्स आधारित साधनों के माध्यम से लगभग 75: कार्य कम्प्यूटर द्वारा हो रहा है वहाँ केन्द्रीकृत बैंकिंग साधन लागू करना उचित नहीं रहेगा। ऐसी दशा में उच्च तकनीक एवं सामान्य तकनीक सेवायें देना बैंको के लाभ लाभप्रद होगी। हमें निम्न कार्य करना चाहिये।
 1. विशेष वर्ग के बैंकिंग ग्राहकों के लिये शाखाओं में उच्च तकनीक अपनाना चाहिये।
 2. अच्छी हैसियत वाले ग्राहकों को इलेक्ट्रानिक बैंकिंग सेवाओं को प्रदान करते हुये उसके लाभों को प्राप्त करने के लिये प्रेरित करना चाहिये।
 3. सभी ग्राहकों के खातों को केन्द्रीकृत कम्प्यूटरीकृत सिस्टम के साथ जोड़ना चाहिये।केन्द्रीकृत बैंकिंग सॉल्युशन (सी.बी.एस.):— आधुनिक बैंकों की तरह सार्वजनिक निजी क्षेत्र के बैंक भी केन्द्रीकृत सर्वर, केन्द्रीकृत डाटाबेस, किओक्स वी सेट, ए.टी.एम. केन्द्रीकृत फाइनेन्शियल स्विच

आदि को केन्द्रीकृत बैंकिंग सौल्युशन (सी.वी.ए.स.) को लीज-लाइन/डायल-अप कनेक्टिविटी से जुड़ सकते हैं।

समूह विचार में किसी एक जगह की सम्पूर्ण कम्प्यूटरीकृत शाखाओं में शहरी एवं नगरीय क्षेत्र की नेटवर्किंग (मैन) से की जाती है। बाद में इस प्रकार के समूहों को केन्द्रीकृत सर्वर द्वारा जोड़ा जाता है। इस विकल्प के प्रयोग में आई.टी. विशेषज्ञों की आवश्यकता पड़ेगी तथा यह विकल्प काफी मंहगा है।

2. मानकीकरण एवं एकरूपता।
3. परम्परागत तथा आधुनिक सूचना प्रौद्योगिकी को साथ-साथ मिलना।
4. मानव संसाधन का अधिकतम विकास एवं प्रयोग।
5. सूचना प्रौद्योगिकी संसाधनों को आपस सामंजस एवं परस्पर प्रयोग।
6. बैंकिंग उद्योग कारोबार की प्रक्रिया का पुनः निर्धारण।
7. बैंकिंग उद्योगों में बाहरी तकनीकी, बीमा कम्पनियों विपणन, कम्पनियों एवं विशेषज्ञों से सहायता लेना।
8. विलय और अभिग्रहण बैंकिंग उद्योग के रूपान्तरण का विकल्प हो सकता है।
9. ग्राहकों को कुछ रिययती सेवा में देकर आकर्षित किया जा सकता है।
10. कार्ड बैंकिंग, ए.टी.एम., टेली बैंकिंग, इंटरनेट बैंकिंग, ई-बैंकिंग, राउण्ड-ऑफ क्लॉक बैंकिंग डीमैट, म्यूचुअल फण्ड उत्पाद, बीमा सेवायें जैसे सेवाओं को प्रदान कर ग्राहकों को अधिकतम सन्तुष्ट करना होगा।

निष्कर्ष

भारतीय बैंकिंग को विगत दशकों में विविध प्रकार की चुनौतियों के दौर से गुजरना पड़ा है, पूँजी पर्याप्तता, अस्तित्व वर्गीकरण, अभिनिर्धारण, ऋण निवेश जैसे विभिन्न पहलुओं विवेकपूर्ण मानदंडों को समय-सीमा के अधीन पूरा करने में भारतीय बैंकों ने सार्थक प्रयास किये हैं। उसका परिणाम हमारे सामने है। भारतीय अर्थव्यवस्था को विकसित एवं मजबूत करने की जिम्मेदारी बैंको ने निभाया है। भविष्य में अपने अस्तित्व को बनाये रखने के लिये बैंकिंग उद्योगों को नये-नये नित हो रहे रूपांतरण की चुनौती को उत्कृष्ट प्रबंधन द्वारा पूरा किया जा सकता है। बैंकिंग क्षेत्र के सभी कर्मचारियों को नित हो रहे परिवर्तन के अनुसार कार्य करने के लिये तैयार रहना होगा। ग्राहक सेवा, तकनीक जोखिम, मानवशक्ति, लाभदायकता, ऋण प्रबंधन इत्यादि का मन एवं कर्म से स्वीकार करना ही पड़ेगा।

आज के आर्थिक परिवेश में बैंकों के समक्ष परिवर्तन कोई विकल्प के रूप में नहीं बल्कि एक आवश्यकता के रूप में आया है।

प्रत्येक वर्ग के कर्मचारियों को अपनी मानसिकता में परिवर्तन लाकर बदलती परिस्थितियों के अनूकूल बदल कर परिवर्तनों का लाभ लेना होगा अन्यथा इस प्रतियोगिता, एवं बदलते तकनीकी परिवेश में बने रहना कठिन होगा।

सन्दर्भ-सूची

1. Froot, Kenneth A, and Jeremy C, Stain (1998)
2. Anil K Kasyap (2002) sorting out Japan's Financial Crisis working paper 9384.
3. Smt Ranjana Kumar chairman and managing director Indian Bank IBA Bulletin special issue 2003.
4. वी. लीलाधर "भारतीय बैंकिंग:—रूपान्तरण प्रबन्ध आई.बी.ए. मार्च 2003
5. एस.एस. कोहली, अध्यक्ष एवं प्रबन्ध निदेशक पंजाब नेशनल बैंक, आई.बी.ए. बुलेटिन मार्च 2003 विशेषांक पेज—172—175.
6. भारतीय बैंकिंग:—रूपान्तरण एवं प्रबन्ध सुकमलचंद्र वसु ;अध्यक्ष एवं प्रबन्ध निदेशक (बैंक आफ महाराष्ट्र) आई.बी.ए. बुलेटिन 2003 पेज 175 लच 178.
7. पी.के. गुप्ता "भारतीय बैंकिंग:—रूपान्तरण का प्रबन्ध" आई.बी.ए. बुलेटिन Page 191.195.
8. तेजेन्द्र मोहन भसीन "भारतीय बैंकिंग—रूपान्तरण का प्रबन्ध आई.बी.ए. बुलेटिन 2003. पेज—200—2003
9. देवेन्द्र सिंह रावत "भारतीय बैंकिंग: रूपान्तरण का प्रबन्ध" मार्च—2003 विशेषांक आई0वी0ए0 पेज 213—2015.
10. K.V. Krishnamurthy "Human Resources Development in the Indian Publi Sector Bank". IBA Bulletin Special Issue March- 2003 Page- 37-39.

भारतीय समाज एवं दलित साहित्य

डॉ. निशात बानो*

सारांश

भारतीय समाज में दलितों की समस्याएं नई नहीं हैं वह शुरू से ही सामाजिक समूह के उत्पीड़न का शिकार रहे हैं समाज में जाति, लिंग, रंग, वर्ग या आयु के आधार पर मनुष्य के बीच भेदभाव या ऊंच-नीच का व्यवहार किया जाता है भला ऐसे में स्वस्थ जनतांत्रिक समाज के निर्माण की कल्पना कैसे की जा सकती है इसलिए जरूरी है कि दलित वर्ग के लिए कुछ नीतियाँ निर्धारित की जाएँ जो उनके भविष्य को मजबूत बनाने में और समाज में सामान अधिकार दिलाने में निर्णायक सिद्ध हो सकें। कैफ़ी आजमी ने खूब लिखा है-

मुझको देखो कि मैं वही तो हूँ
जिसको घोड़ों की छांव में दुनिया
बेचती भी थी खरीदती थी थी

मूल शब्द- दलित विमर्श, दलित समस्याएँ, रूढ़ियाँ, समान नागरिकता, कफन, जूठन |

प्रस्तावना

एक प्रकार देखा जाए तो हमारे सामने दलित विमर्श में व्याप्त संकीर्णता भी एक ज्वलंत मुद्दा है। दलितों को कठोर परिस्थिति में रहने के लिए सदैव बाध्य किया गया। इस अमानवीय व्यवस्था के खिलाफ किसी ना किसी रूप में आवाज उठती रही है। महाराष्ट्र के ज्योतिबा फूले और डॉक्टर अंबेडकर की कोशिशों से दलित जागरण आंदोलन को हवा मिली। दलित जागृति में साहित्यकारों का भी योगदान कम नहीं रहा दलित साहित्य की पीड़ा सबसे पहले पंद्रहवीं, सोलहवीं सदी में भक्ति काल के संतों की रचनाओं में मुखरित हुई, उन्होंने निर्भीकता से समाज में फैली बुराइयों और कुरीतियों के खिलाफ आवाज बुलंद की।

यद्यपि साहित्य की सामाजिकता किसी वर्ग विशेष की सामाजिकता नहीं होती है परंतु साहित्य को मानवता के हित में उसके विकास में उस के पक्ष में अवश्य खड़ा होना चाहिए।

साहित्य तो हर काल में परिस्थिति के अनुसार लिखा गया परंतु जब वह जन सामान्य और समाज में शोषित और पीड़ित लोगों के लिए खड़ा हो गया और सामाजिक सरोकारों से जुड़ गया तो उसमें दलित साहित्य का रंग नजर आने लगा। कहने को आज हमारा देश स्वतंत्र है मगर आज भी अधिकतर लोग मानसिक रूप से परतंत्र हैं और गरीबी असमानता भेदभाव और सामाजिक एवं सांस्कृतिक रूढ़ियों में बंधे हुए हैं।

फुटपाथ पर जी रहे आम इंसानों की आवाज तो इसीलिए नहीं सुनी जा रही कि वह लाचार है, बेबस है, गरीब है, अशिक्षित है, और वह दलित है। भारतीय समाज में जिसे दलित माना गया वह समाज के उस हिस्से से आता जो समाज के सबसे निम्न

*एसोसिएट प्रोफेसर, हिंदी राजकीय महिला स्नातकोत्तर महाविद्यालय रामपुर

दर्जे का काम करता है, जिसमें सफाई, मृत पशुओं को उठाना उनकी चमड़ी से जूते बनाना, श्मशान में मुर्दे जलाना, बंधुआ मजदूरी, दुर्गम पहाड़ों और वनों में रहने को मजबूर होना यह सब शामिल है और हद तो तब हो गई है जब स्त्रियों को भी दलित श्रेणी का माना जाने लगा। भारतीय साहित्य में जब इन लोगों के लिए कलम उठे तो इनकी समस्याओं की ओर भी सबका ध्यान आकर्षित हुआ और इस कलम ने बताया कि समाज में हर व्यक्ति सम्मान का और प्रेम का हकदार है। हमारा संविधान भी समान नागरिकता के अधिकार की बात करता है।

दलित साहित्य इन्हीं दलितों का साहित्य है। अनेक विद्वानों ने दलित साहित्य की परिभाषा का स्वरूप देने की कोशिश की है। दलित चिंतक कंवल भारती की धारणा है कि - हिंदी दलित साहित्य वह है जो दलित मुक्ति के सवाल पर पूरी तरह अंबेडकरवादी है। सामाजिक, आर्थिक, राजनीतिक क्षेत्रों में उसके सरोकार वे ही हैं जो अंबेडकर के थे। दलित साहित्य से अभिप्राय उस साहित्य से है जिसमें दलितों ने स्वयं अपनी पीड़ा को प्रस्तुत किया है। अपने जीवन संघर्ष में दलितों ने इस यथार्थ को भोगा है दलित साहित्य उनकी उसी अभिव्यक्ति का साहित्य है यह कला के लिए कला का नहीं बल्कि जीवन का और जीवन की जिजीविषा का साहित्य है इसीलिए कहना होगा कि वास्तव में दलितों के द्वारा लिखा गया साहित्य ही दलित साहित्य की श्रेणी में आता है। देखा जाए तो दलित साहित्य न केवल दलित दुर्दशा का दस्तावेज है बल्कि यह समाज में व्याप्त अव्यवस्था और मान्यता से मुक्ति का प्रयास भी है दलित साहित्य वर्चस्ववाद का विरोधी साहित्य है दलित अस्मिता और पहचान का साहित्य है क्योंकि यह जिस संवेदना मानवीय मूल्य और सरोकारों की बात करता है उसकी जड़ में सामाजिक न्याय जातीय समरसता क्षमता बंधुत्व और समानता की भावना निहित है 19वीं सदी में दलित चेतना के स्वर सबसे पहले महाराष्ट्र में उठे। बहुत से समाज सुधारकों और साहित्यकारों ने मिलकर दलितों की समस्या पर देश में नई सामाजिक चेतना जागृत की और दलित साहित्य का सूत्रपात हुआ। इसके बाद मराठी में तो दलित साहित्य की रचना होती रही किंतु 90 का दशक आते-आते हिंदी में भी दलित साहित्य ने दस्तक देना प्रारंभ कर दिया 1942 ईस्वी से पूर्व हिंदी साहित्य दलित पत्र-पत्रिकाओं दलित सभा सम्मेलनों दलित मंच पर अपनी मौजूदगी जाहिर कर चुका था लेकिन हंस पत्रिका की पहल ने इसे साहित्य के केंद्र में लाकर खड़ा कर दिया, इसके लिए हंस की आलोचना भी हुई लेकिन इस संघर्ष में जब युद्ध रत आम आदमी जैसी जनवादी पत्रिकाएं जुड़ गईं तब यह आंदोलन और अधिक स्फूर्ति के साथ अपने लक्ष्य की ओर बढ़ने लगा इस प्रकार राजेंद्र यादव ने हंस और रमणिका गुप्ता ने अपनी पत्रिका युद्ध रत आम आदमी के मंच से न केवल इसे प्रोत्साहन और स्वीकृति दी बल्कि दर्जनों दलित लेखक भी तैयार किए। यह कहना अतिशयोक्ति नहीं होगी कि आज के अधिकांश दलित लेखक इन्हीं दो पत्रिकाओं की कोख से पैदा हुए हैं। इसके अतिरिक्त निर्णायक भी औरंग उत्तर जैसी दलित पत्रिकाओं में प्रकाशित से भी दलित साहित्य को बढ़ावा मिला। इस प्रकार देखा जाए तो दलित साहित्य में उन लोगों के दर्द को बांटने के लिए अपने कलम का सहारा लिया जिनको भारत की वर्ण व्यवस्था ने अमंगल और अपवित्र माना, पूर्व जन्म का अपराधी कहकर जिसकी निंदा की गई। दलित साहित्य व लेखन है जो वर्ण व्यवस्था के विरोध में और उसके विपरीत मूल्यों के लिए संघर्षरत मनुष्य के लिए प्रतिबद्ध है। भारतीय विचार, समाज और साहित्य, परंपरागत व्यवस्था से सम्बद्ध है। इस परंपरा को दलित साहित्य पूर्णतया नकारता है। ज्ञान विज्ञान और विश्व साहित्य की उन्मादी क्रांति दल की परंपरा से जोड़ता है जिसमें मानव स्वतंत्र के मूल्य पोषित पल्लवित हुए हैं। दलित साहित्य भाषायिक, प्रांतीय अभियान नहीं है दलित साहित्य तो मनुष्य को सर्वोपरि मानने का अभियान है। अतः मनुष्य को सर्वोपरि मानने के लिए जो कुछ भी अच्छा हो रहा है वह सब कुछ दलित साहित्य का हिस्सा है सितंबर 1914 की सरस्वती में पटना के हीरा

डोम की कविता छूत की शिकायत प्रकाशित हुई थी। यह भोजपुरी भाषा से है और संभवत सरस्वती में भोजपुरी भाषा की यह पहली रचना है। हिंदी में यद्यपि उस समय तक दलित साहित्य जैसी कोई चीज नहीं थी और किसी और के द्वारा इस तरह के तेवर वाली कविता लिखने की तो कल्पना भी नहीं की जा सकती थी। कई विद्वान इस कविता की विषय वस्तु और इसके तेवर को देखते हुए इस को हिंदी दलित साहित्य की पहली कविता मानते हैं। अछूत की शिकायत की कुछ पंक्तियां यहां प्रस्तुत है-

हमनी के रात दिन दुखवा भगत बानी हमने के चेहरे से मिलती सुनाई

हमनी के दुख भगवन ओने दिखता जे

हमनी के कबले कलेवा उठाई ठाकुर के सुख से घर में सुतल बानी

हमने के ज्योति ज्योति खेतिया कमाई

(हीरा डोम)

यद्यपि दलितों पर बहुत सारी कविताएं, लेख, उपन्यास, नाटक और कहानियां लिखी जा चुकी हैं और आज भी दलित विमर्श का मुद्दा जोर-शोर से सुनाई पड़ता है। लिखने वालों की आज भी कमी नहीं है, बल्कि दलितों के अलावा गैर दलितों ने भी अपने वर्ण और संस्कारों से मुक्त होकर ही दलित जीवन पर लेखनी चलाई है फिर भी उनके लेखन में अनजाने में ही सही स्वर्ण संस्कारों की छाया कहीं ना कहीं दिखाई देती है विषैली रोटी, में भंगी हूं अपने अपने पिंजरे, कालू भंगी, जूठन आदि पुस्तकों और कहानियों ने दलित भारतीय समाज की शोचनीय और दयनीय स्थिति की ओर समाज का ध्यान अपनी ओर आकृष्ट किया है। जूठन कहानी की कुछ पंक्तियां यहां प्रस्तुत की जा रही हैं इसमें उस समय की लाचारी बेबसी और मजबूरी का अंदाजा लगाया जा सकता है ----

दोपहर के समय हर घर से एक बची खुची रोटी जो खासतौर पर चूहों के देने के लिए आटे में भूसी मिलाकर बनाई जाती थी। कभी-कभी जूठन भी बैंगन की टोकरी में डाल दी जाती थी शादी ब्याह के मौकों पर जब मेहमान या बाराती खाना खा रहे होते थे तो चूहे दरवाजे के बाहर बड़े-बड़े टोकरे लेकर बैठे रहते थे। बारात के खाना खा चुकने पर झूठी पत्तले उन टुकड़ों में डाल दी जाती थी जिन्हें घर ले जाकर वह झूठा इकठ्ठा कर लेते थे। पूरी के बचे हुए टुकड़े, एकाध मिठाई का टुकड़ा या थोड़ी बहुत सब्जी पत्तल पर पाकर बांछें खिल जाती थी। जिस बारात की पत्थरों से जूठन कम उतरती थी कहा जाता था कि भुक्कड़ लोग आ गए हैं, सारा चट कर गए हैं। अक्सर ऐसे मौकों पर बड़े बूढ़े ऐसी बातों का जिक्र बहुत रोमांचक लहजे में सुनाया करते थे कि उस बारात से इतनी जूठन आई कि महीनों तक खाते रहे थे। (ओमप्रकाश बाल्मीकि)

यही नहीं प्रेमचंद की कहानी कफन भी कुछ इसी तरह की वास्तविकता की ओर ध्यान दिलाती है कि बुधिया प्रसूति के दर्द से तड़प रही है मगर घर में दवा दारू के लिए कुछ भी नहीं है और आखिर में वह तड़प तड़प कर मर जाती है। प्रेमचंद एक स्थान पर लिखते हैं बल्कि एक तरह से साहूकारों का मजाक उड़ाते हैं कि यह बैकुंठ ना जाएगी तो क्या यह मोटे-मोटे साहूकार जाएंगे जो दोनों हाथों से गरीबों को लूटते हैं कैसा बुरा रिवाज है जिसे जीते जी तन ढकने को चीथड़ा नसीब नहीं हुआ उसे मरने पर नया कफन चाहिए। दरअसल यह बुधिया की मौत नहीं बल्कि पूरे समाज की मौत है और यह सिर्फ एक मजबूर का कफन नहीं बल्कि पूरे समाज का कफन है। परंतु दलित साहित्यकार प्रेमचंद की दलित दृष्टि पर भी सवाल उठाते हैं, जबकि हम जानते हैं कि प्रेमचंद डॉक्टर अंबेडकर के महान आंदोलन और मंदिर प्रवेश आंदोलन से प्रभावित हैं और उनकी कहानियां सद्गति, ठाकुर का कुआं, दूध का दान, आहुति और मंत्र आदि पर इन आंदोलनों का प्रभाव था। कफन सहित प्रेमचंद की यह सारी रचनाएं दलित चेतना से संपन्न हैं भले ही इन पर स्वर्ण संस्कारों की झलक दिखाई पड़ती है। किंतु जानबूझकर दलितों को अपमानित

करने जैसी कोई बात दिखाई नहीं देती | सच्चाई से देखा जाए तो साहित्य के माध्यम से दलितों की समस्या को बड़े ही मार्मिक ढंग से समाज के सामने परोसा गया है और बताया गया कि संसार में प्रत्येक मानव एक सम्मानित जीवन जीने का हकदार है | सुदेश तंवर ने बड़े ही तेवर के साथ एक कविता चुप नहीं रहूंगा मैं मानव दर्द को उजागर किया है और समाज के ठेकेदारों से विद्रोह करते नजर आते हैं कविता की कुछ पंक्तियां इस प्रकार हैं----

तुम्हें अधिकार है जानवरों से प्रेम करने का, आदमी से चुपचाप बरतने का
 तुम्हें अधिकार है देवदासी बना, मंदिरों में वेश्यावृत्ति के लिए मजबूर कर देने का
 विरोध करने पर तुम्हें अधिकार है नाक कान काट लेने का
 तुमने विरोध तक नहीं किया अपने पुरखों की हैवानियत के खिलाफ
 और ना कभी करोगे क्योंकि
 यही है तुम्हारा धर्म तुम्हारे जीवन का मर्म
 पर मैं विद्रोह करूंगा उन सारे शब्दों के खिलाफ जिनसे गढ़े गए तुम्हारे धर्म शास्त्र
 और झूठे इतिहास में विद्रोह करूंगा चुप नहीं रहूंगा।

दलित साहित्य के साहित्यकारों के सरोकारों के संबंध में ओमप्रकाश बाल्मीकि कहते हैं कि वर्ण व्यवस्था से उपजी घोर अमानवीयता, स्वतंत्रता, समता विरोधी सामाजिक अलगाव की पक्षधर सोच को परिवर्तित कर बदलाव की प्रक्रिया को तेज करना दलित साहित्य की मूलभूत संवेदना है। हम देखते हैं कि दलित साहित्य पर लेखक दलित अस्मिता की बातें तो करते हैं किंतु दलितों की आर्थिक समस्या जो कि प्रत्येक समाज की समस्या है और सबसे आधारभूत मूलभूत समस्या है उस पर कम ही दृष्टि डालते हैं। हालांकि सामाजिक समस्या से अतिरिक्त अब सांस्कृतिक और धार्मिक समस्याओं पर आवाज सुनाई देती है | यहां तक कि दलित संस्कृति और दलित धर्म की भी बात हो रही है किंतु जीवन के बुनियादी आधार और बुनियादी आवश्यकताओं, आर्थिक कठिनाइयों पर आवाज कम ही सुनाई देती है, बल्कि नहीं के बराबर कहा जाए तो उचित होगा। दूसरी ओर स्वर्ण चेतना या साहित्य और समाज की मुख्यधारा गरीबी को ही दलितों का सबसे बड़ा रोग मानती है | उसकी दृष्टि में जो अमीर हो गया उसका दलित्व मिट गया। कुछ हद तक इन बातों में सच्चाई भी नजर आती है किंतु यह तर्कसंगत नहीं लगता। यह तर्क यथार्थ से परे है। अंबेडकर कहा करते थे कि शिक्षित हो, संगठित हो और आंदोलन करो | वह कहते थे कि तुम लोग खुद ही इस दा सत्व को दूर करो। इसके लिए कभी किसी भगवान या अति मानव पर निर्भर मत रहो। किसी तीर्थ यात्रा के पुण्य अथवा धर्म में उपवास से तुम्हें मुक्ति नहीं मिलेगी राजनीतिक क्षमता से ही मुक्ति मिलेगी। भारत में विशेषकर उत्तर प्रदेश में दलित राजनीति उभरी है | कुछ कुछ उसी तरह दलित साहित्य प्रभावित होकर चला है, दलित साहित्य का मकसद है दलित चेतना पैदा करना, दलित चेतना का मकसद व्यवस्था परिवर्तन करना होता है।

इसके लिए व्यापक दृष्टिकोण अपनाना जरूरी है। सभी मुद्दों पर साहित्यकारों, लेखकों को ध्यान देना होगा गैर दलित लेखकों को दलित लेखकों का इस बारे में यह तर्क है कि स्वर्ण लेखकों का अब तक का इतिहास इन्हें शंकालु होने पर मजबूर करता है। हंस पत्रिका के छपे एक लेख में भी यही मत परिलक्षित होता है। एक महत्वपूर्ण सवाल है कि इस चर्चा के क्रम में क्या जयशंकर प्रसाद, सुमित्रानंदन पंत, सूर्यकांत त्रिपाठी निराला से लेकर नागार्जुन तक की रचनाओं को स्वर्ण साहित्य की श्रेणी में रखकर खारिज कर देना चाहिए। लेकिन ऐसा सोचना दलित दृष्टि का भयंकर टकराव है। इसी तरह देखा जाए तो आलोचक विश्वनाथ

त्रिपाठी को प्रेमचंद की कहानी कफन में निश्चित तौर पर आक्रोश और विद्रोह के दर्शन नहीं होते जो कि दलित साहित्य की आधारशिला है। कफन पिछले कुछ सालों से दलित चेतना एवं सोच के कारण काफी विवादों में रही है। दलित साहित्यकार इसे दलित विरोधी कहानी के रूप में प्रचारित करते हैं दूसरी बात जो सबसे बड़ी सामने आती है कि जब दलितों की समस्या इतनी बड़ी है तो हमारे समाज में एक जाति के दुख का पता दूसरी जाति के मानव को क्यों नहीं लगता। आखिर संवेदना का आदान-प्रदान यहां क्यों नहीं हुआ। बीसवीं सदी मानवीय इतिहास में तीव्र परिवर्तन का काल रहा है जिसने जीवन के समस्त क्षेत्रों को प्रभावित किया है। लेखकों पर भी इसकी विशेष छाप दिखाई देती है। अपने एक नाटक संग्राम में प्रेमचंद कहते हैं कि — आदर्श व्यवस्था वह होती है जिसमें सभी लोगों को समान अधिकार प्राप्त होते हैं और जमींदार, साहूकार या सूदखोर महाजन कोई भी जनता को परेशान नहीं करता। जहां ऊंच-नीच के सभी भेद मिट जाते हैं। अमृत राय ने प्रेमचंद को अगर कलम का सिपाही कहा है तो ठीक ही कहा है। प्रेमचंद के समय में यद्यपि पूरी तरह दलित साहित्य की पहचान नहीं हो पाई थी लेकिन 1935 में इसका बिगुल पूरी तरह बज चुका था। हिंदी लेखकों के साथ उर्दू एवं अन्य भाषाओं में भी यह चेतना जागृत हो चुकी थी इन बातों को दृष्टिगत रखते हुए एक बात तो साफ दिखाई देती है कि भारतीय समाज में दलितों की स्थिति संतोषजनक नहीं है। यद्यपि सरकार के कदम साहित्यकारों के कलम ने चेतना जरूर जागृत की है बदलाव भी आए हैं लेकिन दलित समस्याएं और दलितों के मुद्दे देखते हुए उन पर आज भी कुछ नियम और नीतियां बनानी होंगी दलित साहित्यकारों को और आगे आना होगा। केवल ऊपरी सहानुभूति से चेतना की धारा में शामिल नहीं हुआ जा सकता बल्कि इसके लिए आस्था विश्वास के साथ साथ मानवीय प्रेम, संवेदना, वैज्ञानिक तर्क और सकारात्मक भाव, मानव जाति का उद्धार आदि भावों का होना अनिवार्य है, क्योंकि वही साहित्य, साहित्य की कसौटी पर खरा उतरता है जिसमें मानवीयता हो, सच्चाई हो और ईमानदारी हो। लोगों को अंधविश्वास के अंधकार से निकालकर रोशनी और कामयाबी की तरफ ले जाए। आज के भूमंडलीकरण, उदार अर्थ तंत्र के वर्चस्व आदि राजनीतिक सामाजिक तंत्र में दलितों के सांस्कृतिक, आर्थिक और सामाजिक उत्थान के लिए संघर्ष करते रहना बहुत अधिक आवश्यक है। क्योंकि कवि हरिहर के अनुसार

सभ्य सबसे हिंद के प्राचीन हकदार हम
था बनाया शूद्र हमको थे कभी सरदार हम
अब नहीं है वह जमाना जुल्म हरिहर मत सहो
तोड़ दो जंजीर जकड़े क्यों गुलामी में रहो

संदर्भ

- दलित साहित्य का समाजशास्त्र हरि नारायण ठाकुर
- भारतीय दलित साहित्य संपादक पुण्य सिंह कमला प्रसाद राजेंद्र शर्मा
- भारतीय दलित साहित्य
- दलित साहित्य का समाजशास्त्र भारतीय ज्ञानपीठ

Changing Reading Habits of the Students of Government Post-Graduate College Noida, in the Era of Internet

Dr. Manju Jain*

“The man who does not read good books is no better than the man who can’t” [Mark Twain].

ABSTRACT

Reading stimulates our brain, boosting emotional intelligence as well as awareness. Reading ignites our imagination to come up with imaginary scenarios of our own. Online Books (or e-books), can potentially bridge the gap between printed media and other, more interactive, forms of media. The present study examined the changing reading habits of the students of Government Post Graduate College Noida. A questionnaire was distributed among the students to understand their changing reading habits in the internet era. The study explores different aspects of online reading from the view of the young students. Reading habits of the students are changing from printed books to online books because of its benefits such as- online books are more flexible, easy to use, store and share. They do not need to carry in hands, they can read from anywhere etc. But the study shows that printed newspaper are still popular among students. Mostly students use their mobile for read, store and share books. This study also shows that you -tube, google and live news are the most prominently used platforms to get aware of current affair or news and social media is on second most prominent tool to get aware of current affairs and news, whereas printed newspaper comes on third number. Technology have changed our life entirely, changing reading habits also a part of it.

Keywords: Reading habits, E-reading, Online reading, Internet, Survey method, Internet Era.

INTRODUCTION

Reading is the ability to recognise and examine words or sentences and understand the information within. It is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences. Online learning is now a common and accessible way to learn for many students. Teachers can send links to recommended reading materials. Digital age changed our reading habits. The digital technology and the Internet have substantially affected the reading process as well as reading habit. Internet era- January 1, 1983 is considered the official birthday of the Internet. Prior to this, the various computer networks did not have a standard way to communicate with each other. A new communications protocol was established called Transfer Control Protocol/Internetwork

*Assistant Professor, Department of Library and Information Science, Government Post-Graduate College, Noida (Gautam Buddh Nagar) U.P. E-mail: drmanjujain.gpgc@gmail.com

Protocol (TCP/IP). All networks could now be connected by a universal language. When we think of the Internet we often think only of the World Wide Web. The Web is one of several ways to retrieve information from the Internet. These different types of Internet connections are known as protocols. According to Kristyna (2011) Internet is a global system of interconnected computer networks that use the Standard Internet Protocol Suites (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic business and government networks of local to global scope that are linked by a broad array of wireless and optical networking technologies. The Internet, according to her carries a vast range of information resources and services such as the interlinked hypertexts documents of the World Wide Web (www) and the infrastructure to support electronic mail. Whittney (2014) noted that the people deny the important role the Internet now plays in everyday life. People of all ages use the Internet to find information, communicate, be entertained and care for financial matters. Most of the young generation have access to the internet at home or college or on their cell phone.

Government Postgraduate College Noida is a co-educational institute, which was established in the year 1982 by the Uttar Pradesh Higher Education department, to impart higher education with minimum fee structure, predominantly to those young boys and girls who aspire for higher education but cannot afford due to their weak economic and social background. The College has been constantly growing in size and structure. Initially started with arts faculty, which had nine departments, grew with opening of bachelors programme in commerce, subsequently followed by the bachelors programme in science. There are undergraduate programmes running in all the faculties with eleven disciplines in arts, six disciplines in science, beside this zoology, commerce and economics have postgraduate programme.

Benefits of Online reading: There are so many reasons why online reading or e-reading is becoming a popular choice among students. Some of the reasons are:

- It is convenient and easy way to access vast amounts of information.
- The great ability to store and share data, easy to search for titles and information online.
- E-readers have the advantage to highlight important lines or paragraph and make notes. They can easily look up words that they might not know, through hyper links.
- Digital readers also have the huge advantage of being connected to the largest library (Kk) ever available. From academic books to famous novels, all can be downloaded in few seconds. People who read offline books they also read online books when they are not at home or travelling somewhere.
- Increasing numbers of people are switching to getting their news on social media as opposed to print newspapers because it is much convenient to read from mobile than carry newspaper.
- An online book can be read by many students at the same time on different devices.
- Online Books are environment-friendly. It totally eliminates the paper printing process, saving printing cost for the publishers. Approximately 2.2 million books are published each year, using around 3 million trees.
- The contents of the Online books are mostly cloud-based, therefore it can be updated any time.
- Online Books can be embedded with audio and videos. Hyperlinks can be included to get additional information.
- Online books are more flexible than printed books. We can change the font size of the online book and enlarge it to make it more comfortable to the eyes if we have trouble in reading the fixed size font in printed books.

Objectives and scope of the study: This empirical investigation on the changing reading habits of the students at government post crescent college Noida in internet era involved 82 undergraduate students (with library and information science as a one subject) of Government Post-graduate College Noida. The main objectives of the study are:

- To analyse the changing habits of offline to online reading among students in the era of internet.
- To find out the preference of online or offline reading of books and newspaper.

Research Methodology: research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

An online survey is a set of structured questions that the respondent completes over the internet, generally by filling out a form. It is a more natural way to reach out to the respondents as it is less time-consuming and less expensive than the traditional way of gathering information through one-to-one interaction. Some benefits of the survey method are:

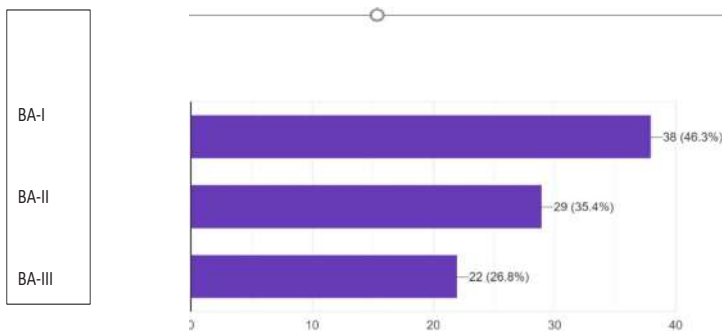
- Surveys allow you to gather data from a large sample size or research population. This helps to improve the validity and accuracy of your research findings.
- The cost of creating and administering a survey is usually lower compared to other research methods.
- It is a convenient method of data collection for the researcher and the respondents.

Sample: total sample of 82 students from the Art faculty (BA) of government post graduate college Noida has been taken to the study. in which 38 (46.3%) students from 1st year, 29 (35.4%) students from 2nd year and 22(26.8%) students from 3rd year.

Questionnaire is used as a tool of survey method. An online survey was conducted for the under graduate students of the Government post graduate college Noida, over Google form. Response of each participants was collected using link survey and responses were automatically generated and recorded.

RESULT AND DISCUSSION

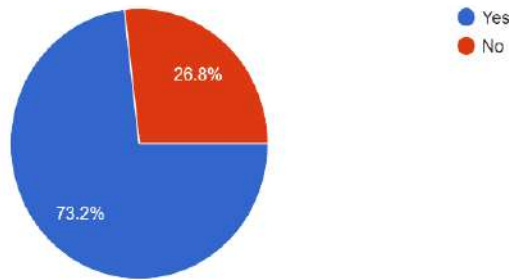
Your class?



1. The above study shows that 46.3% student belongs to BA 1st year, 29 35.4% students belongs to BA II year and 26.8% students belongs to BA 3rd year.

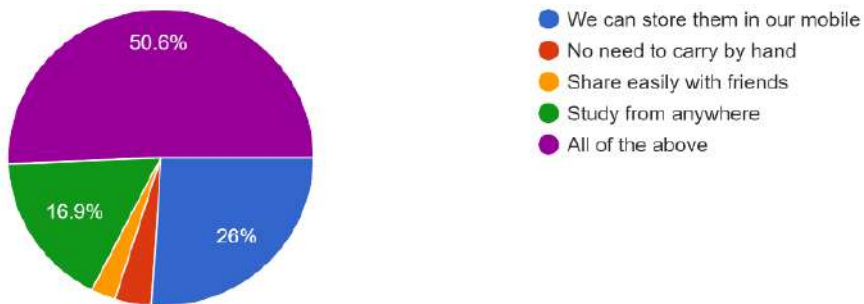
Do you like red on- line book?

82 response



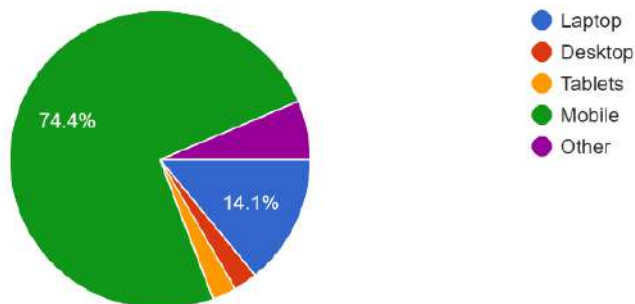
2. Above pie-diagram shows that 73.2% students like to read online books where are only 26.8% do not like to read online books.

Why do you prefer on- line books
77 responses



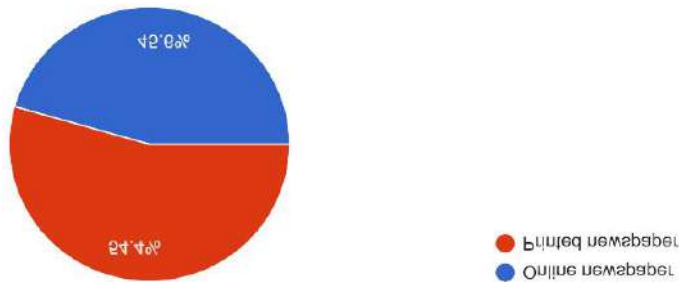
3. The above diagram shows that majority of the students 50.6% like to prefer online books because all of the reason written as option such as: 1.we can store them in our mobile 2.No need to carry in hands 3.Share easily with friends 4.Study from anywhere. Whereas 26% students like to prefer online books because we can store them in our mobile, 16.9% students prefer online reading because we can study it from anywhere, 4% student prefer online books because no need to carry by hand and 2.5% like to prefer online books because share easily with friends.

Which gadgets you used to read online book / newspaper etc.
78 response



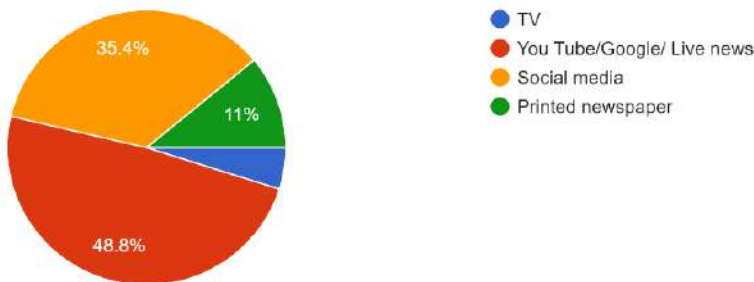
4. Study shows that majority of the students (74.4%) uses their mobile to read books and newspaper etc. 14.1% students use laptop to read books and newspaper etc. Very few students use desktop and tablets and 6.4% students use other devices to read books and newspaper etc.

Which newspaper you will prefer to read response
79 response



5. The above diagram depicts that 45.6% students prefer to read online newspaper whereas 54.4% students prefer to read printed newspaper. Printed Newspaper reading is very common in every house and some people have daily habit of reading newspaper so they feel an attachment with the printed newspaper. This may be the reason that more student like to read printed newspaper than online newspaper.

How do you keep yourself aware of a current knowleged and news
82 response



6. Above diagram shows that 48.8% students keep themselves aware of current knowledge and news from YouTube/Google/live news. Whereas 34.5% from social media, 11% from printed newspaper and very few students keep themselves aware of current knowledge and news from television (TV)

CONCLUSION

Internet has opened a new world for many people around the world. Many opportunities are available here. It is a manifestation of never-ending innovation and creativity. Internet allows people to improve the quality of their life. It opens access to the previously inaccessible things. Internet has been emerging as one of the most important tools of communication. Thousands of books available

online on internet some of them are free to use and download students are interested in online books because they can store and share them easily carry them in their mobile and can be downloaded and stored for later use. This study shows that most of the students like to prefer online books because of the benefits associated with them. This study is related to government college students those are not strong enough economically. They cannot afford expensive gadgets but almost every student has a mobile phone to access online books and other media through internet. Present study conducted to know the changing habits of reading among students which shows most of the students like to prefer to read online books, but they are not much interested in reading online newspaper rather they keep themselves aware of the current knowledge from social media, YouTube, Google and Live news etc. Study shows that internet has become an essential part of their life.

REFERENCES

- Norvell, G. W. (1950). The reading interests of young people. Washington: D.C. Health. Ross, C. S. (2002). Reading in a digital age. In G. E. Gorman (Ed.). The digital factor in library and information services (pp.91-111). London: Facet Publishing.
- Roy, S. C. (2005). Early history and culture of Kashmir, (pp. 225-226). Srinagar: Jay Kay. Sahai, S. (1970). Newspapers and magazines reading habits and its relation to the personality traits. *Library Herald*, 12(3), 167-177.
- Satija, M.P (2002). Reading and book culture. *Herald of Library Science*, 41(1/2), 55-59. Scales, A.M. & Rhee, O. (1987). Adult reading habits and patterns. *Reading Psychology*, 22, pp. 175-203.
- Vandenhoeck, T. (2013). Screen reading habits among university students. *International Journal of Education and Development using ICT*, 9(2),. Open Campus, The University of the West Indies, West Indies. Retrieved July 15, 2022 from <https://www.learntechlib.org/p/130282/>.
- Loan, Fayaz Ahmad Impact of New Technology on Reading Habits: A Glimpse on the World Literature., 2009. In Role of School Libraries in Quality Education, NCERT, New Delhi, February 10-11, 2009. (Unpublished) [Conference paper]
- Mars, P. (2018). Gender Demographics and Perception in Librarianship. *School of Information Student Research Journal*, 7(2). <https://doi.org/10.31979/2575-2499.070203> Retrieved from <https://scholarworks.sjsu.edu/ischoolsrj/vol7/iss2/3>
- <https://americanlibrariesmagazine.org/2015/10/30/the-stereotype-stereotype/>
- Whittney, N. (2014). Are there bad effects of the Internet on Teens? http://www.ehow.com/info846327_bad_effect_internet_teens.html
- Statista (2015) World Internet users 2005 -2015, Statista.com. Retrieved 24/11/2015 from www.statista.com/statistics/273018/number-of-internet-users-worldwide/
- <http://gpgcnda.in/history.php>
- https://en.m.wikipedia.org/wiki/Gautam_Buddha_Nagar_district
- <https://www.oxfordlearning.com/reading-online-vs-offline-whats-best-for-learning/oi>

Dynamics of State Politics in Himachal Pradesh: Why No to Third Party in Himachal Pradesh Politics

Dr. Kusam Kumari*

ABSTRACT

Himachal Pradesh, the hill state called Devbhoomi has traditionally been witnessing contests between the Congress and Bharatiya Janata Party. No third party could achieve a major success for almost two decades as power changed hands between the Congress and BJP. With two-party system ingrained in Himachal politics for long, leaving almost no scope for any third alternative, voters in the hill state have traditionally alternated between Congress and Bharatiya Janata Party (formerly known as Bharatiya Jan Sangh) for the past five decades. The third option emerging in the state's political scene only served the purpose of demurring. Attempts were indeed made to throw in a third front but the parties national or regional which tried, failed to meet the expectations.

Keywords: Himachal Pradesh, Bhartiya Janta Party, Congress Party Politics

INTRODUCTION

The Himachal Pradesh legislative assembly has no pre- Constitution history. The state itself is a post-independence creation. It first came into being as a centrally administered territory on 15 April 1948 by the integration of 30 erstwhile princely states. It was administered by a Chief Commissioner, aided and advised in the discharge of his functions by an Advisory Council Consisting of Nine members, three of whom represented the erstwhile princely States and Six being public representatives. In 1951, it became a part 'C' State. Vide Section 3 of Part 'C' State's Act, 1951 Himachal Pradesh was brought under a Lt. Governor with 36 members Legislative Assembly. First election to the Assembly were held in 1952. 1954 Bilaspur, another part -C State, was merged with Himachal Pradesh and the strength of its Assembly was raised to 41 (Singh 1985)

In 1956, despite majority recommendation of the State Reorganization Commission for its merged with Punjab, Himachal Pradesh retained its separate identity, thanks to famous dissenting note of the Chairman of the Commission, Justice Sh. Fajal Ali which found favour with the centre. But a great price had to be paid as Himachal was made a Union Territory sans Legislative Assembly and placed under an Administrator designated as Lt. Governor. Instead of a Legislative Assembly it was provided with a Territorial Council with limited powers. Thereafter, the people and the political leadership of the State had to literally move heaven and earth for the restoration of democratic edifice. Their efforts finally bore fruit in 1963, when a bill was passed by Union Parliament for providing Legislative Assembly and Council of Minister to certain Union Territories including Himachal Pradesh. It was enforced in the case of Himachal Pradesh from 1st July, 1963 after receiving President's assent. The Territorial Council which was a replica of a dyarchical form of government was converted into a Legislative of the Union Territory. The strength of the assembly fixed 43 including 2 nominated members (Parmar 1968). The Assembly held its first sitting from 1st of October 1963. Continuity of the Assembly is considered from this date hence its silver jubilee was celebrated in the year 1988. With the merger of new areas into Himachal Pradesh in 1966,

*Asst. Prof., Janhit College of Law, Greater Noida.

the number of Members in the House rose to 56 including 2 nominated. The strength of the House was further raised to 63(60 elected and 3 nominated). Finally it was on January 25,1971 that a big leap forward was taken and the abode of gods ('Devbhumi' as Himachal is called) made its debut as the 18th State of the Union of India(Ahulwalia 1988). The declaration of a full fledged State came from none other than the Prime Minister of India Mrs. Indira Gandhi from the historic Ridge Maidan. After delimitation of Assembly seats in the year 1971-72, the number of members in the Assembly now stands at 68. Himachal Pradesh is governed through a parliamentary system of representative government, a feature the state shares with other Indian states. Universal suffrage is granted to residents. Since 1952, six people have been chief Minister of India. Three of these belong to the Indian National Congress party and three BJP. The legislature of Himachal Pradesh is unicameral and at present, the Assembly has a strength of 68. In the current assembly elections held on 9 November 2017 to elect all 68 members of Himachal Pradesh Legislative Assembly. The term of the previous Legislative Assembly ended on 7 January 2017. As far as sixty eight state assembly seats were concerned BJP got 44 whole and Congress Party got 21 seats. Jai Ram Thakur was sworn in as Himachal Pradesh's Chief Minister of India[4].

POLITICAL GROWTH IN HIMACHAL PRADESH POLITICS TILL DATE

Indian National Congress remained dominant party in the state which ruled the state since 1952, under the leadership of Dr.Y.S.Parmar, Thakur Ram Lal and Raja Virbhadra Singh. For a short period Janta Party remained in power from 1977 to 1980 in Himachal Pradesh with the change of centre. In 1985 midterm poll, Congress Party once again got thumping majority in the state legislative Assembly. In 1989, at the centre, non Congress Government was formed under the leadership of Shri V.P.Singh Congress Party government got only parliamentary seats (Shimla Seats) and rest of the seats were won by BJP. In 1990, Himachal Pradesh Vidhan Sabha election, BJP came to power. Sh. Shanta Kumar was sworn in as chief minister of Himachal Pradesh for the second time after the gap of 13 years. But keeping in view the communal riots in the issue of Ram Janam Bhumi and Babri Masjid owing to the 6th December, 1992 incident, the centre government has the BJP government of Rajasthan, Madhya Pradesh and Himachal Pradesh dismantling and the President rule was imposed. New election took place on 27th November, 1993 along with other BJP ruled states. In these elections Congress Party got two third majority by securing 52 seats in state assembly. BJP had to be satisfied with only 8 seats. Seven independent candidates were also elected. CPI(M) candidate Rakesh Singha won the prestigious Shimla seats (Chauhan Ramesh 1998).

Election to the Lok Sabha and state assembly again were held February 1998. Chief Minister Raja Virbhadra Singh dissolved the legislative assembly one year earlier schedule to pave the way for simultaneous election. Lok Sabha and the state legislative assembly. But mandate of the people went against Congress Party. These elections changed the whole political scenario of Himachal Pradesh Politics (Sharma T.R. 1999).

For the first time the Himachal Vikash Congress (HVC) emerged as "Third Force" under the leadership of former union. Tel-communication Minister Pt Sukh Ram, who was expelled from the Congress Party on corruption charges. There were no clear cut verdicts in favour of any political party. As far as sixty eight state assembly seats were concerned Indian National Congress got 31 seats, BJP got 31 seats. HVC got 5 and one seat was won by independent candidate. HVC joined hands with BJP under the leadership of P.K. Dhumal as 10th Chief Minister of Himachal Pradesh. It was the first time in Himachal Pradesh the coalition government came into power. 13th Lok Sabha election was held on September 25, 1999 in Himachal Pradesh BJP and HVC alliance captured the (four) i.e. three by BJP (Kangra, Hamirpur, and Mandi) and one seat (Shimla) by HVC. In the by election of Solan assembly seat Dr. Rajiv Bindal of BJP got elected in February 2000 (Sharma 2018).

Election to the 10th Himachal Pradesh legislative except the total tribal constituencies was held on 28 February 2003. The house was constituted on March 4, 2003. The Indian Congress with 40 seats was swept back to power. The party raised its tally to 43 as it won all the three tribal constituencies by election to which were held on June 8, 2003. In April 2004, HVC supreme Pt Sukh Ram rejoined the Congress. Therefore in May 2004 parliamentary election Indian National Congress scored an impressive victory wresting three of the four seats in the state. The BJP survived a clean sweep by the Congress as one of its candidates Suresh Chandel managed to scrape through by a slender margin in Hamirpur Lok Sabha constituency.

In 2007 Assembly election, the hill state revert to bipolar polity with realignment of political force during these election. Efforts to form a third political front in the to challenge the two main political parties, which have been occupying the centre stage for the past three decades, have not been successful. The emergence of the Bahujan Samaj Party(BSP) had raised the vision of a third political force in the state where the political arena has been traditionally dominated by the Congress and BJP. Largely it seems that the emergence of third force like Janta Dal, Himachal Vikas Congress (HVC) and Bahujan Samaj Party(BSP) during assembly elections, had dented the vote banks of main parties to an extent but the politics in the state has largely remained bipolar. Such emergence provided a platform to the rebels of the main parties and dependents, but failed to create a permanent space and virtually vanished from scene. It has been observed in the past that whenever potential third party appears in the electoral arena, the number of independents and the votes polled by them declines sharply. In Himachal Pradesh independents have been playing the role of opposition until 1977 as there was no organized opposition.

Election to the 11th Himachal Pradesh legislative assembly except two total tribal constituencies was held on 2007. As far as sixty eight state assembly seats were concerned BJP got 41 whole and Congress Party got 23 seats. BSP got 1 and 3 seats were rested by independent candidates. Professor Prem Kumar Dhumal 11th Chief Minister of Himachal Pradesh.

Election to the 12th Himachal Pradesh Legislative assembly except to total tribal constituencies were held on 4th November 2012. The house was constituted on December 2012. As far as sixty eight state assembly seats were concerned Congress got 36 whole and BJP got 26 seats. HLM got 1 and 5 seats was rested by independent candidates. Raja Virbhadra Singh became the 12th Chief Minister of Himachal Pradesh. And the Current legislative assembly election BJP got 44 seats. Jai Ram Thakur (BJP) re elected to thirteen vidhan sabha(5th term) in december 2017; assume the office of Chief Minister of Himachal Pradesh on 27th December, 2017[9].

Table 1A: Summary Results: Party Standings in Assembly Election 2017 and Gain/Loss Compared with Assembly Election 2012

Political Parties	2012 Seats won	2012 Votes secured	2017 Seats Won (Gain/ Loss)	2017 Votes secured	Vote Swing since 2012
Congress	36	14,47,319 (42.81%)	21 (-15)	15,77,450 (41.7%)	-1.11%
Bharatiya Janata Party	26	13,00,756 (38.47%)	44 (+18)	18,46,432 (48.50%)	+10.03%
Bahujan Samaj Party	–	39,575 (1.17%)	–	13,028 (0.5%)	-0.67%

Political Parties	2012 Seats won	2012 Votes secured	2017 Seats Won (Gain/ Loss)	2017 Votes secured	Vote Swing since 2012
Communist Party of India (Marxist)	–	38,244 (1.13%)	1 (+1)	55,558 (1.51%)	+0.38%
Others	6	5,55,134 (16.42%)	2 (-4)	2,29,179 (6.89%)+(NOTA 25,770 [0.9%])	-9.53%
Total	68	100%	68	100%	

Source: Chief Election Commission Himachal Pradesh 2017

Table 1B: District-wise Voter Turnout in Himachal 2017

District	Voter Turnout (%)
Bilaspur	82.04%
Chamba	73.21%
Hamirpur	69.5%
Kangra	72.47%
Kinnaur	75.09%
Kullu	77.9%
Lahul & Spiti	73.4%
Mandi	75.21%
Shimla	72.68 %
Sirmaur	82%
Solan	77.44 %
Una	76.45%
Total	74.61%

Source: Election Commission of India; HP State Election Commission, Shimla

Table 1: C Election Year

	Assembly	Party	Chief Minister
1952-1957	Legislative Assembly of Part-C State of Himachal Pradesh	Indian National Congress	Yashwant Singh Parmar
1957-1962	Territorial Council	Indian National Congress	Thakur Karam Singh
1962–1967	First Assembly	Indian National Congress	Yashwant Singh Parmar (2)
1967–1972	Second Assembly	Indian National Congress	Yashwant Singh Parmar (3)

	Assembly	Party	Chief Minister
1972–1977	Third Assembly	Indian National Congress	Yashwant Singh Parmar (4)
1977–1982	Fourth Assembly	Janata Party	Shanta Kumar
1982–1985	Fifth Assembly	Indian National Congress	Ram Lal Thakur Virbhadra Singh
1985–1990	Sixth Assembly	Indian National Congress	Virbhadra Singh (2)
1990–1992	Seventh Assembly	Bharatiya Janata Party	Shanta Kumar (2)
1993–1998	Eighth Assembly	Indian National Congress	Virbhadra Singh (3)
1998–2003	Ninth Assembly	Bharatiya Janata Party	Prem Kumar Dhumal
2003–2007	Tenth Assembly	Indian National Congress	Virbhadra Singh (4)
2007-2012	Eleventh Assembly	Bharatiya Janata Party	Prem Kumar Dhumal (2)
2012–2017	Twelfth Assembly	Indian National Congress	Virbhadra Singh (5)
2017-Current	Thirteenth Assembly	Bharatiya Janata Party	Jai Ram Thakur

Source: State Election Commission Himachal Pradesh Unpublished(2017)

WHY NO TO THIRD FRONT IN HIMACHAL PRADESH POLITICS?

Lok Raj Party (LRP) was the first regional party formed in the state in 1967. Headed by former speaker Thakur Sen Negi, LRP had another tall leader JBL Khachi. In the 1972 assembly elections, LRP had put up candidates in 16 out of 68 constituencies and won two seats only to be disbanded by the time next elections were held.

No third party could achieve a major success for next almost two decades as power changed hands between the Congress and BJP. Come 1990 election and Janata Dal (JD) emerged on the political landscapes. Vijai Singh Mankotia, who had alienated himself from Congress, led JD to a big victory, winning 11 seats in a pre-poll alliance with BJP, which got absolute majority with 46 seats. However, the coalition government was dismissed in the aftermath of Babri demolition in 1992. By the 1993 assembly elections, Mankotia was back in Congress and JD faded away into oblivion.

Next to try his hands was Congress veteran Pandit Sukh Ram in a bid to give a third alternative. After parting ways with Congress, he founded Himachal Vikas Congress (HVC) in 1997.

HVC won five seats in 1998 and entered into post-poll alliance with BJP helping the saffron party to form government which was one seat short of majority. Mayawati's Bahujan Samaj Party forayed into Himachal in the 2008 election but could only secure one seat and its lone legislator Sanjay Chaudhary later joined the BJP. The 2012 election told a similar tale. But this time, BJP witnessed a split. Maheshwar Singh, the former president of saffron party, with other disgruntled leaders formed Himachal Lokhit Party (HLP) but won only one seat. The party merged with the BJP last year.

Left parties — Communist Party of India (CPI) and Communist Party of India-Marxist (CPI-M) that have a considerable base in few pockets of Himachal — too failed to leave a mark in the state politics. Only four left candidates have been able to make it to the state assembly since 1967. Last to win from CPI-M was Rakesh Singha in 1993, who was unseated after his conviction in a murder

case in 1996. As far as left parties are concerned, he says, they have failed to consolidate their strength despite leading several farmers' and labourers' movement.

Political analysts feel there are several deep-rooted reasons for the failure of any non-Congress, non-BJP alternative to emerge. Primarily, there is not a single instance in Himachal where a new face — like AAP in Delhi and Punjab — which is not recognized with any of the two parties, has walked into the political sphere and formed a party. All those who made attempts either separated from the dominating parties or offered nothing new to the people. "Be it TS Negi, Vijai Singh Mankotia, Sukh Ram or Maheshwar Singh. They all left their parent party for personal interests and came back after sometime," says a poll analyst. Aam Aadmi Party (AAP) is trying to gain a foothold in the hill state that is known for its bipolar politics. The AAP opened an office in the state capital Shimla and announced its intention to contest from all 68 assembly constituencies in the 2022 polls. "There is a little space for any third party in Himachal. The electors here are politically smart which can be attributed to the high literacy rate and increased per capita income. Moreover, there are no caste factors and minority votes which can influence the electoral," says Harish K. Thakur, head of political science department in Himachal Pradesh University. "Another main factor in Himachal Pradesh politics has been the strong employees' force. There are around 2.35 lakh employees who have always wielded influence and successive governments have always appeased them.

CONCLUSION

Regional parties in Himachal Pradesh have been formed numerous times, they always vanish. 1972: Former Speaker Thakur Sen Negi floats Lok Raj Party. 1989: Rebel Congress leader Vijay Singh Mankotia joins the Janta Dal along with other eminent leaders. 1996: Expelled from Congress, former Union Telecom minister Sukh Ram forms Himachal Vikas Congress. 2007: Congress leader Vijay Singh Mankotia again quits Congress and joins BSP. 2012: The above analysis shows four major trends in the politics of this hill state. First and foremost is that Himachal has come to have a stable two-party system and no regional party has been able to get a durable foothold in the state. This trend is likely to continue. Secondly, the support base of both the major parties is almost equal and a little swing can tilt the scales. Hence effective election campaign and successful handling of dissidence can make all the difference in the final outcome at the hustings. Thirdly, although people do want rapid economic development but more than this they want corruption-free and transparent regime. Finally, it has become obvious that any rise of Hindutva card by the BJP cannot sell in Himachal Pradesh in as effective a manner as it like other states

REFERENCES

1. Singh, Mian Goverdhan 1985. *Himachal Pradesh History, Culture and Economy*, Minerva Book House, Shimla P.109
2. Parmar, Y.S 1968. *Himachal Pradesh Case for Statehood*, Directorate of Public Relation H.P. Shimla, 1968, P.28
3. Ahuwallia, M.S 1988. *History of Himachal Pradesh*, Intellectual Publishing House, New Delhi, P. 35
4. Statistical Report on General Election, 2017 for the Legislative Assembly of Himachal Pradesh, Election Commission of India
5. Ramesh Chauhan 1998. *Himachal Pradesh: A Perspective*, Brooklyn, Shimla, PP 191-192.
6. T.R. Sharma, T.R 1999. "Local Configuration and National Parties in Himachal Pradesh, *Economic and Political Weekly*," Vol. 34, No. 5 August P.2465.
7. Sharma, Lalit Kumar 2018. "Emergence of Political Parties in Himachal Pradesh from 1951 to 2017," *International journal of Humanities and Social Science Invention*, Vol.7, Issue 6, June, PP 78-79

जूनियर हाईस्कूल के छात्रों में पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास के लिए शिक्षण कार्यक्रम का निर्माण तथा उसकी प्रभावता का अध्ययन

Dr. Suman Lata Verma*

शोध-सार

पर्यावरण का आशय हमारे चारों ओर पाये जाने वाले उन समस्त घटकों से है जो जीवन पर प्रत्यक्ष या अप्रत्यक्ष रूप से प्रभाव डालते हैं। पर्यावरण जैविक और भौतिक दोनों प्रकार का होता है। जैविक पर्यावरण में जीवधारी एवं पेड़-पौधे आते हैं। पर्यावरण प्रदूषण सजीव एवं निर्जीव दोनों को प्रभावित कर रहा है जो कि मानव के लिए एक गम्भीर समस्या के रूप में प्रकट हुआ है। आज पूरा विश्व यदि किसी एक समस्या को लेकर चिन्तित है तो वह है पर्यावरण प्रदूषण की समस्या। प्रस्तुत शोध अध्ययन में समस्या से अवगत कराने तथा जागरूकता लाने हेतु प्रयास किया गया तथा प्रयास का प्रभाव जानने हेतु प्रयोगात्मक अध्ययन किया जाना सुनिश्चित किया गया है।

प्रस्तावना

वर्तमान समय में मनुष्य के स्वस्थ एवं सुखी जीवन हेतु पर्यावरणीय जागरूकता पर ध्यान देना अत्यन्त आवश्यक है। पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता का बुनियादी लक्ष्य प्राकृतिक संसाधनों के मानवीय उपयोग और प्रबन्धन से है। ताकि वे वर्तमान पीढ़ी की आवश्यकताओं और आकांक्षाओं को तो पूरा करें ही, साथ ही आने वाली पीढ़ी के लिए भी प्रचुर मात्रा में उपलब्ध रहे।

पाण्डे एवं डगा (2000) के अनुसार आज स्वच्छ वायु, शुद्ध जल और प्राकृतिक मृदा कल्पना मात्र ही रह गयी है।

अग्रवाल (1987) का मत है कि यदि प्रदूषण की बढ़ती गति रूकी नहीं तो भविष्य में संसार में न तो जंगल मिलेंगे और न ही पक्षी। जानवरों की जातियाँ विलुप्त हो जायेंगी और कूप, झील, नदी, समुद्र सूख जायेंगे। पृथ्वी की उर्वरा शक्ति क्षीण होते-होते समाप्त हो जायेगी।

मिश्र (1999) के अनुसार प्राकृतिक संसाधन सीमित हैं, मानव ने उनका अनुचित एवं स्वार्थयुक्त दोहन किया है, इसके परिणाम आज हमारे समक्ष हैं। पर्यावरण सम्बन्धी ज्ञान व जागरूकता इस गम्भीर समस्या की ओर ध्यान आकृष्ट करने के लिए आवश्यक है।

त्रिपाठी (2001) के कथनानुसार प्रदूषण की समस्या से निबटने के लिए पर्यावरणीय शिक्षा आज आवश्यक एवं महत्त्वपूर्ण हो गयी है। समाज के प्रत्येक वर्ग को पर्यावरण के सम्बन्ध में अवगत कराना है कि प्रत्येक व्यक्ति पर्यावरण का अंग है। अतः प्रत्येक व्यक्ति का यह दायित्व है कि वह पर्यावरण संरक्षण में योगदान करे।

*Associate Professor, Lucknow Christian Degree College, Lucknow.

आज के बच्चे कल के भविष्य होंगे अतः हमें अपने पर्यावरण को बचाने हेतु जनसामान्य के साथ-साथ आने वाली नई पीढ़ी में पर्यावरण सम्बन्धी ज्ञान तथा जागरूकता का विकास करना अत्यन्त आवश्यक हो गया है क्योंकि ये बच्चे ही जब इस देश के कर्णधार होंगे तो उन्हें पर्यावरणीय समस्याओं का ज्ञान रहेगा। इन समस्याओं का अवलोकन करेंगे तो अवश्य ही उनको दूर करने का उपाय सोचेंगे। अतः इस बात को ध्यान में रखते हुए ही जूनियर हाईस्कूल के छात्रों में पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास के लिए शिक्षण कार्यक्रम का निर्माण तथा उसकी प्रभाविता का अध्ययन किया गया।

अध्ययन के उद्देश्य

1. छात्रों में पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास हेतु शिक्षण कार्यक्रम का निर्माण करना।
2. पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास हेतु निर्मित शिक्षण कार्यक्रम की प्रभाविता का अध्ययन करना।

अध्ययन की परिकल्पनाएँ

समस्या को अर्थपूर्ण एवं सार्थक बनाने के लिए निम्नलिखित शून्य परिकल्पना बनाई गई है—

1. पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास हेतु निर्मित शिक्षण कार्यक्रम से विद्यार्थियों के पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता पर कोई सार्थक प्रभाव नहीं पड़ता है।

उपरोक्त परिकल्पना के अध्ययन हेतु शून्य प्रकार की उप-परिकल्पनाओं का निर्माण किया गया है।

- 1.1. प्रायोगिक समूह व नियंत्रित समूह के विद्यार्थियों में पूर्व परीक्षण के अन्तर्गत पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास में कोई सार्थक अन्तर नहीं है।
- 1.2. प्रायोगिक समूह व नियंत्रित समूह के विद्यार्थियों में पश्च परीक्षण के अन्तर्गत पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास हेतु निर्मित शिक्षण कार्यक्रम का कोई सार्थक प्रभाव नहीं पड़ता है।
- 1.3. प्रायोगिक समूह के विद्यार्थियों में पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास हेतु निर्मित शिक्षण कार्यक्रम से पूर्व परीक्षण व पश्च परीक्षण की निष्पत्ति में कोई सार्थक प्रभाव नहीं पड़ता है।
- 1.4. नियंत्रित समूह के विद्यार्थियों में पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता के विकास हेतु पूर्व परीक्षण व पश्च परीक्षण की निष्पत्ति में कोई सार्थक प्रभाव नहीं पड़ता है।

अध्ययन विधि

विधि : प्रस्तुत अध्ययन में प्रयोगात्मक विधि का प्रयोग किया गया है।

न्यादर्श: लखनऊ जनपद में जूनियर हाईस्कूल स्तर के विभिन्न क्षेत्रों में लगभग 82 विद्यालय हैं, शहर के कुछ विद्यालयों का चयन यादृच्छिक विधि द्वारा किया गया न्यादर्श का आकार 539 तक सीमित रखा गया है।

उपकरण : अध्ययनकर्ता द्वारा स्वनिर्मित पर्यावरण जागरूकता परीक्षण प्रारूप 'अ' व पर्यावरण जागरूकता परीक्षण प्रारूप 'ब' का प्रयोग किया गया।

आँकड़ों का संकलन

छात्रों को दो समूहों प्रयोगात्मक व नियंत्रित में यादृच्छिक विधि (लॉटरी विधि) से विभाजित करके दोनों समूहों में पर्यावरण जागरूकता परीक्षण प्रारूप 'अ' भरवाया गया। उसके बाद प्रयोगात्मक समूह को पर्यावरण सम्बन्धी ज्ञान एवं जागरूकता पर आधारित शिक्षण दिया गया। नियंत्रित समूह को कोई शिक्षण नहीं दिया गया, तत्पश्चात् दोनों समूहों से पर्यावरण जागरूकता परीक्षण प्रारूप 'ब' भरवाया गया।

प्रदत्तों का विश्लेषण

पर्यावरण जागरूकता परीक्षण प्रारूप 'अ' तथा पर्यावरण जागरूकता परीक्षण प्रारूप 'ब' में प्राप्त अंकों का योग किया गया। प्रयोगात्मक व नियंत्रित दोनों समूहों का पूर्व परीक्षण व पश्च परीक्षण में मध्यमान व मानक विचलन ज्ञात किया गया तत्पश्चात् मध्यमानों के मध्य सार्थक अन्तर ज्ञात करने हेतु ज परीक्षण का प्रयोग किया गया है। तालिका 1, 2, 3, 4 में प्रदत्तों का विश्लेषण किया गया है।

तालिका संख्या-1

प्रायोगिक व नियंत्रित समूह के विद्यार्थियों में पूर्व परीक्षण में सार्थक अन्तर

पूर्व परीक्षण	विद्यार्थियों की संख्या	मध्यमान	मानक विचलन	t मूल्य	'p'	सार्थकता स्तर
प्रायोगिक समूह	261	13.34	4.55	0.423	P<7.05	असार्थक
नियंत्रित समूह	278	13.51	4.74			

तालिका संख्या 1 से ज्ञात होता है कि प्रायोगिक व नियंत्रित समूह में कोई सार्थक अन्तर नहीं है, अर्थात् दोनों ही समूह के विद्यार्थियों का पर्यावरणीय ज्ञान का स्तर समान है। ऐसा इसलिए भी हो सकता है क्योंकि विद्यार्थियों का न्यादर्श हेतु चयन एक समान जनसंख्या से किया गया। अतः उप-परिकल्पना संख्या 1, .01 स्तर पर स्वीकृत हो जाती है।

तालिका संख्या-2

प्रायोगिक व नियंत्रित समूह के विद्यार्थियों में पश्च परीक्षण के अन्तर्गत शिक्षण कार्यक्रम की प्रभाविता में सार्थक अन्तर

पश्च परीक्षण	विद्यार्थियों की संख्या	मध्यमान	मानक विचलन	t मूल्य	'p'	सार्थकता स्तर
प्रायोगिक समूह	261	22.84	8.20	15.60	P<.01	0.1 स्तर पर सार्थक
नियंत्रित समूह	278	13.79	4.72			

तालिका संख्या 2 से ज्ञात होता है कि नियंत्रित समूह के विद्यार्थियों के पश्च परीक्षण में प्राप्त प्राप्तांकों का मध्यमान प्रयोगात्मक समूह के विद्यार्थियों के पश्च परीक्षण के प्राप्तांकों के मध्यमान से कम है। जिसका कारण

प्रयोगात्मक समूह के विद्यार्थियों को पर्यावरण सम्बन्धी ज्ञान व जागरूकता पर आधारित शिक्षण कार्यक्रम को पढ़ाया जाना हो सकता है जिससे प्राप्त परिणाम के आधार पर प्रमाणित किया जा सके कि शिक्षण कार्यक्रम प्रभावी रहा है और इसके परिणाम स्वरूप प्रायोगिक समूह के छात्रों की जागरूकता में वृद्धि हुई है। इस हेतु नियंत्रित समूह को शिक्षण से वंचित रखा गया तथा दोनों समूहों में .01 स्तर पर सार्थक अन्तर पाया गया। अतः .01 स्तर पर उप-परिकल्पना-2 अस्वीकृत की जाती है।

तालिका संख्या-3

प्रायोगिक समूह के विद्यार्थियों में शिक्षण कार्यक्रम की प्रभाविता से पूर्व परीक्षण व पश्च परीक्षण की निष्पत्तियों में सार्थक अन्तर

प्रायोगिक समूह	विद्यार्थियों की संख्या	मध्यमान	मानक विचलन	t मूल्य	'p'	सार्थकता स्तर
पूर्व परीक्षण	261	13.34	4.55	16.40	P<.01	0.1 स्तर पर सार्थक है
पश्च परीक्षण	261	22.84	8.20			

तालिका संख्या 3 से ज्ञात होता है कि प्रयोगात्मक समूह के विद्यार्थियों में पूर्व परीक्षण व पश्च परीक्षण की निष्पत्तियों में सार्थक अन्तर है जिसका कारण स्पष्ट है कि पूर्व परीक्षण के प्रारम्भ में उन्हें कोई शिक्षण कार्यक्रम नहीं दिया गया था जबकि पश्च परीक्षण लेने से पूर्व पर्यावरण सम्बन्धी ज्ञान व जागरूकता पर आधारित शिक्षण कार्यक्रम पढ़ाया गया, तत्पश्चात् पश्च परीक्षण लिया गया इसीलिए इनकी निष्पत्तियों में .01 स्तर पर सार्थक अन्तर पाया गया। अतः उप-परिकल्पना संख्या 3 .01 स्तर पर अस्वीकृत की जाती है।

तालिका संख्या-4

नियंत्रित समूह के विद्यार्थियों में पूर्व परीक्षण व पश्च परीक्षण की निष्पत्तियों में सार्थक अन्तर

नियंत्रित समूह	विद्यार्थियों की संख्या	मध्यमान	मानक विचलन	t मूल्य	'p'	सार्थकता स्तर
पूर्व परीक्षण	278	13.51	4.75	0.718	P<7.05	असार्थक
पश्च परीक्षण	278	13.79	4.73			

तालिका संख्या 4 से ज्ञात होता है कि नियंत्रित समूह के विद्यार्थियों में पूर्व परीक्षण व पश्च परीक्षण की निष्पत्ति समान है, कोई सार्थक अन्तर नहीं है इसका कारण स्पष्ट है कि इस समूह को कोई शिक्षण नहीं दिया गया। अतः इनकी निष्पत्ति में वृद्धि नहीं होने पाई। अतः उप-परिकल्पना संख्या 4 स्वीकृत हो जाती है।

यह परिणाम डेवनपोर्ट (1997), डेविस व कपलान (1997), मधेन्दा (1980), किदवई (1991) के अध्ययनों से समानता रखते हैं। जिन्होंने शिक्षण कार्यक्रमों का निर्माण किया तथा पाया कि पर्यावरणीय ज्ञान व जागरूकता पर इनका सार्थक प्रभाव पड़ता है।

निष्कर्ष

पर्यावरण शिक्षा को शिक्षा का एक भाग होना चाहिए। शिक्षा को तीन रूपों में प्रस्तुत किया जा सकता है— पर्यावरण के बारे में शिक्षा, पर्यावरण के द्वारा शिक्षा और पर्यावरण के लिए शिक्षा। पर्यावरणीय शिक्षा का स्वरूप अर्न्तविषयी है। अर्थात् इसका स्वरूप इतना लचीला है कि इसमें भौतिक विज्ञान, रसायन विज्ञान, जीव विज्ञान, अर्थशास्त्र, भूगोल, समाजशास्त्र, वानिकी विज्ञान तथा वनस्पति विज्ञान आदि सभी को समेटने की क्षमता है।

भावी शोध हेतु सुझाव

प्राथमिक स्तर से ही विज्ञान अध्ययन को अनिवार्य कर देना चाहिए एवं वास्तविक जीवन से सम्बन्धित व्यवहारिक समस्याएँ, पर्यावरणीय शिक्षा का केन्द्र होना चाहिए। यद्यपि सरकार ने इस सन्दर्भ में अनेक कदम उठाये हैं लेकिन वे अभी उतने कारगर सिद्ध नहीं हुए हैं जितने होने चाहिए। इसका कारण असाक्षरता को भी माना जा सकता है। अतः चेष्टा यह होनी चाहिए कि विभिन्न प्रकार के साक्षरता कार्यक्रमों में पर्यावरणीय शिक्षा को सम्मिलित किया जाये ताकि साक्षर होने के साथ-साथ लोगों की पर्यावरण जागरूकता भी बढ़े। इसके साथ-साथ पर्यावरण जागरूकता से सम्बन्धित कार्यक्रमों को विभिन्न जनसंचार माध्यमों के द्वारा प्रसारित एवं प्रकाशित भी किया जाना चाहिए।

आज प्रदूषण को रोकने, शुद्ध एवं संतुलित पर्यावरण को बनाये रखने की अभिवृत्ति विकसित करने के लिए बाल्यावस्था से ही मानव मस्तिष्क को संस्कारित करने की आवश्यकता बढ़ गई है।

सन्दर्भ

1. Agarwal, V. (1987); We and Environment, New Delhi, Rames Publishing House, pg. 40-49.
2. Arora, D.K. (1996), Environmental of plants, Anmol publication Pvt. Ltd. New Delhi.
3. Basu, D. (1995); Environment & Ecology : The Global Challenge, Printwell, Jaipur, Rajasthan.
4. Cloud, P.E. (1969) ; Resources and man, W.H. Freeman and company, San Francisco.
5. Davenport, T. (1997); Inntegrating hyper media in to the environmental education setting developing a programme and evaluating it's effect. Doctoral dissertation, University of Minnesotal, p. 1213-A.
6. Davis, R. & Kaplan, T.A. (1997); Man's Impact on envirnoment, New York, Mc Graw Hill, pg. 78-80.
7. Kidwai, Z. (1991), Development of an environmental oriented curriculum in Geography at secondary stage, Indian Education Review, Vol. 26 (3), pp. 87-94.
8. Maghenda, W.M. (1980); A Study of Secondary school pupils concerns about Environmental issues in Kenya, Dissertation Abstracts International, Vol. 46(3). pg. 245-A.
9. Mishra, A. (1999); Environment of Country, New Delhi, Sachin Publication, pg. 30-40.
10. Pandey, S. and Daga, N. (2002); Vigyan Pragati Monthly Magazine of CSIR, June.
11. Tripathi, R.A. (2001); Environment and human Identity, Hindustan Times, June.

पर्यावरण सम्बन्धी ज्ञान व जागरूकता आधारित शिक्षण कार्यक्रम की प्रभाविता व सामाजिक-आर्थिक स्तर का विश्लेषणात्मक अध्ययन

Dr. Suman Lata Verma*

शोध-सार

आज से करीब डेढ़ करोड़ वर्ष पूर्व पृथ्वी पर मानव जाति का उद्भव हुआ था, तब हरे-भरे जंगल, झर-झर बहते झरनों, कल-कल करती नदियों, कलरव करते पक्षी तथा विशुद्ध प्राणवायु देने वाले वातावरण के बीच मनुष्य ने अपनी आँखें खोली होंगी। सचमुच बड़ा मनोरम रहा होगा उन दिनों का पर्यावरण। पर देखते-देखते वर्तमान में सबकुछ बदल गया। मनुष्य विकास की अंधाधुंध दौड़ के साथ-साथ तेजी से विनाश की तरफ बढ़ता जा रहा है। अमुक शोध अध्ययन में विभिन्न सामाजिक-आर्थिक स्तर का पर्यावरण गीय जागरूकता के साथ क्या सम्बन्ध है क अध्ययन करना अपेक्षित है।

पाण्डे तथा डागा (2000) के अनुसार औद्योगिक क्रांति, बढ़ती हुई आबादी, नगरीकरण, आधुनिक सभ्यता का विकास एवं वैज्ञानिक प्रगति का परिणाम है प्रदूषण।

मुख्य शब्द- पर्यावरण सम्बन्धी व जागरूकता, शिक्षण-कार्यक्रम, सामाजिक-आर्थिक स्तर।

बहुगुणा (1996) के अनुसार - औद्योगिक सभ्यता तो हमें आकर्षक पैकटों में उपभोग की वस्तुएँ रख देती है लेकिन हम उससे पर्यावरण को विषाक्त बनाते हैं।

नैयर (1988) ने बताया, पर्यावरण शिक्षा वह शिक्षा है, जो हमें अपने पर्यावरण के संरक्षण, संवर्धन और सुधार की समझ देती है। यह शिक्षा मनुष्य और प्रकृति के बीच सहसम्बन्धों की व्याख्या भी करती है।

समाज कल्याण पत्रिका में व्यास (1990) ने विचार व्यक्त किए हैं कि पर्यावरण से जुड़ी हुई जो भी मूल अवधारणाएँ और समस्याएँ हैं, शिक्षा उनकी पहचान कराती है। पहचान ही नहीं ऐसे दृष्टिकोण और कौशलों का विकास भी करती हैं जो परिस्थिति से सही तालमेल बैठाने की समझ दे सकें।

परिवार का सामाजिक-आर्थिक स्तर एक ऐसा पहलू है जो किसी भी व्यक्ति के सम्पूर्ण जीवन को प्रभावित करता है।

जब एक बच्चा जन्म लेता है तो समाज में उसका स्थान अभिभावक के सामाजिक स्तर के अनुसार तय हो जाता है। बच्चे के विकास के सभी पहलुओं पर घर के स्तर का प्रभाव पड़ता है। एक विद्यालय में सभी प्रकार के सामाजिक-आर्थिक स्तर से जुड़े छात्र-छात्राएँ अध्ययन के लिए आते हैं उनके परिवेश में परिवर्तन लाना जिससे उनमें पर्यावरण सम्बन्धी ज्ञान व जागरूकता में परिवर्तन आये, कठिन है परन्तु इस क्षेत्र में प्रयास करना अतिआवश्यक है।

*Associate Professor, Lucknow Christian Degree College, Lucknow.

छावड़ा एवं भटनागर (2003) पर्यावरण बोध पर आर्थिक स्तर के प्रभाव का अध्ययन किया और पाया उच्च आर्थिक स्तर के विद्यार्थियों में निम्न आर्थिक स्तर के विद्यार्थियों की तुलना में पर्यावरण बोध अधिक पाया जाता है।

मैनुअल एवं पुष्पिता (1978) ने पाया कि जिन बच्चों का सामाजिक-आर्थिक स्तर उच्च था उन बच्चों में पर्यावरणीय जागरूकता अधिक थी।

थॉमस, जेफ एवं एलेन (1989) ने अपने अध्ययन में सभी सामाजिक-आर्थिक स्तर के विद्यार्थियों पर पर्यावरणीय ज्ञान व अभिवृत्ति का समान प्रभाव पड़ते देखा।

पर्यावरणीय ज्ञान व जागरूकता आधारित शिक्षण कार्यक्रम की प्रभाविता व सामाजिक-आर्थिक स्तर के बीच सम्बन्ध देखा जाना अतिआवश्यक प्रतीत होता है।

अध्ययन उद्देश्य

1. शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के बीच सम्बन्धों का अध्ययन करना।
 - 1.1. शिक्षण कार्यक्रम में उच्च वृद्धि प्राप्तांक, ङंपद ैबवतमद्ध व औसत वृद्धि प्राप्तांक वाले विद्यार्थियों की इस शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के प्रभाव का अध्ययन करना।
 - 1.2. शिक्षण कार्यक्रम में प्राप्त उच्च व निम्न प्राप्तांक वाले विद्यार्थियों की शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के प्रभाव का अध्ययन करना।
 - 1.3. औसत और निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों की शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के प्रभाव का अध्ययन करना।

परिकल्पनाएँ

1. शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के आधार पर कोई सार्थक अन्तर नहीं है।
 - 1.1. शिक्षण कार्यक्रम में प्राप्त उच्च वृद्धि प्राप्तांक, ङंपद ैबवतमद्ध व औसत वृद्धि प्राप्तांक वाले विद्यार्थियों की इस शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के आधार पर कोई सार्थक अन्तर नहीं है।
 - 1.2. शिक्षण कार्यक्रम में प्राप्त उच्च वृद्धि व निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों की इस शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के आधार पर कोई सार्थक अन्तर नहीं है।
 - 1.3. शिक्षण कार्यक्रम में प्राप्त औसत और निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों की इस शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर के आधार पर कोई सार्थक अन्तर नहीं है।

शोध विधि- शोध की अध्ययन विधि प्रयोगात्मक है।

न्यादर्श- लखनऊ जनपद में जूनियर हाई स्कूल के विभिन्न क्षेत्रों से यादृच्छिक विधि द्वारा दो शहरी व दो ग्रामीण अंचल के विद्यालयों का चयन किया गया है। न्यादर्श क आकार 539 छात्रों तक सीमित रखा गया है।

उपकरण- अध्ययनकर्ता द्वारा स्वनिर्मित पर्यावरण जागरूकता परीक्षण प्रारूप 'अ' व 'ब' का प्रयोग किया गया है। सामाजिक-आर्थिक-स्थिति के मापन के लिए बी कुप्पूस्वामी का सामाजिक आर्थिक स्थिति मापनी प्रारूप 'ब' का प्रयोग किया गया है।

आँकड़ों का संकलन- अध्ययनकर्ता द्वारा निर्मित शिक्षण कार्यक्रम का दो समूहों, एक प्रयोगिक दूसरा नियंत्रित दोनों पर शिक्षण कार्यक्रम प्रस्तुत करने से पूर्व व पश्चात् दोनों स्थिति में परीक्षण किया गया इसमें जो अन्तर पाया गया वह वृद्धि प्राप्तांक (Gain Score) के रूप में अभिव्यक्त किया गया है। उपरोक्त परिकल्पना के विश्लेषण हेतु प्रयोगात्मक समूह के विद्यार्थियों द्वारा सम्पूर्ण वृद्धि प्राप्तांकों का मध्यमान व मानक विचलन ज्ञात किया गया तत्पश्चात् सामान्य सम्भावना वक्र के उपयोग से तीन समूहों में वर्गीकृत किया गया। जिसमें उच्च वृद्धि प्राप्तांक (High gain score) औसत वृद्धि प्राप्तांक (Average gain score), निम्न वृद्धि प्राप्तांक (Low gain score) कहा गया। उच्च, औसत व निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों के अलग-अलग सामाजिक-आर्थिक स्तर के प्राप्तांकों का मध्यमान ज्ञात किया गया।

प्रदत्तों का विश्लेषण

सारिणी-1

उच्च वृद्धि प्राप्तांक व औसत वृद्धि प्राप्तांक वाले विद्यार्थियों की प्रभाविता में सामाजिक-आर्थिक स्तर का प्रभाव

विद्यार्थियों के वृद्धि प्राप्तांक	विद्यार्थियों की संख्या	मध्यमान	मानक विचलन	t मूल्य	'p'	सार्थकता स्तर
उच्च वृद्धि प्राप्तांक	78	20.72	6.51	2.96	P<.05	.05 पर सार्थक है।
औसत वृद्धि प्राप्तांक	105	18.10	4.23			

सारिणी-1 से स्पष्ट है उच्च वृद्धि प्राप्तांक और औसत वृद्धि प्राप्तांक वाले विद्यार्थियों की शिक्षण कार्यक्रम प्रभाविता में सामाजिक-आर्थिक स्तर का प्रभाव पड़ता है। परिकल्पना 1.1 अस्वीकृत की जाती है।

सारिणी-2

उच्च व निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों की शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर का प्रभाव

वृद्धि प्राप्तांक	विद्यार्थियों की संख्या	मध्यमान	मानक विचलन	t मूल्य	'p'	सार्थकता स्तर
उच्च वृद्धि प्राप्तांक	78	20.72	6.51	5.84	चदण01	.01 पर सार्थक है।
निम्न वृद्धि प्राप्तांक	80	15.92	3.25			

सारिणी-2 से स्पष्ट है उच्च वृद्धि प्राप्तांक और निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों की शिक्षण कार्यक्रम प्रभाविता में सामाजिक-आर्थिक स्तर का प्रभाव पड़ता है। परिकल्पना 1.2, .01 सार्थकता स्तर अस्वीकृत की जाती है।

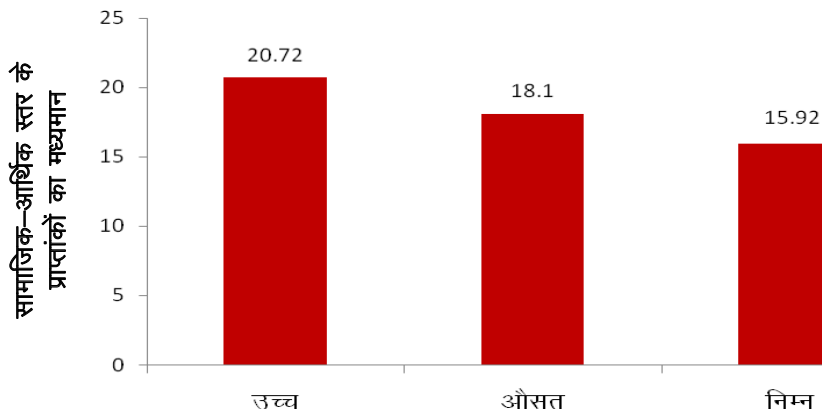
सारिणी-3

औसत व निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों की शिक्षण कार्यक्रम की प्रभाविता में सामाजिक-आर्थिक स्तर का प्रभाव

वृद्धि प्राप्तांक	विद्यार्थियों की संख्या	मध्यमान	मानक विचलन	t मूल्य	'p'	सार्थकता स्तर
औसत वृद्धि प्राप्तांक	105	18.10	4.03	4.15	P<.01	.01 पर सार्थक है।
निम्न वृद्धि प्राप्तांक	80	15.92	3.25			

उपरोक्त सारिणी-3 को देखने पर ज्ञा होता है, औसत व निम्न वृद्धि प्राप्तांक वाले छात्रों के मध्य ज मूल्य 4.15 है जो कि .01 स्तर पर अस्वीकृत हो जाती है। जिसका कारण निम्न वर्ग के विद्यार्थियों को औसत व उच्च वर्ग के विद्यार्थियों की तुलना में पर्यावरण को जानने हेतु अच्छे अवसर उत्तम सुविधाएँ एवं उचित वातावरण का अभाव हो सकता है।

उच्च, औसत व निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों के सामाजिक-आर्थिक स्तर के प्राप्तांकों का मध्यमान



विद्यार्थियों के वृद्धि प्राप्तांकों का वर्ग

निष्कर्ष

उपरोक्त परिणामों को ग्राफ में भी प्रदर्शित किया गया है। जिससे स्पष्ट होता है कि इस शिक्षण कार्यक्रम की प्रभाविता व सामाजिक-आर्थिक स्तर में सार्थक सम्बन्ध है। उच्च वृद्धि प्राप्तांक वाले विद्यार्थियों में सामाजिक-आर्थिक स्तर के प्राप्तांकों का मध्यमान भी औसत व निम्न वृद्धि प्राप्तांक वाले विद्यार्थियों से अधिक है जिसका कारण उच्च सामाजिक-आर्थिक स्तर वाले विद्यार्थियों के माता-पिता का पढ़ा-लिखा होना तथा

सभी सुविधाओं का उपलब्ध होना हो सकता है। निम्न सामाजिक-आर्थिक स्तर वाले छात्रों के वृद्धि प्राप्तांक निम्न होने के कारण माता-पिता का निरक्षर होना तथा आवश्यक सुविधाओं व उचित वातावरण का न मिल पाना हो सकता है।

भावी शोध हेतु सुझाव

वस्तुतः पर्यावरण सुधार कोई छोटा कार्य नहीं है। पर्यावरण एक तंत्र है जिसमें सृजन, विनाश, शोधन व दूषण की प्रक्रियाएँ निरन्तर चलती रहती हैं अतः पर्यावरण के प्रति हमेशा सचेत बने रहने की जरूरत है। यद्यपि बालक का घर तथा परिवार प्रथम वातावरण है जहाँ से वह अपने विकास एवं अभिवृद्धि के लिए प्राथमिक आवश्यकताओं की पूर्ति करता है। बालक में सामाजिक गुण, मूल्य व अभिवृत्ति का विकास भी अभिभावकों द्वारा होता है। अतः अभिभावकों को ही इसकी नींव डालनी होगी। अभिभावकों को भी विद्यालयों में आयोजित होने वाले पर्यावरणीय कार्यक्रमों व योजनाओं में सक्रियता से भाग लेना चाहिए। सामाजिक-आर्थिक स्तर के प्रभाव को कम करने हेतु विद्यार्थियों को शिक्षण कार्यक्रम को भ्रमण विधि व व्यवहारिक विधि द्वारा प्रस्तुत किया जाना चाहिए।

सन्दर्भित साहित्य

- Nayyar, U. (1988) ; Environmental Education, Sachin Publication, New Delhi, pp. 21-22
- Bhatnagar, U. and chabda, P. (2003), impact of economic status on Environmental Understanding, Bhartiya Adhunik Shiksha, Vol. 21 (4), pp. 68-73
- Manul and Pushpita, J (1978), The urban Environment people prices & preferences , dissertation abstracts international, vol. 52 (2) p. 682A.
- Alan, Jeff, C & Thomas. S. (1989) ; Relationship between Environmental knowledge and attitude in High School Students, Dissertation Abstracts international, Vol. 57 (10), pp. 4167-4169

भारतीय समाज में वृद्धजनों की सामाजिक प्रस्थिति (एक समाजशास्त्रीय विश्लेषण)

डॉ. अंचल गुप्ता* और श्रीमती स्वाति सक्सेना**

सारांश

जब किसी समाज में वृद्धों की संख्या अधिक बढ़ने लगती है तो वृद्धावस्था एक समस्या बन जाती है। इस समस्या को दूर करने के लिए वृद्धजनों की समस्याओं का अध्ययन करना भी नितांत आवश्यक हो जाता है। विगत कुछ वर्षों में भारत ही नहीं अपितु संपूर्ण विश्व की जनसंख्या संरचना में भारी परिवर्तन आया है। भारत में जहां एक ओर लोगों की औसत आयु 100 वर्ष पूर्व 25 वर्ष थी जो कि अब बढ़कर 65 वर्ष हो गई है, वहीं दूसरी ओर मृत्यु दर प्रति हजार में 25 से घटकर 8 रह गई है। इसलिए वृद्धों की जनसंख्या के संदर्भ में भारत आज विश्व का दूसरा सबसे बड़ा देश हो गया है। औद्योगिक विकास की गति तीव्र होने से सामाजिक विस्थापन की प्रक्रिया भी तेज हुई है। गांव की तुलना में नगरों का विकास अधिक तीव्रता से होने के कारण गांव से शहर की ओर पलायन बढ़ा है। इसका सबसे अधिक दुष्प्रभाव संयुक्त परिवार पर पड़ा है। संयुक्त परिवार के विघटन की प्रक्रिया में वृद्धजन हाशिए पर चले गए हैं। उन्हीं के लिए परिवार में कोई स्थान नहीं है। वृद्धावस्था में उन से छुटकारा पाने के लिए उन्को वृद्ध आश्रमों में छोड़ दिया जाता है। इससे बड़ी विडंबना और क्या हो सकती है कि वृद्धजनों के प्रति न तो परिजन संवेदनशील हैं और न ही समाज, सरकार और व्यवस्था। केंद्र सरकार राज्य सरकारों को इस और व्यापक सहयोग से व्यापक स्तर पर ऐसे कार्य करने की आवश्यकता है जिससे वृद्धजन अपनी जीवन संध्या सम्मान के साथ गुजार सकें।

परिचय

विश्व का कोई भी समाज ऐसा नहीं होगा जहां वृद्ध न रहते हों, साथ ही ऐसा भी समाज शायद ही कोई हो जहां वृद्धावस्था समस्या न बन चुकी हो। जब किसी समाज में वृद्धों की संख्या अधिक बढ़ने लगती है तो वृद्धावस्था एक समस्या तो बन ही जाती है परंतु इस समस्या को दूर करने के लिए वृद्धजनों की समस्याओं का अध्ययन करना भी नितांत आवश्यक हो जाता है। इसी बात को दृष्टिगत रखते हुए प्रस्तुत शोध पत्र का विषय चयन किया गया है।

विगत कुछ वर्षों में भारत ही नहीं अपितु संपूर्ण विश्व की जनसंख्या संरचना में भारी परिवर्तन आया है। संयुक्त राष्ट्र संघ के सामाजिक आर्थिक विभाग के तत्वाधान में सेंटर फॉर सोशल रिसर्च की रिपोर्ट में भी इंगित किया गया है कि वर्तमान में विश्व में प्रत्येक 10 में से 7 व्यक्ति 60 वर्ष से अधिक आयु के हैं। जनसंख्या के आंकड़ों से स्पष्ट होता है कि संपूर्ण विश्व में बुजुर्ग पुरुषों की तुलना में बुजुर्ग महिलाओं की संख्या अधिक है। विश्व के सर्वाधिक वृद्ध लोगों की आधी से अधिक

*एसो. प्रो. समाजशास्त्र गोकुलदास हिन्दू गर्ल्स कॉलेज मुरादाबाद, संबद्ध एम.जे.पी. विश्वविद्यालय बरेली (उत्तर प्रदेश)

**शोध छात्रा

जनसंख्या की केंद्र बिंदु 6 देश बने हुए हैं, जिसमें चीन, भारत, जर्मनी, जापान, अमेरिका एवं रूस मुख्य रूप से प्रतिबद्ध हैं। यूनाइटेड नेशंस ग्लोबल एक्शन के अनुसार जहां भारत और चीन में वृद्धों की संख्या 4.4 प्रतिशत की दर से बढ़ रही है, वहीं विश्व औसत 2.6 प्रतिशत का है। भारत में जहां एक ओर लोगों की औसत आयु 100 वर्ष पूर्व 25 वर्ष थी जो कि अब बढ़कर 65 वर्ष हो गई है, वही दूसरी ओर मृत्यु दर प्रति हजार में 25 से घटकर 8 रह गई है। इसके फलस्वरूप प्रत्येक 12 भारतीयों के पीछे एक वृद्ध है। इसलिए वृद्धों की जनसंख्या के संदर्भ में भारत आज विश्व का दूसरा सबसे बड़ा देश हो गया है। कहने की आवश्यकता नहीं है कि वर्तमान में वृद्धजन अपनी समस्याओं से ग्रस्त बड़ी संख्या में वृद्ध आश्रमों में रहने को विवश हैं। वास्तव में 65 से 70 वर्ष की आयु वर्ग के लगभग 60% वृद्धजनों के साथ घर में बुरा व्यवहार होता है। इस कारण जहां एक ओर परंपरागत संस्कृति वाले देश में वृद्ध आश्रम खुलने की दर तीव्रता से बढ़ती जा रही है, वहीं दूसरी ओर चिकित्सकीय परीक्षण, परामर्श एवम देखभाल के चलते वृद्धजनों की संख्या भी निरंतर बढ़ती जा रही है। परंतु इस बढ़ती संख्या के अनुपात में उनके लिए वृद्ध आश्रमों की यह संख्या पर्याप्त नहीं है।

वास्तव में स्वतंत्रता के पश्चात भारत की स्वास्थ्य सेवाओं में पर्याप्त सुधार हुआ है जिसके चलते औसत आयु में वृद्धि हुई है अगले 4 दशकों में अनुमान है कि वृद्धजनों की संख्या लगभग 3 गुनी हो जाएगी। इसलिए आने वाले दिनों में वृद्धजनों के लिए सुरक्षा, आवास, स्वास्थ्य और मनोरंजन को लेकर अनेक प्रकार की समस्याएं विस्तारित होंगी। चिकित्सा सुविधा एवं सरकारी स्वास्थ्य सेवाओं से संबंधित आंकड़े बताते हैं कि विश्व में 1950 के दशक में 60 वर्ष से अधिक आयु के व्यक्तियों की संख्या लगभग 30 करोड़ थी जो अब बढ़ कर एक अरब से भी अधिक हो गई है। वास्तविकता है कि देश में जैसे-जैसे औद्योगिक विकास की गति तीव्र हुई है वैसे वैसे सामाजिक विस्थापन की प्रक्रिया भी तेज हुई है। गांव की तुलना में नगरों का विकास अधिक तीव्रता से होने के कारण गांव से शहर की ओर पलायन बढ़ा है। इसका सबसे अधिक दुष्प्रभाव संयुक्त परिवार पर पड़ा है। संयुक्त परिवार के विघटन की प्रक्रिया में वृद्धजन हाशिए पर चले गए हैं। परिवार में उन वृद्धजनों की स्थिति तो और भी अधिक दयनीय हो गई है जो मात्र कृषि पर ही निर्भर हैं। अधिकांश एकल परिवारों में वृद्धजनों के अनुभव ज्ञान और कौशल को नकार कर भौतिकता वादी परिवेश को अधिक महत्वपूर्ण मान लिया गया है। आज एकाकी परिवार व्यक्ति केंद्रित सामाजिक इकाई बन रहे हैं। इस कारण वृद्ध परिवारों की प्रासंगिकता कम हो रही है। नवीन पीढ़ी के पास इतना समय भी नहीं है कि वह वृद्धजनों के पास दिन में एक बार भी बैठकर शांति से न केवल बातें कर सकें अपितु उनके दुख दर्द एवं आवश्यकताओं को जान सकें। इन परिवारों में नवीन पीढ़ी और वृद्ध जनों के मध्य पीढ़िय दूरी निरंतर विस्तार पा रही है। इसी चलन के चलते महानगरों और बड़े शहरों में न केवल घरों में अकेले रह रहे वृद्ध जनों के साथ लूटपाट और हत्या जैसी घटनाएं देखने को मिल रही हैं बल्कि सड़कों पर भी कमोवेश यही स्थिति देखने को मिल रही है।

वृद्धजन की समस्यायें

भारतीय समाज में वृद्धावस्था को अनुभव की पूंजी माना जाता था। समाज में वृद्धजनों का अत्यधिक मान सम्मान था। वयोवृद्ध व्यक्ति को परिवार का मुखिया माना जाता। उनकी बात में अत्याधिक अनुभव होने के कारण उनको धैर्य से सुना जाता था उनकी बातों में आज समस्या के हल समाहित है। परंतु युवा पीढ़ी वृद्धजनों को बोझ और उनकी बात को अनर्गल समझती है। इसी सोच के कारण परिवार और समाज में उन्हें उपेक्षा मिलती है। बड़े दुःख की बात है कि जिन बच्चों पर वृद्धजन अपना समय और धन खर्च करते थे वही परिवार जन बड़े होकर उनसे छुटकारा पाना चाहते हैं। इतना ही नहीं उनका शुष्क व्यवहार वृद्धजन

के जीवन को एकाकी और रोगों से ग्रसित बना रहे हैं। जिन्होंने घर परिवार की समृद्धि के लिए खून पसीना एक कर दिया कभी अपने सुख दुख की चिंता नहीं की उन्हीं के लिए परिवार में कोई स्थान नहीं है। वृद्धावस्था में उन से छुटकारा पाने के लिए उन्को वृद्ध आश्रमों में छोड़ दिया जाता है। इससे बड़ी विडंबना और क्या हो सकती है कि वृद्धजनों के प्रति न तो परिजन संवेदनशील हैं और न ही समाज, सरकार और व्यवस्था। विश्व स्वास्थ्य संगठन की रिपोर्ट में जिस महत्वपूर्ण बिंदु दुर्व्यवहार, की ओर ध्यान आकृष्ट किया गया है जो कि वृद्धजनों को स्वयं अपने लोगों विशेषकर बच्चों से मिलता है। एल्डर एब्यूज इन इंडिया डब्ल्यू एच ओ कंट्री रिपोर्ट में भारत के वृद्ध नागरिकों की स्थिति पर चर्चा करते हुए उल्लेखित किया गया है कि अपमान, उपेक्षा दुर्व्यवहार और प्रताड़ना के कारण अधिकांश वृद्धजन वृद्धावस्था को एक रोग मानने लगे हैं। यह और भी आश्चर्य जनक प्रतीत होता है कि रिपोर्ट के अनुसार वृद्ध जनों के विरुद्ध शारीरिक और मानसिक प्रताड़ना के 6 में से केवल एक मामले में ही रिपोर्ट दर्ज हो पाती है अर्थात् लगभग 84% मामले घर की चारदीवारी में ही दब कर रह जाते हैं। लगभग 8 करोड़ वृद्ध जनों में से 40% किसी न किसी रूप में अपने बच्चों के जुल्म का शिकार होते हैं। जो वृद्धजन इन बच्चों के अत्याचार झेलते हैं उनमें से लगभग 50% को घोर अन्याय का सामना करना पड़ता है।

कहने की आवश्यकता नहीं की एकाकीपन एक ऐसी सामाजिक समस्या है जो युवाओं तक के जीवन को नष्ट कर देती है। वृद्धावस्था पर तो उसका और भी नकारात्मक प्रभाव पड़ता है। यदि वृद्ध जनों के द्वारा यह सोचा जाता है कि जिन बच्चों को मैंने उंगली पकड़कर चलना सिखाया, उनका भविष्य बनाया, उन्के लिए जीवन न्यौछावर कर दिया, विवाह किए और अब वही सब नाती पोते और बच्चे मिलकर वृद्धावस्था में न केवल उनका ख्याल रखें बल्कि मनोरंजन भी करें, तो इसमें कुछ भी अतिशयोक्ति नहीं है। किंतु भौतिकवादी एवम भाग दौड़ भरी जिंदगी में बच्चों के पास पैसा कमाने, नाती पोतों के पास स्कूल जाने और ट्यूशन पढ़ने और घर के अन्य लोगों को गृह कार्य तथा टेलीविजन देखने से फुर्सत नहीं मिलती। घर के वृद्धों को एक कमरे में डाल दिया जाता है। तीज त्योहारों और उत्सवों में उनकी सहभागिता समाप्त कर दी जाती है। एल्डर एब्यूज इन इंडिया डब्ल्यूएचओ कंट्री रिपोर्ट के अनुसार 2006 के अनुसार एकाकी परिवार के साथ जीवन व्यतीत कर रहे वृद्ध जनों की संख्या 10%से भी अधिक है। दुर्बलता और अनेक प्रकार के शारीरिक रोगों से ग्रस्त वृद्ध शरीर को न केवल सांत्वना बल्कि गहरी देखभाल और सहारे की आवश्यकता होती है। ताकि वृद्ध जनों को मानसिक शांति मिल सके। इसकी पूर्ति के लिए परिजनों का हर समय वृद्ध जनों के साथ रहना आवश्यक होता है, किंतु इसके अभाव में कई बार एकाकीपन ही वृद्धजनों के लिए मानसिक अवसाद का कारण बन जाता है। एल्डर एब्यूज इन इंडिया की रिपोर्ट के आंकड़े बताते हैं कि 1000 वृद्धजनों में से लगभग 95 वृद्ध मानसिक रोगी है। वृद्धावस्था में आर्थिक संकट उत्पन्न होना भी स्वाभाविक है क्योंकि ऐसे व्यक्ति अपने बच्चों को उच्च स्तरीय स्कूल कॉलेजों में शिक्षा ग्रहण कराने एवम उनके सुरक्षित भविष्य के लिए हैं उनकी कुल जमा पूंजी संतानों पर खर्च हो जाती है। साथ ही ऐसे में वृद्धावस्था तक पहुंचते- पहुंचते उनके अपने सामने आर्थिक संकट खड़ा हो जाता है। एल्डर एब्यूज इन इंडिया की रिपोर्ट बताती है भारत के नगरीय क्षेत्रों में 64% महिलाएं और 46% वृद्ध पुरुष भोजन, कपड़ा और स्वास्थ्य के मामले में पूर्णतया दूसरों पर निर्भर हैं। मात्र 11% लोगों के पास ही सेवानिवृत्ति के बाद किसी ना किसी रूप में आय के स्रोत उपलब्ध है। उपरोक्त के अतिरिक्त वृद्धावस्था की एक बड़ी समस्या परिवार तथा समाज के साथ समझ स्थापित करने की भी है। जहां एक ओर वृद्धजन चाहते हैं किस अवस्था में परिवार तथा समाज के मध्य उनकी सहभागिता का स्तर बढ़े है ताकि उन्हें रिक्त समय का सदुपयोग करने का अवसर मिल सके। जिसके फलस्वरूप वे एकाकीपन जैसी समस्याओं से बचे रहेंगे। परंतु वास्तविकता इससे कोसों दूर होती है।

सरकारी सुविधाएं

भारत में जहां तक वृद्धजनों के कल्याण हेतु राजनीति तथा मेटेनेंस एंड वेलफेयर ऑफ पेरेंट्स एंड सीनियर सिटीजन विधेयक 2007 का प्रश्न है। इस प्रकार के कानून और उनके प्रावधान सैद्धांतिक रूप में तो वृद्ध जनों की सामाजिक आर्थिक सुरक्षा के दृष्टिकोण से अत्यंत महत्वपूर्ण है किंतु व्यावहारिक तौर पर यह अधिकार उनको प्राप्त होते दिखाई नहीं पड़ रहे हैं। कहने की आवश्यकता नहीं है कि ऐसी किसी भी पारिवारिक समस्या को मात्र कानून से ही नियंत्रित नहीं किया जा सकता। क्या कोई भी भारतीय मां बाप जिन्होंने निस्वार्थ भाव से अपना जीवन और जमा पूंजी बच्चों का भविष्य बनाने में लगा दी हो, एवम बच्चों उनकी देखभाल न कर रहे हो तो मां बाप न्यायालय में जाकर अपने बच्चों के विरुद्ध मुकदमा दर्ज कर सकते हैं कदापि नहीं। इस समस्या से संस्कार और संस्कृति की दुधारी तलवार से ही लड़ा जा सकता है। जहां तक वृद्धावस्था पेंशन की बात है तो राज्यों में वृद्धजनों को पेंशन मिल तो रही है परंतु इसको बढ़ाने की आवश्यकता है। बहुत से राज्य वृद्धावस्था पेंशन के नाम पर वृद्ध जनों के साथ मजाक कर रहे हैं। उनको मिलने वाली पेंशन की राशि या तो इतनी कम है वो खान पान की आवश्यकता को भी पूरा नहीं कर पाती या कही नियमित न हो कर इतनी देर से प्राप्त होती है कि उसके होने का कोई लाभ नहीं है। सरकार को इस ओर भी ध्यान देने की आवश्यकता है। दूसरी ओर विदेशों की बात करें तो विश्व के सभी देशों में वृद्धों की स्थिति की ओर विशेष ध्यान दिया गया है। वहां संतोषजनक वृद्धावस्था पेंशन, वृद्धावस्था अस्पताल, वृद्ध आवास की सुविधाओं के साथ साथ वृद्ध सेवा केंद्र आदि उपलब्ध है। इसमें जहां कनाडा ने अपने अभिभावकों की देखभाल करने वाले बच्चों के लिए कर में छूट तथा 7 सप्ताह का अनुकंपा अवकाश का प्रावधान रखा है। वहीं अमेरिका अभिभावकों की देखभाल के लिए दी जाने वाली छुट्टियों को काट कर तथा इस रूप में बुजुर्ग सहायता भत्ता का प्रावधान कर रखा है। इन देशों में राजनीतिक दल भी वरिष्ठ नागरिकों के हितों का ध्यान रख रहे हैं विभिन्न दल चुनाव घोषणा पत्रों में इस वर्ग को अपने पक्ष में करने के लिए तरह-तरह के वादे भी करते हैं। यूरोप और अमेरिका के बजट का एक बड़ा भाग वृद्ध जनों के कल्याण पर खर्च होता है। अमेरिका, कनाडा, यूरोप और एशिया के विभिन्न देशों में आम नागरिकों को श्रेष्ठ चिकित्सीय सेवाएं मिलने से वहां की औसत आयु 80 वर्ष को भी पार कर गई है। इन देशों में वृद्ध जनों को सामाजिक सुरक्षा प्रदान करने के संबंध में जिस प्रकार की जागरूकता बढ़ी है, उसी प्रकार की जागरूकता और ध्यान कि हमारे देश में भी बड़ी आवश्यकता है। हमें समझने की आवश्यकता है कि वृद्ध जनों के पास अनुभव की अपार पूंजी होती है जो हमारी समस्या के बने बनाए समाधान प्रस्तुत कर हमारी हर संभव मदद करती है। किंतु हमने उन्हें अनुपयोगी समझकर सामाजिक पूंजी से पृथक कर दिया है। ध्यान रखने की आवश्यकता है कि जो राष्ट्र अपने वरिष्ठ नागरिकों का सम्मान करता है वह सुनहरे भविष्य के लिए सामाजिक पूंजी का निवेश करता है। यदि हम अपने भविष्य को संभालना चाहते हैं तो हमें वरिष्ठ नागरिकों के प्रति संवेदनशील बनना होगा। युवा पीढ़ी की यह सोच की बढ़ती आयु के साथ आई कमी के फल स्वरूप वृद्धजन सामर्थ्य विहीन हो जाते हैं, एक गलत धारणा है वृद्धावस्था की सामर्थ्य अति विशिष्ट एवम अनुभव और धैर्य से ओतप्रोत वृद्धावस्था किसी भी राष्ट्र के लिए हितकारी सिद्ध हो सकती है। अतः हमें वृद्धावस्था का सम्मान करने और उसका सदुपयोग करने की आवश्यकता है।

वृद्धावस्था को सुरक्षित व नियोजित करने हेतु सुझाव

- भारत के लोग अपने बच्चों का भविष्य सुरक्षित बनाने पर पूरा ध्यान दें किंतु इतनी पूंजी और सामर्थ्य को बचा कर रखें कि वृद्धावस्था में अपना भरण-पोषण अपने बलबूते स्वयं कर सकें।

- इस तीव्रता से परिवर्तित परिवेश में देश में पर्याप्त मात्रा में वृद्ध आश्रम खोले जाने की आवश्यकता है, ताकि उपेक्षित वृद्ध सम्मान के साथ अपना जीवन इन वृद्ध आश्रम में व्यतीत कर सकें।
- युवाओं को भी स्मरण रखने की आवश्यकता है कि हमारे माता-पिता का विश्वास हमारे साथ ठीक उसी प्रकार से जुड़ा है जिस प्रकार से हमारा विश्वास हमारे बच्चों से जुड़ा है।
- केंद्र सरकार राज्य सरकारों के सहयोग से व्यापक स्तर पर ऐसे लघु एवं कुटीर उद्योग प्रारंभ करें जिनमें वृद्ध कार्य कर सकें तथा अपने अर्जित अनुभवों का प्रयोग कर सकें। इससे न केवल उनका शरीर स्वस्थ रहेगा बल्कि वे घर के कामों में उपयोगी सदस्य बने रहने के साथ आत्मनिरभर्ता के साथ साथ आत्मसम्मान की भावना प्रबल रहेगी।
- यदि कोई संतान अपने माता पिता पर अत्याचार करती है तो ऐसे माता-पिता को मेंटिनेस एंड वेलफेयर आफ पैरेंट्स सीनियर सिटीजन विधेयक का प्रयोग करते हुए अपनी संतान पर कड़ी कार्यवाही करनी चाहिए।
- संपूर्ण जीवन माता पिता की सेवा करने वाले बच्चों को गैर सरकारी संगठनों की सहायता से सरकार सम्मानित करने की योजना बना कर युवाओं को वृद्ध जनों की सेवा की ओर प्रोत्साहित कर सकती है।
- लोगों के प्रमोशन को यदि माता-पिता या फिर समाज के अन्य आयोजनों की सेवा से जोड़ दिया जाए तो इस दिशा में न केवल एक सराहनीय कदम होगा बल्कि हम एक नए भारत का निर्माण करने में भी सक्षम होंगे।

संदर्भ

- एडलर एब्यूज इन इंडिया: डब्लू एच ओ कंट्री रिपोर्ट 2002
- भाटिया एच एस, "एजिंग एंड सोसायटी" आर्या बुक सेंटर, पब्लिशर्स उदयपुर (राजस्थान) 1983
- भाटिया आर एस "ग्रामीण सामाजिक परिवर्तन तथा वृद्धजनों की समस्या" , सोशियल वेलफेयर, अंक 11न0 (4)1964, पृष्ठ 5
- दिल्ली परमजीत कौर, "साइको सोशल एस्पेक्ट्स ऑफ एजिंग इन इंडिया" , कंसेप्ट पब्लिशिंग, नई दिल्ली, 1992 पृष्ठ 16
- जाखड़ विक्रम सिंह, वृद्धावस्था एवम बदलते समाजिक मूल्य, प्वाइंटर पब्लिशर, जयपुर राजस्थान, 2009 पृष्ठ 254
- खान एम जेड, "एल्डर्ली इन मेट्रोपोलिक", इंटर इंडिया पब्लिकेशन, नई दिल्ली, 1997, पृष्ठ 334

प्रवासी हिंदी साहित्य : अवधारणा और विमर्श

डॉ. सीमा अग्रवाल*

विगत कुछ वर्षों से हिंदी साहित्य में प्रवासी साहित्य तथा साहित्यकारों को लेकर विचार-विमर्श जारी है। परंतु आज भी अधिकांश जन इसकी अवधारणा से पूर्णतः परिचित नहीं हैं। सही मायने में प्रवासी कौन हैं ? प्रवासी साहित्य से क्या तात्पर्य है ? प्रवासी भारतीय साहित्य अथवा प्रवासी हिंदी साहित्य के अंतर्गत किस तरह के साहित्य की संकल्पना की गयी है ? इसका स्वरूप कैसा है ? इसकी सृजनात्मकता के मुख्य बिंदु और लक्षण क्या हैं ? किन साहित्यकारों को हम प्रवासी साहित्यकार की श्रेणी में रखते हैं? ऐसे अनेकानेक प्रश्न हैं जिनपर विभिन्न विद्वानों के अलग अलग मत हैं। अनेक पत्र-पत्रिकाओं में प्रकाशित मर्मज्ञ विद्वानों के आलेखों, समूह परिचर्चा, राष्ट्रीय-अंतर्राष्ट्रीय संगोष्ठियों के माध्यम से उक्त विषय पर निरंतर विमर्श किया जाता रहा है।

हम जानते हैं कि भारतीय मूल के लोग विश्व के अधिकांश देशों में फैले हुए हैं। एक अनुमान के मुताबिक लगभग अस्सी देशों में करीब चार करोड़ भारतवंशी निवास कर रहे हैं और जीविकोपार्जन के साथ-साथ उन देशों में हिंदी के प्रचार-प्रसार में अमनी महत्वपूर्ण भूमिका निभा रहे हैं। इन भारतीयों में दूतावास के अधिकारी, विदेशी विश्वविद्यालयों में हिंदी भाषा के प्राध्यापकों के अलावा अनेक सामान्य जन भी हैं जो अपनी लेखनी के माध्यम से हिंदी को अंतर्राष्ट्रीय पहचान दिलाने के गौरवपूर्ण कार्य में जी-जान से संलग्न हैं।

स्पष्ट है कि प्रवासी साहित्य अपनी जड़ों से कटकर नयी राह बनाने वालों का साहित्य है, दुर्भाग्यवश जिसके योगदान का अभी सम्यक् मूल्यांकन नहीं हो पाया है। प्रवासी साहित्य पर विस्तृत चर्चा करने से पूर्व प्रवास एवं उसके मुख्य स्वरूप पर दृष्टिपात करना अति आवश्यक है क्योंकि प्रवास एवं प्रवासी शब्द के अर्थ और स्वरूप के संबंध में हिंदी जगत में अनेक भ्रांतियाँ व्याप्त हैं। मोटे तौर पर इसके वास्तविक और व्यापक अर्थ को सीमित कर मात्र विदेश में निवास काने वाले को ही प्रवासी समझ लिया जाता है। कतिपय साहित्यकार यह अर्थ गलत मानते हुए भी रूढ़ रूप में इसी अर्थ को स्वीकृति प्रदान करते हैं लेकिन गलत होते हुए भी किसी चीज को सही मान लेना तो रस्सी को साँप समझ लेने के बराबर मूर्खतापूर्ण और हास्यास्पद है, साथ ही दुखद और भ्रामक भी।

“प्रवासी हिंदी एवं प्रवासी साहित्य के अंतर्सम्बन्ध” नामक आलेख में डॉ० कृष्ण कुमार प्रवासी हिंदी साहित्य से जुड़े कुछ प्रश्नों का समाधान अधेलिखित बिंदुओं के अंतर्गत इस प्रकार करते हैं –

1. व्यक्ति प्रवासी होता है उसकी भाषा नहीं अतः क्या प्रवासी रचनाकारों की कृतियों को ‘प्रवासी हिंदी साहित्य के रूप में स्वीकार करना चाहिए ?
2. क्या प्रवासी हिंदी साहित्य को केवल हिंदी साहित्य कहकर हिंदी के महासागर में ही रखना चाहिए ? क्या इसको हिंदी का होते हुए एक अलग पहचान देने या मिलने की आवश्यकता नहीं है ?

*एसो. प्रो. एवं प्रभारी हिंदी विभाग गोकुलदास हिंदू गर्ल्स कॉलेज मुरादाबाद (उ.प्र.) ईमेल आई. डी. - 92seemaagrwal@gmail.com

3. क्या प्रवासी रचनाकार हिंदी की तथाकथित 'मुख्यधारा' से चिपक कर रहना चाहता है ? अगर हाँ तो क्यों ?
4. हिंदी के अलावा अन्य भाषाओं में भी रचनाकारों ने प्रवास में रचनाधर्मिता को कायम रखा है तो फिर उनके साहित्य को 'प्रवासी अंग्रेजी या प्रवासी फ्रेंच साहित्य' क्यों नहीं कहते ?
5. क्या प्रवासियों की हिंदी भाषा (बोली, ध्वनि एवं उच्चारण आदि/लिपि नहीं), कालांतर में इतना बदल जाती है कि इसे कोई नए नाम की आवश्यकता पड़ सकती है ?

डॉ० कृष्ण कुमार द्वारा उद्धृत प्रवासी हिंदी साहित्य से जुड़े उक्त बिंदुओं पर विचार करने से पूर्व 'प्रवासी' शब्द के गूढ़ और रूढ़ बन चुके अर्थ को भी जान लेना अत्यंत आवश्यक है। गूढ़ या मूल अर्थ में प्रवासी अपने आवास से इतर स्थान पर वास करने वाले व्यक्ति को माना जाता है। यह स्थान अपने देश का अपने स्थायी निवास से इतर दूसरा शहर भी हो सकता है किंतु आज प्रवासी शब्द परदेश में रह रहे लोगों के लिए रूढ़ हो गया है। इन दोनों ही श्रेणियों के साहित्यकारों द्वारा रचित साहित्य को क्रमशः 'स्वदेशी प्रवासी हिंदी साहित्य' और 'विदेशी प्रवासी हिंदी साहित्य' के नाम से अभिहित किया जा सकता है। विदेशी प्रवासी हिंदी साहित्य में अधेलिखित लक्षणों का पाया जाना अपेक्षित है—

1. विदेश में अचल सम्पत्ति के मालिक प्रवासी हिंदी रचनाकारों की रचनाएं जो वहाँकम से कम दस वर्षों से अनवरत निवास कर रहे हों।
2. रचना में स्थानीय संस्कृति और संस्कारों की झलक हो।
3. स्थानीय रीति-रिवाजों की झलक हो।
4. स्थानीय परिवेश एवं वातावरण चित्रित हो।
5. स्थानीय खान-पान व रहन-सहन की स्पष्ट छाप हो।
6. स्थानीय भाषा, मुहावरों एवं प्रतीकों का प्रयोग किया गया हो।
7. स्थानीय सामाजिक मूल्यों एवं संबंधों के समीकरणों की प्रस्तुति हो।
8. देश-विदेश के जीवन एवं मानव मूल्य प्रतिबिंबित हों।
9. स्वदेश एवं स्वजनों से बिछोह की पीड़ा एवं टीस की मार्मिक अनुभूति हो।
10. देश-विदेश की परिवेश जन्य विविधताओं का चित्रण हो।
11. देश-विदेश की मान्यताओं में साम्य और वैषम्य का चित्रण हो।

अब हम आते हैं प्रवासी हिंदी साहित्य से जुड़े उन पूर्वोक्त पाँच प्रश्नात्मक बिंदुओं पर जो समय समय पर विचारकों के जेहन में स्वाभाविक रूप से आते रहे हैं और परिचर्चा का विषय बनते रहे हैं। इस संदर्भ में सबसे पहला प्रश्न यह उठता है कि व्यक्ति प्रवासी होता है उसकी भाषा नहीं अतः क्या प्रवासी रचनाकारों की कृतियों को 'प्रवासी हिंदी साहित्य' के रूप में स्वीकार करना चाहिए ? यहाँ गौरतलब है कि क्या कालांतर में देश बदल लेने से प्रवासी की भाषा बदल सकती है? यदि हाँ तो इसका नामकरण किस आधार पर होना चाहिए ? यहाँ यह प्रश्न भी उठता है कि जब हम भाषा की बात करते हैं, कहते हैं या लिखते हैं तो हमारा इशारा साहित्य के किस अवयव की ओर होता है— उच्चरित ध्वनि, लिपि या फिर इनके माध्यम से विरचित साहित्य ? इसमें तो कोई संदेह नहीं कि हिंदी कहीं और कैसे भी लिखी जाए उसकी लिपि तो देवनागरी

ही होगी। प्रश्न उठता है कि क्या प्रवासी हो जाने पर अपनी ही भाषा की उच्चरित ध्वनि इतनी बदल जाती है कि उसे प्रवासी हिंदी कहा जाने लगे। वस्तुतः हर किसी को स्थान बदलने पर वहाँके परिवेश के अनुरूप अपने खान-पान, रहन-सहन और भाषा-बोली को परिवर्तित करना पड़ता है। कोई व्यक्ति जब गाँव छोड़ शहरी जीवन अपनाता है तो उसे भी अपनी गंवई वेश-भूषा और बोली का परित्याग कर शहरी जीवन-शैली को अपनाना पड़ता है। यही स्थिति स्वदेश त्याग परदेश में रह रहे प्रवासियों की होती है। वहाँ स्थापित होने के लिए उन्हें अपने आप को वहाँके परिवेश के अनुरूप समायोजित करना होता है। फलतः भाषा भी प्रभावित होती है और साहित्य भी। अतः जिस तरह अपने ही देश में “तीन कोस पर बदले पानी, आठ कोस पर बदले बानी” कहावत के अनुसार भौतिक दूरी के आधार पर बोली का स्वरूप बदल जाता है और इसी कारण मुम्बई में व्यवहृत हिंदी को ‘मुम्बईया हिंदी कहते हैं, उसी तरह भारत से बाहर बसे प्रवासियों की हिंदी को एक सामूहिक पहचान देने के लिए ‘प्रवासी हिंदी’ नाम देना समीचीन ही जान पड़ता है।

उक्त विमर्श का दूसरा मुख्य बिंदु है— ‘क्या प्रवासी हिंदी साहित्य को केवल हिंदी का साहित्य कहकर हिंदी के महासागर में ही रखना चाहिए ? क्या इसको हिंदी का होते हुए एक अलग पहचान देने या मिलने की आवश्यकता नहीं है ? इस संदर्भ में मेरा मानना है कि यदि प्रवासी हिंदी साहित्य को हिंदी के विशाल सागर में समाहित कर लिया जाए तो उसकी अपनी विशिष्टता या निजता ठीक उसी प्रकार विलुप्त हो जाएगी जिस प्रकार सागर से मिल जाने पर एक नदी की अपनी कोई पहचान नहीं रहती। और एक अलग पहचान में नुकसान ही क्या है ? एक अलग नाम में तो अपनी एक विशिष्ट किस्म ही उभर कर सामने आती है जिस तरह आम का फल आम होते भी अपनी अंतर्बाह्य बनावट और बुनावट तथा रसास्वादन के आधार पर दशहरी, चौसा, लंगड़ा, कलमी आदि अनेक नामों से जाना जाता है। इसी तरह देवनागरी में लिपिबद्ध हिंदी भाषा समूह के अंतर्गत मगही, भोजपुरी, अवधी, मागधी, ब्रज आदि विविध बोली रूप और साहित्य के संदर्भ में समय समय पर समय की मांग के आधार पर उभरते नए नए विषय जैसे— दलित विमर्श, नारी विमर्श और अब अधुनातन प्रवासी हिंदी साहित्य को समझा जा सकता है। अपने वतन से बाहर अपनी मातृभाषा में रचित साहित्य को प्रवासी हिंदी साहित्य मानने में कैसा गुरेज और कैसी आपत्ति। और प्रवासी शब्द किस तरह गुलामी का प्रतीक हो सकता है जैसा कि डॉ० रूप सिंह चंदेल के कथन से इंगित होता है— “साहित्य के साथ प्रवासी शब्द का प्रयोग मुझे गुलामी का अहसास करवाता है”। वैसे भी प्रवासी हिंदी साहित्य का अंतर्निहित व्यंजित अर्थ साहित्य कार के प्रवासत्व को ध्वनित करता है। गुलामी का अहसास तो अपनी भारतीय भाषा की उपेक्षा और तिरस्कार कर अनावश्यक रूप से विदेशी भाषा को अपनाने और उसके शब्दों को व्यवहृत करने में होना चाहिए। जबकि अपने ही देश में रह रहे कितने ही लोग आंग्ल भाषा का धड़ल्ले से प्रयोग करते हैं और ऐसा करने में अपनी शान समझते हैं। दुख होता है यह देखकर कि ऐसा करते हुए उन्हें दासता का जरा भी अहसास नहीं होता। शारीरिक रूप से हमने ब्रिटिश साम्राज्य की गुलामी से भले ही मुक्ति पा ली हो लेकिन मानसिक रूप से हममें से अधिकांश लोग आज भी स्वतः खुशी- खुशी विदेशी दासता के बंधन में जकड़े हैं, जबकि ऐसा करने के लिए उन पर किसी विदेशी शक्ति या संस्कृति का कोई दबाव या बंधन नहीं। प्रवासी रचनाकारों की कृतियों को उनकी विशिष्ट पहचान के लिए उन्हें ‘प्रवासी हिंदी साहित्य’ नाम देने में गुलामी का अहसास होना केवल विरोध के लिए विरोध या निरर्थक आपत्ति सूचक वक्तव्य ही माना जा सकता है। इस संदर्भ में डॉ० कमल

किशोर गोयनका जी का यह कथन सर्वथा समीचीन है— “हिंदी के प्रवासी साहित्य की गति और विकास को अब कोई भी विरोधी शक्ति नहीं रोक सकती। वह हिंदी साहित्य की एक सशक्त धारा बन चुकी है और उसे हमें हिंदी साहित्य की प्रमुख धारा में सम्मानपूर्ण स्थान देना होगा”। हालांकि हंस पत्रिका के संपादक राजेन्द्र यादव को प्रवासी हिंदी साहित्य के स्तर में कुछ खास नजर नहीं आता (जामिया मिलिया विश्व विद्यालय के एक कार्यक्रम में राजेंद्र जी द्वारा दिए गए वक्तव्य के आधार पर) और दूसरी ओर तेजेंद्र जी विदेश में रचे जा रहे हिंदी साहित्य को ‘प्रवासी हिंदी साहित्य’ नाम से उसे आरक्षण के कोटे में रखने की खिलाफत करते हैं। उनका कहना है कि “मैं प्रवासी साहित्य जैसे आरक्षण कोटे को मानता ही नहीं। मुझे तमाम आरक्षित साहित्य से एलर्जी है। मैं साहित्य को महिला लेखन, दलित लेखन, सवर्ण लेखन, प्रगतिवादी लेखन आदि आदि में बाँटने के सख्त खिलाफ हूँ। अब एक नया आरक्षण— प्रवासी साहित्य। क्या है यह प्रवासी साहित्य ?” तेजेंद्र जी का यह वक्तव्य उनके दृष्टिकोण से सही भी है किंतु साहित्य का इस तरह के वर्गों में विभाजन संवेदना के विशिष्ट कोणों में निहित सर्जनात्मकता की संभावनाओं को उभारने में आवश्यक हो जाता है।

अस्तु, अब हम विमर्श के अगले तृतीय मुख्य बिंदु पर आते हैं, जो इस पंकार है— ‘क्या प्रवासी रचनाकार हिंदी की तथाकथित ‘मुख्यधारा’ से चिपक कर रहना चाहता है ? अगर हाँ तो क्यों ?’ इस प्रश्न के जबाब में हमें सर्वप्रथम यह जानना होगा कि हिंदी की वह कौन सी तथाकथित ‘मुख्य धारा’ है जिससे हमारे प्रवासी रचनाकार जुड़ना चाहते हैं। क्योंकि जिस तरह धारा पर अवतरित होने के बाद गंगा की धारा और उसका रुख अनवरत परिवर्तित होते रहे हैं, उसी तरह हिंदी साहित्य की मुख्य धारा भी अपने उद्गम काल से अद्यतन प्रवहमान रहते हुए कभी इलाहाबाद तो कभी वाराणसी और अब दिल्ली में आ बसी है। संभवतः हमारे प्रवासी बंधु हिंदी साहित्य की इसी धारा में समाहित होने के लिए इतने अधिक अधीर हैं। किंतु साहित्य के हित में बेहतर यही होगा कि इस समायोजन प्रक्रिया को समय के भरोसे छोड़ दिया जाए क्योंकि समय सब स्वतः निर्धारित कर देता है। भीड़ में अच्छे-बुरे सभी एकरूप नजर आते हैं। धीरे-धीरे जब भीड़ छँटती है और कोलाहल शांत होता है, तो सामान्य और विशिष्ट अपनी अलग-अलग पहचान लिए साफ नजर आते हैं। हिंदी साहित्य में दशकों और सदियों से स्थापित साहित्यकारों के साथ पंक्ति बद्ध होना कोई हँसी-खेल बात नहीं। अच्छा साहित्य सृजन तपस्या, त्याग और धैर्य माँगता है। फिर गुणवत्ता किसी की छिपाए नहीं छिपती। समय आने पर उत्कृष्ट प्रवासी साहित्य स्वतः हिंदी साहित्य की मुख्य धारा में अपना यथोचित स्थान बना लेगा।

विमर्श का अगला बिंदु है— ‘हिंदी के अलावा अन्य भाषाओं में भी रचनाकारों ने प्रवास में रचनाधर्मिता को कायम रखा है तो फिर उनके साहित्य को ‘प्रवासी अंग्रेजी या प्रवासी फ्रेंच साहित्य’ क्यों नहीं कहते ? सतही तौर से देखने पर यह प्रश्न उठना स्वाभाविक ही है कि हिंदी साहित्य में ही प्रवास के दौरान रचित साहित्य को एक विशिष्ट नाम या पहचान देने की आवश्यकता क्यों महसूस की गयी, जबकि अन्य भाषाओं के विद्वानों ने भी अपने देश से बाहर प्रवास काल में साहित्य सृजन किया है किंतु उनके साहित्य को तो ऐसे किसी विशिष्ट नाम में वर्गीकृत नहीं किया गया। लेकिन ध्यान से देखने पर पता चलता है कि ऐसे हिंदी साहित्य और अन्य साहित्य में परिमाण और विशालता की दृष्टि से बहुत अंतर है। हिंदी साहित्य का अपना एक समूह है। समूह के अभाव में किसी सामूहिक नाम का प्रश्न ही नहीं उठता। प्रवासी हिंदी रचनाकारों की संख्या अधिक होने के कारण ही उनके साहित्य को ‘प्रवासी हिंदी साहित्य’ नाम से अभिहित किया गया।

अब हम विमर्श के अंतिम महत्वपूर्ण बिंदु पर आते हैं जो भाषा के बदलते हुए स्वरूप से जुड़ा है। प्रश्न है कि क्या प्रवासियों की हिंदी भाषा (बोली, ध्वनि एवं उच्चारण आदि/लिपि नहीं) कालांतर में, इतना बदल जाती है कि इसे कोई और नए नाम की आवश्यकता पड़ सकती है और पड़ी है ?

हम देखते हैं कि विश्व में भिन्न-भिन्न जगहों पर अंग्रेजी के बदले स्वरूप के आधार पर उसे 'भारतीय अंग्रेजी', 'अमेरिकन अंग्रेजी', 'ऑस्ट्रेलियन अंग्रेजी आदि नामों से संबोधित किया गया। फ्रेंच और इटेलियन भाषा के साथ भी यही हुआ और इसी तरह भिन्न-भिन्न क्षेत्रों एवं देशों में हिंदी का स्वरूप भी बदलता रहा है। यही कारण है कि इन विभिन्न देशों में सृजित साहित्य को साहित्य की कसौटी पर कसने के लिए भाषा-शिल्पगत मापदंडों को तदनु रूप देखना होगा क्योंकि यदि समान निर्धारित मापदंडों के आधार पर उस विशिष्ट देश-काल, परिस्थितियों और बोली के परिवर्तित स्वरूप में सृजित साहित्य को परखा जाए तो भाषा-भाव-संवेदनाओं के साथ न्याय कर पाना संभव नहीं।

समग्रतः इस आलेख में इस अवधारणा को स्पष्ट करने का यह विनम्र प्रयास किया गया है कि प्रवास के दौरान रचित हिंदी साहित्य को 'प्रवासी हिंदी साहित्य' के नाम से अभिहित करना कितना समीचीन एवं न्याय संगत है। यह समय की मांग भी है और ऐसे उल्लेखनीय साहित्य की विशिष्ट पहचान का द्योतक भी। हिंदी साहित्य के वरिष्ठतम साहित्यकार और आलोचक डॉ० रामदरश मिश्र के शब्दों में कहें तो "प्रवासी साहित्य ने हिंदी को नई जमीन दी है और हमारे साहित्य का दायरा दलित विमर्श और स्त्री विमर्श की तरह विस्तृत किया है।" प्रवासी हिंदी साहित्य के सजग चिंतक डॉ० कमल किशोर गोयनका के अनुसार "विगत दो दशकों से यह (प्रवासी हिंदी साहित्य) भारत तथा विदेशों के हिंदी संसार में गंभीर चर्चा का विषय रहा है। हिंदी के प्रवासी साहित्य का यह अपना वैशिष्ट्य है जो उसकी संवेदना, जीवन-दृष्टि, सरोकार तथा परिवेश में दिखाई देता है।" प्रवासी साहित्य में स्वदेश और विदेश दोनों संस्कृतियों का मिला-जुला रूप प्रतिबिंबित है। इनमें विदेश की सुख समृद्धि तथा तनाव एवं संघर्ष के साथ साथ अपने देश की माटी की सौंधी गंध भी विद्यमान है चाहे वह धर्म-संस्कृति के स्रोत के रूप में हो और चाहे नॉस्टेल्लिज्या अथवा अस्तित्व बोध के रूप में। इससे प्रवासी हिंदी साहित्य की मूल चेतना तथा उसमें निहित तत्वों का स्पष्ट संकेत मिलता है।

संदर्भ

1. डॉ० कमल किशोर गोयनका, भूमिका शब्दयोग, अप्रैल 2008, पृष्ठ 6-8।
2. डॉ० कृष्ण कुमार, 'प्रवास एवं प्रवासी साहित्य, नया ज्ञानोदय, दिसंबर 2008 अंक, पृष्ठ 12-14।
3. मनोज श्रीवास्तव- प्रवासी हिंदी साहित्य में परंपरा, जड़ें और देशभक्ति।
4. डॉ० कृष्ण कुमार- प्रवासी हिंदी एवं प्रवासी साहित्य के अंतर्सम्बन्ध।
5. डॉ० कमल किशोर गोयनका- हिंदी का प्रवासी साहित्य।
6. डॉ० रूप सिंह चंदेल- हिंदी भारत- 5 जुलाई 2011।
7. अक्षरम् संगोष्ठी, अप्रैल-जून 2006, पृष्ठ 67।

Transformation in Assessment Techniques for School Students

Dr. Reena Uniyal Tiwari*

ABSTRACT

Assessment has been widely used worldwide by teachers and educators to measure, evaluate, test and document the learning progress and academic achievement of students from preschool through middle, secondary, Higher Secondary and Higher Education. Assessments are of different types based on the purpose, scope, attribute to be measured, what kind of information is required to be gathered from students, context as well as nature of interpretation etc.

The New Education Policy 2020, approved by the Union Cabinet of India on 29th July 2020, aims to transform India's education system by 2021. NEP 2020 will replace the previous National Policy on Education, 1986. It outlines the vision of India's new education system and aims at making "India a global knowledge super power". NEP 2020 recognizes the need to evaluate "higher-order skills, such as analysis, critical thinking and conceptual clarity", and hence shifting the focus of assessment from marks based to competency based. NEP 2020 emphasizes on transforming assessment for optimizing learning and development of all students, focuses on assessment for learning, making board examination more flexible with assessment of essential skills. NEP 2020 recommends a National Assessment Centre (PARAKH), to bring greater Synergy in Board Examinations conducted by different Boards of Examination (BOE) for secondary students.

The present paper discusses in detail about the assessment techniques for school students with reference to the recommendation of NEP 2020 regarding transforming assessment.

Keywords: Assessment, Assessment techniques, NEP 2020, Secondary Board Examination.

INTRODUCTION

Almost all the committees and commissions on education formed in India after independence have suggested reforms in the examination system. Radhakrishnan Commission (1948-49), Mudaliar Commission (1952-53), Kothari Commission (1964-66) laid emphasis on the need for revamping students assessment through examinations for bringing quality and confidence in the system.

NPE 1968 Recommended for a shift in the focus of evaluation from certification to improvement in learning. NPE 1986 suggested for elimination of excessive element of chance and subjectivity, de-emphasizing memorization, introduction of continuous and comprehensive evaluation (CCE), use of grades in place of marks, introduction of semester system from secondary stage in a phased manner.

National curriculum Framework at different points of times 1975, 1988 & 2000 tried to translate significant recommendations of the committees, Commissions and policy documents into implementation strategies in the areas of teaching, learning and assessment for qualitative improvement in entire school education system.

*Associate Professor, Department of Teacher Education, D.A.V. (P.G.) College, Dehradun, E-mail: drreenatiwari@gmail.com

The journey of students assessment has gone a long way passing through oral testing, written testing, public examination, internal and external assessment, continuous and comprehensive evaluation and competency based assessment. Attempts to shift from content based assessment to competency based assessment are continued.

ASSESSMENT

As part of the teaching learning process the assessment may be defined as the process of gathering, recording, interpreting, using and communicating information about a child's progress and achievements during the development of knowledge, concept, skills and attitudes.

Educational Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop or other organized group of learners), the Institution, or the Educational System as a whole. Assessment is "a systematic procedure for collecting information that can be used to make inferences about the characteristics of people or objects (AERA, et.al, 1999)". Assessment is referred as "a process of collecting evidence and making judgements relating to outcomes". It is said that assessment has a narrower meaning than evaluation but a broader meaning than measurement. Assessment is considered as a part of the teaching-learning process and often categorized as assessment of learning, assessment for learning and assessment as learning.

Assessment of learning basically focuses on learners' achievement against some predefined outcomes and standards. Sometimes, it is also referred to as summative assessment. Assessment of learning is used to plan future learning goals and Pathways for students, provides evidence of achievement to the wider community, including parents, educators, the student themselves and outside groups and provides a transparent interpretation across all audiences.

Assessment for learning is practiced by teachers during their teaching-learning process. Its main objective is to improve teaching and enhance learning by facilitating learners. It takes place along with teaching-learning process in the classroom. It is more frequent and mostly unstructured also referred as 'formative assessment'. It focuses on the opportunities to develop students ability to evaluate themselves, to make judgements about their own performance and improve upon it. It makes use of authentic assessment methods and offers lots of opportunities for students to develop their skills through formative assessment using summative assessment sparingly. In assessment for learning, assessment helps teachers gain insight into what students understand in order to plan and guide instructions and provide helpful feedback to students.

Assessment as learning: This practice helps learner to identify their knowledge gaps, adopt appropriate learning strategy and use assessment as a tool for new learning. Assessment as learning encourages students to take responsibility for their own learning, requires students to ask questions about their learning, involves teachers and students creating learning goals to encourage growth and development.

In educational assessment, there are some assumptions: Psychological and educational construct exist that there are always some trades are characteristics which are to be measured. Psychological and educational constructs can be measured. Although we can measure constructs, our measurement is not perfect. There are different ways to measure any given construct, all assessment procedures have strength and limitations, multiple sources of information should be part of the assessment process, assessment can provide information that helps one to make better decisions, assessment can be conducted in a fair manner, testing and assessment can benefit our educational institutions and society as a whole.

NEP 2020: TRANSFORMING ASSESSMENT

New Education Policy 2020 emphasizes on transforming assessment for optimizing learning and development of all students with a focus on the following features of assessment-

- Regular, formative and competency based assessment.
- Promoting learning and development of students.
- Focuses on assessment for learning.
- Test higher order skills (analysis, critical thinking and conceptual clarity etc.)
- Helps entire schooling system in revising continuously teaching learning processes to optimize learning.

Transforming the culture of assessment includes continuous tracking of learning outcomes of each child. Board examinations are to be made more flexible with assessment of essential skills. Assessment needs to focus on core concepts, higher order and foundational skills. Artificial intelligence based software to develop track progress of students to enable them to make optimal career choices. National Assessment Centre (PARAKH) will bring greater synergy in Board examinations conducted by different Board of Examinations. Assessment should include Students Self assessment and Peer assessment. National Testing Agency (NTA) will work to offer a Common Aptitude Test of high quality to eliminate the need of coaching for these exams. A 360 degree multidimensional report card for all students is suggested by the NEP 2020 and it has to be completely redesigned by the states/union territories under guidance from PARAKH, NCERT and SCERT. The school based assessment will include self-assessment, Peer Assessment, assessment by teachers. Assessment will include artificial intelligence based software to be used by students to track their growth through their school years. NEP 2020 comments, all the different public examinations- the secondary exams, board exams and entrance exams are eating away valuable time for true learning with successive exam-coaching and exam preparation. These exams also force students to learn a very narrow band of content material in a single stream. Board exams need to be redesigned to encourage Holistic development by way of discouraging coaching culture and exam preparation. Students should be given freedom to choose range of subjects in which they take board exams, depending on their individualized interest. Board exams be made easier in the sense that they test primary core capacities/competencies rather than content memorization. All students should be allowed to take board exams on up to two occasions during any given School year, one main examination and one for improvement to eliminate the 'high stakes' aspect of board exams. To reduce the pressure and coaching culture, boards will think to develop further viable models of board exams such as annual/semester/modular board exams or in certain subjects question paper may be redesigned to have two parts- one part of an objective type with MCQs and the other of a descriptive type. The NCERT in consultation with SCERTs, BOAs, NAC/PARAKH etc. will prepare guidelines on NEP 2020 recommendations on assessment to align with the NEP 2020. Reformation of examinations from grade 9 to 12 including Board examinations has been proposed by NEP 2020. According to it board examination will be made easier as they will be testing primarily core capacities/competences. Visible model to be explored for annual/semester/modular exams, two parts exam (objective and descriptive) must be taken. Guidelines will be prepared by NCERT in consultation with SCERT, Board of exams and PARAKH.

NEP 2020 also focuses on formative assessment- program which are directed to modify or to improve. Formative assessment is an active learning process that helps the teachers and the students to continuously and systematically improve student achievement. Teachers and their students actively engaged in the formative assessment process to focus on learning goals and take action to move closer to the goal.

IMPLEMENTATION OF EXAMINATION REFORMS SUGGESTED BY NEP 2020

For implementing the suggestions given by NEP 2020 preparation of new assessment patterns for all stages of school education need to be done.

- A culture of formative and adaptive assessments in schools needs to be built.
- For this capacity building of teachers to undertake assessment of learning, assessment for learning, capacity building of paper setters and moderators for new assessment patterns, preparation of question banks for competency based items that test higher-order skills, development of assessment patterns and evaluation procedures for holding the state census exams in grade 3, 5 & 8 is required.
- To communicate child's progress by School to parents, re-designing of report card for school based assessment is needed.
- IT based tracking system by all states and union territories for tracking the progress of learners from grade 1-12 needs to be developed.
- To reduce the burden of exams by examining all policy recommendations in consultation with boards of assessment, a plan should be developed.
- Compartment exams to be renamed as improvement exams, to make them low stakes by CBSE and other BOAs.
- At secondary and senior secondary level, preparation of common norms, standards and guidelines for assessment and evaluation for secondary education in alignment with NCF 2020 for all boards of assessment is required.

ASSESSMENT TECHNIQUES FOR SECONDARY SCHOOL STUDENTS: SUGGESTIONS

NEP 2020 focuses on assessment to test higher-order skills like analysis, critical thinking and conceptual clarity etc. Some broad categories of learning outcomes and suitable methods and techniques to assess them can be-

1. To assess critical thinking and developing arguments, reflecting, evaluating, assessing and judging- students can be asked to write essay, report, letter of advice (about some social cause, government policies, public transport, Public Health matters), present a case for an interest group, write a book review or article for a journal, newspaper article, comment on an articles theoretical perspective.
2. To assess the learning outcome of solving problems and developing plans students can be asked to identify. define problem from a problem scenario, work in group analyze data, review it design experiments for a work based problem they should prepare a committee of enquiry report, draft a research proposal to a realistic brief, plan, apply information, analyze the case, write a conference paper or notes for that.
3. To assess the learning outcome of performing procedure and demonstration techniques, students can be assessed on their computational skills, taking readings, use of equipments, following laboratory procedures, carrying out instructions, demonstrations, role play, writing script and making a video, prepare a poster, write laboratory report, prepare an illustrated manual on using the equipment, writing observations of real or simulated professional practice.
4. To assess managing and developing oneself about how students work cooperatively or independently, learn independently, being self directed, managing time and task and organizing different task, they can be asked to write journals, prepare portfolio learning contract and to work in groups.

5. To assess how the students access and manage information about researching, investigating, interpreting, organizing, information reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting, students can be asked to write an annotated bibliography, work on projects, write a dissertation and applied task for a work or an applied problem.
6. To assess their demonstrating knowledge and understanding about recalling, describing, reporting, recounting, recognizing, identifying, relating and interrelating, can be assessed on the basis of written examinations, oral examinations, writing an essay, report writing, commenting on the accuracy of a set of records, devising an Encyclopedia entry, write an answer to our clients question, short answer questions like- true/false/multiple choice questions (paper based or Computer aided assessment).
7. For assessing students designing, creating and performing skills- how do they imagine, visualize, design, produce, create, innovate and perform, students can be assessed according to their portfolio, performance, presentations and project.
8. To assess the communicating skills and competences- how does students communicate, one and two way communication, communication within a group, written and non-verbal communication, arguing, describing, advocating, interviewing, negotiating, presenting using specific written forms, they can be assessed on the basis of their written presentations like (essay, report, reflective paper etc.), oral presentation and group work.
9. Various Tools which can be used in the formative assessment can be questionnaire, observation schedule, interview schedule, checklist, rating scale, anecdotal records, document analysis, test and inventory and Portfolio analysis.
10. The various techniques utilized can be examinations, assignments, quizzes and competitions, projects, debates, elocution, group discussions, Action Plan, experiment, worksheet, seminar, symposium and survey.
11. Assessment tools and techniques like- text, questionnaire, scale, schedule, checklist, portfolios, quiz, debate and discussions, role play, dramatization can be used.

CONCLUSION

The New Education Policy 2020 recognizes the need to evaluate higher order skills and hence suggest to shift the focus of assessment from marks based to competency based. Instead of assessment of learning and assessment as learning, it focuses on assessment for learning, making examinations more flexible with assessment of essential skills. Therefore, the techniques which assess skill in analysis, synthesis, creative thinking, application, performance and critical thinking needs to be utilized for students assessment. To bring greater synergy in board examinations all over the country a national assessment centre and regular, formative and competency based assessment is the need of hour.

REFERENCES

1. Centre for distance education, Bharathidasan Univerisity, Tiruchirappalli, Assessment for learning, retrieved from www.bdu.ac.in
2. Center for Distance Education, Mangalore University, 2019-20, Assessment for learning
3. CELT, University of Kentucky, 50 Classroom Assessment Techniques (CATs), retrieved from <https://www.uky.edu/celt/50-classroom-assessment-techniques-cats>
4. Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai, 2016-17, Assessment for learning

5. IGNOU, Assessment for learning, BES-127, retrieved from www.ignou.ac.in
6. NCERT, NEP 2020- Assessment Reforms, retrieved from www.education.gov.in
7. NCERT, NEP 2020- Assessment and Examination Reforms, retrieved from www.ncert.nic.in
8. Paul Richard with Gerald M. Nosich, A Model for the National Assessment of Higher Order Thinking, retrieved from <https://www.criticalthinking.org/pages/a-model-for-the-national-assessment-of-higher-order-thinking/591>

The Child Labour Situation in India: A Legal Analysis

Bindu. G. K*

ABSTRACT

There are many reasons for the existence of child labour and it varies from place to place. In India, poverty is one of the important factors for child labour, but it is not the sole factor. Children provide cheap labour, the person who wants labour has to pay less to them than adult labour. The child can be commanded more than an adult. The pull factor of the child labour is the profit maximization. Children of the nation are supremely important asset. Children's programs should find a prominent part in our national plans for the development of human resources. So that our children grow up to become robust citizen, physically and mentally fit, and morally healthy; endowed with the skills and motivations needed by the society.

Keywords: Child labour, forced labour, homelessness, minimum wages, traditional occupations

INTRODUCTION

Child labour is a colossal problem in India and is deep rooted with poverty. Over 400 Million people live below the poverty line and 90 per cent of its active population works in informal sector. Child labour is most common in rural areas and mostly in the informal sector. Children often perform hazardous tasks. In the leather tanning industry, children are exposed to corrosive chemicals and bacterial contamination from hides. In the glass manufacturing industry of Firozabad, in northern India, children work under exploitative conditions in small workshops or private homes for low wages.

Children weld the ends of glass bangle bracelets, sort bangles, engrave them on grinding wheels, and collect melted glass from boiling stations with iron rods. In the footwear industry of Agra, children work in small workshops and homes for up to 12 hours per day and are exposed to glue fumes and other chemicals.

Child labour is used in the labour-intensive hand-knotted carpet industry in India, where children frequently work in a confined, area and often develop respiratory illnesses and spinal deformities from long hours crouched at the looms. In the stone quarries of the southern state of Tamil Nadu, children break stones into small pieces and carry explosives. Children also labour in brick-kiln Operations and the construction industry. In the gemstone industry, children work in private homes or small workshops. The International Labor Organization (ILO) estimates that at least 20,000 children are involved in processing diamonds by cutting and polishing the stones in hazardous conditions.

In rural areas, both male and female child labour have almost doubled in the manufacturing sector. Both in construction and transport storage and communications female child employment has increased significantly over the last four decades.

In urban areas, both male and female child employment has increased in almost every industry. Only for transport storage and communication has female employment declined. Overall, female employment has increased both in rural and urban areas particularly in urban areas the index has doubled within this period.¹

*Assistant Professor, Government Law College, Thiruvananthapuram.

CATEGORIES OF CHILD LABOUR

Child labour does more than deprive children of their education, mental and physical development their childhood is stolen. Immature and inexperienced child labourers may be completely unaware of the short and long term risks involved in their work. Working long hours, child labourers are often denied a basic school education, normal social interaction, personal development and emotional support from their family.

Beside these problems, children face many physical dangers and death from forced labour. Physical injuries and mutilations are caused by badly maintained machinery on farms and in factories, machete accidents in plantations, and any number of hazards encountered in industries such as mining, ceramics and fireworks manufacture etc. Pesticide poisoning is one of the biggest killers of child labourers. Growth deficiency is prevalent among working children, who tend to be shorter and lighter than other children, these deficiencies also impact on their adult life.²

Long-term health problems, such as respiratory disease, asbestosis and a variety of cancers, are common in countries where children are forced to work with dangerous chemicals. Drug addiction and mental illness are also common among child labourers. Exhaustion and malnutrition are a result of underdeveloped children performing heavy manual labour, working long hours in unbearable conditions and not earning enough to feed themselves adequately.

REASONS FOR CHILD LABOUR

There are many reasons for the existence of child labour and it varies from place to place. In India, poverty is one of the important factors for child labour, but it is not the sole factor. Children provide cheap labour, the person who wants labour has to pay less to them than adult labour. The child can be commanded more than an adult. The pull factor of the child labour is the profit maximization.

Thus the main reasons for child labour are:-

1. The combination wide spread Poverty and the lack of a Social Security Network
2. Lacking of effective Education Policy.
3. Unemployment or under employment of the Parents and Guardians of the Child
4. Child Labourers are always better than Adult Workers (Cheaper Labour)
5. Homelessness.
6. Population explosion, Traditional Occupations
7. Parental Attitude.
8. Lack of Minimum Wages.
9. Single Parenthood

CHILD LABOUR IN INDIA

India accounts for the second highest number where child labour in the world is concerned. Africa accounts for the highest number of children employed and exploited. The fact is that across the length and breadth of the nation, children are in a pathetic condition. Child labour in India is a human right issue for the whole world. It is a serious and extensive problem, with many children under the age of fourteen working in carpet making factories, glass blowing units and making fireworks with bare little hands.

The situation of Child labours in India is desperate. Children work for eight hours at a stretch with only a small break for meals. The meals are also frugal and the children are ill nourished. Most of the migrant children, who cannot go home, sleep at their work place, which is very bad for their health and development. Seventy five percent of Indian population still resides in rural areas and are

very poor. Children in rural families who are ailing with poverty perceive their children as an income generating resource to supplement the family income. Parents sacrifice their children's education to the growing needs of their younger siblings in such families and view them as wage earners for the entire clan³.

In Northern India the exploitation of children for labour is an accepted practice and perceived by the local population as a necessity to alleviate poverty. Carpet weaving industries pay very low wages to Child labours and make them work for long hours in unhygienic conditions. Children working in such units are mainly migrant workers from Northern India, who are shunted here by their families to earn some money and send it to them. Their families dependence on their income, forces them to endure the onerous work conditions in the carpet factories.

While experts blame the system, poverty, illiteracy, adult unemployment; yet the fact is that the entire nation is responsible for every crime against a child. Instead of nipping the problem at the bud, child labour in India was allowed to increase with each passing year. And today, young ones below the age of 14 have become an important part of various industries; at the cost of their innocence, childhood, health and for that matter their lives.⁴

MAGNITUDE OF CHILD LABOUR IN INDIA

The magnitude of child labour in India has been witnessing enormous decline in the last two decades, both in terms of magnitude and workforce participation rates.

Government of India, Planning Commission, Working Group for Social inclusion of Vulnerable Group like Child Labour and Bonded and Migrant Labour in the 12th Five Year Plan (2012-17).

VARIOUS ISSUES REGARDING CHILD LABOUR IN INDIA

Issues of Child Labour in India are of great magnitude compared to other developing countries of the world.

1. National Progress:
2. Productive Efficiency:
3. Social Security:
4. Education:
5. Sexual exploitation:
6. Juvenile Justice:
7. Health Care:
8. The wage structure of Adults:
9. Illiteracy and ignorance of parents:

LEGISLATION FOR CHILD LABOUR IN INDIA

The first protective legislation for child labour in India was seen in 1881 in the form of Indian factories Act which had the provisions prohibiting employment of children below 7 years, limiting the working hours for children to 9 hours a day and providing 4 holidays in a month and rest hours. This was actually made by the ruling British Government to decrease the production in Indian industries through some legal restrictions.

It may be submitted that the labour legislations in India including protective legislation for children have been greatly influenced with the result of various Conventions and Recommendations adopted by International Labour Organisation. Besides Constitutional provisions, there are several legislative enactments which provide legal protection to children in various occupations.

The Children (Pledging of Labour) Act, 1933
 The Employment of Children Act, 1938
 The Minimum Wages, Act 1948 and rules made thereunder by the government
 The Factories Act, 1948
 The Plantations Labour Act, 1951
 The Mines Act, 1952
 The Merchant Shipping Act, 1958
 The Motor Transport Workers' Act, 1961
 The Apprentices Act, 1961
 The Atomic Energy Act, 1962
 The Beedi and Cigar Workers (Conditions of Employment) Act, 1966
 The Shops and Establishment Act in Various States, and
 Child Labour (Prohibition and Regulation) Act, 1986

Child Labour (Prohibition and Regulation) Act (1986) was the culmination of efforts and ideas that emerged from the deliberations and recommendations of various committees on child labour. Significant among them were the National Commission on Labour (1966-1969), the Gurupadaswamy Committee on Child Labour (1979) and the Sanat Mehta Committee (1984). The Act aims to prohibit the entry of children into hazardous occupations and to regulate the services of children in non-hazardous occupations. In particular it is aimed at (i) the banning of the employment of children, i.e. those who have not completed their 14th year, in 18 specified occupations and 65 processes; (ii) laying down a procedure to make additions to the schedule of banned occupations or processes; (iii) regulating the working conditions of children in occupations where they are not prohibited from working; (iv) laying down penalties for employment of children in violation of the provisions of this Act and other Acts which forbid the employment of children; (v) bringing uniformity in the definition of the child in related laws.⁵

VARIOUS LEGISLATIONS ENACTED TO PROHIBIT EXPLOITATION OF CHILD LABOUR

Indian Constitutional Law

The makers of our Constitution had used their vision and wisdom by providing protection and provisions for developments of children. The view was that if the children of the country are not nurtured and educated India cannot attain progress and development in the true sense.

- (a) Preamble of the Constitution clearly says that Justice social, economic and political and Equality of Status and of Opportunity. It means no one can deprive children from all opportunities to develop their socio, economic and political status.
- (b) Article 15(3): State shall make special provisions for women and child.
- (c) Article 24: Prohibit the employment of Children.
- (d) Article 39(e) (f): State shall safeguard health of children and offered opportunities and education of children.
- (e) Article 45: Free and compulsory education to children.
- (f) Article 21(A): Free and compulsory education to all children of the age of 6 to 14.

The Minimum Wages Act, 1948

It provides for fixation of minimum time rate of wages by state government. It also includes the fixation of minimum piece rate of wages, guaranteed time rates for wages for different occupations and localities or class of work and adult, adolescence, children and apprentices.

The Factories Act, 1948

The Factories Act expressly prohibited Child Labour under its significant provision. This is nothing but a protection given to the child workers against exploitation.

The Plantation labour Act, 1951

The employment of children between the ages of 12 years is prohibited under the Act. However, the act permits the employment of child above 12 years only on a fitness certificate from the appointed surgeon.

The Mines Act, 1952

It states that no child shall be employed in any mines nor shall any child be allowed to be present in any part of mine, which is below ground, or in any open cast working in which any mining operations being carried on.

THE MERCHANT SHIPPING ACT, 1958

The act prohibits employment of children below the age of 14 in a ship except a training ship, home ship or a ship where other family members work. It also prohibits employment of young person below the age of 18 as trimmers and stokers except under certain specific conditions.

The Children Act, 1960

This is also important legislation which prohibits employment of children for begging and exploitation of child employee.

The Apprentices Act, 1961

It states that no person shall be qualified for being engaged as an apprentice to undergo apprenticeship training in any designated trade unless he is 14 years of age and satisfied such standards of education and physical fitness as may be prescribed.

The Child Labour (Prohibition & Regulation) Act, 1986

The main object of the said Act is to prohibit the engagement of children in certain employments and regulation of condition of work of children in certain other employments.

United Nations Declaration of the Rights of the Child

The said declaration dealt with special provisions and facilities to develop physical, mental, moral and social status. Also the right to Social Security and protection against exploitation has given special importance.

The organizations like SAARC, National Commission for Protection of Child Rights and UNICEF also took efforts for protection and effective implementation of Child Right conventions.⁶

However having all these mechanisms millions of children engaged in hazardous establishments. The Socio-Economic situation forced children to do work to sustain their family. Moreover negligent attitude of parents towards education is also one of the causes behind problem of Child Labour.

NATIONAL CHILD LABOUR POLICY

Constitutional and legislative provisions providing protection to children against employment has been elaborated in the National Child Labour Policy announced in 1987. The policy addresses the complex issue of child labour in a comprehensive, holistic and integrated manner. The action plan under this policy is multi-pronged and mainly consists of:

- A legislative action plan;
- Focuses on general development programmes for the benefit of the families of children; and
- Project-based action plan in areas of high concentration of child labour.

NATIONAL CHILD LABOUR PROJECT SCHEME

For rehabilitation of child labour, Government had initiated the National Child Labour Project (NCLP) Scheme in 1988 to rehabilitate working children in 12 child labour endemic districts of the country. Its coverage has increased progressively to cover 271 districts in the country presently. As on date the Scheme is in operation in 266 districts.

Under the NCLP Scheme, children are withdrawn from work and put into special schools, where they are provided with bridging education, vocational training, mid-day meal, stipend, health-care facilities etc. and finally mainstreamed to the formal education system. At present, there are around 7,000 NCLP schools being run in the country with an enrolment of three lakh children. Till date more than 9 lakh working children have already been mainstreamed to regular education under the NCLP Scheme.

The NCLP scheme is a Central Sector scheme. Under the scheme, project societies are set up at the district level under the Chairpersonship of the Collector/ District Magistrate for overseeing the implementation of the project. Instructions to involve civil society and NGOs have also been issued.

CONVERGENCE WITH PROGRAMMES OF OTHER MINISTRIES/ DEPARTMENTS

Convergence of services from different government departments is one of the key components of the NCLP which leads to the overall success of the programme. The NCLPs make efforts to utilize the services of other departments at various levels. Most important among the different departments has been the Department of Education. Since different forms of child labour cannot be ended only by improving school enrolment and educational rehabilitation, efforts for improvement of socio-economic environment of the child labour families will be strengthened. Some of the prominent schemes of these Ministries/department, which could have an explicit component for child labour and their family are given below and could be utilized for government interventions for elimination of child labour. This is however, only an indicative list and could be extended to others programmes to:

Schemes of Department of Education

- Sarva Shiksha Abhiyan (SSA)
- Mid Day Meal Scheme

Schemes of Ministry of Women & Child Development

- ICPS scheme For providing food and shelter to the children withdrawn from work through their schemes of Shelter Homes, etc
- Balika Samridhi Yojana and admission of children withdrawn from into residential schools under SC/ST/OBC Schemes.

SCHEMES OF MINISTRY OF RURAL DEVELOPMENT

- Mahatama Gandhi National Rural Employment Guarantee Act (MGNREGA).
- Swarnjayanti Grameen Rozgar Yojana (SGRY)
- Indira Awas Yojana (IAY)

Scheme of Ministry of Labour & Employment

- Rashtriya Swasthya Bima Yojana (RSBY)
- Skilled Development Initiative Scheme (SDIS)

Other Social security schemes

- Indira Gandhi National Old Age Pension Scheme
- National Family Benefit Scheme
- Janani Suraksha Yojna
- Handloom Weavers' Comprehensive Welfare Scheme
- Handicraft Artsans' Comprehensive Welfare Scheme
- Pension to Master craft persons
- National scheme for Welfare of Fishermen and Training and Extension of Janashree Bima Yojana

As poverty and illiteracy are the prime reasons for child labour, a combined and coordinated effort of the various departments would greatly help to mitigate this problem. The National Policy on Child Labour, prescribes the need to focus on general development programmes for the benefit of the families of child Labour. Providing income generation opportunities to the parents of child labour would enable them to send their children to school rather than work. Moreover, encouraging the parents of the working children to form Self Help Groups (SHGs). This would also help to bring children from these families to the fold of education.

ELIMINATION OF CHILD LABOUR IN INDIA – COORDINATION WITH ILO

The International Labour Organisation (ILO) launched the International Programme for Elimination of Child Labour (IPEC) in the year 1991 with the objective to end child labour globally. India was the first country to sign the Memorandum of Understanding (MOU) in the year 1992. During the 11th Plan Period, three Projects viz., INDUS Project, Andhra Pradesh Phase-II & Karnataka Project were implemented in the country under ILO-IPEC.

Jointly funded by the Ministry of Labour, Government of India and the Department of Labour, United States of America (USDOL), the INDUS Child Labour Project was implemented in ten hazardous sectors in 21 districts across five states viz. Delhi (NCT Delhi), Maharashtra (Districts of Amravati, Jalna, Aurangabad, Gondia and Mumbai Suburban), Madhya Pradesh (Districts of Damoh, Sagar, Jabalpur, Satna and Katni), Tamil Nadu (Districts of Kanchipuram, Thiruvannamallai, Tiruvallur, Nammakkal and Virudhunagar) and Uttar Pradesh (Districts of Moradabad, Allahabad, Government of India, Planning Commission, Working Group for Social inclusion of Vulnerable Group like Child Labour and Bonded and Migrant Labour in the 12th Five Year Plan (2012-17) Kanpur Nagar, Aligarh and Ferozabad). The project adopted a participatory method to identify beneficiaries and enrolling child workers in schools, transitional education centres and vocational training centres was seen as a key strategy for rehabilitation of child and adolescent workers withdrawn from work.

The project was instrumental in the operationalising the public education component in the field. The Project also developed income generation strategies for child labour elimination by linking

child labour families with the ongoing government schemes that provide access to micro credit and subsidies. The project has systematically worked at developing a comprehensive multipronged communication strategy. A variety of tools have been developed to aid awareness raising efforts at the field level.

Through its Action Programmes, the INDUS project worked towards sensitizing and building capacities of key government agencies and civil society partners in project states on child labour. The project, through an action research to study the occupational health and safety made efforts to develop interim solutions to protect adolescents and young adults from hazards at work places.⁷ The project has also operationalised a beneficiary tracking system, for tracking and following up on the progress of all project beneficiaries. Through this project, an estimated 103,152 children and adolescent workers were withdrawn and rehabilitated. The Project was concluded in March 2009.

JUDICIAL RESPONSE IN THE AREA OF CHILD LABOUR

The Supreme Court of India at the apex has been assigned a very important role and constituted as a guardian of Constitution. Our judiciary is an independent organ of the State. They perform a great job of interpretation of Constitutional and Legislative provisions. The Indian Judiciary played pivotal role in the field of Child Welfare.

In *M. C. Mehata v. State of Tamil Nadu*⁸ the Supreme Court while interpreting Article 21 held that right to receive education by child worker until they completed 14 years of Age is an integral part of right to life and personal liberty.

In *People's Union of Democratic Rights v. Union of India*⁹, the Supreme Court directed the State Government to amend the schedule of the employment of children Act, 1938. Further Court held that construction work is hazardous occupation and children below 14 years of age cannot be employed in this work.

In *Salal Hydro Project v. State of Jammu & Kashmir*¹⁰, the Court observed that Child Labour is a difficult problem and it is purely on account of economic problem and it cannot be solved by mere legislation. So long poverty continues the problem of Child Labour eradication is not possible. *Bandhua Mukti Morcha v. Union of India*¹¹ is a landmark decision in which the Supreme Court held that child today should be developed to be a responsible and productive and child should be assured social and physical health.

POLICY IMPLICATIONS

Finally our major question is here: How is the Indian Government performing in combating the child labour problem in the era of globalisation? The answer is mixed. Challenges have been met in some areas like education, health and overall development of children in improving the situation since the early 1990s. India has not yet ratified ILO Conventions 138 and 182 on banning child labour and eliminating the worst forms of exploitation. A national law enacted in 1986 (The Child Labour Prohibition and Regulation Act), introduced compulsory education for under 14s and prohibited child labour in dangerous sectors.^{xiv} The Government prohibits forced and bonded child labour but not able to enforce this prohibition. The law prohibits the exploitation of children in the work place.

There is no overall minimum age for child labour. Work by children under 14 years of age was barred completely in "hazardous industries," which includes among other things, passenger, goods, and mail transport by railway. Child labour is prohibited in certain hazardous industries where there are specific age limits for specific jobs. In occupations and processes in which child labour is permitted, work by children is permissible up to maximum of 6 hours between 8 a.m. and 7 p.m., with 1 day's rest weekly. The enforcement of child labour laws is the responsibility of the

state governments; however, enforcement is inadequate, especially in the informal sector in which most children are employed.

Recently, a Supreme Court decision increased penalties for employers of children in hazardous industries to \$US 430 (20,000 Rs) per child employed and established a welfare fund for formerly employed children. The Government is required to find employment for an adult member of the child's family or pay \$US 108 (5,000 Rs) to the family. According to the South Asian Coalition on Child Servitude (SACCS) the authorities pursue thousands of cases every year against employers.

The Supreme Court ruling also helps the local government officials to be more aware of the prohibitions against child labour in hazardous industries. This in some cases helped improve cooperation between local officials and NGOs like SACCS that removed children from hazardous workplaces.

Over 80 per cent of child labour in India is found in occupational categories for which neither regulation nor prohibition is contemplated by the ILO and the Government of India. Policy-makers, if they are serious about reducing deprivation of children and child labour in India, they need to devote a substantial part of their efforts in this area to enforce the existing laws in reality. The Government participated in the ILO's International Program on the Elimination of Child Labor (IPEC). Approximately 145,000 children were removed from work and received education and stipends through IPEC programs since they began in the country in 1992. State government laws set minimum wages, hours of work, and safety and health standards. The Factories Act mandates an 8-hour workday, a 49-hour working week, and minimum working conditions. These standards were generally enforced and accepted in the modern industrial sector; however, not observed in informal sector and in less economically stable industries.

In 1994, government created a National Authority for the Elimination of Child Labour (NAECL). The Ministry of Labour and Employment has been implementing the National Child Labour Policy (NCLP) through the National Child Labour Projects (NCLPs). Around 100 projects were launched under the NCLPs across the country during the Ninth Five-Year Plan (1997/02). The government has committed to extend the coverage of the NCLPs to an additional 150 districts with a budgetary allocation to over Rs 6 billion during the Tenth Five-Year Plan (2003/07). The ILO's IPEC programme along with the NCLPs scheme has started both integrated and state based approaches. The Integrated Area Specific Programme (IASP) started in 2000, looked at all interlinked issues that cause child labour at the district level. This has been completed.

The state based programme covers a state as a whole. The Andhra Pradesh State Based Project (APSBP) is one example addressing the issue of child labour covering geographical boundary of the state with all sectors. The United Nation's Children Fund (UNICEF) supported initiatives are also operating in different districts. A great number of Non Governmental Organisations (e.g. Action Aid India, Butterflies, CARE India, CINI ASHA, Prayas, and World Vision India among others) both local and international also exist in assisting working children.

The process of monitoring and evaluating various schemes sometimes suffers from serious drawbacks. There is a lack of timely and effective feedback from high to lower levels, large amount of paperwork at all levels, and finally, the failure to establish a link between costs and benefits.

The existing evaluation techniques used by the government to assess schemes like the Integrated Child Development Scheme (ICDS) are criticised and there is a need for independent agencies which can be more reliable in monitoring these schemes.

During the period of the tenth five-year plan, the ICDS will be extended to 5652 projects covering 54.3 million children and 10.9 million mothers. Strategies are being implemented to improve the child labour situation under the current five-year plan. Major schemes for educational improvement include the Universal Elementary Education (UEE) 'Sarva Shiksha Abhiyan', mid-day

meals scheme, the schemes for female and under privileged child workers. Also various schemes, such as 'Operation Blackboard' scheme, establishment of Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) for pre-service and in-service training for secondary school teachers have been introduced to improve the quality of teachers. To improve the supply, quality and retention power of education system, the authorities must act at central, state and district levels. More collaborative efforts with the private sector and expansion of the role of private initiatives will help in this respect.

CONCLUSION

Children of the nation are supremely important asset. Children's programs should find a prominent part in our national plans for the development of human resources. So that our children grow up to become robust citizen, physically and mentally fit, and morally healthy; endowed with the skills and motivations needed by the society.

Child labour is a significant problem in India. The prevalence of it is shown by the child work participation rates which are higher in Indian than in other developing countries. Equal opportunities for development to all children during the period of growth should be our aim. For this purpose even we citizen should join hands with government and other institutions which are set up for this purpose.

Educating the child can be a solution for solving the problem of child labour. To provide compulsory primary education and in order to reduce the burden on parents to meet the expenditure for their children's education, while they are struggling for a day's meal, our Government had allotted funds. But due to the lack of awareness most of the poor families are not availing these facilities. So, proper steps have to be taken to create awareness.

REFERENCES

1. Rajawat, Mamta, *Child Labour : Indian Perspective* (2004), p.54
2. *Ibid*
3. http://en.wikipedia.org/wiki/Child_labour_in_India
4. Durga Das Basu, *Comments on The Constitution of India*(2008), p.3414.
5. *Supra* n.1 p.76
6. Sunita Khariwal & Narayan Kumar, *Rights of Women and Children*(2003), p.18.
7. A future without Child labour : Global report under the follow-up to the ILO declaration on fundamental principles and rights at work. (International Labour Office, Geneva 2002)
8. AIR 1991, SC 417
9. AIR 1982, SC 1473
10. AIR 1984 SC 177
11. AIR 1997 SC 2218

Nature of Heroes Portrayed in James Baldwin Novels – A Glance

G. Tamilselvi*

ABSTRACT

The past century witnessed quite a few contributions in this same field of literary creation directed at depicting the oppression by the negroes even to-day. The contributors include Albert Murray, Charles Wright, Tony Morrison, Ishmael Reed and William Demby. Helen Armstead Johnson has prepared a list of the themes pursued by these writers in her book on Black Influences in the American Theatre. She includes among them folk experience, double consciousness, alienation, personal, inner, group and cultural identity, black-white relationship and the ghetto experience. The Negro, in and out of literature runs the risk of being sociologized into an American dilemma, of being reduced to a "little question", as Ellison has said, "of civil rights"(Ralph Ellison, 195) More than others, the Negro runs the risk of anonymity, invisibility, of disappearance into stereotypes, those either of overt prejudice or of overt liberalism.

Keywords: James Baldwin, Black Literature, African-American Literature

Ellison's *Invisible Man* is similar in its resentful tone to *Native Son* but is different in its approach. Amritjit Singh finds in the novel an "Orchestration of an encyclopedic range of feeling and experience."(Schwysler and Ellison· 1984) The hero here is invisible not because he is a spook or a ghost, but because people refuse to see him. He dreams of social mobility in surroundings in which his opportunities are restricted by his racial identity. His experiences raise a whole series of questions about identity: region, clothes, food, work, social behaviour and ideology.

So for generations in the mind of America, the Negro has been mere part of a formula than a human being a something to be argued about, condemned or defended to be "kept down" or "in his place" or "helped up", to be worried with or worried over, harassed or patronised, a social bogey or a social burden. The Thinking Negro even has been induced to share this same general attitude, to focus his attention on controversial issues, to see himself in the distorted perspective of a social problem. His shadow, so to speak, has been more real to him than his personality. Through having had to appeal from the unjust stereotypes of his oppressors and traducers to those of his liberators, friends and benefactors he has had to subscribe to the traditional positions from which his case has been viewed. Little true social or self- understanding has or could come from such a situation. (Alain Locke, 1995). Margaret Just Butcher wrote in 1956, "the releasing formula is to realise that all human beings are basically and inevitably human and that even special racial complexities and ever tones are only interesting variants... This inner tyranny must be conquered now that the outer tyranny of prejudice and intellectual ostracism is being relaxed.(Butcher, 1957)

This discovery was made by both Ralph Ellison and James Baldwin in their fiction. Their heroes seen a place in the world in personal fantasies of vengeance, or in a grotesque symbolism of satanic identity, or in accommodation, in the case of Baldwin, by a painful dialogue between

*Ph.D Scholar of English, Loganatha Narayanasamy Government College (Autonomous)
Ponneri – 601 204, Thiruvallur District.

self-assertion and denial of the self. Ellison's invisible man ends by saying, "who knows but that, the lower frequencies, I speak for you?" (Ralph Ellison, 1952) and in an obvious way he does speak for every one - for everyone at least in America. He explores large questions of freedom and necessity and personality and responsibility, and he explores particularly the nature of the American identity in its struggle with America. Yet he is a Negro, like the heroes of Baldwin. Even the white heroes of Baldwin are at the mercy of and the advantages of the extremity of their need.

REFERENCES

- Alain Locke, "The New Negro", From the *New Negro : An Interpretation*, Alain Locke, ed. (New York : Albert and Charles Bomi, 1995), pp.3-4.
- .Butcher, M.J 'The Negro in Modern American Fiction', from the *Negro in American Culture*, (New York : New American Library, 1957), p.148.
- Ralph Ellison quoted in Rochelle Girson, "Side – lights on Invisibility", *Saturday Review* XXXVI (March 14, 1953), p.20
- - - -, *The Invisible Man*. (New York : Random House, 1952), p.430.
- Schwysler and Ellison" in Harish Trivedi "Racial Politics in Black American Fiction –", ed, *The American Political Novel : Critical Essays*, (New Delhi : Allied Publishers Pvt Ltd, (1984), p.133.

A Basic Literature Review on Methods of Evaluation in the Domain of Public Health Interventions

Kiran V. Jadhav*

The evaluation of public health intervention has been a critical issue in the subject of health economics. An intervention can be understood to be any activity, using human, financial, and other inputs, that aims to improve health. (Philip Musgrove and Julia Fox-Rushby- 2008) There are number of evaluation methods used for the evaluation purposes. There are many other options of methods for the purpose of evaluating public health intervention such as cost effective analysis, cost utility analysis, cost minimization analysis, cost benefit analysis, SF – 36, EQ – 5D but now the Capability approach is attracting many researchers to consider it for the evaluation. Some of the evaluative methods can be elaborated as follows:

METHODS OF EVALUATION

There are number of methods or approached for evaluating the public health interventions. Each method has its own advantages and can be used and applied in different conditions wherever applicable. These all approaches measure the efficacy of the public health interventions in different forms such as policies, programs, laws, rules and regulations. These interventions can be compared across the groups, policies, programs and time. The application of each of the methods have been done at various levels and they have been proved to be useful as they have been considered effective tool in decision making or in allocating the resources on the health improvement of the population.

COST ANALYSIS

Cost analysis is the one of the classical methods of evaluations in which costs are measured for measuring the value of the intervention or program. It consists of direct costs and indirect costs. Direct costs refer to the expenditure incurred directly in delivering the health services such as medical treatment and consultancy etc. Indirect costs are those in which the value of resources has been vanished in contracting an illness or participating in an intervention (Stoto & Cosler). This method measures the efficacy in terms of costs of the program or evaluation without accounting the health outcome. The efficiency measurement is thus done irrespective of the health benefit or outcome on the basis of costs of the intervention or program. Two main methods of this kind are cost of illness method and cost minimization method. Cost of illness method deals with the illness caused and the resources lost in the treatment of the illness. It is basically to quantify all the costs related to the illness in question.

COST MINIMIZATION ANALYSIS

This is also one of the methods of cost analysis which are used for the evaluation purpose. This method is particularly used to compare two or more programs or intervention targeting the health of the population. In this method it is assumed that the outcomes of the programs are common or similar and then the further comparisons are made.

*Assistant Professor of Economics, Bhavan's H. Somani College, E-mail: kiranvsjadhav@gmail.com

COST EFFECTIVENESS ANALYSIS

The evaluations of public health have been carried out by using different methods as we have mentioned earlier. In this cost effective analysis measures the cost and output of an intervention or program and express it in cost effectiveness ratio. This cost effectiveness ratio does not tell us the actual cost of any program or intervention or also benefit derived from the program or any intervention but it is very useful to compare two or more program or intervention as it helps us to know which program or intervention is more cost effective. The outcomes of any program or interventions which are measured are expressed in many different values such as life years gained, quality adjusted life years, infectious years averted, deaths averted, disability adjusted life years averted etc. The cost effectiveness ratio (CER) can be either of Average CER, Marginal CER or Incremental CER. This Cost effectiveness ratio is the ratio of cost of any program with reference to one unit of the output to the outcome gained from the program or intervention.

As noted earlier cost effective analysis is the most widely used method in the evaluation, it compares the cost of intervention with the outcome of the same. The outcome of the public health intervention can be either years of unhealthy life prevented or years of healthy life gained. This method of evaluation was started in 1970 for the purpose of evaluation and help in the public health decision making. The result of cost effective analysis is to derive a cost effective ratio of cost of the intervention to the benefit achieved from the intervention. This ratio can be further used to compare the outcome of different public health interventions having the same outcome at the end. (Philip Musgrove 2008) The comparison of cost with the benefit is done carefully as it aids the decision makers and planners to decide on the ongoing public health program. Many a times an index is constructed which is made on the basis of comparing net cost and net benefit from the public health program. This index helps the decision makers to set the priorities. (Weinstein MC 1977) To cite an example, a study conducted in the state of Andhra Pradesh was carried out a cost effective analysis. They calculated cost per disability adjusted life years saved. The study was to guide to the decision makers on the useful allocation of resources on the prevention of HIV spread. The cost per disability life years varied from US 50 \$ TO US 410 \$ for different public health interventions. The conclusion was found that the cost per DALY was lower than per capita gross domestic product in the state. (Dandona – 2010)

COST UTILITY ANALYSIS

Another method on the evolution of public health intervention is cost utility analysis. In cost utility analysis outcomes are measured in terms of utility derived in terms of utility. This utility can be expressed in terms of adjusted health utility. The most common adjusted health utility measure is Quality adjusted life years (QALYs) (Stoto & Cosler) The outcomes derived from two interventions can be compared with these quality adjusted life years. The utility value ranges from 1.0 to 0.0. Here 1.0 denotes the perfect health whereas 0.0 the dead.

COST BENEFIT ANALYSIS

Cost benefit analysis is said to be a consequences measurement of Public Health Interventions. It measures both positive and negative consequences of interventions. Positive consequences are the benefits derived from the interventions and negative consequences are the costs incurred for the interventions. Cost benefit analysis measures all the consequences in monetary terms. Cost benefit analysis considers all costs, involved in the interventions and thus is an important tool which guides the policy makers in the work of allocating resources across the health sector. It plays an

important role in guiding public policy making. (Hutton & Rehfuess, 2006) Sometimes it is found that interventions are mixed and implemented through various ways and programs and the resources are used and widely spread in all those programs. The optimal use of resources is needed for the economic efficiency. Cost benefit analysis is the guiding tool for analysts to decide on optimal mix of interventions. (Hutton & Rehfuess, 2006)

An economic evaluation of any intervention can be either partial or full evaluation. (Shireman, 2012). In partial evaluation either consequences are compared or evaluated or costs involved in interventions are measured and compared while in the full evaluation the consequences, benefits and costs are considered in the evaluation process. Cost benefit analysis is quite different from any other cost analysis of Public Health Interventions because unlike others both the outcomes and costs are measured in monetary units. (Shireman, 2012) and more specifically outcomes are not assumed to be equivalent across the interventions which are to be compared.

One more method for evaluating public health interventions is Randomized Control Trials (RCT) method. In the case of health intervention evaluation, two or more groups those are receiving and those are not receiving the intervention treatment are compared. This was a popularly used method of evaluation. But many of the scientists and scholars have said that this method is not the correct method of evaluation and the values produced in the RCTs method have no value in it. Jarlais et al (2004) have found in their study that many of the people have said that the RCT method of evaluation is not practical and ethical method of evaluating public health interventions. They have also stated that many of researchers have failed to report the critical information while using the method of RCTs.[4]

CAPABILITY APPROACH

It is clear that public health interventions are affecting the health of the urban poor from several dimensions. Therefore to capture all these dimensions we have to think about an alternative approach. This study considers Capability approach a good alternative, as explained by experts, to all the other evaluation methods such as Cost Utility Analysis, Cost Effectiveness Analysis, EQ-5D, Global quality of life (QoL) scale, SF-36, Willingness to pay approach etc. According to many thinkers, Capability approach provides an evaluative space which captures all the dimensions. It is not only a concept but a framework within which we can evaluate any program or intervention.

The Capability approach to a person's advantage is concerned with the evaluation of the terms of his/her actual ability to achieve various valuable functionings as a part of living (Nussbaum & Sen. 1993). The capability approach suggests that wellbeing should be measured not according to what individuals actually do (functionings) but more importantly according to what they can do (capabilities) [5].

As Sen (1980) explained, well-being of a person should be measured in terms of his capabilities i.e. what he/she can do or be, and not in terms of what he/she is or being to which he calls functionings. Capabilities of a person are a set of functionings which are achievable and he/she values the most. It can be said that it is a set of alternative functionings which a person can do or be from which he/she chooses the best. Amartya Sen, himself does not give a confirmed list of capabilities which has to be used for the purpose of evaluation. According to him Capability approach is a framework and therefore the capabilities have to be considered on the basis of the objective of the research or evaluation to be undertaken. (Sen, 2004) In this context one can say that Martha Nussbaum has suggested a list of capabilities for the evaluation purpose. This list of capabilities which is widely used includes the following elements:

1. Life
2. Bodily Health

3. Bodily Integrity
4. Senses, Imagination & Thoughts
5. Emotions
6. Practical Reasons
7. Affiliation
8. Species
9. Play
10. Control over one's environment

On the basis of above ten capabilities one can evaluate any program or intervention with the help of a questionnaire in which each question captures each one of the capabilities. The formulation of the questionnaire is the main task in applying this capability approach. But before that there is a need to select the basic capabilities which will serve the purpose of evaluating public health intervention.

Each capability which has is taken for the evaluation purpose carries its own importance and represents the health of the people. For this reason each capability should be examined for different age groups, categories, sex etc. This enables one to see what impact public health interventions would have on different sections of the society.

INDEX OF CAPABILITY

As a known fact, Index is a useful tool for gaining information on the direction and growth of the variables. It helps in the comparison across groups such as different age groups, gender groups etc. To estimate the Index of capability the same weight has been given to each question and an Index has been generated by aggregating the scores for all the questions. The score ranges from one to the total number of questions in the questionnaire.

Conclusion: The above elaborated methods are widely used for the evaluation of public health interventions across the world; only the matter is the method of selection depends on various aspects and objectives of evaluation and also largely on the nature of data available for the research. The effectiveness also is more or less the function of effective and more relevant use of the technique. The result of any of the method may different but the conclusion or the inferences seem to be same in all the methods of evaluation of public health interventions.

REFERENCES

1. <http://ftp.iza.org/dp4119.pdf/Community-Based Health Interventions Evidence from Brazils Family Health Program.pdf>
2. <http://ftp.iza.org/dp4119.pdf/Community-Based Health Interventions Evidence from Brazils Family Health Program.pdf>
3. <http://www.healthknowledge.org.uk/public-health-textbook/disease-causation-diagnostic/2h-principles-health-promotion/health-promotion-evaluation>
4. Improving the Reporting Quality of Nonrandomized Evaluations of Behavioural and Public Health Interventions: The TREND Statement, *Am J Public Health*. 2004 March; 94(3): 361–366., Don C. Des Jarlais, PhD, Cynthia Lyles, PhD, Nicole Crepaz, PhD, and the TREND Group
5. Lorgelly, PK, Lorimor K, Fenwick E, Briggs AH, 'The capability Approach: developing an instrument for evaluating public health interventions. Final Report August 2008. University of Glasgow – Section of Public Health & Health Policy.
6. Philip Musgrove, Julia Fox-Rushby, *Cost-Effectiveness Analysis for Priority Setting, Disease Control Priorities in Developing Countries*. 2nd edition. Washington (DC): The International Bank for Reconstruction and Development / The World Bank; 2006. Chapter 15
7. Stoto Michael, Cosler Leon (2007), *Evaluation of Public Health Interventions*, Jones and

8. Bartlett Publishers,
9. Weinstein MC, Stason WB, N Eng, Foundations of cost-effectiveness analysis for health and medical practices. PubMed, J Med. 1977; 296(13):716. PMID 402576)
10. Dandona L., Kumar SG., Kumar G., Dandona R. (2009), Economic analysis of HIV prevention interventions in Andhra Pradesh state of India to inform resource allocation, *Aids*,23(2), pp. 233-242
11. Hutton Guy, Teddiodi F (2007), Evaluation of the costs and benefits of interventions to reduce indoor air pollution, *Energy for Sustainable Development*, volume 11, issue 4, pages 34-43
12. Shireman T. (2012), Cost Analyses for Public Health Interventions, American Public Health Association
13. Jarlais D, Lyles C, Crepaz N, Trend Group (2004), Improving the reporting quality of nonrandomized evaluations of behavioral and public health intervention: the Trend statement, *American Journal of Public Health*, 361-366
14. Nussbaum Martha (2007), Human Rights and Human Capabilities, *Harvard Human Rights Journal* Vol. 20, 21
15. Nussbaum Martha (2011), Capabilities as fundamental entitlements: Sen and social justice, *Feminist Economics*, volume 9, 2003, issue 2-3
16. Sen Amartya, (2005), Human Rights and Capabilities, *Journal of Human Development*. Vol.6, No. 2.
17. Sen Amartya (1999) *Development as Freedom*, Oxford University Press, New Delhi

Influence of Gender, Class of the Study and Type of Family on Mental Health Among Co-Education and Non Co-Education High School Students

K. Viswanath* and S. Viswanatha Reddy**

ABSTRACT

The intention of the present study was to determine the influence of demographic variables on mental health status of 400 co-education and non coeducation high school students. Reddy's Mental Health Status inventory was administered to assess the mental health status of the subjects. Results revealed that there is significant impact of demographic variables on mental health; boys possessed good mental health than girls; students studying in 9th class were excelled good mental health than students studying in 8th class and the students belongs to joint family were extremely good in their mental health when compared with their counterparts of students from nuclear families. It also found that students hailing from coeducation school students were exhibited better mental health than non coeducation students.

Keywords: Gender, Class of the Study, Type of Family, Mental Health & High School Students.

INTRODUCTION

In modern society education is a key factor and plays significant role in the civic, economic and community development of the country. The primary objective of education is to introduce the culture from generation to generation. The education of human beings continues throughout life; through education. Quality of health has become the key factor for personal progress in their mental health. Parents desire that their children should climb the ladder of performance as high as possible. This desire for high level of achievement puts a lot of pressure on students, teachers and schools and in general on the educational system itself. The modern concept of health extends beyond the proper functioning of the body. It includes a sound, efficient mind and controlled emotions. Health is a state of being hale, sound or whole in body and mind. Man is an integrated psychosomatic unit, whose behavior is determined by both physical and mental factors. The word '*mental*' usually implies something more than the purely cerebral functioning of a person; it also stands for his emotional-affective states, the relationship he established with others and a quiet general quality that might be called equilibrium in his socio-cultural context. Similarly '*health*' refers to more than physical health. It connotes the individual's intra-psychic balance fit enough to be adjusting with the external environment and his social functioning. In common usage "mental health" often means both psychological well-being and mental-illness.

Mental health is a normal state of well-being, a positive way but a quality of life. It is a condition which is characterized of the average person who meets the demands of life on the basis of his own capacities and limitations. The term "Mental Health" connotes a quality of wholeness and soundness.

*PDF (ICSSR), Dept. of Psychology, SVU College of Sciences, Tirupati -517 502, AP. E-mail: gviswam9@gmail.com

**Faculty, Dept. of Psychology, SVU College of Sciences, Tirupati -517 502, AP. E-mail: svreddypsy50@gmail.com

Wikipedia Dictionary (2010) explained the meaning of mental health as “a state of emotional and psychological wellbeing in which an individual is able to use his or her cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life”. According to APA Dictionary (2021) mental health is a “state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life”. Mental health is not mere absence of mental illness, but it is an active quality of individual’s daily living. Mental health governs what an individual feels about others and his ability to face the realities of life. It is rooted in his ability to balance feelings, desires, ambitions, ideas and competence.

Universally educational settings are of two types. There are co-educational and non co-educational. Co-education can be considered at different levels i.e., primary, secondary and university level. There is no controversy on co-education at primary level and university level. But at secondary level there are two opinions. Co-education will have harmonious influence upon boys and girls. The second opinion is that there are moral and social disturbances and these leads to maladjustment. It is clear that the educational setup affects the mental health of the children.

From the psychological point of view: Co-educational will soften boys and decrease their progressiveness and masculinity; girls will lose their attractiveness and femininity and will fail to carry out their wifely duties; boys and girls should be kept apart from the age of 12; in their youth, especially from 17 to 22, boys and girls should be separated for moral reasons; co-education will reduce the mutual interest of boys and girls in each other and co-education has a bad influence on morals and manners.

From the intellectual point of view: Co-education does not promote serious studying among children and lowers the quality of learning; boys and girls will improve their grades if educated separately; boys and girls are equal as human beings, but their duties are different; by nature, boys and girls differ from each other in intelligence, emotions, physical strength and interests; co-education makes boys more feminine and girls more masculine. The aim of education for women is to enhance the level of culture among women so that it will be equal to that of men; girls are not eager to go to college; student abilities will not be developed fully under co-education and co-education will decrease the amount of learning among boys.

Education in our country has its own peculiar history. The arguments against co-education, however, led to the promotion of education for girls. Educations for girls and women’s colleges were developed as a compromise and also to weaken the argument for co-education. In co-education system, students have an opportunity to interact with the students of opposite sex and to have mutual understanding in an educational setting. Apart from this, they have the chance to know about the creative and artistic ideas, achievements, aspirations and future plans about the opposite sex. But in non co-educational system these opportunities are completely missing. Over the past few decades research findings showed that pupil’s perception or attitude towards the school climate or environment has got considerable influence over their mental health. {(Hirunval,1980; Veerabhadramma,1984; Lamborn et al 1993; Devi,1997; Suresh et al,1998; Halamandarisis and Power,1999; Accordino et al 2000; Kaur, 2001; Anderman,2002;Suman and Umopathy,2003; Sujata, 2005; GilhotraRajni, 2006; Mokashi, 2007;Bhavan Patel, 2008; Akbar and Shameer, 2009; Abdulla et al, 2009; Samuel Salami, 2011 Surindar Singh, 2012; Siva Kumar, 2012 Taviyad and Patel, 2013 and Singh, 2014)}. It is expected that these conditions will have some effect on the psychological well being of the adolescents, those who are in the process of their growth and development and pursuing their higher secondary studies. Keeping these in view, the present study is focused to examine the impact of gender, type of family and class of study on their mental health status.

OBJECTIVES

To enquire the influence of gender, type of family and class of the study on mental health status of co-education and non coeducation high school students.

HYPOTHESES

Based on the above objective, the following hypotheses were formulated for the present study.

- Gender would significantly influence on mental health status of co-education and non coeducation high school students.
- Class of the study would significantly influence on mental health status of co-education and non coeducation high school students.
- Type of family would significantly influence on mental health status of co-education and non coeducation high school students.

TOOL

A bio-data sheet was prepared seeking information about the respondent's gender, level of education and type of management are taken into consideration. Restandardized Mental Health Analysis developed by Reddy and Nagarathamma (1992) was used to assess mental health status of the subjects. There are 100 items. Each question has two answers i.e., 'Yes' or 'No' to which the individual answers in the manner he/ she feels best. The items were randomized and printed. The responses were scored with the help of the prescribed key. For Assets, number of 'Yes' responses and for Liabilities number of 'No' responses was scored.

SAMPLE

The samples of the present study comprised of 400 students, studying 8th and 9th class and the schools are located at Tirupati town in Chittoor district of Andhra Pradesh. Of 400 subjects 200 were boys and 200 were girls (100 boys from co-education and 100 boys from non- co educational schools and 100 girls from co-education and 100 girls from non- co educational schools). The subjects were selected randomly in a class (not more than twenty subjects) and they were assembled in a room along with their class teacher. The bio-data and the inventory were distributed and asked to fill the particulars. After completion of the bio-data the subjects were directed how to do the inventory and the time taken to complete the test was approximately 75 minutes. Suitable statistical tests like Mean, SD and t-test were applied to analyze the data and the results are presented in following tables.

RESULTS AND DISCUSSION

Table-I: Means, SDs and 't' values of Mental Health Status Scores of coeducation and non-coeducation high school students (N=400).

Variables		N	Mean	SD	t
Gender	Boys	200	79.01	19.75	5.78 *
	Girls	200	65.87	16.45	
Class of Study	VIII Class	200	59.76	14.94	4.11*
	IX Class	200	64.58	15.51	

Variables		N	Mean	SD	t
Type of Family	Joint family	200	62.19	14.86	3.58*
	Nuclear family	200	56.64	13.67	
Type of school	Co education	200	67.11	17.55	6.24*
	Non coeducation	200	58.44	14.38	

*Significant at 0.001 level

Table-I shows that in terms of gender; boys obtained higher (M=79.01) mean than girls (M=65.87) on their mental health status. When we observe the class of the students studying 9th class were secured better mean score (M=64.58) than the students studying 8th class (M=59.76). In case of type of family, students belongs to joint family were secured high mean score (M=62.19) than the students from nuclear families (M=56.64), it clearly indicates that boys possessed good mental health than girls; students studying in 9th class were elevated good mental health than the students studying 8th class and the students from joint family were exhibited good mental health than the students belongs to nuclear families. It also revealed that students hailing from co education institutes were possessed good mental health than non coeducational high school students. Based on the obtained results, it is concluded that there is significant influence of gender, class of the study, type of family and type of school on mental health status of the students.

CONCLUSIONS

Gender of the subjects significantly influenced on mental health status. Boys studying in both co-education and non coeducation schools were better on their mental health.

Class of the study is significantly influenced on mental health status of co-education and non coeducation high school students. Students studying in 9th class were secured better mental health than 8th class students.

Type of family is shown significant influence on mental health status of co-education and non coeducation high school students. Students from joint family were better mental health than the students from nuclear families.

Type of school is significantly influenced the mental health status. Co-education high school students possessed better mental health than non coeducation high school students.

REFERENCES

- Abdullah, M.C., Elias, H., Mahyuddin, R. & Uli, J. (2009). Adjustment among First year Students in a Malaysian University. *European Journal of Social Sciences*, 8(3), 496-505.
- Accordino, D. Accordino, M. & Slaney, B. (2000). An Investigation of Perfectionism, Mental Health, Achievement and Achievement Motivation in Adolescents. *Psychology in the Schools*, 37(6), 535-545.
- Akbar, M. & Shameer, M. P. (2009). The School Environment Influence on Mental Health of High School Students. Unpublished M.Phil. Dissertation, submitted to Department of Education, Punjab University.
- APA Dictionary. (2021). The American Psychological Association, NE Washington, DC.
- Bhavan Patel, H. (2008). Impact of School Environment on Motivation of High School Students. *Journal of Educational Psychology*, 47, 89-99.
- Devi, G. D. (1997). Home and School Environment and its Influence on Perceptual Styles of High School Students. *Journal of Personality and Social Psychology*, 41, 121-131.
- Goldenson, R.M. (1984). Longman Dictionary of Psychology and Psychiatry. *Longman Publishing Co.* New York.

- Halamandaris, K. F., & Power, K. G. (1999). The Relationship between Personality Variables (Achievement Motivation, Perceived, Social Support and Overall Psychosocial Adjustments) of University Students. *Personality and Individual Differences, 26*, 665–685.
- Hirunval, A. (1980). Correlation among Self Concept, Academic Motivation, Classroom Climate and Academic Performance of Secondary School Students. Third Survey of Research in Education, NCERT, New Delhi.
- Kaur, B. (2001). The Home Environment in context to Mental Health among Higher Secondary School Students. *Journal of Family Psychology, 19, 2*, 294–304.
- Lamborn, S. D., Brown, B. B., Mounts, N. S. & Steinberg, L. (1993). The Positive relationship between Achievement Motivation and School Environment among Secondary School Students. *Student Engagement and Achievement in American Secondary Schools, 1*, 153-181.
- Mokashi, M. V. (2007). Correlates of Achievement Motivation and Mental Health of Residential School Students. *Journal of Agricultural Science, 21(5)*, 74-77.
- Mosby, H. B. (2008). Study of Social Stress, Adjustment and Mental Health. *The Progress of Education, 63 (15)*, 22-24.
- Saha, M. (2005). The Influence of School Environment on Mental Health of High School Students. *Psycho-Lingua, 37, (2)*, 175-179.
- Singhaulakh, H. (1979). The Achievement Motivation in relation to Mental Health of Higher Secondary School Students. Department of Humanities, Unpublished M.Ed. Dissertation, submitted to University of Rajasthan, Jaipur.
- Siva Kumar, D. (2012). Relational Studies of Home Environment and Achievement Motivation of Higher Secondary School Students, *New Frontiers in Education, 45(3)*, 62-68.
- Sujata, K. (2005). Influence of Gender, Locality and School Environment on Achievement Motivation of undergraduate Students. *The Journal of Educational Experiments, 21, 6*, 42-49.
- Suman, B. & Umapathi, K. (2003). Influence of Home Environment on Achievement Motivation of Secondary School Students. *Psycho-Lingua, 37, (2)*, 128-132.
- Suresh, K. P., Akhil Singh, G. & Mithra, K. (1998). Achievement Motivation and Mental Health in relation to type of school among secondary school students. Department of Education, Unpublished Ph. D. Thesis, Submitted to University of Calicut, Calicut.
- Surindar Singh, S. (2012). Relationship of Achievement Motivation, Self Concept and Socio Emotional Climate on achievement of Senior Secondary Students. *Recent Researches in Education and Psychology, 13*, 82-96.
- Tandon, P. (1978). The Effect of Gender, Locality and Type of Management on Achievement Motivation, Home Environment of High School Students. Department of Education Unpublished Ph.D. thesis, submitted to Agra University, Uttar Pradesh.
- Tudor, K. (1996). Mental Health Promotion; Paradigms and Practice London: Rutledge.
- Wikipedia Dictionary. (2010). Mental Health as a State of Emotional and Psychological Well-being. StirlingHorden Publishers (Nig) Ltd. Pp-32.

Indian Education System

Prof. Dr. Renu Singh*

The process or art of imparting knowledge skill & judgment facts, skills & ideas that have been learned either formally or informally is called Education.

Webster defines education as *the process of education or teaching*. Etymologically, the word education is derived from educare (Latin) “bring up”, which is related to Educere “bring out”, “bring forth” what is within, “bring out potential” & Ducere, “to lead”.

Educate is further defined as “to develop the knowledge, skill, or character of...” Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is processed by which society deliberately transmits its accumulated knowledge, skills & values from one generation to another.

In Modern times, it has acquired two different shades of meaning Namely: (1) an institutional instruction, given to students in school, colleges formally; (2) a Pedagogical Science, studied by the student of education.

Education doesn't only take place in schools. But in families, communities place of work.

The more we learn, the more question we have, and without questions, there is no answer.

DEFINITION OF EDUCATION GIVEN BY VARIOUS EMINENT PERSONALITIES

There are different understandings of the meaning of the term education. Here are some eminent personalities views on the term Education:

- “Education is the manifestation of perfection present already in man. Divinity is the manifestation of the religion already in man” – Swami Vivekanand
- “Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher, that will be the biggest honor for me.” – Dr. APJ Abdul Kalam
- “By education, I mean an all-round drawing of the best in child and man in body, mind, and spirit” – Mahatma Gandhi
- “Education is the most powerful weapon which you can use to change the world” – Nelson Mandela
- “One child, one teacher, one pen and one book can change the world” – Malala Yusufzai
- “Education is not the learning of facts, but the training of the mind to think. It is the supreme art of the teacher to awaken joy in creative expression and knowledge” – Albert Einstein.
- “Education is Vaccine for Violence” – Edward James Olmos
- “Education is the process of training men to fulfill his aim by exercising all the faculties to the fullest extent as a member of society” – Aristotle.
- “Education means the bringing out the ideas of universal validity which are latent in the mind of every man” – Socrates
- “Education is a process of living through a continuous reconstruction of experiences” – John Dewey

*Millat Teacher Training College, Madhubani, Bihar.

EDUCATION IN INDIA

Education is completely crucial for any country. India since the early days of independence has constantly centered on enhancing the literacy rate in our country. Even these days the government runs many programs to promote primary & better education in India.

India has a rich culture of providing knowledge. The 'Gurukul' was a kind of education system in ancient India, in which anyone who wished to study went to the teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he would then stay at the guru's place and help in all activities at home. This not only creates strong bonding between the teacher and the student but also taught the student everything about running a house. The Guru teaches everything the child wants to learn. 'Nalanda' became the oldest university-system of education in the world. Students from the world over had drawn to Indian expertise structures. Many branches of information system had its origin in India. Education was considered a higher virtue in ancient times. All learning was closely linked with nature and to life, and not confined to memorizing some information.

But, Modern India failed to capitalize on its initial aspects due to years of colonial rule, economic constraints & wrong rules. The modern school system was brought to India including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was limited to 'modern' subjects such as science and mathematics, and subjects such as metaphysics and philosophy were considered unnecessary. Teaching was limited to classrooms and the relationships with nature were severed, also the close relationship between teacher and student.

The Uttar Pradesh (a state in India) Board of High School and Intermediate Education was the first Board set up in India in the year 1921 with jurisdiction over Rajputana, Central India, and Gwalior. In 1929, the Board of High School and Intermediate Education, Rajputana, was established. Later, boards were established in some of the states. But eventually, in 1952, the constitution of the board was amended and it was renamed Central Board of Secondary Education (CBSE). All schools in Delhi and some other regions came under the Board. It was the function of the Board to decide on things like curriculum, textbooks, and examination system for all schools affiliated to it. Today there are thousands of schools affiliated with the Board, both within India and in many other countries from Afghanistan to Zimbabwe. (GNU – The education system in India)

THE INDIAN EDUCATION SYSTEM IN INDIA HAS FOUR LEVELS

- Pre-primary level: 5-6 years of age.
- Primary (elementary) level: 6-14 years of age. ...
- Secondary level: Age group between 14-18. ...
- Higher education: generally of three levels: UG→ PG→ MPhil/PhD

EDUCATION-RELATED PROVISIONS IN THE INDIAN CONSTITUTION

- Under Article 45 of Directives Principles of State Policies (DPSP), the government should provide free & compulsory education for all children up to the age of 14 years within 10 years from the commencement of the constitution.
- Article 21A was introduced by the 86th constitutional amendment Act of 2002, making elementary education a fundamental right rather than a directive principle.
- And Article 45 was amended to provide for early childhood care and education to children below the age of six years.
- To implement Article 21A, the government legislated the Right To Education (RTE) Act, Under this act, Sarva Shiksha Abhiyan (SSA) got a further impetus.

- SSA aims to provide the Universalization of Elementary Education (UEE) in a time-bound manner.
- SSA has been operational since 2000-2001. Its roots go back to 1993-1994 when the District Primary Education Program (DPEP) was launched. However, under the RTE Act, it got legal backing.

RIGHT TO EDUCATION (RTE) ACT 2009

- The right to children to free & compulsory education (RTE) Act was enacted to implement this as a fundamental right.
- Under the Right of children to free and compulsory education (RTE) Act, 2009, all children between the ages of six and 14 years have the right to elementary education (class 1-8) in a neighborhood school.
- Amongst the several provision focused on elementary education, the act provides for no-detention provision till class 8 i.e., until the completion of elementary education.
- The RTE (second amendment bill) bill, 2017 was introduced in Lok Sabha on August 11, 2017. The bill revisits the no-detention provision.
- It prohibits:
 - physical punishment and mental harassment
 - screening procedures for admission of children
 - captivation fee
 - private tuition by teachers
 - running of schools without recognition
- Development of curriculum in line with the values enshrined in the constitution, ensuring all-round development of the child, building a system of child-accessible and child-centered education.
- For further inclusivity, a 25% reservation is provided for underprivileged students in private schools.

LOOPHOLES IN THE BILL

- There is a provision of the academic calendar being decided via the local authority, but it has no longer been implemented. because all nation vacations aren't applicable for all localities, the sort of calendar instruction by local government can boom attendance and also can inspire nearby panchayats to take possession of schools.
- There is a divergence among Urban-Rural and Wealthy-Poor in education.
- RTE students in private colleges are paying extra charges as the colleges claim that the authorities fund supplied for the identical is not good enough.
- most private colleges treat RTE as charity and demands that the onus of universalizing education has to be at the government's head instead of putting pressure on them
- Rajya Sabha amends RTE bill, scrapping no-detention policy and accordingly reinstating detention for students of class V and class VIII if they fail to pass examinations.
- under the RTE Act, till class eight, students must not be failed in exams. this is known as the No detention policy. It had reduced dropout prices.
- there may be developing criticism of the coverage resulting in decreasing the quality of elementary education. Thus, the RTE Act was amended to scrap the policy.

NATIONAL POLICY ON EDUCATION

The national policy on education (NPE) is a policy formulated via the government of India to promote education amongst India's people. The policy covers elementary education to colleges in each rural and urban India. The primary NPE turned into promulgated through the government of India through prime Minister Indira Gandhi in 1968, the second one via prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

WHAT CENSUS 2011 TELLS ABOUT LITERACY

According to census 2011, a person aged seven & above, who can both read and write with understanding in any language treated as Literate. A person, who can only read but cannot write is Not Literate. The literacy rate in the country is 74.04 percent, 82.14 percent for males, and 65.46 for females.

SUSTAINABLE DEVELOPMENT GOAL (SDG) ON EDUCATION

Goal number four of Sustainable Development Goal (SDG): Education for All – equitable, inclusive, and quality education along with the promotion of lifelong learning opportunities for all by 2030.

PROBLEM IN INDIAN EDUCATION SYSTEM

The country has changed so much in the last ten years, as much it has not changed in a thousand years, but the education curriculum is still not changing, it is still not updated, the same old syllabus, old case studies, old subjects, old management theories.

According to ASER 2017 report, 83% of the student are not employable, means they do not have the basic skills to get the job, they have the degree but not have the confidence.

Here are some loopholes of Indian Education System:

- There is a mismatch between the educational institution and the required industry. The education of the student is not up to the mark for the industries about what they want in students.
- The reason for this is the university curriculum remains outdated and irrelevant in a number of instances with teaching methodology but it also limits the engagement in the classroom which in a way limit conversation and discussion among students.
- What needed here is that encourage facilitative learning as a framework to make a more engaging classroom experience. All this is possible by employing resource information.
- Only a few of the population pursue higher education. There is a low percentage of the 18-25 age group go to college, 40% remain illiterate.
- Although the scheme such as 'Sarva Siksha Abhiyan' running there is still a low percentage of the student study after class 8th.
- What to do here is that spread awareness about education, the importance of education, how education changes their life & avail the facility on Sarwa Siksha Abhiyan so that more & more people enroll in school.
- The importance of our education system is laid more on marks rather than acquiring knowledge or gaining relevant skills.
- The practical application of classroom teaching is mostly overlooked in such a case & only initiative taken are those from few highly motivated students.

- Another importance is from the mindset of our elders that they think their suggestion of stream selection after 10th is good if the student goes against the elder and takes off his/her choice then it's going to be a very misery condition this will snatch creativity of the student.
- The major hindrance in developing relevant job-ready skills among students is the limited use of technology in the classroom.
- Students enrolling themselves in additional classes to acquire basic IT skills, there is a need to integrate such skills training within the educational framework for them to be ready for their first day on the job.
- Not just university curriculum remains outdated and irrelevant in a number of instances with the teaching methodology, but it also limits the engagement in the classroom which in a way limits conversation and discussion among the students.
- What is needed here to encourage facilitative learning as a framework to make a more engaging classroom experience.
- And all this is possible by implying the resourceful information accessed through the digital medium in the sphere.
- According to *Economic Times Newspaper*, the biggest problem in India is that there are not good teachers in primary & pre-primary structure, teachers who are not able to handle children, teachers who do not know student psychology, in such a situation strong foundation cannot be built. Due to this, the student remains frustrated.
- There's not always system problem and institution loopholes too. Almost 70% of the student in schools as well as colleges are not goal-oriented they just study for exams and passed it. After the exam, what they want to do in life, what they want to achieve, what are they planning, their eyes open after they not selected in placements.
- Students must know their interests, goals, etc to grab any opportunity.

SOME FACTS RELATED TO EDUCATION IN INDIA

- India's expenditure on education is merely 4.6% of GDP. The U.S – 73% of its GDP, OECD countries spend 6.3% of GDP on average. In the strategy for the New India@75 report, the NITI Aayog recommends a 6% spend on education by India (Source)
- The education quality in government schools across India is in a dire state as the ASER Education Report 2018, noted that about 50% of students from class 5 and 25% of students from class 8 cannot read the simple text which has a difficulty for class 2 level. (Source)
- ASER 2019 report shows how poor the quality of education in government schools is even at the foundational levels. While only 6.7% of government school students in Std 1 could correctly do early language tasks, this figure was 24.1 for private schools. (Source)
- According to ASER 2019 report, the gap between learning outcomes of children with mothers who were educated up to Standard 12th or higher was 40% more than children of uneducated mothers. (Source)
- According to Economic Survey 2019-20, in just five years from 2001-2006, labor-intensive exports enabled China to create 70 million jobs for workers with just primary education. (Source)
- Almost half of the government schools in the country don't have any electricity (44%) or playgrounds (43%), revealed a parliamentary panel on education. (Source)
- India has very low human capital for research – just 0.45% of the students enrolled in higher education are enrolled in doctoral programmes. (Source)
- UNICEF 2019 reports that at least 47% of Indian Youth is not on track to have the education and skills necessary for employment in 2030. (Source)

- The expenditure on social services (health, education, & others) by the Centre and states as a proportion of GDP increased from 6.2% in 2014-15 to 7.7% in 2019-20. (Source)
- Women's enrollment in higher education has increased drastically – from 1.2 million in 2010-11, female enrollment increased 15-fold to 18.2 million in 2018-19.
- The ASER report recently has found that during the disruption caused by the COVID-19 pandemic, students in the rural areas have received only marginal assistance from teachers, and have had to rely more on parents and siblings to study at home. (Source)
- According to the Annual Education Report (ASER) survey conducted in September, the sixth month of school closures due to COVID-19 nationwide, about 20% of rural children do not have any textbooks at home.

WAY FORWARD/HOW TO MEET THE CHALLENGE

What are the skills & techniques that the children now need to learn so that they have an edge over the other competitors? So how do we get the edge over the other nations of the world?

In Primary & Pre-Primary Level:

- Creativity is an important attribute, encouraging more creativity through the educational system.
- Learning how to do things by doing them, and not just learning about them (Project-based experimental learning), it's important to teach students to take risks, make sure the system doesn't penalize to take the risk.
- Focus more on the well-formed mind instead of a well-filled mind i.e., We shouldn't just have our heads filled with facts, textbook materials, or teacher lectures as in today's society all of that is available on the internet. What we do need though is a well-formed mind; one that reacts to unfamiliar facts, situations, and details, which could actually process information that it hasn't studied or heard of before.
- The teacher must understand the importance of learning and learn from each other, by doing these, the student became very quick to adopt methods that are working and get rid of outdated ones.
- Any child has a fair shot of getting an education whether he is coming from a small rural village or a big town.

In University Level:

- In order to persuade the youth to get job-ready skills two schemes namely Deen Dayal Upadhyay, Grameen Kaushalya Yojana, & Pradhan Mantri Kaushalya Vikas Yojana have been initiated by the government. Also to develop employable skills Bachelor of Vocation (BVoc) Programme has been introduced at the university level
- But this initiative needs deeper alliance building with the recruiting industry and the courses should be translated into actual placements rather than just ending mere certificates.
- Policy direction needs to be implemented & allocation are to be utilized effectively to build skills infrastructure
- Vocational training needs to be strategically aligned to higher education providers & a coherent and seamless transfer between various education sectors is helpful.
- A focused Industry-Institution interaction is required to bridge the gap.
- Joint initiatives by the industry and academia will play a significant role in plugging the talent gap in the year to come. This gap will be reduced by making softer skills intervention at the college level on communication skills, social skills & life skills so that the youth get industry-ready.
- Industries should come forward to encourage research-oriented among their people & collaborate with Academicians for more meaningful research & development.

- Global partnership for skill development & channel investment to sector-specific needs and opportunities is needful.

CONCLUSION

The growing literacy rate in India with higher education needs to be equipped with the right amount of skills to be harness effectively and help the 'Make in India' campaign to success. Through the workforce get a load with around a million youth every year yet just a small percentage of them get employed or secure a job. The reason is not a graduation degree but a lack of required skillsets for the 21st-century job industry. If things continue in the same manner then the talent gap is sure to be challenge Economic Growth, the same situation arises Now the unemployment rate goes down, we should accept that institutions do not impart employable skills.

We have the potential but we don't seem to the channeling it in the right direction. We're hard-working, we know how to get the job done so why can't we have the best education system in the work. We also have that massive population that will push India and supports it.

India has a huge demographic advantage and a large pool of English speaking people. But that is not the thing. It needs a holistic approach to address the skill shortage in the country.

REFERENCES

1. "A special report on India: Creaking, groaning: Infrastructure is India's biggest handicap". The Economist. 11 December 2008.
2. "Education in India". World Bank.
3. "Higher Education", National Informatics Centre, Government of India". Education.nic.in. Retrieved.
4. "India Country Summary of Higher Education". World Bank.
5. "Literacy Scenario in India (1951–1991)". Retrieved 29 December 2009.
6. "National Policy on Education (with modifications undertaken in 1992)" (PDF). National Council of Educational Research and Training. Retrieved 10 December 2012.
7. "National University of Educational Planning and Administration". Nuepa.org. Retrieved 2012-08-16.
8. "NCTE : National Council For Teacher Education". Ncte-india.org. Retrieved 2012-08-16.
9. "Present education in India". Studyguideindia.com. Retrieved 2012-08-16.
10. "Private Education in India can Benefit Poor People".
11. "Really Old School," Garten, Jeffrey E. New York Times, 9 December 2006.
12. "RTE: Homeschooling too is fine, says Sibal". Times of India. 2010.
13. "Science and Technology Education". Press Information Bureau. Retrieved 2009-08-08.
14. Amit Varma (2007-01-15). "Why India Needs School Vouchers". Wall Street Journal.
15. B. Nivedita, "The Destruction of the Indian System of Education," Adapted from a speech given to the Vivekananda Study Circle, IIT-Madras, January 1998.
16. Bamzai, Kaveree (24 December 2009). "1977-10+2+3 system of education: The new class structure". India Today. Retrieved 10 December 2012.
17. Blackwell, 91–92
18. Desai, Sonalde, Amaresh Dubey, Reeve Vanneman and Rukmini Banerji. 2009. "Private Schooling in India: A New Landscape," India Policy Forum Vol. 5. Pp. 1-58, Bery, Suman, Barry Bosworth and Arvind Panagariya (Editors). New Delhi: Sage
19. Estimate for India, from India, The Hindu
20. Ferguson, Niall (2003). Empire: How Britain made the Modern World. Penguin. p. 191. ISBN 0-14-100754-0.
21. Geeta Gandhi Kingdon. "The progress of school education in India".
22. How To Save The World's Back Office, by Sramana Mitra of Forbes, 03.14.08
23. <http://education.nic.in/Elementary/free%20and%20compulsory.pdf>
24. http://mhrd.gov.in/sites/upload_files/mhrd/files/RPE-2010-11.pdf

Use of Cloud Computing in Library Services

Dr. Narendra A. Thakare*

ABSTRACT

IT technology has been the driving force of library development. Librarians can keep using new technology to develop digital library and optimize library service. The latest Technology trend in library and information science is use of cloud for various purposes and for achieving economy in library functions. Since cloud computing is a new and core area the professionals should be aware of it and also the application of cloud computing in library science. Cloud Computing is a completely new Information Technology and it is known as the third revolution after PC and Internet in IT.

Information technology impacted positively on library and information system and services they provide for users. The libraries have been automated, networked and now moving towards paper less or virtual libraries. To gather challenges in the profession librarians are also applying different platforms in Library science filed for attaining economy in information handling This paper overviews the basic concept of newly develop area known as cloud computing. The use of cloud computing in libraries and how cloud computing

INTRODUCTION

Cloud computing is an emerging paradigm in the computer industry where the Computing is moved to a cloud of computers. It has become one of the buzz words of The industry. The core concept of cloud computing is, quite simply, that the vast Computing resources that we need will reside somewhere out there in the clouds of computers and we connect to them and use them as and when needed. Computing can be described as any activity of using and/or developing computer hardware and software. It includes everything that sits in the bottom layer, i.e. everything from raw compute power to storage capabilities. Cloud computing ties together all these entities and delivers them as a single integrated entity under its own sophisticated management.

Cloud computing seems to offer some incredible benefits for communicators. availability of an incredible array of software applications, access to lightning -quick processing power, unlimited storage, and the ability to easily share and process information All of this is available through your browser any time you can access the internet. Cloud computing ability also can be a Kind of Commodity, as gas, water and electric, easy to use and cheap cost.

The term Cloud Computing “ refers to any computing capability that is delivered as a service over the internet. While there is no authoritatively accredited definition of the concept, one of the most frequently used definitions is the one given by Gartner, who describe cloud computing as a style of computing where massively scalable IT-related capabilities are provided as a service across the Internet to multiple external customers. For NT’s level cloud computing will help the integration of all institutes in a painless easy manner. Institutes will be able to share their data like admission process, hostel position, department activities, research work progress, student’s achievement as

*Matoshri Subhadrabai Patil, Mahavidyalaya, Manora.

well as activities, library e-resources sharing, video conferencing, distance learning etc. through cloud computing. The dependency of external agencies for different software in different department matters will be reduced considerably.

CHARACTERISTICS OF COMPUTING

- Self Healing
- Multi-tenancy
- Linearly Scalable
- SLA Driven
- Virtualized
- Flexible

TYPES OF CLOUD COMPUTING

- Communication as a Service (Caas): Allow for certain messaging tools viz voice over IP (VOIP), Instant Messages (IM) and Video Conferencing.
- Information as a Service (IaaS): Allow customer to maintain ownership and management of their application while off-loading infrastructure management to the IaaS provider
- Monitoring as a Service (Maas): Outsourcing of security service to a third party security team.
- Platform as a Service (Paas): Meant for web-based development infrastructure
- Software as a Service (SaaS): when a software vendor supplies Software over network as opposed to the typical distribution of installation of individual computers

USE CLOUD COMPUTING IN LIBRARY AND INFORMATION SCIENCE

Cloud computing offers many interesting possibilities for libraries that may help to reduce technology cost and increase capacity, reliability, and performance for some type of automation activities. Cloud computing has made strong inroads into other commercial sectors and is now beginning to find more application in library science. The cloud computing pushes delivered from systems that we can see and touch.

ROLE OF CLOUD COMPUTING IN LIBRARIES

- Cloud computing is a completely new technology and it is known as 3rd revolution after PC and Internet.
- Cloud computing is an enhancement of distributed computing, parallel computing, grid computing and distributed databases. Among these, grid and utility computing are known as predecessors of cloud computing
- Cloud computing has large potential for libraries. Libraries may put more and more content into the cloud.
- Many libraries already have online catalogues and share bibliographic data with OCLC. More frequent online catalogues are linked to consortium that share resources.
- Cloud computing or IT infrastructure that exists remotely, often gives users increased capacity and less need for updates and maintenance, and has gained wider acceptance among libraries.

ADVANTAGES OF CLOUD COMPUTING IN LIBRARIES

- Cost saving
- Flexibility and innovation
- User centric
- Openness
- Transparency
- interoperability
- Representation
- Availability anytime anywhere
- Connect and Converse
- Create and collaborate

EXAMPLES OF CLOUD LIBRARIES

- OCLC
- Library of Congress (LC)
- Exlibris
- Polaris
- Scribed
- Discovery Service
- Google Docs/ Google Scholar
- Worldcat
- Encore

CONCLUSION

Cloud computing increase profitability by improving resource utilization. Costs are driven down by delivering appropriate resources only for the time those resources are needed. Cloud computing has enabled teams and organizations to streamline lengthy procurement processes. Cloud computing is associated with a range of severe and complex privacy issues. The main issues of cloud security are all related to data security which is the basic issue of cloud security. We need a measure to prevent our data and make that the data obtained illegally cannot be deciphered. Cloud computing technology is still relatively young in terms of maturity adoption. The expectation is that it will undergo several changes in the future, in terms of resources, issues, risks, and ultimately best even though practices and standards. However it can potentially provide value for institutions of higher education.

REFERENCES

1. Breeding, Marshall (2012). Cloud Computing for Libraries: ALA Tech House.
2. Chandra, Deka Ganesh: "Prospects of Cloud Computing in Library Automation." Cloud Computing and Virtualization Technology in Libraries. Dhamdhare, Sengeeta Ed. IGI Publishing, 2013.
3. MLADENA. VOUK. Cloud Computing- Issues, Research an Implementation, Information Technical Interfaces, June 2008.
4. Reddy. T. Ragunatha, Digital Era: Utilize of Cloud Computing Technology Library.

Monetary Policy Framework in India

Dr. Ramdayal Paswan*

WHAT IS MEANT BY MONETARY POLICY?

Monetary policy refers to the policy of the central bank – ie Reserve Bank of India – in matters of interest rates, money supply and availability of credit.

It is through the monetary policy, RBI controls inflation in the country.

RBI uses various monetary instruments like REPO rate, Reverse RERO rate, SLR, CRR etc to achieve its purpose. (This is explained well in one of our earlier articles – basics of economy concepts).

In short, Monetary policy refers to the use of monetary instruments under the control of the central bank to regulate magnitudes such as interest rates, money supply and availability of credit with a view to achieving the ultimate objective of economic policy.

EXPANSIONARY AND CONTRACTIONARY MONETARY POLICY

We have already seen that monetary policy refers to the actions undertaken by a nation's central bank to control the money supply. Control of money supply helps to manage inflation or deflation.

The monetary policy can be expansionary or contractionary.

An expansionary monetary policy is focused on expanding (increasing) the money supply in an economy. An expansionary monetary policy is implemented by lowering key interest rates thus increasing market liquidity.

A contractionary monetary policy is focused on contracting (decreasing) the money supply in an economy. A contractionary monetary policy is implemented by increasing key interest rates thus reducing market liquidity.

HOW DOES THE RESERVE BANK OF INDIA GET ITS MANDATE TO CONDUCT MONETARY POLICY?

The Reserve Bank of India (RBI) is vested with the responsibility of conducting monetary policy. This responsibility is explicitly mandated under the Reserve Bank of India Act, 1934.

Recently there were many changes in the way Monetary Policy of India is formed – with the introduction of Monetary Policy Framework (MPF), Monetary Policy Committee (MPC), and Monetary Policy Process (MPP). We shall see each of these terms in detail soon.

WHAT IS THE MAIN GOAL OF MONETARY POLICY OF INDIA?

Maintain price stability.

The primary objective of monetary policy is to maintain price stability while keeping in mind the objective of growth. Price stability is a necessary precondition for sustainable growth.

To maintain price stability, inflation needs to be controlled. The government of India sets an inflation target for every five years. RBI has an important role in the consultation process regarding inflation targeting. The current inflation-targeting framework in India is flexible in nature.

*Associate Professor, Department of Economics, Purnea College, Purnea, Bihar.

FLEXIBLE INFLATION TARGETING FRAMEWORK (FITF)

- Flexible Inflation Targeting Framework: Now there is a flexible inflation targeting framework in India (after the 2016 amendment to the Reserve Bank of India (RBI) Act, 1934).
- Who sets the inflation target in India: The amended RBI Act provides for the inflation target to be set by the Government of India, in consultation with the Reserve Bank, once every five years.
- Factors that constitute a failure to achieve the inflation target: (1) the average inflation is more than the upper tolerance level of the inflation target for any three consecutive quarters, OR (2) the average inflation is less than the lower tolerance level for any three consecutive quarters.

THE MONETARY POLICY FRAMEWORK (MPF)

While the Government of India sets the Flexible Inflation Targeting Framework in India, it is the Reserve Bank of India (RBI) which operates the Monetary Policy Framework of the country.

- The amended RBI Act explicitly provides the legislative mandate to the Reserve Bank to operate the monetary policy framework of the country.
- The framework aims at setting the policy (repo) rate based on an assessment of the current and evolving macroeconomic situation, and modulation of liquidity conditions to anchor money market rates at or around the repo rate.
- Note: Repo rate changes transmit through the money market to the entire financial system, which, in turn, influences aggregate demand – a key determinant of inflation and growth.
- Once the repo rate is announced, the operating framework designed by the Reserve Bank envisages liquidity management on a day-to-day basis through appropriate actions, which aim at anchoring the operating target – the weighted average call rate (WACR) – around the repo rate.

MONETARY POLICY COMMITTEE (MPC)

Now in India, the policy interest rate required to achieve the inflation target is decided by the Monetary Policy Committee (MPC). MPC is a six-member committee constituted by the Central Government (Section 45ZB of the amended RBI Act, 1934).

The MPC is required to meet at least four times a year. The quorum for the meeting of the MPC is four members. Each member of the MPC has one vote, and in the event of an equality of votes, the Governor has a second or casting vote.

The resolution adopted by the MPC is published after the conclusion of every meeting of the MPC. Once in every six months, the Reserve Bank is required to publish a document called the Monetary Policy Report to explain: (1) the sources of inflation and (2) the forecast of inflation for 6-18 months ahead.

THE PRESENT MONETARY POLICY COMMITTEE (MPC)

The Central Government constituted the present MPC as under:

1. Governor of the Reserve Bank of India – Chairperson, ex officio;
2. Deputy Governor of the Reserve Bank of India, in charge of Monetary Policy – Member, ex officio;
3. One officer of the Reserve Bank of India to be nominated by the Central Board – Member, ex officio;

4. Shashanka Bhide, Senior advisor at National Council for Applied Economic Research (NCAER) – Member;
5. Ashima Goyal, Professor at the Indira Gandhi Institute of Development Research in Mumbai – Member; and
6. Jayanth Varma, Professor, Indian Institute of Management, Ahmedabad – Member.

Note: Members referred to at 4 to 6 above, will hold office for a period of four years or until further orders, whichever is earlier.

THE MONETARY POLICY PROCESS (MPP)

The Monetary Policy Committee (MPC) determines the policy interest rate required to achieve the inflation target.

The Reserve Bank's Monetary Policy Department (MPD) assists the MPC in formulating the monetary policy. Views of key stakeholders in the economy and analytical work of the Reserve Bank contribute to the process of arriving at the decision on the policy repo rate.

The Financial Markets Operations Department (FMOD) operationalises the monetary policy, mainly through day-to-day liquidity management operations.

The Financial Market Committee (FMC) meets daily to review the liquidity conditions so as to ensure that the operating target of monetary policy (weighted average lending rate) is kept close to the policy repo rate. This parameter is also known as the weighted average call money rate (WACR).

MONETARY POLICY INSTRUMENTS (MPI)

There are several direct and indirect instruments that are used for implementing monetary policy.

1. Repo Rate: The (fixed) interest rate at which the Reserve Bank provides overnight liquidity to banks against the collateral of government and other approved securities under the liquidity adjustment facility (LAF).
2. Reverse Repo Rate: The (fixed) interest rate at which the Reserve Bank absorbs liquidity, on an overnight basis, from banks against the collateral of eligible government securities under the LAF.
3. Liquidity Adjustment Facility (LAF): The LAF consists of overnight as well as term repo auctions. Progressively, the Reserve Bank has increased the proportion of liquidity injected under fine-tuning variable rate repo auctions of a range of tenors. The aim of term repo is to help develop the inter-bank term money market, which in turn can set market-based benchmarks for pricing of loans and deposits, and hence improve the transmission of monetary policy. The Reserve Bank also conducts variable interest rate reverse repo auctions, as necessitated under the market conditions.
4. Marginal Standing Facility (MSF): A facility under which scheduled commercial banks can borrow an additional amount of overnight money from the Reserve Bank by dipping into their Statutory Liquidity Ratio (SLR) portfolio up to a limit at a penal rate of interest. This provides a safety valve against unanticipated liquidity shocks to the banking system.
5. Corridor: The MSF rate and reverse repo rate determine the corridor for the daily movement in the weighted average call money rate.
6. Bank Rate: It is the rate at which the Reserve Bank is ready to buy or rediscount bills of exchange or other commercial papers. The Bank Rate is published under Section 49 of the Reserve Bank of India Act, 1934. This rate has been aligned to the MSF rate and, therefore, changes automatically as and when the MSF rate changes alongside policy repo rate changes.

7. Cash Reserve Ratio (CRR): The average daily balance that a bank is required to maintain with the Reserve Bank as a share of such percentage of its Net demand and time liabilities (NDTL) that the Reserve Bank may notify from time to time in the Gazette of India.
8. Statutory Liquidity Ratio (SLR): The share of NDTL that a bank is required to maintain in safe and liquid assets, such as unencumbered government securities, cash and gold. Changes in SLR often influence the availability of resources in the banking system for lending to the private sector.
9. Open Market Operations (OMOs): These include both, outright purchase and sale of government securities, for injection and absorption of durable liquidity, respectively.
10. Market Stabilisation Scheme (MSS): This instrument for monetary management was introduced in 2004. Surplus liquidity of a more enduring nature arising from large capital inflows is absorbed through the sale of short-dated government securities and treasury bills. The cash so mobilised is held in a separate government account with the Reserve Bank.

REFERENCES

1. Bank for International Settlements. (2019). Unconventional monetary policy tools: a cross-country analysis. Report by a Working Group (Chaired by: Simon M. Potter, Federal Reserve Bank of New York and Frank Smets, European Central Bank). Committee on the Global Financial System. BIS.
2. Blinder A, Morgan J. Are two heads better than one? An experimental analysis of group versus individual decision-making. *Journal of Money, Credit and Banking*. 2005;35(5):789–811.
3. Government of India. A hundred small steps: Report of the committee on financial sector reforms (Chairman: Raghuram Rajan) New Delhi: Planning Commission; 2009.
4. Hammond, G. (2012). State of the art of inflation targeting. Handbooks, Centre for Central Banking Studies, Bank of England, 4th edn, number 29
5. Hattori, M., Yetman, J. (2017). The evolution of inflation expectations in Japan. Bank of International Settlements Working Papers, No. 647. Bank of International Settlements, pp 1–3
6. Korhonen L, Nuutilainen R. Breaking monetary policy rules in Russia. *Russian Journal of Economics*. 2017;3(4):366–378. doi: 10.1016/j.ruje.2017.12.004.
7. Laurens, B.J., Eckhold, K., King, D., Maehle, N., Naseer, A., Durré, A. (2015). The journey of inflation targeting: Easier said than done the case for transitional arrangements along the road. International Monetary Fund, WP/15/136.
8. Maier P. How central banks take decisions: an analysis of monetary policy meetings. In: Siklos PL, Bohl MT, Woher ME, editors. *Challenges in central banking: the current institutional environment and forces affecting monetary policy*. Cambridge: Cambridge University Press; 2010
9. Mishkin FS. *The economics of money, banking, and financial markets*. Pearson: Columbia University; 2016
10. Mohanty, D. (2010). Monetary policy framework in India: Experience with multiple-indicators approach. In: Speech delivered at the Conference of the Orissa Economic Association in Baripada, Orissa on 21st February, 2010. Orissa
11. Mohanty D. Changing contours of monetary policy in India. Mumbai: Reserve Bank of India Bulletin; 2011.
12. Rajan RG. *I do what I do*. New Delhi: Harper Collins; 2017.

भारत की समुद्री सुरक्षा के विभिन्न आयाम

डॉ. आरुणी शर्मा*

सारांश

भारत एक विशाल देश है जिसकी लंबी तटरेखा है। यह तीन तरफ से समुद्र से घिरा हुआ है। उसकी भौगोलिक सीमाएं बंगाल की खाड़ी और अरब सागर दोनों में हिंद महासागर में दूर तक फैली हुई हैं। भारत आंतरिक और बाहरी दोनों स्रोतों से अपनी आंतरिक और बाहरी सुरक्षा दोनों के लिए कई चुनौतियों का सामना करता है। समुद्री डकैती, व्यापार और संचार में आतंकवाद में व्यवधान आदि जैसे खतरे कई गुना बढ़ गए हैं जैसा कि 26/11/2008 के मुंबई हमलों से स्पष्ट है। उसकी समुद्री सुरक्षा को मजबूत करके ही उसकी स्वतंत्रता और कल्याण को सुनिश्चित किया जा सकता है। ऐसी विदेश नीति की भी आवश्यकता है जिसके अधिक स्पष्ट लक्ष्य हों जो हिंद महासागर क्षेत्र में भारत के हितों को आगे बढ़ा सकें।

26/11/2008 के मुंबई हमलों ने इस बात को स्पष्ट रूप से उजागर कर दिया कि समुद्र से उत्पन्न आतंकवाद के प्रति भारत कितना संवेदनशील है। दस आतंकवादियों ने पाकिस्तान के कराची से मुंबई तक समुद्र के माध्यम से पाकिस्तान की आई.एस.आई. के पूर्ण समर्थन से एक दुस्साहसिक यात्रा की। भारत की आर्थिक राजधानी के केन्द्र पर हुए हमलों की नीच दुस्साहस से पूरा भारत बुरी तरह से हिल गया था।

भारत सहित विभिन्न देशों के व्यापारिक जहाजों को भी पिछले कुछ वर्षों में समुद्री डाकूओं के हमलों का सामना करना पड़ रहा है। एक गम्भीर खतरे की बात यह है कि यदि आतंकी संगठनों और सोमालिया और अन्य अफ्रीकी देशों के समुद्री डाकूओं के बीच मिलीभगत हो गई तो यह भारत और दुनिया के लिए एक बड़ा सिरदर्द होगा।

भारत कदाचित् अपनी सुरक्षा और सुरक्षा के लिए लगातार बढ़ते खतरों और चुनौतियों के अनुरूप अपनी नौसैनिक क्षमताओं को मजबूत करने में उस प्रकार से सक्षम नहीं रहा है, खास तौर पर यदि हम चीन की नौसैनिक क्षमता से अपनी तुलना करें। स्वदेश में शिपिंग और हथियार प्रणालियों के निर्माण के उद्देश्य से कई परियोजनाएं विभिन्न कारणों से फलित नहीं हो पा रही हैं।

यह पेपर ऐसी कुछ चुनौतियों को सूचीबद्ध करने का प्रयास करेगा जिनका सामना भारत 21 वीं सदी में कर रहा है।

परिचय

जो कोई भी हिंद महासागर को नियंत्रित करता है, वह एशिया पर हावी होता है। यह सागर इक्कीसवीं सदी में सात समुद्रों की कुंजी है, दुनिया की नियति का फैसला इसके पानी में होगा।

*एसोसिएट प्रोफेसर, राजनीति शास्त्र विभाग, श्री जय नारायण स्नातकोत्तर महाविद्यालय, लखनऊ उत्तर प्रदेश
E-mail: aruni100@gmail.com

अल्फ्रेड थायर महान

“maritime” शब्द लैटिन शब्द "maritimus" से उत्पन्न हुआ है, जिसका अर्थ है समुद्र से संबंधित, विशेष रूप से समुद्री वाणिज्यिक या सैन्य गतिविधियों के संबंध में। "रणनीति" का अर्थ युद्ध या लड़ाई में धीर्घकालिक उद्देश्यों की प्राप्ति के लिए सैन्य गतिविधियों की योजना बनाने और निर्देशित करने से है। "रणनीति" के विपरीत। राष्ट्रीय सुरक्षा का उद्देश्य राष्ट्र के आधारभूत मूल्यों और महत्वपूर्ण हितों की रक्षा करना और उन्हें बनाए रखना है। चूंकि एक राष्ट्र के व्यापार का बड़ा हिस्सा ज्यादातर समुद्र के माध्यम से किया जाता है, इसलिए राष्ट्रीय सुरक्षा का समुद्री गतिविधियों के साथ प्रत्यक्ष संबंध है। इसमें समुद्री व्यापार और वाणिज्य, समुद्र के जीवित और गैर-जीवित संसाधनों का प्रबंधन, सैन्य बलों की तैनाती के साथ-साथ अंतरराष्ट्रीय सीमाओं का परिसीमन शामिल है।¹

हिन्द महासागर तथा भारत के सन्दर्भ में इसका वैश्विक महत्व

28 मिलियन वर्ग मील का हिंद महासागर, जो दुनिया के 20% जल विस्तार को कवर करता है और 3 महाद्वीपों के किनारों को छूता है, सबसे छोटा लेकिन रणनीतिक रूप से सबसे महत्वपूर्ण जलमार्ग है। हिन्द महासागर में 1248 द्वीपों के साथ 30 तटीय और 11 भूमि-बंद राज्य शामिल हैं। इसके अलावा, इस क्षेत्र में दुनिया की कुल आबादी का 1/3, कुल भूभाग का 1/4, तेल, लौह अयस्क और टिन के रणनीतिक भंडार का 3/4 हिस्सा शामिल है। दुनिया की लगभग 70% आपदाएं इस क्षेत्र के आसपास होती हैं। तटीय राज्य व्यापक रूप से आकार, जनसंख्या, प्रति व्यक्ति आय और उनके समाजों की संरचना में भी भिन्न हैं। कुछ अच्छी तरह से विकसित हैं जबकि अन्य बहुत पीछे हैं। राजनीतिक प्रणालियां भी लोकतंत्र, राजशाही से लेकर तानाशाही तक व्यापक रूप से भिन्न हैं। अधिकांश देश नाजुक तथा अस्थिर राजनीति से पीड़ित हैं और वे अल्पविकास, आतंकवाद और धार्मिक कट्टरवाद की समस्या का सामना कर रहे हैं।²

हिन्द महासागर अद्वितीय है क्योंकि यह एकमात्र महासागर है जिसका नाम किसी विशेष देश के नाम पर रखा गया है। यह सदियों से भारत और महासागर के बीच संबंधों के महत्व को रेखांकित करता है। भारत की प्रमुख भौतिक विशेषताएं और एशिया में इसकी भौगोलिक स्थिति स्पष्ट रूप से इस संबंध को दर्शाती है और उसकी सुरक्षा और समृद्धि के लिए समुद्र पर उसकी निर्भरता भी अद्वितीय है।

भारत हिन्द महासागर क्षेत्र में प्रमुख क्षेत्रीय शक्तियों में से एक है। इस क्षेत्र में उसके कई महत्वपूर्ण सुरक्षा और राजनीतिक व आर्थिक हित हैं। भारत की रणनीतिक रूप से महत्वपूर्ण भौगोलिक स्थिति और भारत का बड़ा आकार इसे इस क्षेत्र में एक प्रमुख शक्ति बनाते हैं क्योंकि इन कारकों को अति महत्व की समुद्री शक्ति के रूप में विकसित करने के लिए अनुकूल माना जाता है।

भारत की समुद्री सीमा 3500 मील लंबी है। यह समुद्र तट इतनी अच्छी तरह से संरक्षित भी नहीं है। इसके अलावा, भारत में बंगाल की खाड़ी में 667 द्वीप (अंडमान) और अरब सागर में 588 द्वीप (लक्षद्वीप) हैं, जो बड़ी शक्तियों की नौसेनाओं की उपस्थिति के प्रकाश में अत्यधिक असुरक्षित हैं, विशेष रूप से पाकिस्तान की जो पश्चिमी शक्तियों के साथ-साथ चीन से भी सैन्य सहायता प्राप्त कर रहा है। चीन की बढ़ती सैन्य शक्ति तथा पाकिस्तान को उसके द्वारा निरन्तर समर्थन तथा भारत के विरुद्ध अन्य देशों में चीन के बढ़ते प्रभाव को ध्यान में रखें तो बूर्ण हूप से यह स्पष्ट होगा कि भारत के लिए रणनीतिक समस्याएं व चुनौतियां भदती ही जा रही हैं।

अपनी आर्थिक समृद्धि के लिए भारत अपने विदेशी व्यापार, शिपिंग, भोजन, तेल और प्राकृतिक गैस के प्रावधान, मछली खनिजों और समुद्र से अन्य प्राकृतिक संसाधनों के दोहन के लिए समुद्र पर निर्भर है। इनमें से कुछ गतिविधियों को समुद्र के अंतर्राष्ट्रीय कानून में बदलाव से प्रोत्साहन मिला है।

जून 2013 के आंकड़ों के अनुसार, भारत के अंतर्राष्ट्रीय व्यापार का लगभग 90% मात्रा के आधार पर और 77% मूल्य के संदर्भ में समुद्र के माध्यम से किया जाता है।³

हिंद महासागर क्षेत्र को औपनिवेशिक युग के दौरान समृद्ध औद्योगिक देशों का एक प्रतिस्पर्धा का क्षेत्र माना जाता रहा। इस क्षेत्र में उपनिवेशवाद के अन्त ते बाद भी, कई ऐतिहासिक कारणों से होने वाले कई अंतरराज्यीय संघर्षों के कारण कोई भी मजबूत क्षेत्रीय समुदाय उभर नहीं सका, जिसने भारतीय उपमहाद्वीप सहित कई राष्ट्रों को विभाजित किया। शीत युद्ध के युग के दौरान दोनों महाशक्तियों ने इस क्षेत्र में उपलब्ध बंदरगाह सुविधाओं के माध्यम से प्रत्यक्ष या अप्रत्यक्ष रूप से अपने समुद्री प्रभाव को मजबूत किया, जिसके कारण तनाव में वृद्धि हुई।

समुद्री सीमाओं के बंधनों" के बावजूद, इस क्षेत्र में दुर्भाग्य से किसी भी शक्तिशाली अन्तर-महासागरीय समुदाय का उद्भव नहीं हुआ है। इसके मूल में क्षेत्रीय देशों की व्यापक असमानताएं तथा उनके द्वारा अलग-अलग हितों का साधन आदि कारण हैं। इन सब कारणों ने प्रत्येक देश को एक-दूसरे के बजाय यूरोप या उत्तरी अमेरिका के साथ आर्थिक संबंधों को आगे बढ़ाने के लिए अदिक प्रेरित किया है। इसने अनिवार्य रूप से क्षेत्र के आर्थिक विकास को सीमित कर दिया है।

भारत के लिए सुरक्षा मुद्दे व चुनौतियां

हिंद महासागर में कई चोक बिंदु हैं, जैसे कि होर्मुज जलडमरूमध्य, मलक्का जलडमरूमध्य, लोम्बोक और सुंडा जलडमरूमध्य। इन बिंदुओं से गुजरनेवाले यातायात प्रवाह में किसी भी व्यवधान के विनाशकारी परिणाम हो सकते हैं। विशेष रूप से ऊर्जा व्यापार में अवरोध भारत सहित तटीय राज्यों के लिए एक महत्वपूर्ण सुरक्षा चिंता का विषय है। खपत के मौजूदा स्तर पर, भारत की तेल आयात निर्भरता 2020 तक 91.6 प्रतिशत तक पहुंचने की उम्मीद है। भारत के लिए, लगभग 89 प्रतिशत तेल आयात समुद्र से होने के कारण, यह आवश्यक है कि एस.एल.ओ.सी (Sea lanes of communication (आवागमन के समुद्री मार्ग)) सुरक्षित रहें। इस कारण भी ये सुरक्षा चिन्ताएं कई गुना बढ़ जाती हैं, क्योंकि अधिकांश तेल का उत्पादन पश्चिम एशिया में होता है, और ये एस.एल.ओ.सी. भारत के विरोधी, पाकिस्तान के प्रभाव वाले क्षेत्रों से गुजरती हैं। इसके अतिरिक्त पश्चिम एशिया में अनेक क्षेत्रों की राजनीतिक अशांति अक्सर इस क्षेत्र से तेल की आपूर्ति को प्रभावित करती है। अतीत में, इस क्षेत्र से आपूर्ति कम से कम सात अलग-अलग अवसरों पर बाधित हुई है। इनमें से सभी संकट राजनीतिक कारणों से थे और बाजार संचालित नहीं थे। एक राज्य का आर्थिक विकास उसके व्यापार और ऊर्जा आपूर्ति से निकटता से जुड़ा हुआ है। चूंकि हिंद महासागर के तटीय इलाकों और दक्षिण एशियाई राज्यों का अधिकांश व्यापार समुद्री है, अतः सी.एल.ओ.सी.एस इन देशों के लिए जीवन रेखा का काम करती हैं। कुल समुद्री व्यापार 2008 में 32 हजार अरब टन मील से अधिक था।⁴

COVID-19 महामारी ने संचालन को बाधित करते हुए और आपूर्ति श्रृंखला के दबाव का कारण बनते हुए अंतर्राष्ट्रीय समुद्री व्यापार पर भार डाला। 2020 में समुद्री व्यापार की मात्रा 3.8 प्रतिशत घटकर कुल 10.6 बिलियन मीट्रिक टन रह गई।⁵

2020 में अंतरराष्ट्रीय स्तर पर भेजे गए कुल माल में से 7.7 बिलियन टन या 72 प्रतिशत सूखा माल था। समय के साथ, सूखे कार्गो ने अपने हिस्से का विस्तार किया है, जो अब कुल समुद्री व्यापार की मात्रा का लगभग तीन चौथाई हिस्सा है। एक दशक पहले यह हिस्सा दो तिहाई के करीब था।⁶

इस प्रकार समुद्री व्यापार के तेजी से बढ़ने की संभावना है। दुर्भाग्य से, यातायात में इस वृद्धि के साथ, समुद्री डकैती, समुद्री आतंकवाद, नशीली दवाओं की तस्करी, हथियारों की तस्करी, मानव तस्करी, प्रदूषण, दुर्घटनाओं और अंतर-राज्यीय संघर्षों सहित खतरों में विविधता और तीव्रता भी आनुपातिक वृद्धि दर्ज होने की आशंका है।

समुद्री सुरक्षा बहुआयामी और बहुकोणीय दोनों है। इसमें सैन्य और गैर-सैन्य दोनों मुद्दे शामिल हैं। इनमें नौसैनिक खतरे और चुनौतियां (सैन्य सुरक्षा मुद्दे), हथियारों की तस्करी और नार्को आतंकवाद के साथ-साथ शिपिंग, मछली पकड़ने, समुद्री तल खनिजों और अपतटीय तेल और प्राकृतिक गैस संसाधनों के साथ समुद्री डकैती (हार्ड गैर-सैन्य सुरक्षा मुद्दे), संचार के समुद्री लेन (एसएलओसी) की भेद्यता और अवैध आब्रजन शामिल हैं। इसके अलावा समुद्री सुरक्षा में पर्यावरण संरक्षण, परमाणु मुद्दे, बैलिस्टिक मिसाइल रक्षा और समुद्री प्रबंधन भी शामिल हैं क्योंकि समुद्र अविभाज्य हैं।⁷

पाइरेसी सामान्य रूप से दुनिया और विशेष रूप से एशियाई देशों के लिए एक प्रमुख सिरदर्द के रूप में बढ़ रही है। अंतरराष्ट्रीय समुद्री संगठन की वार्षिक रिपोर्ट 2015 के अनुसार, मलक्का जलडमरूमध्य, दक्षिण चीन सागर और हिंद महासागर ऐसे क्षेत्र हैं जो समुद्री डकैती से सबसे अधिक प्रभावित हुए हैं।

हाल ही में, समुद्री डकैती से संबंधित घटनाएं इन दो क्षेत्रों से बंगाल की खाड़ी और अरब सागर में फैल गई हैं। दरअसल, समुद्री डकैती की गंभीरता का केंद्र धीरे-धीरे भारत के आसपास के पानी में स्थानांतरित हो रहा है और हाल ही में भारतीय नौसेना और तटरक्षक बल जैसी भारतीय एजेंसियों और सोमालिया के समुद्री डाकुओं के बीच सीधा टकराव हुआ है।

टाइम्स ऑफ इंडिया की रिपोर्ट के अनुसार समुद्री डाकू हमलों के लिए भारतीय जल क्षेत्र दुनिया का तीसरा सबसे खराब क्षेत्र है। इंटरनेशनल चैंबर ऑफ कॉमर्स के इंटरनेशनल मैरीटाइम ब्यूरो (लंदन) के आंकड़ों 2012 की रिपोर्ट के अनुसार, व्यापारी शिपिंग व्यवसाय में 97 से अधिक देशों के 2,386 जहाजों पर हमला किया गया था (2006-12)। अफ्रीका के आसपास के समुद्र और महासागर 1,228 मामलों के साथ चार्ट में शीर्ष पर हैं, और भारतीय जल दक्षिण पूर्व एशियाई जल के बाद तीसरे स्थान पर हैं।⁸

वर्ष 2008-12 की अवधि के दौरान समुद्री डकैती से संबंधित घटनाओं में नाटकीय वृद्धि हुई थी। वर्ष 2010 में लगभग 445 हमले हुए, जो 2009 की तुलना में 10% अधिक है। समुद्री डाकुओं ने 53 जहाजों को जब्त कर लिया और 2010 में रिकॉर्ड 1,181 बंधकों पर कब्जा कर लिया, जिनमें से लगभग सभी सोमाली तट से दूर थे।

यह सब स्पष्ट रूप से संचार SLOCs के समुद्री गलियों के संरक्षण के सवाल को बहुत महत्वपूर्ण बनाता है। इन समुद्री डाकुओं से आतंकवाद का भी काफी खतरा है क्योंकि वे अल-कायदा जैसे अंतरराष्ट्रीय संगठनों के साथ जुड़ सकते हैं और अपने गंदे मिशन में बम के रूप में बड़े तेल टैंकरों जैसे अपहृत जहाजों का उपयोग कर सकते हैं।⁹

चूंकि अधिकांश व्यापार समुद्र के माध्यम से होता है, इसलिए समुद्री डाकू या आतंकवादियों द्वारा इन एसएलओसी की किसी भी नाकाबंदी के गंभीर परिणाम हो सकते हैं। तेल का परिवहन, जो भारत की बढ़ती अर्थव्यवस्था के लिए बहुत महत्वपूर्ण है, उच्च समुद्रों के माध्यम से होता है और इसकी आपूर्ति में किसी भी व्यवधान का वास्तव में भारतीय अर्थव्यवस्था और सुरक्षा के लिए गंभीर प्रभाव पड़ सकता है।

समुद्री सुरक्षा ने अंतरराष्ट्रीय आतंकवाद में तेजी से वृद्धि के साथ 9/11 के बाद के युग में एक नया आयाम ग्रहण किया है। आतंकवादी द्वारा भूमि पर उच्च सतर्कता से बचने और लंबे और अक्सर इतनी अच्छी तरह से संरक्षित समुद्र तटों वाले भारत जैसे देशों में प्रवेश करने के लिए समुद्री मार्गों का तेजी से उपयोग किया जा रहा है। हाल के वर्षों में अंतरराष्ट्रीय व्यापार में वृद्धि के साथ बड़े और छोटे कंटेनर जहाजों का उपयोग कई गुना बढ़ गया है। समुद्री आतंकवाद के लिए कंटेनर सुरक्षा के महत्व को अब केवल जनवरी 2002 में एक मालवाहक की अमेरिकी नौसेना की खोज के बाद महसूस किया जा रहा है, जिससे अलकायदा आतंकवादियों के एक समूह की खोज हुई जो एक अच्छी तरह से सुसज्जित शिपिंग कंटेनर के अंदर छिपे हुए थे। खोज शुरू होने से कुछ समय पहले ही समूह कंटेनर से भाग गया। इस खोज ने जहाजों के साथ-साथ शिपिंग कंटेनरों को ले जाने वाले ट्रकों की निगरानी में वृद्धि को प्रेरित किया, जो अफगानिस्तान को पाकिस्तानी बंदरगाहों से छोड़ रहे थे।

समुद्र द्वारा बड़े और छोटे कंटेनर परिवहन में नाटकीय वृद्धि के साथ, समस्या बढ़ गई है, क्योंकि ये सील किए गए कंटेनर अक्सर पूरी तरह से जांच किए बिना बंदरगाहों से गुजरते हैं और मानव आतंकवादी कार्गो से लेकर हथियारों और गोला-बारूद तक कुछ भी शामिल करने में सक्षम होते हैं। यह बताया गया है कि बिन लादेन के मालवाहक मालवाहकों में से एक ने आत्मघाती कैडरों के लिए केन्या में आपूर्ति उतारी, जिन्होंने बाद में केन्या और तंजानिया में अमेरिकी दूतावासों पर बमबारी की¹⁰

हिंद महासागर में और उसके आसपास के कई आतंकवादी संगठनों को विभिन्न प्रकार के व्यापारी बेड़े के अधिकारी के रूप में जाना जाता है। उदाहरण के लिए, पूर्व लिबरेशन टाइगर्स ऑफ तमिल ईलम (लिट्टे) में एक पूरा फ्लोटिला संदिग्ध समुद्री व्यापार में लगा हुआ था। इनमें से अधिकांश सुविधा के ध्वज (एफओसी) देशों के तहत पंजीकृत हैं जिन्हें "पैन-हो-लिब" के रूप में जाना जाता है, यानी पनामा, होंडुरास और लाइबेरिया, और ट्रैक करना मुश्किल है क्योंकि वे नियमित रूप से नाम और रजिस्ट्री बदलते हैं।

समुद्री आतंकवाद का एक और महत्वपूर्ण पहलू मादक पदार्थों की तस्करी है। लाखों डॉलर में चल रहे लाभ मार्जिन के साथ, नशीली दवाओं की तस्करी क्षेत्र के चारों ओर बढ़ती आतंकवादी गतिविधियों और विद्रोहियों को बढ़ावा देने के लिए धन उत्पन्न करने का अब तक का सबसे आकर्षक साधन है।

समुद्र में तेल के यातायात से संबंधित दुर्घटनाएं न केवल पर्यावरणविदों के लिए बल्कि नाविकों और सुरक्षा विशेषज्ञों के लिए भी एक बड़ा सिरदर्द हैं। वे समुद्री वातावरण में पारिस्थितिकी के साथ तबाही पैदा करते हैं और समुद्री सुरक्षा को प्रभावित करने की क्षमता रखते हैं। पर्यावरणीय प्रभाव दीर्घकालिक या अल्पकालिक अवधि के होते हैं, लेकिन संबंधित समुद्री क्षेत्रों में उनके परिणामी प्रभाव लंबे समय तक जारी रह सकते हैं।

क्षेत्रीय सरकारें बंदरगाहों और चोक बिंदुओं के संकीर्ण दृष्टिकोण पर प्रमुख तेल रिसाव या तेल टैंकरों के मलबे से गहराई से चिंतित हैं, क्योंकि इस तरह के रिसाव व्यापारी शिपिंग यातायात के प्रवाह को गंभीरता से प्रभावित कर सकते हैं।

26/11, 2009 के मुंबई हमले ने भारत की चेतना को हिला कर रख दिया था, जैसा पहले कभी नहीं हुआ था। यह अपनी तरह का पहला हमला था। आतंकियों ने कायरतापूर्ण वारदात को अंजाम देने के लिए कराची से मुंबई तक की समुद्री जड़ का इस्तेमाल किया। उन्होंने मुंबई के तट पर उतरने के लिए एक अपहृत फिशिंग ट्रोलर और अंत में रबर की एक फुलाई गई नाव सहित 4 अलग-अलग नौकाओं का इस्तेमाल किया। यह कार्यवाही एक नए प्रकार की आतंकवादी रणनीति का एक उदाहरण थी और यह काफी हद तक अपने उद्देश्यों को प्राप्त करने में सफल रही।

मुंबई हमलों ने हमारे तटीय सुरक्षा तंत्र की कमजोरी को उजागर किया। यह आश्चर्यजनक है कि आतंकवादी तटरक्षक बल या भारतीय नौसेना द्वारा बिना किसी चुनौती के इतनी लंबी दूरी तक समुद्री यात्रा कर सके। भारत के लंबे समुद्र तट की रक्षा के कार्य की गंभीरता को आसानी से समझा जा सकता है। भारत के तटीय प्रदेशों में कई प्रमुख भारतीय रक्षा प्रतिष्ठान भी हैं। एक और तथ्य यह है कि नरसंहार के अपराधियों द्वारा तय की गई अधिकांश दूरी अंतरराष्ट्रीय जल से मिलकर उच्च समुद्रों में गिरती है। इस तरह की गतिविधि हमारे देश के निकटतम क्षेत्र में आने वाले एसएलओसी की सुरक्षा के लिए एक गंभीर चुनौती है। सरकार को नौसेना और तटरक्षक बल को अधिक खर्च सौंपकर हमारी समुद्री रक्षा को प्राथमिकता देने की जरूरत है। जांच का एक अन्य प्रासंगिक मामला उन दो एजेंसियों के बीच उचित समन्वय से संबंधित है जिन्हें भारत की नौसेना सुरक्षा का कार्य सौंपा गया है और देखें कि क्या कोई चूक हुई है।

यह हमें विभिन्न क्षेत्रों से देश के सामने बढ़ती सुरक्षा चुनौती के अनुरूप भारतीय नौसेना के आधुनिकीकरण के प्रश्न पर लाता है। भारत पूर्व सोवियत गणराज्य और वर्तमान रूस पर विशेष रूप से अपनी नौसेना के लिए हथियार प्रणालियों और प्रौद्योगिकी की आपूर्ति के लिए बहुत अधिक निर्भर है। भारत ने पिछले दस वर्षों के दौरान रूस द्वारा आपूर्ति की गई पनडुब्बियों और अपनी स्वयं की जहाज निर्माण सुविधाओं से जुड़ी कई बड़ी और छोटी दुर्घटनाओं का सामना किया है। इनमें से सबसे गंभीर अगस्त 2014 में भारत की अग्रिम पंक्ति की पनडुब्बी आईएनएस सिंधुरक्षक का विनाश था, जिसमें आग लगने के कारण 3 अधिकारियों सहित 18 नौसैनिकों की भी मौत हो गई थी। भारतीय सुविधा में मरम्मत के दौर से गुजर रही एक पनडुब्बी पर एक और विस्फोट हुआ। इन दुर्घटनाओं के परिणामस्वरूप भारत की परिचालन क्षमताओं को एक बड़ा झटका लगा। 2012-17 के दौरान 6 फ्रांसीसी स्कॉर्पीन-श्रेणी की पनडुब्बियों के निर्माण के उद्देश्य से परियोजना -75, लक्ष्य और सरकार के अनिर्णय से बहुत पीछे चल रही है और नौकरशाही लाल टेप ने भारत की नौसेना क्षमताओं को मजबूत करने के उद्देश्य से कई अन्य कार्यक्रमों में देरी की है।¹¹

अंत में यह कहा जा सकता है कि भारत इतनी लंबी तटरेखा वाला इतना विशाल देश होने के नाते अपनी राष्ट्रीय सुरक्षा और रक्षा के लिए लगातार बढ़ती चुनौतियों से निपटने के लिए एक विश्वसनीय समुद्री रणनीति की आवश्यकता है। हालांकि नए जहाजों और विभिन्न प्रकार के हथियार प्रणालियों के रूप में नौसेना विस्तार के लिए बजटीय आवंटन के माध्यम से बहुत अधिक खर्च की आवश्यकता होती है, देश की प्रगति के लिए प्रतिबद्ध एक मजबूत सरकार नौकरशाही बाधाओं को दूर करके और हिंद महासागर क्षेत्र में समान लक्ष्यों और उद्देश्यों वाले देशों के साथ सहयोग करके व्यवस्था कर सकती है। भारत को हिंद महासागर क्षेत्र के संबंध में अपनी विदेश नीति के लक्ष्यों को भी परिभाषित करने की आवश्यकता है और विश्वास की कमी को पाटने की दिशा में काम करने की आवश्यकता है जिसने इस क्षेत्र के देशों को चौतरफा प्रगति में बाधा पहुंचाई है।

संदर्भ

- 1 सुगंधा, एवल्यूशन आफ मैरिटाइम स्ट्रैटेजी ऐंड नैशनल सिक्वोरिटी आप इंडिया, डीसेंट बुक्स, नई दिल्ली, भारत, पी.5
- 2 सिंह, के.आर, 'चेंजिंग डाइमेंशंस आफ इंडियाज मैरिटाइम सिक्वोरिटी', इंटरनैशनल स्टडीज खंड 40, नंबर 3, जुलाई-सितंबर, 2003।
- 3 इसडिया मैरिटाइम ट्रेड, जिआग्रफी आफ इंडिया- http://www.indianetzone.com/37/indian_maritime_trade_geography_india.htm
- 4 आ.सी.एस. सीबौर्न ट्रेड: <http://www.ics-shipping.org/shipping-facts/shipping-and-world-trade/world-seaborne-trade>

- 5 <https://hbs.unctad.org/world-seaborne-trade/>
- 6 परिवहन माप की इकाइयां परिवहन आंकड़ों, योजना और उनके संबंधित क्षेत्रों में उपयोग किए जाने वाले परिवहन की मात्रा और यातायात को मापने के लिए माप की इकाइयों का वर्णन करती हैं - http://en.wikipedia.org/wiki/Units_of_transportation_measurement
- 7 द टाइम्स ऑफ इंडिया, 23/12/2013 को प्रकाशित रिपोर्ट <http://timesofindia.indiatimes.com/india/Indian-waters-third-worst-for-pirate-attacks/articleshow/27761370.cms>
- 8 वर्ल्ड सी अटैक्स सजर्ड विद मोर वाइलेंट पाइरेट्स, फौक्स न्यूज़: <http://www.foxnews.com/world/2011/04/14/world-sea-attacks-surge-violent-pirates/>
- 9 घोष पी.के., मैरिटाइम सिक्योरिटी चैलेंजिस इन साउथ एशिया एंड इंडियन ओशन, रिस्पॉस स्ट्रेटिजिस: http://tamilnation.co/intframe/indian_ocean/pk_ghosh.pdf
- 10 “भारत वर्तमान में दुश्मन बलों के खिलाफ केवल 7-8 पनडुब्बियों को तैनात कर सकता है”, द टाइम्स ऑफ इंडिया, 19वां अगस्त, 2013:

Investment Strategies

Dr. Vandana Bansal*

INTRODUCTION

Investment is the employment of funds on assets with the aim of earning income or capital appreciation. Investment has two attributes namely time and risk. Present consumption is sacrificed to get a return in the future. The sacrifice that has to be borne is certain but the return in the future may be uncertain. This attribute of investment indicates the risk factor. The risk is undertaken with a view to reap some return from the investment. For a layman, investment means some monetary commitment. A person's commitment to buy a flat or a house for his personal use may be an investment from his point of view. This cannot be considered as an actual investment as it involves sacrifice but does not yield any financial return. To the economist, investment is the net addition made to the nation's capital stock that consists of goods and services that are used in the production process. A net addition to the capital stock means an increase in the buildings, equipments or inventories. These capital stocks are used to produce other goods and services. Financial investment is the allocation of money of assets that are expected to yield some gain over a period of time. It is an exchange of financial claims such as stocks and bonds for money. They are expected to yield returns and experience capital growth over the years. The financial and economic meanings are related to each other because the savings of the individual flow into the capital market as financial investments, to be used in economic investment. Even though they are related to each other, we are concerned only about the financial investment made on securities. Thus, investment may be defined as "a commitment of funds made in the expectation of some positive rate of return". Expectation of return is an essential element of investment. Since the return is expected to be realized in future, there is a possibility that the return actually realized is lower than the return expected to be realized. This possibility of variation in the actual return is known as investment risk. Thus, every investment involves return and risk.

What is an investment strategy?

An investment style/strategy often describes the overarching approach taken by the fund manager when assembling a portfolio of assets. Investment strategy, Joshi explains, "provides some insight into which risks and returns investors are likely to be exposed to and what the drivers of those returns are likely to be."

The four most known investment styles are Value, Growth, Quality and Momentum. Investment styles can be divided and further sub-divided into a host of different, and often highly esoteric, ways like quality, momentum, cyclical, dividend growth, deep value, event-driven, special situations, to name a few.

How does it help investors?

Investment strategies help investors choose where and how to invest as per their expected return, risk appetite, time horizon and preferred investment styles. It is governed by a set of rules and procedures created to guide investors in designing their investment portfolios.

*Associate Professor, Bharati College.

For instance, a barbell investment strategy means having a Value Style and a Growth style at the two ends. Having three equal buckets of Value, Growth and Momentum is a bucketing strategy, and having Value style at Core and Momentum style as the Satellite is Core and Satellite strategy.

Barbell investing involves investing in the two extremes. For example, high-risk and no-risk assets while staying away from those in the mushy middle to balance risk and reward. However, experts say, the emergence of various investment styles made it a challenging environment to have a barbell strategy.

THINGS TO KEEP IN MIND

There is no one-size-fits-all approach. Within each strategy, the investment styles and their weights can change. “There are various blends of strategy and style that one can construct to make an investment framework,” says Joshi.

Having said that, it is a must to have a thorough understanding of the risk and reward, supported by backtesting, scenario analysis, and other empirical evidence.

Industry experts say, gone are those days when investors built portfolios on an ad-hoc basis without any real grasp of the investment strategy. Instead, Joshi adds, “people have understood that having the right investment style and strategy blend significantly improves their chances of success and is required for an All-Weather portfolio. And rightly so, as ‘how’ one invests is as important as ‘what’ one invests in.”

TYPES OF INVESTMENT STRATEGIES

Passive and Active Strategies

The passive strategy involves buying and holding stocks and not frequently deals in them to avoid higher transaction costs. They believe they cannot outperform the market due to its volatility; hence passive strategies tend to be less risky. On the other hand, active strategies involve frequent buying and selling. They believe they can outperform the market and can gain more returns than an average investor would.

Growth Investing (Short-Term and Long-Term Investments)

Investors chose the holding period based on the value they want to create in their portfolio. If investors believe that a company will grow in the coming years and the intrinsic value of a stock will go up, they will invest in such companies to build their corpus value. This is also known as growth investing. On the other hand, if investors believe that a company will deliver good value in a year or two, they will go for short term holding. The holding period also depends upon the preference of investors. For example, how soon they want money to say to buy a house, school education of kids, retirement plans, etc.

Value Investing

Value investing strategy involves investing in the company by looking at its intrinsic value because such companies are undervalued by the stock market. The idea behind investing in such companies is that when the market goes for correction, it will correct the value for such undervalued companies, and the price will then shoot up, leaving investors with high returns when they sell. This strategy is used by the very famous Warren Buffet.

Income Investing

This type of strategy focuses on generating cash income from stocks rather than investing in stocks that only increase the value of your portfolio. There are two types of cash income which an investor can earn – (1) Dividend and (2) Fixed interest income from bonds. Investors who are looking for steady income from investments opt for such a strategy.

Dividend Growth Investing

In this type of investment strategy, the investor looks out for companies that consistently paid a dividend every year. Companies that have a track record of paying dividends consistently are stable and less volatile compared to other companies and aim to increase their dividend payout every year. The investors reinvest such dividends and benefit from compounding over the long term.

Contrarian Investing

This types of strategy allow investors to buy stocks of companies at the time of the down market. This strategy focusses on buying at low and selling at high. The downtime in the stock market is usually at the time of recession, wartime, calamity, etc. However, investors shouldn't just buy stocks of any company during downtime. They should look out for companies that have the capacity to build up value and have a branding that prevents access to their competition.

Indexing

This type of investment strategy allows investors to invest a small portion of stocks in a market index. These can be S&P 500, mutual funds, exchange-traded funds.

INVESTING TIPS

Here are a few investing tips for beginners, which should be kept in mind before investing.

- • Set Goals: Set goals on how much money is required by you in the coming period. This will allow you to set your mind straight whether you need to invest in long-term or short-term investments and how much return is to be expected.
- • Research and Trend Analysis: Get your research right in terms of understanding how the stock market works and how different types of instruments work (equity, bonds, options, derivatives, mutual funds, etc.). Also, research and follow the price and return trends of stocks you chose to invest.
- • Portfolio Optimization: Select the best portfolio out of the set of portfolios which meet your objective. The portfolio which gives maximum return at the lowest possible risk is an ideal portfolio.
- • Best Advisor/Consultancy: Find yourself a good consulting firm or brokerage firm. They will guide and give consultation regarding where and how to invest so that you meet your investment objectives.
- • Risk Tolerance: Know how much risk you are willing to tolerate to get the desired return. This also depends on your short term and long term goals. If you are looking for a higher return in a short period of time, the risk would be higher and vice versa.
- • Diversify Risk: Create a portfolio that is a mix of debt, equity, and derivatives so that the risk is diversified. Also, ensure that the two securities are not perfectly correlated to each other.

ADVANTAGES OF INVESTMENT STRATEGIES

Some of the advantages of investment strategies are as follows:

- Investment strategies allow for diversification of risk in the portfolio by investing in different types of investments and industry based on timing and expected returns.

- A portfolio can be made of a single strategy or a combination of strategies to accommodate the preferences and needs of the investors.
- Investing strategically allows investors to gain maximum out of their investments.
- Investment strategies help reduce transaction costs and pay less tax.

LIMITATIONS OF INVESTMENT STRATEGIES

Some of the limitations of investment strategies are as follows:

- Average investors find it difficult to outperform the market. To earn an average return from investments, it may take them years, whereas professional investors would earn the same return in weeks or months.
- Even though a lot of research, analysis, and historical data are considered before investing, most of the decisions are taken on a predictive basis. Sometimes, the results and returns may not be as it was anticipated, and it may delay the investors from achieving their goals.

REFERENCES

1. Simian Saini; Dr Bima anjum; Raman deep Saini (May 2011) Investors awareness and perception about mutual funds international journal of multidisciplinary research vol.1 Issue 1, ISSN 2231 5780.
2. R. Udhayasakar; K. Maran (2018) Mutual fund investors perception in India - a study international journal of engineering & technology 7(1.1) 60-63.
3. Dr.Ravi Vyas (July 2012) Mutual funds investors behaviour and perception in indoor city international referenced research journal vol. 3 Issue 3(1) 2231-4172.
4. Y prabavathi, N T Krishna Kishore (November 2013) investors preference towards mutual fund and future investment international journal of scientific and research publication vol. 3 Issue 11, ISSN 2250 – 3153.
5. Arathy B, Ashwathy A Nair, Anju Sal P, pra vitha N R (2015)
6. Bilal pandow (April 2017) growth and performance of Indian mutual funds industry journal of economic and finance studies 05 (02), Pp 26- 38.
7. Chaitra S.B, Suman Chakraborty (2010)
8. Dr. Rajesh Kumar, Nitin goel (December 2014) An empiric study on investor perception towards mutual funds international journal of research in management & business studies vol. 1 Issue 4.
9. Dr. Narayanasamy, V. rathanmani (April 2013) performance evaluation of equity mutual funds international journal of business & management invention vol.2 Issue 4, PP 18-24.
10. Mrs.B.kishori (April 2016) A study on performance evaluation of mutual funds schemes in India international journal for innovative research in science & technology vol. 2 Issue 11, ISSN : 2349-6010.
11. Dr. Binod kumara sigh (march 2012) A study on investors attitude towards mutual funds as an investment option international journal of research in management vol. 2 Issue 2, ISSN 224

शिक्षा ग्रंथो में वर्णित बल विवेचना का भाषाविज्ञान को योगदान

डॉ. विनीता सिंह*

सारांश

बल विषय के अन्तर्गत वर्णों के उच्चारण स्थान तथा उनके उच्चारण में प्रयुक्त आभ्यन्तर प्रयत्न तथा बाह्य प्रयत्न आदि को स्पष्ट किया गया है। विभिन्न शिक्षा ग्रन्थों तथा उनके विस्तारक ग्रन्थों ने इस विषय पर प्रचुर सामग्री प्रदान कर विश्व साहित्य में ध्वनि विज्ञान को अपूर्व प्रतिष्ठा प्रदान की है। बल का अर्थ है उच्चारण स्थान और प्रयत्न। विभिन्न वर्णों के उच्चारण में भिन्न-भिन्न 'अवयव' क्रियाशील होकर ध्वनि प्रदान करते हैं। इस प्रक्रिया में अवयवों की सहयोगी अन्तक्रियाएं 'प्रयत्न' कहलाती हैं। शरीर में विशेष रूप मुख में स्थित अवयव वर्णोच्चारण में कारण बनते हैं। किसी विशेष वर्ण के उच्चारण में प्रयुक्त सामान्य कारण 'स्थान' कहलाते हैं। इन कारणों में जिह्वा के स्पर्श का विशेष कारण सम्बन्धित वर्ण का 'करण' कहलाता है। 'प्रयत्न' के दो भेद हैं— आभ्यन्तर प्रयत्न और बाह्य प्रयत्न। स्थान, करण, आभ्यन्तर प्रयत्न और बाह्य प्रयत्न इन सबकी सम्मिलित संज्ञा 'बल' कहलाती है। शिक्षा ग्रन्थों में वर्णित इन विषयों से आधुनिक भाषा विज्ञान को प्रचुर सामग्री प्राप्त हो सकी। परवर्ती भाषा विज्ञानियों ने पूर्ववर्ती ऋषियों को सामग्री को विस्तृत करते हुए भाषा विज्ञान के अनेक स्तम्भों को सुदृढ़ आकार दिया।

कुंजीभूत शब्द- वैज्ञानिक, विश्लेषण, बल, उच्चारण स्थान, आभ्यन्तर प्रयत्न, बाह्य प्रयत्न, ध्वनि विज्ञान, प्रतिष्ठा, अवयव, अंतर्क्रियाएं, भाषाविज्ञान, सामग्री।

शिक्षा ग्रन्थों में बल विचार

वर्णस्वरमात्रबलसामसन्तान- इति शीक्षां व्याख्यास्यामः कहकर प्राचीन ऋषियों ने वर्ण या ध्वनि का वैज्ञानिक विश्लेषण किया। प्रत्येक ध्वनि का उच्चारण स्थान निश्चित होता है। कोई व्यक्ति अन्य व्यक्ति द्वारा उच्चारित ध्वनि को श्रुति की भिन्नता, वाग्यन्त्र की बनावट अथवा किसी अन्य कारण से भिन्न रूप में ग्रहण कर सकता है, जैसे प्रायः शिशु र् के स्थान पर ल् तथा श् के स्थान पर छ् की ध्वनि का उच्चारण करता है किन्तु वयस्क उसके अभिप्राय को समझकर धीरे-धीरे उसे शुद्ध उच्चारण का अभ्यास कराता है और शिशु र् तथा श् आदि कुछ कठिन ध्वनियों को वाग्यन्त्र द्वारा साध लेता है। यह ध्वनि परिवर्तन किसी भी कारण से वयस्कों में भी सम्भव हो सकता है। संभवतः इस दोष के निवारणार्थ आचार्यों ने प्रत्येक ध्वनि का उच्चारण स्थान, प्रयत्न तथा अनुप्रदान आदि विषयों के सूक्ष्म तथा वैज्ञानिक स्वरूप को प्रस्तुत किया है। वर्णों के उच्चारण स्थान,

*ए.सो. प्रो. संस्कृत, कन्या महाविद्यालय आर्य समाज भूड़, बरेली (उ.प्र.), भारत E-mail: vinita1963singh@gmail.com

वर्णोत्पत्ति में प्रयुक्त प्रयत्नादि विषय को बल संज्ञा दी गई है। शिक्षा ग्रन्थों में इस विषय पर प्रचुर सामग्री प्राप्त है। इसका संक्षिप्त अवलोकन प्रस्तुत है—

अ-उच्चारण स्थान

शिक्षा ग्रन्थों में अर्थ की शुद्धता को बनाए रखने के लिए शब्द की न्यूनतम इकाई 'वर्ण' के विशद वैज्ञानिक विवेचन में 'बल विचार' विषय अत्यन्त महत्वपूर्ण है। स्थान शब्द 'ष्ठा' (गति निवृत्तौ) धातु से ल्युट् (अधिकरण) प्रत्यय विधान करके निष्पन्न होता है। इस प्रकार मुखःस्थ तालु आदि अवयवों में जिह्वादि के अभिघात से वायु की गति अवरुद्ध हो जाती है— फलतः ध्वनि उत्पन्न होती है। तालु आदि अवयव वर्णोत्पादक वायु के स्थान बनते हैं— वर्णों का स्थान कहना व्यावहारिक प्रयोग है। वस्तुतः वह विशिष्ट रूपेण अवरुद्ध वायु ही विशिष्ट 'वर्ण' का स्वरूप ग्रहण करती है। अतः 'वर्ण' के उच्चारण स्थान का विचार व्यवहार्य है। वर्ण—स्वर और व्यंजन इन दो विशेष भागों में विभाजित हैं। स्वरों के उच्चारण में जिह्वा का तालु आदि अवयवों से सन्निकर्ष प्राप्त होता है तथा व्यंजनों के उच्चारण में जिह्वा से तालु आदि अवयवों का स्पर्शन होता है। अतः स्वरों की अस्पष्टता होती है और व्यंजनों की स्पष्टता। पारि शिक्षा में यह स्पष्ट हो जाता है—

“अचां यत्रोपसंहारस्तत्स्थान क्रियतेऽत्र तु।।” “व्यंजनानान्तु तत्स्थानं स्पर्शन क्रियते तदा। (1)।।”

पाणिनीय शिक्षा में वर्णों के आठ उच्चारण स्थान स्वीकृत किए गए हैं— “अष्टौ स्थानानि वर्णानामुरः कण्ठः शिरस्तथा। जिह्वामूलं च दन्ताश्च नासिकोष्ठौ च तालु च। (2)।।”

उर, कण्ठ, शिर, जिह्वामूल, दन्त, ओष्ठ, तालु और नासिका ये आठ वर्ण स्थान हैं। इनमें उर की स्थिति मुख से बहिर्भूत है। कण्ठ से लेकर तालु पर्यन्त अवयवों की स्थिति आस्यभूत (मुख स्थित) है। जबकि नासिका की स्थिति के विषय में विवाद है। पाणिनीय शिक्षा में स्पष्ट उल्लेख नहीं किया गया है। वर्णों के उच्चारण में प्रयुक्त स्थानों पर इस प्रकार विचार किया गया है—

—आपिशलि शिक्षा में पाणिनीय शिक्षोक्त आठ स्थान ही स्वीकृत किए गए हैं। विभिन्न वर्णों के उच्चारण स्थान इस प्रकार हैं—

“अकुहविसर्जनीयाः कण्ठ्याः। जिह्वामूलीयो जिह्वयः। इचुयशास्तालव्याः। ऋटुरषा मूर्धन्याः। लृतुलसाः दन्त्याः। वकारो दन्त्योष्ठयः। उपूपध्मानीया ओष्ठ्याः। अनुस्वारयमाः नासिक्याः। एदैतौ कण्ठतालव्यौ। ओदौतौ कण्ठ्योष्ठ्यौ। जमड.णनाः स्वस्थाना नासिका स्थानाश्च। (3)।।”

—याज्ञवल्क्य शिक्षा में आठ उच्चारण स्थानों पर आधारित तथा यम और अनुस्वार मिलाकर वर्णों के दस भेद कहे गए हैं— उर, कण्ठ, मूर्धा, तालु, दन्त, ओष्ठ, दंतमूल, जिह्वामूल, यम, अनुस्वार।

“दशधा वर्णाः भवन्ति औरसकण्ठयमूर्धन्यदन्त्योष्ठ्यतालव्यदन्तमूलीयजिह्वामूलीययमानुस्वाराश्चेति (4)।।”

ए, ऐ का उच्चारण स्थान कण्ठ तालु है तथा ओ, औ का उच्चारण स्थान कण्ठोष्ठ है (5)।

—लघु माध्यन्दिनी शिक्षा में केवल विसर्ग के स्थान के विषय में विस्तृत उल्लेख किया गया है (6)।

—षोडशलोकी शिक्षा में कवर्ग का उच्चारण स्थान कण्ठ कहा गया है और जिह्वामूलीय का उच्चारण स्थान जिह्वामूलीय कहा गया है। शेष वर्णों के उच्चारण में पाणिनीय शिक्षा का अनुकरण किया गया है (7)।

—माण्डूकी शिक्षा में पाणिनीय शिक्षाभिमत आठ वर्ण स्थान स्वीकार किए गए हैं—

“अष्टौ स्थानानि वर्णानामुरः कण्ठः शिरस्तथा । जिह्वामूलं च दन्ताश्च नासिकोष्ठौ च तालु च । (8) ।।”

—शैशिरीय शिक्षा में पाणिनीय शिक्षाभिमत आठ उच्चारण स्थान स्वीकार किए गए हैं। कवर्ग को कण्ठस्थानीय कहा गया है। अवर्ण, हकार, उवर्ण, पवर्ग, उपध्मानीय, वकार, ए, ऐ, ओ, औ इन् वर्णों का ही उच्चारण स्थान निर्दिष्ट किया गया है।

आ-करण विचार

मुख स्थित जिस अवयव के व्यापार से तालु आदि स्थानों पर स्पर्श या अभिघात होता है— तज्जन्य ङ वनि (वर्ण) का करण (उत्पादक) वह अवयव होता है। डा० मधुकर फाटक अपने निबन्ध में स्थान और करण का अन्तर स्पष्ट करते हुए लिखते हैं—

“संयोगादिरूपस्पर्शस्य यदनुयोगि तत्स्थानम् यच्च प्रतियोगि तत्करणम् इति स्थानकरणयोः भेदः (9) ।”

संयोग कहीं अन्यतरकर्मज होता है और कहीं उभयकर्मज। जिह्वाग्रादि के द्वारा तालु आदि पर किया जाता हुआ वर्णोच्चारणकालिक संयोग अन्यतर कर्मज है। तालु आदि पर कर्म नहीं होता बल्कि जिह्वाग्र भाग पर कर्म होता है और जहां कर्म है वहीं करणत्व होता है क्योंकि करण व्यापारवान होता है। अतः जिह्वाग्रादि ‘करण’ हैं, तालु आदि निर्व्यापार होने के कारण ‘स्थान’ हैं।

—पाणिनीय शिक्षा में करण पर विचार नहीं किया गया है। पाणिनीय शिक्षा के अनुसार एक स्थान युक्त वर्णों में करण भेदकता नहीं हो सकती है।

—आपिशलि शिक्षा में करण पर इस प्रकार विचार किया गया है—

जिह्वामूल- कवर्ग आदि जिह्वामूलीय वर्णों का करण है।

जिह्वामध्य- तालव्य वर्णों का करण है।

जिह्वाग्र- दत्यवर्णों का करण है।

जिह्वोपाग्र अथवा जिह्वाग्राधोभाग- मूर्धन्य वर्णों का करण है।

“जिह्वातालव्यमूर्धन्यदन्त्यानां जिह्वाकरणम् । जिह्वामूलेन जिह्वयानाम् । जिह्वामध्येन तालव्यानाम् । जिह्वोपाग्रेण मूर्धन्यानाम् । जिह्वाग्राधः करणं वा । जिह्वाग्रेण दत्यानाम् । (10) ।”

अन्य वर्णों के विषय में कहा गया है कि उनके स्थान ही उनके करण भी हैं। “शेषाः स्वस्थानकरणाः । (11) ।”

—वर्णरत्न प्रदीपिका शिक्षा में ‘करण’ पर विस्तृत और स्पष्ट चर्चा की गई है।

जिह्वामूल- ऋवर्ण, कवर्ग और जिह्वामूलीय वर्णों का करण है।

जिह्वामध्य- इकार, चवर्ग, यकार, शकार, एकार और ऐकार का करण है।

जिह्वाग्र- षकार, टवर्ग, लृकार, लकार, सकार और तवर्ग का कण है।

दन्ताग्र- वकार का करण है। ओष्ठ वकार का उच्चारण स्थान है।

हनुमध्य- हकार, विसर्ग और असंयुक्त हकार का करण है।

ओष्ठ- उकार, उपध्मानीय, पवर्ग, ओ तथा औ का स्थान व करण दोनों हैं। यहां उत्तरोष्ठ स्थान तथा अधरोष्ठ करण हैं।

नासिका- यम, अनुस्वार और नासिक्य वर्णों का करण है।(12)।

इ-प्रयत्न

वर्णों का उच्चारण करते समय मुख स्थित उच्चारण अवयवों में वर्णोत्पत्ति या वर्णव्यक्ति सम्बन्धित अनिवार्य व्यापार या प्रवृत्तियां होती हैं। भिन्न-भिन्न वर्णों की उत्पत्ति में भिन्न-भिन्न व्यापार होते हैं। यह व्यापार 'प्रयत्न' कहलाते हैं। यह प्रयत्न द्विधा है— आभ्यन्तर और बाह्य।

क-आभ्यन्तर प्रयत्न

आस्य के आन्तरिक अवयवों जैसे जिह्वादि का वर्णोच्चारण के समय तत्सम्बन्धित स्थानों पर स्पर्श, ईषत्स्पर्शादि व्यापार होता है— यह विशेष व्यापार आभ्यन्तर प्रयत्न कहलाता है। वर्ण की व्यक्ति के पूर्व ही यह व्यापार रहता है। वर्णव्यक्ति के ठीक पूर्व होने के कारण बाह्य प्रयत्न की अपेक्षा आभ्यन्तर प्रयत्न का प्रकर्ष है। आभ्यन्तर प्रयत्न मुख्यतः स्पृष्टता, विवृतता और संवृतता पर आधारित है। इनके आधार पर आभ्यन्तर प्रयत्नों की संख्या कहीं चार, कहीं पांच, कहीं छह और कहीं सात स्वीकार की गई है। याज्ञवल्क्य शिक्षा द्विविध आभ्यन्तर प्रयत्न ही स्वीकार करती है। आपिशलि शिक्षा में स्पृष्टता आदि की परिभाषा दी गई है—

“तत्र ध्वनावुत्पद्यमाने यदा स्थानकरणप्रयत्नाः परस्परं स्पृशन्ति सा स्पृष्टता (13)।” “दूरेण स्पृशन्ति सा विवृतता। (14)।” “सामीप्येन यदा स्पृशन्ति सा संवृतता। (15)।”

इस प्रकार स्थान और करण के व्यापारों (प्रयत्न) का परस्पर स्पर्श 'स्पृष्टता' है। दूर और सामीप्य स्पर्शों के आधार पर विवृतता और संवृतता होती है। इन मुख्य व्यापारों के आधार पर ईषत्स्पृष्टता, अस्पृष्टता, ईषत्त्विवृतता, विवृततरता, विवृततमता आदि अनेकशः भेद निर्भर हैं। विभिन्न शिक्षाकारों, वैयाकरणों और भाषाविदों ने स्वविवेक से इनका निर्धारण किया है। पाणिनीय शिक्षा में आभ्यन्तर प्रयत्नों का विवेचन इस प्रकार किया गया है—

—पाणिनीय शिक्षा में छह आभ्यन्तर प्रयत्न कहे गए हैं— स्पृष्ट, अस्पृष्ट, ईषत्स्पृष्ट, अर्धस्पृष्ट, विवृत और संवृत।

—आपिशलि शिक्षा में आठ आभ्यन्तर प्रयत्न कहे गए हैं—

‘स्पृष्ट, ईषत्स्पृष्ट, ईषद्विवृत, विवृत, विवृततर, विवृततम, अतिविवृततम और संवृत’।(16)।

—वर्णरत्नप्रदीपिका शिक्षा में छह आभ्यन्तर प्रयत्न स्वीकार करते हुए पाणिनीय शिक्षा के समान ही वर्णों के आभ्यन्तर प्रयत्न कहे गए हैं (17)।

—शैशरीय शिक्षा में स्पृष्ट, ईषत्स्पृष्ट, विवृत और संवृत चार वर्णों के आभ्यन्तर प्रयत्न कहे गये हैं (18)।

—याज्ञवल्क्य शिक्षा में भी वर्णों के चार प्रकार के आभ्यन्तर प्रयत्न कहे गए हैं— स्पृष्ट, अस्पृष्ट, संवृत और विवृत।

“चतुर्विधं करण स्पृष्टमस्पृष्टं संवृतं विवृतंचेति। स्पृष्टाः स्पर्शाः। अस्पृष्टाः अन्ये। संवृता घोषाः। विवृता अधोषाः। (19)।”

ख-बाह्य प्रयत्न

जिस प्रकार वर्णोत्पत्ति या वर्णव्यक्ति के पूर्वकाल में आस्य के आन्तरिक अवयवों का व्यापार होता है, उसी प्रकार वर्ण व्यक्ति के अव्यवहित उत्तरकाल में श्वास परिवृत्ति के समय (उच्छ्वास रूप में) भी कुछ व्यापार

होते हैं— इन व्यापारों को 'बाह्य प्रयत्न' कहा जाता है। 'आपिशलि शिक्षा' में एकादश बाह्य प्रयत्न कहे गए हैं— 'संवार, विवार, नाद, श्वास, घोष, अघोष, अल्पप्राण, महाप्राण, उदात्त, अनुदात्त और स्वरित। डा० मधुकर फाटक ने इन बाह्य प्रयत्नों के विषय में इस प्रकार स्पष्ट किया है—

“एते च प्रयत्नाः गलबिलस्य संकोचविकासौ, श्वासस्य प्रवेगम्, अनुरणनात्मकम् नादम्। ध्वनेः गाम्भीर्यम्, मान्द्यम्, प्राणप्रदानस्य तारतम्यं, ताल्वादिस्थानानां अधोभागे ऊर्ध्वभागे च स्पर्शादिरूपव्यापारं मूलाधारे प्रयत्नेन न्यूनाधिकवायोः प्रेरणारूपं व्यापारं च आश्रित्य भवन्ति। (20)।”

वर्णों की उत्पत्ति के पश्चात् प्रवृत्त होने, मुख के बाह्य अवयवों की क्रियाशीलता होने अथवा सवर्ण संज्ञा में उपयोगी न होने के कारण इनकी 'बाह्य' संज्ञा है। (21)।

—पाणिनीय शिक्षा में छह बाह्य प्रयत्न कहे गए हैं— विवार, संवार, श्वास, नाद, घोष और अघोष। विवार के लिए 'विवृत' तथा संवार के लिए 'संवृत' शब्द का ही प्रयोग किया गया है। 'श्वास' के दो प्रभेद 'श्वास' और 'ईषच्छ्वास' कहे गए हैं। इसी प्रकार नाद के दो भेद— 'नाद' और 'ईषन्नाद' कहे हैं (22)।

—आपिशलि शिक्षा में विवार आदि बाह्य प्रयत्न कहे गए हैं। बाह्य प्रयत्नों का वैज्ञानिक विवेचन अष्टम् अध्याय में किया गया है। गलबिल के संवृत होने पर संवार तथा विवृत होने पर विवार वर्णधर्म होते हैं (23)। कण्ठबिल के संवृत होने पर 'नाद' तथा विवृत होने पर 'श्वास' बाह्य प्रयत्न होते हैं (24)। नादध्वनि का संसर्ग होने से घोष और श्वासध्वनि का संसर्ग होने से अघोष बाह्य प्रयत्न होता है (25)। अल्प प्राण और महाप्राण— “महति वायौ महाप्राणः। अल्पे वायावल्पप्राणः। साल्पप्राण महाप्राणता। (26)।”

उदात्त- “तत्र यदा सर्वाङ्गानुसारि प्रयत्नस्तीव्रो भवति, तदा गात्राणां निग्रहः, कण्ठविलस्य चाल्पत्वं स्वरस्य च वायोस्तीव्रगतित्वाद् रौक्ष्यं भवति— तमुदात्तमाचक्षते। (27)।” उदात्तत्व को बाह्य प्रयत्न माना गया है। इसमें प्रयत्न तीव्रता, शरीर की निग्रहता कण्ठबिल का छोटा होना और स्वर तथा वायु की तीव्रता अतःरूक्षता इत्यादि धर्म वर्ण में उपस्थित हो जाते हैं।

अनुदात्त- “यदा मन्दः प्रयत्नो भवति तदा गात्राणां प्रसन्नत्वं कण्ठबिलस्य महत्त्वं स्वरस्य च वायोर्मन्दगतित्वाद् स्निग्धता भवति। तमनुदात्तमाचक्षते। (28)।” प्रयत्न मन्दता, शरीर का सारल्य, कण्ठबिल का विस्तृत होना, स्वर और वायु की मन्दगति से स्निग्धता इत्यादि धर्मवाला प्रयत्न 'अनुदात्त' कहा जाता है।

स्वरित- “उदात्तानुदात्तसन्निकर्षात् स्वरित इति। (29)।” उदात्त और अनुदात्त का सन्निकर्ष ही स्वरित है। इस प्रकार इस शिक्षा में एकादश बाह्य वर्ण धर्म कहे गए हैं।

—याज्ञवल्क्य शिक्षा में संवार, विवार, घोष और अघोष नामक चार बाह्य प्रयत्न स्वीकार किए गए हैं। घोष वर्णों को संवृत और सघोष वर्णों को विवृत कहा गया है (30)।

—शैशरीय शिक्षा में भी घोष और अघोष दो बाह्य प्रयत्न स्वीकार किए गए हैं। अघोष वर्णों की गणना करके 'शिष्टं घोषवद्' कहा गया है (31)।

भाषा विज्ञान में योगदान

भाषा विज्ञान की प्रमुख शाखा 'ध्वनि विज्ञान' को प्राचीन ध्वनिविदों से पर्याप्त सामग्री प्राप्त है। ध्वनि विज्ञान का मूल स्रोत शिक्षा ग्रन्थ आदि हैं। आधुनिक भाषा विज्ञान प्राचीन भारतीय ध्वनि वैज्ञानिकों

का चिरन्तणी है। आधुनिक युग में वैज्ञानिक आविष्कारों के कारण देशगत सीमाएं घट रही हैं और अन्तर्राष्ट्रीय व्यापारिक या दौत्य सम्बन्धों की प्रवृत्तियां बढ़ रही हैं। ऐसे में सामाजिक सम्पर्क बना पाने हेतु भाषा सर्वश्रेष्ठ साधन है और किसी भी भाषा के व्याकरणिय रूपों और शब्दावली को जानने से पूर्व आवश्यक हो जाता है कि भाषा को सीखने वाला तद्सम्बन्धी ध्वनियों को मूल रूप से ग्रहण कर सके। हेनरी स्वीट, एक प्रमुख भाषा शास्त्री का विचार है— "ध्वनि शास्त्र का महत्व भाषा के समस्त प्रकार के अध्ययनों के लिए— चाहे वह नितान्त सैद्धान्तिक हो अथवा प्रयोगभूत— निर्विवाद परमावश्यक रूप में स्वीकार कर लिया गया है। सैद्धान्तिक एवं व्यावहारिक ध्वनिशास्त्र के अधिकाधिक ज्ञान की सर्वोच्च आवश्यकता है (32)।"

स्पष्ट है कि प्राचीन शिक्षाविदों ने भाषा को सुरक्षित रखने के लिए भाषा की मूल इकाई ध्वनि का वैज्ञानिक विश्लेषण प्रस्तुत किया है। वर्ण, स्वर, मात्रा, बल, साम, सन्तान छह शिक्षाग्रन्थों के मौलिक विषयों का सूक्ष्म चिन्तन किया गया है। वर्णों का उच्चारण स्थान और उच्चारण प्रक्रिया में लगने वाले आभ्यन्तर और बाह्य प्रयत्नों के साथ उनके अवान्तर भेदों के परिगणन और व्याख्या से स्पष्ट होता है कि शिक्षाविदों ने शारीरिक संरचना और वर्णोत्पत्ति प्रक्रिया का गहन चिन्तन एवं दार्शनिक विज्ञान प्रस्तुत करते हुए आधुनिक भाषा विज्ञान को समृद्ध किया है।

सन्दर्भ-

1. "अवां यत्रो पसंहारस्तत्स्थानं क्रियतेडत्र तु। व्यंजनानान्तु तत्स्थानं स्पर्शनं क्रियते तदा।"—पारि शिक्षा।
2. पाणिनि शिक्षा— 13।
3. आपिशील शिक्षा— 2, 4, 7, 8, 10, 11, 13, 14, 17, 18, 19।
4. याज्ञवल्क्य शिक्षा— उत्तरार्द्ध भाग।
5. उक्त
6. लघु माध्यन्दिन शिक्षा— 16, 17।
7. पाणिनि शिक्षायाः शिक्षान्तरैः सह समीक्षा— पृ०137।
8. पाणिनि शिक्षायाः शिक्षान्तरैः सह समीक्षा— पृ०136।
9. पाणिनि शिक्षायाः शिक्षान्तरैः सह समीक्षा— पृ०14।
10. आपि० शिक्षा— 2/2 से 7।
11. आपि० शिक्षा— 2/8।
12. पा० शि० शि० सहसमीक्षा— पृ०143।
13. आपि० शिक्षा—8/2।
14. आपि० शिक्षा— 8/3।
15. आपि० शिक्षा— 8/4।
16. आपि० शिक्षा— 3/4 से 12।
17. पा० शि० शि० सहसमीक्षा— पृ०14।
18. पा० शि० शि० सहसमीक्षा— पृ०150।
19. याज्ञ० शिक्षा— उ० भा०।

20. पा० शि० शि० सहसमीक्षा— पृ०153 ।
21. पा० शि० शि० सहसमीक्षा— पृ०153 ।
22. पा० शि०— 20, 39, 40 ।
23. से 29 तक— आपि० शिक्षा— 8/8,9,10,11,14,15,16 ।
30. याज्ञ० शिक्षा— 68 ।
31. पा० शि० शि० सहसमीक्षा— पृ०158 ।
32. ए हैंडबुक ऑफ फोनेटिक्स (1877 बी०सी०) ।

Guidelines for Contributors

1. Two copies of manuscripts typed in English on one side of the A4 size paper should be submitted along with an abstract not more than 200 words. The length of a paper including tables, diagrams, illustration etc., should be between 3000 to 5000 words. Papers/articles should be original and unpublished contribution. Papers should be accompanied by a declaration that the material is original, has not been published elsewhere in part or full and the same has not been submitted for publication in any other book or journal of elsewhere. Leave the margin of at least one inch on all sides of paper and one and half inches on left side of the paper. Electronic version of the paper must accompany CD-ROM in MS-Word document format and it should be identical in all respect of the hard copy. Paper without CD will be rejected. Electronic copy must sent to the given E-mail addresses. Article must be in MS-Word in Times New Roman in font size 12. Refused articles/papers will not returned if the self-addressed and Rs. 50/- stamped envelope not attached with paper.
2. Short communication to review articles, reports of conference, summary or views on Government reports, debatable issues, etc., are also published.
3. Authors/Publishers are also welcome to send books or book review of the Editor for the publication of review in the journal.
4. The Paper once submitted to this journal should not be resubmitted simultaneously to other journals of else when for consideration.
5. All Papers submitted to the journal will be the property of **APH Publishing Corporation** and subject to blind review. To ensure anonymity, the author's name, designation, affiliation, official and residential address and other details about author should only appear on the first page along with the title of the paper. Second page should start with the title of paper again followed by text.
6. Footnotes in the text should be numbered consecutively in plain Arabic superscripts. All the footnotes, if any, should be typed under the heading 'Footnotes' at the end of the paper immediately after 'Conclusion'.
7. (a) For citation of books the author's name should be followed by the (b) title of the book (c) year of publication or edition or both (d) page number (e) name of publishers and place of Publication.
8. All references should be alphabetically arranged at the end of the text. Style should follow: Author's name, forename/initials, date of publication (italicized in case of a book and in double quotations in case of an article and the source, Journal or book underlined or italicized), place of publication, publisher, page numbers and any other additional information. Journal articles should contain complete information regarding volume number, issue number, date, etc. A few examples are as follows:
 - * **Malik, A.P. (1998).** *Education Policy and Perspective*. New Delhi: Allied Publishers.
 - * **Majumdar, Ramesh (1997)** "The Role of the Society", *Journal of Educational Views*, 1 (3 & 4), July-October, pp. 1-11.
 - * **Ganeshan, P.R. (1989).** "Educational Finances in a Federal Government", Seminar on Mobilisation of Additional Resources for Education. New Delhi: National Institute of Economic Planning (mimeo).
 - * **Saley, Hans (1996).** "Perspective of Education: An Internal View", in Abdul Raza (ed.) *Educational Policy: A Long Terms Perspective*. New Delhi: Concept, for the National Institute of Law and Administration, pp. 70-92

