

**Vol. II  
Number-1**

**ISSN : 2319-6556  
Jan.-Dec. 2021**



# **INTERNATIONAL JOURNAL OF EDUCATION IN DIGITAL AGE**

*A Peer Reviewed/Refereed Journal*

An International Journal of  
Education and Humanities

**APH PUBLISHING CORPORATION**

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# A study of Inculcation of Value of Cleanliness Through Economics Textbooks of (ICSE, CBSE, SSC) of STD 9th & 10th

Dr. Tandra Bandyopadhyay\*

## INTRODUCTION

**Cleanliness** is both the abstract state of being clean and free from germs, dirt, trash, or waste, and the habit of achieving and maintaining that state. Cleanliness is often achieved through cleaning. Cleanliness has a social dimension, or implies a system of interactions. "Cleanliness," observed Jacob Burckhardt, "is indispensable to our modern notion of social perfection."

On a practical level, cleanliness is thus related to hygiene and disease prevention. As an assertion of Moral superiority or respectability, cleanliness has played a role in establishing cultural values in relation to social class, humanitarianism, and cultural imperialism.

**Swachhata Abhiyan** is an example of highlighting the importance of cleanliness in our life. Swachh Bharat Abhiyan is also called as the Clean India Mission or Clean India drive or Swachh Bharat Campaign. It is a national level campaign run by the Indian Government to cover all the backward statutory towns to make them clean. This campaign involves the construction of facilities and providing them in the rural areas, changing the infrastructure of the country to lead the country ahead. This campaign was launched officially by the government of India on 145<sup>th</sup> birthday anniversary of the great person, Mahatma Gandhi on 2<sup>nd</sup> of October, 2014. It was launched at the Rajghat, New Delhi (cremation of Mahatma Gandhi). The government of India has aimed to make India a clean India by 2<sup>nd</sup> of October 2019 (means 150<sup>th</sup> birth anniversary of the Mahatma Gandhi) through this campaign.

**Need of the Study: Cleanliness** in educational Institutions has direct connection with **Academic Achievement**. Cleanliness ranks as the fourth most important building element to impact students' personal learning. Students report a lack of **cleanliness** affects allergies, spreads germs, increases bug and rodent infestations, and promotes higher stress levels. The most important benefit of a **clean classroom** is the fact that it maximizes the **learning** experience of the students. According to studies that have been carried out, dirty environments negatively impact the **learning** of students and in turn, the overall performance in the **classroom**. It is evident that the level of **cleanliness** has a direct **impact** on the ability to learn. The level of **cleanliness** and hygiene in an educational environment has a significant **effect** on the mind set of students. A dirty, neglected environment can increase stress levels and therefore **impact** negatively on concentration and retention.

**Classroom climate** refers to the prevailing mood, attitudes, standards, and tone that you and your students feel when they are in your **classroom**. A **positive classroom climate** feels safe, respectful, welcoming, and supportive of student **learning**.

Swachh Bharat's connection with economic activity of the country: Advocating the idea of clean India, Prime Minister Narendra Modi had said, "The pursuit of cleanliness can be an economic activity, contributing to GDP growth, reduction in healthcare costs, and a source of employment."

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If India and its tourist destinations are clean, it will bring more people and will also bring about a paradigm shift in the country's global perception. If proper hygiene and sanitation will not become a practice in our country, then no one will be able to save the country from the health hazards and losses that will loom over the Indian populace in near future. So, let's make Swatch Bharat a mass movement and save our country from all the dangers.

## **SIGNIFICANCE OF THE STUDY**

### **Significance of the Study**

The study will be of immensely beneficial to the different stakeholders in education.

### **Head of the Institutions**

The findings of the study will benefit the heads of the institutions because it will successfully create awareness about how to empower the teachers and students with the value of cleanliness for improving the efficiency of their institutions. It will further enlighten them to design a matured structure and processes of education for holistic development. They will possess a positive attitude towards even the gender sensitivity and motivate the stakeholders to practice the same.

### **Teachers**

The study will be immensely beneficial to the professional teachers who are the key drivers for educational delivery. Empowerment of women, value laden ideas, and gender equality are the most important elements of studies in today's scenario. How well this value of cleanliness which will improve the body, mind and spirit of the students will be inculcated in the grass root level can be observed from these findings.

### **Society**

The findings of the study will be an eye opener to the Indian society. It will be immensely beneficial to the present generation to know and analyze their attitude towards clean and conducive environment for effective learning. Society will arrange for campaign for maintaining clean environment and make the youngsters realize the value of natural flora and fauna. The entire programme is expected to change the behavioral pattern of general individuals towards empowering the nation.

### **Policy Makers**

The study will bring to light the present weaknesses of education and curriculum of the traditional society. The findings of the study could be utilized for bringing desirable changes in the curriculum in terms of the great mission and vision of swatch Bharat and create a gender friendly approach in educational scenario, because gender sensitization is also an outcome of clean and pure hearts.

### **Global Implications**

The findings of the present study not only have local implications but it has global implications too. since the issue of cleanliness is a global issue now, Education is definitely related to values; therefore, in order to nurture them, it is necessary to initially determine the perception of values by individuals and groups. This study investigates the importance of the value of cleanliness by the students in school education in greater Mumbai. The study explores how the value of cleanliness

will be understood by all the stakeholders in educational scenario. The study not only reveals the difference in the perception of the value of on individual and social platforms but also the dependence of this perception on the society and the world at large.

**Hence the Researcher selected the above area of study.**

#### **Statement of Problem**

***“A study of inculcation of value of cleanliness through the Economics textbook of (ICSE, CBSE, SSC) of 9 STD class.”***

### **OBJECTIVE OF THE STUDY**

1. To make students understand the importance of cleanliness.
2. To make people understand its benefits and advantages.
3. To make society more aware and conscious about the importance of cleanliness
4. To incorporate the measures through which we can give students the hands on experience to take part in the process of cleanliness.
5. To make the students understand Cleanliness is essential for good health and personal, professional development.
6. To make the students and society understand that Cleanliness certainly plays a major factor in one’s mental and physical health to achieve pre-determined goals.

### **Scope of The Study**

With such studies in schools, it is possible to instill a sense of responsibility from a young age, which makes a huge change in attitude of students.

It will help to the **teacher, policy makers, Head of the department, students to make society understand the value of cleanliness.**

It will also help to understand the importance of economics in inculcating the value cleanliness.

### **Charging of Swachh Bharat Cess**

**The** government has decided to levy the Swachh Bharat Cess proposed in the budget on all services that are at present taxed from November 15. The cess will be levied at the rate of 0.5%, the finance ministry said in a statement, adding that it will have only marginal impact on consumer prices. “This will translate into a tax of 50 paise only on every one hundred rupees’ worth of taxable services

This will help students to understand the **economic gain** of cleanliness, which will give benefits like Clean Technology, more tourism, attraction for FDI, good health, lesser chances of diseases.

### **Limtations of The Study**

The study will include the textbooks secondary sections of the school going population so the students of primary sections will not be included in this study.

The study is conducted for students of STD 9, so students other than standard 9 are being excluded.

Only the value of cleanliness is taken into consideration, values other than cleanliness is not considered in this study.

The content of Economics only has been taken into consideration in this study, other subjects of Social science are excluded.

## REVIEW OF RELATED RESEARCH

### Introduction

A **literature review** is a text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and do not report new or original experimental work. Most often associated with academic-oriented literature, such reviews are found in academic journals, and are not to be confused with book reviews that may also appear in the same publication. Literature reviews are a basis for research in nearly every academic field. A narrow-scope literature review may be included as part of a peer-reviewed journal article presenting new research, serving to situate the current study within the body of the relevant literature and to provide context for the reader. In such a case, the review usually precedes the methodology and results sections of the work.

Producing a literature review may also be part of graduate and post-graduate student work, including in the preparation of a thesis, dissertation, or a journal article. Literature reviews are also common in a research proposal or prospectus (the document that is approved before a student formally begins a dissertation or thesis).

### Definition

According to University of Wisconsin Writing Centre, A Literature review is a “Critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles”

In brief: Reviews of previous literature in a thesis or research paper are not summaries of every article you have read, but rather an exposition of the existing knowledge and reasoning which led you to believe that what you did was worth doing in the way that you did it, written so as to convince the reader of these things. Writing about the literature is not just part of “what you have to do”, it is a valuable way to learn the literature, to get it “off the page and into your head”. And that is essential if you are to be able to think critically about your field.

### Research Done in India

**Title of The Study:** Education for Values in Schools – A Framework By NCERT department of educational psychology and of education national council of educational research and training

### Introduction

Today students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills. Young learners hardly understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is limited to learning about the subjects. They hardly know how they should live their lives; commit themselves to the welfare of the country, care about the environment and other social and moral issues.

A most important reason for ***reorienting education for values is the fact that the current model of education contributes to the lopsided development of students.***



## REVIEW OF THE RESEARCH

The research aims at Improvement of quality of education is not the only reason for value education. The current resurgence of interest in education as a powerful means to inculcate values among students is also due to the fast degeneration of values in our country.

The problem of declining values is multi-dimensional arising out of combination of major social forces such as globalization, materialism, consumerism, commercialization of education, threats to humanity due to climatic changes, environmental degradation, violence, terrorism. These have led to insecurities, individualistic life styles, and acceleration of desires, misuse of science and technology, pessimisms, sense of alienation and other negative consequences.

TODAY'S education puts ***exclusive focus on cognitive to the total neglect of the affective domain and presents alienation between head and heart.***

The research states that what is urgently needed is the re-examination of the content and process what each school is teaching to children under their charge. It cannot be done in an ad hoc and haphazard manner but has to be a conscious and deliberate well planned enterprise with knowledge and forethought.

## RESEARCH DONE IN ABROAD

**Title of The Study:** Values Education Study by Australian Government, Department of Education Science and Training. **Year:** August 2003.

### Introduction

Values education can be defined as an explicit attempt to teach about values. Such teaching fosters the development of students' existing values and the values identified as important by the school, and helps students develop dispositions to act in certain ways.

The study was designed to:

- enable schools to develop and demonstrate current practice in values education;
- provide an informed basis for promoting improved values education in Australian schools; and
- make recommendations on a set of Principles and a Framework for improved values education in Australian schools.

### Objectives

1. Action research with a range of schools across Australia funded with grants to develop and demonstrate good practice in values education
2. A comprehensive literature search, which played a key role in informing the analysis and discussion embodied in this report.
3. Research via focus groups and a password-protected online survey to determine parent, teacher and student views on the values the community expects Australian schools to foster.

### Findings

The Study clearly demonstrates the will and desire of all 69 participating school communities to utilize values-based education to enrich students' holistic development and to respond constructively and positively to a range of contemporary schooling challenges.

Some of the challenges addressed by schools in the Study include:



- How to increase student engagement and belonging, and minimize student disconnection to schooling; how to tackle violence, anti-social and behavior management issues;
- How to improve student and staff health and wellbeing; how to foster improved relationships.
- How to build student resilience as an antidote to youth suicide and youth substance abuse
- How to encourage youth civic participation; how to foster student empowerment; how to improve whole-school cultures; how to develop a school mission statement incorporating a set of values; and how to incorporate values into key learning area lesson programmes.

## Observations

- Research conducted by NCERT aimed at reorienting education for values is the fact that the current model of education contributes to the lopsided development of students.
- Action Research conducted in Australian School aimed at providing recommendations on a set of Principles and a Framework for improved values education in Australian schools.
- Research conducted by NCERT has highlighted the reasons for declining values in schools and stated that declining values is multi-dimensional arising out of combination of major social forces such as globalization, materialism, consumerism, commercialization of education.
- Action Research conducted in Australian School also highlights the reasons for declining values in schools such as violence, anti-social and behavior, youth substance and declining moral.
- Research conducted by NCERT, provides solution that there is urgent need for the re-examination of the content and process at each school is teaching to children under their charge and this cannot be done in an ad hoc and haphazard manner but has to be a conscious and deliberate well planned enterprise with knowledge and forethought.
- Action Research conducted in Australian School provides solution that values can be inculcated by building student resilience as an antidote to youth suicide and youth substance abuse, through increased student engagement and belonging, and minimize student disconnection to schooling.

## RESEARCH DESIGN

### Introduction

Task of defining the research problem is the preparation of the research project, popularly known as the “**Research Design**”.

Decisions regarding *what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design.*

### Meaning

A research design is the arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

### Elements of Research Design

Generally, a good research design minimizes bias and maximizes the reliability of the data collected and analyzed. The design which gives the smallest experimental error is reported to be the best design in scientific investigation. The key elements of good research design are

- Clear statement of research design
- Methods and techniques to be utilized for gathering information
- Approach to be applied for processing and analyzing the data

- Purpose of the study
- Type of investigation
- Researcher interference
- Study setting
- Time horizon.

## METHODOLOGY OF THE PRESENT STUDY: CONTENT ANALYSIS

### Introduction

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part.

Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language.

### Definition and Purpose of Content Analysis

Content denotes what is contained and content analysis is the analysis of what is contained in a message. Broadly content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content (Nachmias and Nachmias, 1976). Further, content analysis falls in the interface of observation and document analysis. It is defined as a method of observation in the sense that instead of asking people to respond to questions, it “takes the communications that people have produced and asks questions of communications”

In the present study the following four areas of Cleanliness have been selected for content analysis.

- Environmental Cleanliness
- Scientific temper on Cleanliness of environment
- Strategies for having Cleanliness
- Humanistic approach for having equality in cleanliness

### Environmental Cleanliness

The cleanliness of the environment is important to support infection prevention and control, help reduce the incidence of healthcare associated infections and ensure service user confidence.

Clean is a condition of the environment that is free of unwanted matter. Cleaning is the process used to achieve the clean condition. Best viewed as a fundamental environmental management process, cleaning is a systematic, science-based process that puts unwanted matter in its proper place or where it does not cause harm or adverse effects. Understanding the importance and effectiveness of cleaning allows us to fully appreciate its usefulness and the contributions it makes to the quality of life. **A clean environment ensures the continual existence and survival of all life on Earth.** Cleaning the environment reduces pollution, protects unique ecosystems, prevents the extinction of endangered species and conserves resources, such as water, land and air. A clean environment ensures the protection of biodiversity and ecosystems upon which human life and all other life on Earth depends.

## The Scientific temper

The Scientific temper is a way of life (defined in this context as an individual and social process of thinking and acting) which uses the scientific method and which may, consequently, include questioning, observing physical reality, testing, hypothesizing, analyzing, and communicating (not necessarily in that order). In maintaining cleanliness. “Scientific temper” describes an attitude which involves the application of logic. Discussion, argument and analysis are vital parts of scientific temper. Elements of fairness, equality and democracy are built into it. Jawaharlal Nehru was the first to use the phrase in 1946.

Interesting experiments in science and technology and environmental protection that catch the attention of the young minds should portray in the maths equations and science and technology aspects in the syllabi of students of fifth to 10th standard to inculcate Scientific temper on environmental cleanliness.

## Strategies for having Cleanliness

Children have the right to an education in an environment that provides for their health and safety. Good cleaning and maintenance of the environment ensures that illness and unintentional injuries are avoided. Environmental responsibility also encompasses the cleaning and maintenance of the education and care service in ways that are sustainable and environmentally friendly.

Each service needs to have policies and procedures to help them guide the actions of all individuals involved in the service. They ensure and endorse the well-being of all families, children, staff, volunteers and everyone who is connected to the service. When policies and procedures are well thought out and, most importantly, implemented they provide common understanding and agreement on how things should be done at the service. Procedures provide clear instructions and guidelines on what should/must be done in a particular set of circumstances or with regard to a particular issue.

## Humanistic approach for having equality in maintaining cleanliness

Humanist principles of justice and of valuing the dignity of each individual also lead us to support equality and oppose unwarranted discrimination.

The humanistic perspective is an approach to psychology that emphasizes empathy and stresses the good in human behavior. In politics and social theory, this approach calls for human rights and equality. In counseling and therapy, this approach allows a psychologist to focus on ways to help improve an individual’s self-image or self-actualization – the things that make them feel worthwhile.

## Analysis of The Study

### ICSE STD 9 Text Book

Name of the chapter	Values			
	Environm-ental Cleanliness	Scientific temper on Cleanliness of environment	Strategies for having Cleanliness	Humanistic approach For having equality.
Impact of Industrial practices on the ecosystem	07	09	03	02
Industrial wastes and Its impact of Accumulation	02	03	06	-

Name of the chapter	Values			
	Environm-ental Cleanliness	Scientific temper on Cleanliness of environment	Strategies for having Cleanliness	Humanistic approach For having equality.
Measures to check the Ecosystem	07	08	06	-
Waste disposal methods	01	03	05	-
Abatement of Pollution	02	01	-	-
Human Capital- Health and Education	-	01	-	-
Women and Child Welfare	-	02	-	01
<b>Total</b>	<b>19</b>	<b>27</b>	<b>20</b>	<b>03</b>

### SSC STD 9 Text Book

Name of the chapter	Values			
	Environmental Cleanliness	Scientific temper on Cleanliness of environment	Strategies for having Cleanliness	Humanistic approach For having equality.
Introduction to Economics	01	04	-	-
Basic Concepts of Economics	01	03	-	-
Sources of Income	-	01	-	03
Family Budget	-	01	-	-
<b>Total</b>	<b>02</b>	<b>09</b>	<b>00</b>	<b>03</b>

### CBSE STD 9 Text Book

Name of the chapter	Values			
	Environmental Cleanliness	Scientific temper on Cleanliness of environment	Strategies for having Cleanliness	Humanistic approach For having equality.
The Story of village Palampur	02	01	-	-
People as Resource	-	08	-	-
Poverty as a Challenge	01	02	-	05
Food Security in India	01	-	-	02
<b>Total</b>	<b>04</b>	<b>11</b>	<b>00</b>	<b>07</b>

### Interpretation

- As compared to SSC and CBSE books the chapters in the ICSE book have maximum no. of statements for the values of Scientific temper on cleanliness of environment.
- In SSC Maharashtra book the strategies for having cleanliness is not included.

- ICSE books have more chapters on environmental cleanliness as compared to SSC and CBSE books.
- All SSC, CBSE & ICSE books have minimum inclusion of value of Humanistic approach for having equality.
- SSC and CBSE books do not have the content which includes strategies which includes strategies for having cleanliness.
- As compared to CBSE & ICSE books the value of Environmental Cleanliness is least in SSC books.
- The values of Scientific temper on cleanliness of environment is highest in the ICSE book.
- The value of strategies for having cleanliness is highest in the ICSE book.
- The value of Environmental Cleanliness is comparatively good in all three books as compared to the value of strategies for having cleanliness and value of Humanistic approach for having equality.
- All SSC, CBSE & ICSE books have relatively good no. of statements which includes the values of Scientific temper on cleanliness of environment.
- The value of Environmental Cleanliness is least in the SSC book.
- The values of Scientific temper on cleanliness of environment is less in CBSE book as compared to ICSE book.
- The value of Humanistic approach for having equality is maximum in CBSE book.
- Overall inclusion of values is highest in ICSE book as compared to SSC and CBSE books
- Overall inclusion of values is least in SSC books.

## ANALYSIS

### ICSE STD 10 Text book

Name of the Chapter	Values			
	Environmental Cleanliness	Scientific temper on Cleanliness of Environment	Strategies for having Cleanliness	Humanistic approach For having equality.
Land	02	05	03	01
Labor	01	02	01	01
Capital	01	02	02	-
Consumer Rights	03	02	04	03
<b>Total</b>	<b>07</b>	<b>11</b>	<b>10</b>	<b>05</b>

### SSC STD 10 Text book

Name of the Chapter	Values			
	Environmental Cleanliness	Scientific temper on Cleanliness of Environment	Strategies for having Cleanliness	Humanistic approach For having equality.
Inflation	01	01	02	-
Public distribution system and consumer protection	02	01	02	-

Name of the Chapter	Values			
	Environmental Cleanliness	Scientific temper on Cleanliness of Environment	Strategies for having Cleanliness	Humanistic approach For having equality.
Basic problems of economy and solutions	02	01	01	-
Introduction of an economy	03	03	02	01
<b>Total</b>	<b>07</b>	<b>06</b>	<b>07</b>	<b>01</b>

### CBSE STD 10 Text Book

Name of the Chapter	Values			
	Environmental Cleanliness	Scientific temper on Cleanliness of Environment	Strategies for having Cleanliness	Humanistic approach For having equality.
Development	02	04	03	01
Sectors of The Indian Economy	03	05	05	02
Globalization And The Indian Economy	02	06	05	01
Consumer Rights	04	06	07	02
<b>Total</b>	<b>11</b>	<b>21</b>	<b>20</b>	<b>06</b>

### Interpretation

- As compared to SSC and CBSE books the chapters in the ICSE books have maximum no. of statements for the value strategies for having environmental cleanliness.
- As compared to SSC & ICSE books the value of Scientific temper on cleanliness of environment is highest in the CBSE book.
- As compared to SSC & ICSE books the value of Humanistic approach for having equality in terms of cleanliness is highest in the CBSE book.
- The value of Humanistic approach for having equality is least in SSC book.
- The values of Scientific temper on cleanliness of environment is least in SSC book as compared to ICSE and CBSE book.
- The value strategies for having cleanliness are least in SSC book.
- Overall inclusion of values is highest in ICSE book as compared to SSC and CBSE books.
- The value strategies for having cleanliness are higher in ICSE book as compared to SSC book.
- Overall inclusion of values is least in SSC books.
- All SSC, CBSE & ICSE books have relatively good no. of statements which includes the values of strategies for having cleanliness.
- All SSC, CBSE & ICSE books have relatively less no. of statements which includes the values for Humanistic approach for having equality.

- As compared to SSC book the inclusion of value is higher in CBSE book.
- As compared to CBSE & ICSE books the value of books Scientific temper on cleanliness of environment is least in the SSC book.

### **Comparison between standard 9<sup>th</sup> and 10<sup>th</sup> of SSC, CBSE AND ICSE**

- ICSE STD 9 book has more values for environmental cleanliness as compared to ICSE STD 10 book.
- The value of Scientific temper on cleanliness of environment is higher in ICSE STD 9 book as compared to ICSE STD 10 book.
- SSC STD 10 has no inclusion of value of strategies for having cleanliness where as SSC STD 9 has 07.
- CBSE STD 9 has lesser value for environmental cleanliness than CBSE STD 10.
- Value of strategies for having cleanliness is same in CBSE STD 10 and CBSE STD 9.
- CBSE STD 9 book does not include of strategies for having cleanliness where as CBSE STD 10 include 20 values.
- SSC STD 10 has 7 strategies for having cleanliness where as SSC STD 9 has no value for it.
- SSC STD 10 has no inclusion of value of whereas SSC STD 9 have 07.
- SSC STD 9 has no inclusion of value of Humanistic approach for having equality where as SSC STD 10 has inclusion.
- ICSE STD 9 book has more inclusion of all values as compared to ICSE STD 10 book.

### **Recommendation**

- The textbook in the SSC should have content in detail because the current syllabus is very brief.
- CBSE books both STD 9<sup>th</sup> and 10<sup>th</sup> should have include the content which emphasizes the value for humanistic approach for having equality.
- CBSE and SSC books should include the content which develops a positive attitude environment and cleanliness for the same.
- ICSE books have very good inclusion of all value but special attention is need to be given on the value for humanistic approach for having equality.
- ICSE STD 10<sup>th</sup> could have more inclusion of values, because it has less value as compared to ICSE STD 9<sup>th</sup>
- CBSE STD 9<sup>th</sup> should include the content which puts more emphasis on strategies for having scientific temper on having cleanliness.

### **CONCLUSIONS**

Economics is a live subject. Studying this subject will solve a lot of unsolved queries. Also, it will make individuals more aware about the world. It helps to understand human economic behavior in a better manner why a person reacts in a certain particular economic situation is clearly explained in various economic laws. Cleanliness is the value which one should have in all spheres of life, whether it is personal, professional or one's character. With Swaccha Bharat Abhiyan introduced in India as a national mission it is responsibility of the educational institutions to take it up as a challenge and inculcate the same of among students.

The school can inculcate this value through curriculum of economics very effectively. The role of MHRD and curricular framer would be to plan the content in a way which will inculcate this value in students.

As discussed earlier, economics is a subject with 100% practical implication, which is very well connected with our life and a part of social science so with the content of Economics it is always possible to inculcate value of Cleanliness among students.

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# Peace Education – A Solution to Environmental Degradation

Dr. Tandra Bandyopadhyay\*

## ABSTRACT

The environment – cause for concern or a source of hope? In recent years there have been numerous studies devoted to the increasing tendency of environmental degradation to give rise to conflicts or catalyse already existing struggles. But in attempting to find solutions to these problems, peacebuilders have begun to appreciate that environmental factors can play a key role in solving the problem.

In order to understand how peace building through peace education natural, it is important to explain the causes that lead to environmental conflicts. Environmental conflicts are those induced by ecological factors such as the scarcity and destruction of natural resources, the transboundary movement of hazardous materials, the loss of livelihoods dependent on natural resources that may lead to demographic pressure and forced migration, and degradation resulting from climate change. The present paper focusses on the various factors of environmental degradation and Peace Education as an agent to minimize the same, because Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

**Keywords:** Environmental degradation, Conservation, Peace Education

**Environmental degradation** is the deterioration of the **environment** through depletion of resources such as air, water and soil, the destruction of ecosystems, habitat destruction, the extinction of wildlife and pollution. **Environmental degradation** is the disintegration of the earth or **deterioration** of the **environment** through consumption of assets of the nature for **example** and the eradication of wildlife.

## CAUSES OF ENVIRONMENTAL DEGRADATION

1. **Pollution:** Pollution, in whatever form, whether it is air, water, land or noise is harmful for the environment. Air pollution pollutes the air that we breathe which causes health issues. Water pollution degrades the quality of water that is used for drinking purposes. Land pollution results in degradation of earth's surface as a result of human activities. Noise pollution can cause irreparable damage to ears when exposed to continuous large sounds like honking of vehicles on a busy road or machines producing large noise in a factory or a mill.
2. **Overpopulation:** Rapid population growth puts strain on natural resources which results in degradation of our environment. Mortality rate has gone down due to better medical facilities which have resulted in increased lifespan. More population simple means more demand for food, clothes and shelter. This results in deforestation which is another factor of environmental degradation.

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3. **Landfills:** Landfills pollute the environment and destroy the beauty of the city. Landfills come within the city due the large amount of waste that gets generated by households, industries, factories and hospitals. Landfills pose a great risk to the health of the environment and the people who live there. Landfills produce foul smell when burned and cause huge environmental degradation.
4. **Deforestation:** Deforestation is the cutting down of trees to make way for more homes and industries. Rapid growth in population and urban sprawl are two of the major causes of deforestation. Apart from that, use of forest land for agriculture, animal grazing, harvest for fuel wood and logging is some of the other causes of deforestation. Deforestation contributes to global warming as decreased forest size puts carbon back into the environment.
5. **Natural Causes:** Things like avalanches, quakes, tidal waves, storms, and wildfires can totally crush nearby animal and plant groups to the point where they can no longer survive in those areas. This can either come to fruition through physical demolition as the result of a specific disaster, or by the long term degradation of assets by the presentation of an obtrusive foreign species to the environment. The latter frequently happens after tidal waves, when reptiles and bugs are washed ashore.

## EFFECTS OF ENVIRONMENTAL DEGRADATION

1. **Impact on Human Health:** Human health might be at the receiving end as a result of the environmental degradation. Areas exposed to toxic air pollutants can cause respiratory problems like pneumonia and asthma. Millions of people are known to have died of due to indirect effects of air pollution.
2. **Loss of Biodiversity:** Biodiversity is important for maintaining balance of the ecosystem in the form of combating pollution, restoring nutrients, protecting water sources and stabilizing climate. Deforestation, global warming, overpopulation and pollution are few of the major causes for loss of biodiversity.
3. **Ozone Layer Depletion:** Ozone layer is responsible for protecting earth from harmful ultraviolet rays. The presence of chlorofluorocarbons, hydro chlorofluorocarbons in the atmosphere is causing the ozone layer to deplete. As it will deplete, it will emit harmful radiations back to the earth.
4. **Loss for Tourism Industry:** The deterioration of environment can be a huge setback for tourism industry that relies on tourists for their daily livelihood. Environmental damage in the form of loss of green cover, loss of biodiversity, huge landfills, increased air and water pollution can be a big turn off for most of the tourists.
5. **Economic Impact:** The huge cost that a country may have to borne due to environmental degradation can have big economic impact in terms of restoration of green cover, cleaning up of landfills and protection of endangered species.
6. **Scarcity of Resources: Environmental degradation** can lead to a scarcity of resources, such as water and farmable. Extreme weather events, such as severe flooding, increase the spread of waterborne diseases, such as malaria and diarrhoea. The **effects** of the major **environmental** problems on both health and productivity are:  
Scarcity or shrinking of these resources as a result of misuse, over-use or **degradation** under certain circumstances **will trigger off conflicts** .... Migrating groups often **trigger** ethnic **conflicts** when they move to new areas, while decreases in wealth **can** cause deprivation **conflicts**.

## IMPORTANCE OF CONSERVATION OF ENVIRONMENT

Environmental conservation includes taking care of the air and the earth's atmosphere, animal and plant life, humans and cultural development, and the planet's water. It shares a lot of interests with human rights, because keeping underprivileged populations healthy and thriving has a lot to do with preserving the earth. Conservation can be as little as planting a tree and maintaining it or as big as saving a species of whales. The main idea is that any progress is good progress, no matter the size.

Environmental issues can be seen by long term ecological effects, some of which can demolish whole environments. An environment is a unique unit and incorporates all the living and non-living components that live inside it. Plants and creatures are evident parts of the environment, but it also includes the things on which they depend on, for example, streams, lakes, and soils.

Environmental surroundings get to be divided when technological advancement splits up areas of land. Some examples of this can include streets which may slice through woods or even trails which wind through prairies. While it may not sound all terrible on the surface, there are bad results. The biggest of these results are felt by particular animal and plant groups, the vast majority of which are specific for their bio-region or need a large area in order to make sure that their genetic lines are kept intact.

**Environmental conservation**” is the broad term for anything that furthers the goal of making life more sustainable for the planet. Ultimately, human beings want to help the planet survive naturally and with no negative impact from the human race. Helping keep the planet safe and healthy is called **“conservation.”**

It is the high time now to sensitize the children for protection of environment. They should be given proper education and training to nurture the environment, natural flora and fauna for themselves and for future generations. They should be encouraged to foster help to clean up the oceans, replant trees to build up the forests, stop harmful deforestation and land development.

## Conservation of Natural resources through Peace Education

“Peace education is an attempt to respond to problems of a conflict and violence on scales ranging from global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures” ----- (R.D. Laing)

Peace education is skill building. It empowers children to find creative and non-destructive ways to settle conflict and to live in harmony with themselves, others and their world.....Peace building is the task of every human being and the challenge of the human family. (From Schmidt and Alice Friedman)

The word peace is multi-dimensional. It is not a single entity. It has several meanings and connotations. Like absence of war, non-violence, tolerance compassion, happiness, justice, secularism, democracy, human rights and so on.

It could be distinguished between positive and negative peace, with the former denoting collaboration, cooperation and integration and the later denoting the absence of physical and direct violence between groups.

A rough examination of peace education programmes around the world suggests that whereas regions of relative tranquillity emphasize education for cooperation and harmony (positive peace), promoting the idea of general culture of peace, regions of conflict and tension emphasize education for violence prevention (negative peace), prevention in inequality, non-cooperation, rallies, cross-cultural training, conflict resolution approach, face to face contact programmes.

Therefore, **Peace Education** means to **learn about** and to **learn for peace**.

Hence Peace Education is based on the philosophy that teaches nonviolence, love, compassion, trust, fairness, cooperation, respect, and a reverence for the human family and all life on the planet. It is a social practice with shared values to which anyone can make a significant contribution. This is an interdisciplinary and holistic field embracing the development of peace consciousness on all levels and dimensions of being from within.

**The concept of peace could be categorized in three different areas like Inner vs. integrated peace, Social vs. Global peace, and Emotional vs. environmental peace.**

## **Emotional Vs. Environmental peace**

Emotional integration signifies feeling of oneness, unity, solidarity and cohesion. It is an understanding, a desire a positive attitude to live together and let live, sharing love and compassion towards environment, people and the world at large. It is to protect environment and the mother earth even for the future generation.

Many writers make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence—the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice. Accordingly, peace education could be defined as an interdisciplinary area of education whose goal is institutionalized and noninstitutionalized teaching about peace and for peace.

Peace education aims to help students acquire skills for nonviolent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Therefore, unlike the concept of conflict resolution, which can be considered to be retroactive—trying to solve a conflict after it has already occurred—peace education has a more proactive approach. Its aim is to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence on the basis of nonviolence, tolerance, equality, respect for differences, and social justice.

**Environmental peacebuilding** examines and advocates environmental protection and cooperation as a factor in creating more peaceful relations. Peacebuilding is both the theory and practice of identifying the conditions that can lead to a sustainable peace between past, current or potential future adversaries. At the most basic level, warfare devastates ecosystems and the livelihoods of those who depend on natural resources, and the anarchy of conflict situations leads to the uncontrolled, destructive exploitation of natural resources. Preventing these impacts allows for an easier movement to a sustainable peace. From a more positive perspective, environmental cooperation can be one of the places where hostile parties can sustain a dialogue, and sustainable development is a prerequisite for a sustainable peace.

## **Environmental Protection – An Area of Peace Education**

1. **Environmental peace building:** Environmental peace building examines and advocates environmental protection and cooperation as a factor in peaceful relations. Peace building is both the theory and practice of identifying the conditions that can lead to a sustainable peace between those who have previously been adversaries, and assisting adversaries to move towards a sustainable peace.
2. **Eco-Clubs in Schools:** A non-formal pro-active system of imparting environmental education should be compulsory in each and every school. Children should be involved in various

environmental activities through the scheme of Eco-clubs. Discussion on the value of conservation and protection of the environment, and resources are to be regularly practiced on a regular basis.

3. **Social service camps and community:** Various social service camps and community service camps for environment preservation should be arranged by educational institutions, fostering values of “peace with environmental flora and fauna” for the benefit of society. For example: Clean village, clean city, Dustless city, Vanmahotsava, Awareness camps and Healthcare camps etc.
4. **Awareness camps:** Awareness camps fostering values like culture of peace with nature in the form Rainwater savings, Recycling the usage water, Mass environment programmes should be introduced. The NGOs and Rotary club, Lions club, Cosmopolitan club, etc. can conduct various awareness and conservation programmes on changing values and attitudes among children towards environmental education.
5. **Society, institutions, organizations,** must empower the citizens with the ability, attitude and values to protect the environment using formal and non-formal channels of education.
6. **Collaborative ventures:** Collaborative ventures should be created between the teachers and community through the agencies of schools, colleges, universities and other institutions. Such collaborations could include campaigns on environment awareness, tree plantations, and waste management or also in developing instructional materials.

It has been witnessed that Environmental degradation takes diverse forms, ranging from pollution and destruction of ecosystems to degraded fresh water supplies and arable land.

The international agenda often focuses on broad-based concerns of environmental degradation such as desertification, climate change and air pollution. However, for the world’s most vulnerable and marginalized groups, issues of environmental degradation tend to be more localized and immediate in their nature. Such problems are of great concern to mankind, with direct impacts on livelihoods, food security and health. In such circumstances the stakeholders in education play a major role developing the sense of empathy towards nature among the budding youth through peace education. **peace education** are **educational** approaches whose aims, content and strategies are defined according to **peace and development** agendas, and in which a number of different actors from civil society, international organizations and the current international context take part. Core values of nonviolence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom and trust. In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include nonviolence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity.

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# Rape Prevention & It's Laws in India

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“Rape” The one of the most common crime against Women in India. There are many reasons as pointed out by research scholars. But “Male Ego” or “Pseudo-Masculinity” is also one of the reasons as well. It has been fed to us that women are lesser and we, the macho men are supposed to dominate them. Such Patriarchal notion has also led to rapes (not necessarily Gang rapes).The vulnerable male ego takes a dig at the weak judiciary in India.

In order to understand the surge in rapes - their number more than doubled between 2001 and 2015 –as per analysis showed what happened in a few states. The focus is on some key variables that explain the differences in the incidence of rapes not just across the states but also over time.

The incidence of rapes is determined by interplay of several factors: Economic, demographic, social, efficiency of the police and judicial systems, and exposure to mass media. Analysis shows the following: The more affluent a state is, the lower is the incidence of rapes but the effect is small; the greater the sex imbalance (or the lower the number of women to men), the higher is the incidence of rapes; the higher the ratio of female workers to male workers, the lower is the occurrence of rapes; somewhat surprisingly, the higher the media exposure (measured as readership/ literate population), the higher is the incidence of rapes; the effect of alcoholism is contributory and significant; open defecation is associated with higher occurrence of rapes - especially in rural areas; and, finally, the higher the conviction rate (number of persons convicted/number of persons registered for committing a rape), the lower is the incidence of rape.

Women are unwilling to report even those incidents that fit the legal definition of rape or attempted rape. Sometimes this is due to their successful resistance and the ambiguous feelings that they have about whether the harm that was inflicted reached the level of a criminal act, and their doubts about the integrity of the system to which they have to report.

However, with expanding employment opportunities for women, they have become more autonomous and assertive. So some increase in reporting rapes is not unlikely. Although media coverage of sexual violence and rapes has increased significantly after the ghastly December 16, 2012, rape there are reporting biases. New Delhi has the highest raw number of rape reports among Indian cities, while Jabalpur has the highest per capita rate of rape reports. Several rape cases in India received widespread media attention and triggered protests since 2012. This led the Government of India to reform its penal code for crimes of rape and sexual assault.

Massive coverage is frequently given to rape incidents that take place where the channel's bureaus are based. When the location shifts to small towns the level of the media interest drops. Custodial rape in conflict areas in India (Kashmir, North East and Chhattisgarh) is often ignored, and considered less credible to merit reporting in the larger national interest. So on balance an increase in the reporting of rapes can't be ruled out.

Recalling the causal relationships identified earlier, we analyse what happened in some of the best states (with the lowest incidence of rapes), worst states (with the highest incidence of rapes) and a special case, Delhi (where the incidence of rapes rose four times).

When considering the best state in terms of low incidence of rapes in 2001. Karnataka was the top ranked state in 2001 but worsened by 2015. The number of rapes more than doubled. While

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there was a slight increase in the sex ratio, and much greater affluence, there was a drop in the ratio of female workers to male workers, a drop in the conviction rate and a sharp increase in open defecation. As a result, Karnataka ceased to be among the three best performers in 2015.

Madhya Pradesh was among the three worst performers in 2001 and it remained so in 2015 but with one-and-a-half times higher incidence of rapes. The female worker/male worker ratio reduced, and open defecation and alcoholism rose. Their positive effects on rapes more than offset the favorable effects of the higher sex ratio and greater affluence.

Delhi stands out as the number of rapes increased about six times. The sex ratio rose, there was greater affluence and a higher female worker/male worker ratio. While these were likely to reduce the number of rapes, their negative effects were more than compensated by higher open defecation, alcoholism, and a marked reduction in the conviction rate.

It is clear then that curbing of bestial masculinity and abysmal inefficiency of the police and judicial system pose daunting challenges.

In India a women is reportedly raped every 15 minutes. Multiply that by 24x7, 365 days a year. And keep in mind the majority of rape cases still go unreported. The statistics on crime against women is even worse: Every 2 minutes, a women in India is a victim of a crime. This ongoing issue with violence against women raises the real and serious question of whether India is truly ready for a seat on the global table.

One explanation for the ongoing rape problem is the skewed sex ratio. Like China, India has a massive imbalance in its sex ratio. According to the Indian census, the sex ratio in the 6 and below age group has risen from 102.4 males per 100 females in 1961 (the Liberal Nehru days) to 108.9 in 2011 (the Fiery Hindutva Ideology days). In Gujarat, Indian PM Modi's home state, the sex ratio is 112 to 100.

Economists and sociologists call this the Bare Branches phenomenon, a result of female feticide over a very long period of time. It is an issue that India shares with its massive neighbor, China, where boy babies are also culturally preferred over girls. Independent studies out of MIT and Columbia University have postulated that these Bare Branches—males with a snowball's chance in hell of finding a female companion—threaten domestic stability and international security.

And yet, the surplus of males in China doesn't appear to be leading to a rape crisis there. In fact, research has found that while China has seen an uptick in general violence due to the Bare Branches, they actually tend to behave gently around women. No such correlation was found in India.

A simple answer points to the Indian caste system. There is an expression in India that "bringing up a daughter is like watering a neighbor's plant." India places women lower than men. There is a total and complete disrespect for women in Indian religious scriptures. The Mahabharata, Book 13 Section 40 (13.40), states, "There is no creature more sinful, than woman. She is poison, she is snake." Other texts say that "Women are living lies."

Now, to begin with, Bare Branches are predisposed to violence—but in the absence of any respect for women, this violence comes without remorse and becomes unhinged. This is precisely what we are seeing today. The caste system explains the violence against women in India, but to understand the inordinately high number of rapes in India, one needs to dig deeper for answers.

At this moment in its long tumultuous history, India is seeing a renaissance of a narrowly defined, ultranationalist, militant Hindutva ideology. Present politicians are the poster child of this ideology. This ideology places a lot of emphasis on India's most beloved epics and historical stories. Sadly at the heart of these ballad-like mythological stories lie lurid tales of sex that glorify rape.

The God Vishnu is said to have raped Tulsi/Vrinda by assuming the guise of her husband: On seeing her husband, Vrinda was delighted, she forgot her sorrow, dormant passions kindled up. She embraced her husband right there in the middle of the forest. But, at the end of the intercourse



she realized that it was Vishnu and not her husband. Vrinda rebuked him angrily. Vrinda said, "Fie on Vishnu in outraging the modesty of another man's wife."

Yet this horrible act is justified and glorified, because Indians believe that Tulsi's husband, Shankachuda/Jalandhar, was invincible in war unless her chastity was first destroyed. Therefore to defeat Jalandhar, it was imperative and gallant of Vishnu to rape Tulsi. Vishnu is seen as a hero for raping her.

Then there is God Brihaspati. He is the Guru of all Indian Gods. Well, this Guru of Gods raped his own pregnant sister-in-law, Mamata. According to Matsya Purana 49.17-28: Brihaspati, one day saw Mamata, the wife of his brother, Usija. She was pregnant at that time, nonetheless, the story goes that that Brihaspati proposed to her, "Dress thyself well and let us enjoy." She replied, "The embryo in my womb is mature and is already reciting the Vedas." Hearing that Brihaspati said, "I don't need to be taught morality by thee, O sweet one." After saying that, he raped her.

But Brihaspati, even after the tales of rape, is still a God in India. No God in India was ever demoted, leave alone "prosecuted," for raping a women. Every rape in Indian stories is given a clean chit. It is merely what macho men do; it is just normal. Indian mythology conditions people to attach zero consequence to rape. Furthermore, it is not just rape—all kinds of sordid sex that the modern West would consider taboo is glorified and normalized in old Indian Scriptures. Sex between brothers and sisters, check; parents and children, check; and even with corpses and corpses of dead animals. In the Oscar-nominated movie, *The Revenant*, the Bear leaves Leonardo DiCaprio alone, but in Indian mythology, the Bear has sex with the God Brahma and gifts him with a child, Jambu Vandan.

In a society where the national narrative conditions people to think that rape has no consequences; where violence has been unleashed by an imbalanced sex ratio; and where women have little or no cultural respect, 37,000 reported rapes per year is not shocking, or even surprising. It is just par for the course.

This oppressive atrocity against women in India will get worse, not better. Things will not get better unless there is an international outcry against ideology's and its right-wing goons. In America, the day Donald Trump started using bigoted language, Macy's stopped carrying his clothing line. The *Cosby Show* was pulled from reruns soon after scores of women accused the comedian of rape. In normal societies people shun bigots and rapists. On appalling issues like rape, one is in fact guilty until proven innocent. Every 2 minutes a women is victimized in India. An international outcry can make a change for the better.

As of today, the rape law in India under Section 375 stands amended. It includes all forms of sexual assault and is not just limited to penile/vaginal intercourse or heterosexual intercourse.

Apart of Madhu Kishwar's argument is that non-penetrative acts cannot be medically corroborated. But neither can all penetrative or peno-vaginal rapes.

The law says that a medical report is not crucial to confirm rape, but judges continue to seek it out for evidence. The medical report may be of consequence in gruesome rape cases like Nirbhaya and the Shakti Mills gangrape case.

But it is not possible to get medical evidence in most cases where the abuse is over a long period and where there are no injuries. In most instances the rape is reported after a period of time, especially where the perpetrator is within the family and hence no medical evidence is available.

These cases are relatively low-profile and do not get any media attention.

## DEFINITION OF THE PROBLEM

Rape is a crime of violence; it is not sex. At common law, rape was defined as the unlawful carnal knowledge of a woman, without her consent. Carnal knowledge was defined as sexual

intercourse. Sexual intercourse implied genital copulation. Genital copulation, in turn, connoted the act of sexual intercourse. Unlawful carnal knowledge required sexual penetration, however slight.

Today, in addition to the requirement of carnal knowledge, most rape statutes require force or threat of force against the will and without the consent of the victim. Numerous law review articles have been written on the requirements of force and against the will of the victim. The articles focus on the force requirement and not the penetration requirement, which is the male understanding of what is necessary when a woman is threatened with the crime of rape.

Penetration is required in addition to the force and against the will requirements. Penetration, at common law, was defined as the penetration of the sexual organ of the female by the sexual organ of the male. What is the female sex organ: the vagina, the vulva, the labia? What is the male sex organ: the penis? The requirement of penetration by 'some male organ type mechanism' removed other types of conduct with the vulva from the crime of rape. The penetration of the vulva by the male sex organ is not regarded as rape by most legislation. Some legislation legislated penetration of the vulva, but required a showing of penetration of the vagina.

Rape is an invasion of a woman's body in which her private, personal inner space is violated. The act of rape denies woman autonomy by abridging her right to determine when, with whom, and how she will allow an individual to enter her zone of body privacy. In addition to the physical harm, the crime of rape grants man domination over the woman's zone of body privacy. Under the Indian Penal Code (IPC), the crime of rape occurs when the following happens:

"A male. . . has sexual intercourse with a female not his wife. . . and compels her to submit by force or by threat of [force]. . . [or] has substantially impaired her power to appraise or control her conduct by administering. . . without her knowledge drugs [and] the female is unconscious. . . [or she] is less than 10 years old." reference to rape as sexual intercourse suggests that rape is not a crime if it is sex. But rape is not sex.

Some suggest that sexual intercourse has to include penetration of the vagina, however slight, and anything less is not rape because it is not intercourse. Thus, the touching of the female's sex organ, without the penetration of the vagina, cannot constitute rape under the IPC. Rape, however, is not sex; it is a crime, and it is a crime of violence. The crime is complete when the act is done, or the social harm has occurred. The act is done when the female's private, personal inner space is violated, and that space is violated when an uninvited individual enters the zone of protected pleasures.

After a careful review of the rape law in vogue and an intensive deliberation with *Sakshi v. Union of India*, the National Commission for Women and the other organizations, the Law Commission in its 172nd report submitted to the Government of India recommended, inter alia that the law relating to 'rape' be made gender neutral, wider and more comprehensive to bring it in tune with the current thinking.

## **OBJECTIVE AND METHODOLOGY OF RESEARCH**

In India, these days, rape cases are found in daily news. We can see many cases like these in trains in Mumbai in front of everyone and no one coming for help instead. National capital Delhi has become the most unsafe place for girls where one rape happens almost every day. In other parts of the country too, these cases are very common like in UP and Bihar and in most of the cases, the accused get bailed because of having good social power. Our police department, due to their weakness and corrupted minds, fail to rescue these girls. Putting to rest the controversy over whether a person charged with rape and murdering his victim should be sentenced to the extreme penalty of death; the Supreme Court has ruled that in such a rarest of rare case an accused can't be given the capital sentence but life term till the end of his life. This ruling has given a new thrust to the

raging debate on compulsorily giving the extreme sentence of death to a rapist. But conscious of the consequences of such legislation that could lead to serious ramifications, it is argued that the victim could lose the life too after having suffered the worst kind of brutality.

Rape is committed by a person, he has intercourse with a woman against her will or without her consent. The frequency of crime against women, the inadequacy of the law of rape manifested in number of judgments and the strong protests by social activists, jurist and judges and scholarship general and women organization in particular, against the failure of law to protect victim of rape. Death for rapist has become a familiar theme in parliament whenever the matter comes up for discussion in the week of large –scale rapes taking place in the country. The existing penal provision of rape under sec. 376, IPC would reveal that punishment may extent up to life imprisonment with section minimum imprisonment for 7year and sub section (2) Imprisonment for 10years with custodial rape and rape with a pregnant women. Since the legislature has already taken adequate measures, there is hardly any justification for death punishment the debate on capital punishment has been running over the past so many decades, but yet nothing concrete is coming up. Many may be satisfied with the present legislation on giving of capital punishment but to many of us it's still not serving the purpose that it is deemed to serve. Is it actually working as a deterrent to crime? Which as far as our understanding goes is increasing day by day. History is evidence to the fact that capital punishment has never acted and would never act as deterrence to crime.

In a landmark Judgment Dhannajay was given capital punishment for raping and then killing a minor girl. His act as such was brutal calling for severe action against him, but it seems that the ends of justice have not actually been met out. So many cases of murder go unnoticed but without any punishment to the doer only because he has money to meet out whatever expenditure might come in defending his case. Be it by influencing or so to say compensating the families of those killed or hiring an efficient lawyer to prove the case in their favour. Talk about so many politicians engrossed from top to bottom in so many corrupt activities known to everyone still go out of the Court smiling.

Now a days in India, Rape is become the most heinous crime in the country. Due to this reason even the Indian Judiciary in great chaos. Some of the famous jurists and the social organization working for the benefit of women have a view that to make the crime less active in the country the Judiciary must make the amendment in the punishment of rape and make capital punishment in the cases of rape. But in the mean while Judiciary have their own reasoning which state that if they make the capital punishment is the punishment in the cases of rape. Sometimes it will take the undue advantage of the other party. The problem is that how to decide the rarest of rarest in certain cases. Now researcher try to analyse the all relevant aspect related to making capitals punishment in cases of rape.

The implications of these loopholes are that any act of forced sexual intercourse that doesn't involve penile vaginal intercourse is not considered 'rape'. These offences are dealt with under Section 354 and Section 377 irrespective of the fact that the above mentioned offences are as derogatory and humiliating as the offence of forced penile/vaginal intercourse is. It is worthwhile to note that forced non-vaginal intercourse is usually practiced on children and in such cases this loophole in Section 377 defeats the very purpose for which a differential treatment was envisaged under Section 376 (2) (f).

There are some very pertinent reasons that necessitate the amendment of Section 376 and bringing a change in the definition of 'rape'. These are: Forced sexual intercourse where penetration is not effected is dealt with under Section 354 and is considered a less grave offence. The punishment prescribed for this section is not consistent with the gravity of the crime, it is not only a bailable offence but it is compoundable also which effectively means that there is a strong likelihood of a victim being compelled to withdraw her case.

Offences in the nature of penile/anal intercourse, penile/oral intercourse, object/vaginal intercourse are covered under Section 377. This archaic law was enacted not to punish such offenders but to punish homosexuality, thus consent is no defence for a charge of unnatural sex. Therefore, this section places forced sexual intercourse at the same pedestal with consensual sexual intercourse.

Section 354 and Section 377 prescribe no minimum punishment and therefore, no obligation on the courts to record any special reasons on record for giving a lesser sentence to an offender. A careful perusal of some of the judgments of the Supreme Court would lend credence to the fact that there has been a judicial tendency to show undue leniency towards offenders of sexual crimes.

In *Raju v. State Of Haryana*, a young boy aged 20/21 years had committed sodomy on a hapless girl of 9 years of age for which was sentenced to 3 years imprisonment. On appeal the sentence was reduced to 6 months citing young age of the appellant as a reason. However, the court failed to take into account the 'age' of the victim and the unimaginable trauma that the appellant's ghastly act had caused to her.

### **Rape of a woman who is under twelve years of age [Sec.376 (2) (F)]**

**Punishment:-**Rigorous imprisonment for a term which shall not be less than ten years but which may be for life and shall also be liable to fine: Provided that the court may, for adequate and special reasons to be mentioned in the judgment, impose a sentence of imprisonment of either description for a term of less than ten years.

**Issues:-** Unfortunately other than the increased minimum punishment from 7 years to 10 years, no other special concession is given to Child Rape given the increased trauma for the girl. Since even the minimum punishment can be reduced by the judges, much needs to be done in this area.

### **Rape of a woman, knowing her to be pregnant (Sec.376 Subsection 2- E)**

**Punishment:-** Rigorous imprisonment for a term which shall not be less than ten years but which may be for life and shall also be liable to fine: Provided that the court may, for adequate and special reasons to be mentioned in the judgment, impose a sentence of imprisonment of either description for a term of less than ten years.

**Issues:-** Exemption from burden of proof if the victim states in court that she did not consent, then the court shall presume that she did not consent and the burden of proving consent shall shift to the accused

### **Gang Rape (Sec.376 Subsection 2- G)**

"Where a woman is raped by one or more in a group of persons acting in furtherance of their common intention, each of the persons shall be deemed to have committed gang rape within the meaning of this sub-section." Thus even if five men force a women into having sexual intercourse with only one of them, the remaining four will also be considered to have committed rape under this law.

### **Punishment**

Rigorous imprisonment for a term which shall not be less than ten years but which may be for life and shall also be liable to fine: Provided that the court may, for adequate and special reasons to be mentioned in the judgment, impose a sentence of imprisonment of either description for a term of less than ten years.

**Issues:-** Exemption from burden of proof If the victim states in court that she did not consent, then the court shall presume that she did not consent and the burden of proving consent shall shift to the accused.

### **Custodial Rape: (Sec.376 Subsection 2 A, B, C, D)**

Rape committed on a woman in their or their subordinate's custody by police officer, within the limits of the police station to which he is appointed; or in the premises of any station house whether or not situated in the police station to, which he is appointed; or on a woman in his custody or in the custody of a police officer subordinate to him; public servant management or the staff of a jail, remand home or other place of custody or a women's or children's institution management or on the staff of a hospital.

### **Punishment**

Rigorous imprisonment for a term which shall not be less than ten years but which may be for life and shall also be liable to fine :Provided that the court. To understand the impact of sexual harassment on women one must listen to the account of its victims as no one conveys the meaning and truth of sexual harassment better than the women who have endured it. In response to the question "What kind of emotional response do eve-teasing /sexual harassment evoke in you", not a single woman ticked the category of "indifferent". The survey of the Gender Study Group shows that most women felt disgusted, insulted and scared by any sort of harassment.

Women often internalize male perceptions of sexual harassment and blame themselves for having brought on the harassment. They not only doubt the validity of their own experiences but begin to believe that they themselves must be 'abnormal', 'cheap', 'indecent' or deserving the violence that comes their way.

### **RESULTS AND COMPARISONS**

There are many questions which torment the judiciary compelling immediate attention- one of the major worries being the victim's sexual history. What to do when a rape case is brought before the judiciary, wherein the girl is of 'easy virtue'? How should it affect the punishment; whether one should escape punishment or get a reduced punishment for raping a girl with loose morals? And, whether the 'consent' should be inferred or not?

Sexual harassment and rape are two sides of the same coin. Both showcase the power of man to dominate that of women. Both have one victim- 'women'. Both are barbaric in nature; but many people extenuate sexual harassment to rape, just because the victims are not physically harmed. Whereas in rape- the victim is ravished like an animal for the fulfillment of desire and lust of another man. Both have the same object- to undermine the integrity of the victim, physically as well as mentally.

Sexual harassment is nothing less than the showcasing of male dominance. Given an opportunity, such men (those committing sexual harassment) would try fulfilling their desire. However, it also not true that all cases of sexual harassment are such- where the accused is guilty of conceiving the intention of a sexual intercourse. But it also depends on each individual case and circumstances, because it may well be the case that the woman may also be at fault.

The question is not whether women have the right to bodily integrity, as this right is already adumbrated under Article.21 of the Constitution of India. Article.21, which guarantees the right to life and liberty to men and women both alike- but whether it is really imperative to take a decisive step towards extirpating this evil and make the contemporary and future society a safe haven for women.

According to the history of official statistics of past years, one woman is molested every 26 minutes. These statistics refer to the reported cases whereas, if the unreported cases were to be included, it would be a matter of seconds- rather than minutes. investigation of Most cases are not reported by victims because of various reasons such as family pressures, the manner of the police, the unreasonably long and unjust process and application of law; and the resulting consequences thereof.

In instances where women have reported such illegal and unwelcome behavior, there have been significant victories in the past decade or so. Also considering the fact the sometimes these victories are achieved after a wait of a decade or so.

## CONCLUSIONS

Rape obviously is a very serious crime with severe trauma to the victim. The victims of rape are generally women. The crime of rape punishes victimizers for entering into an individual's most private sphere. Laws punish individuals for that invasion. Entering a woman's most private sphere does not have to include male type conduct in order for the invasion to be severely punished by law. Unlike men, women have at least two most private spheres-the clitoris and the vagina. The clitoris and the vagina are both female sex organs. The punishment for the invasion of either of those most private spheres should be identical.

The private sphere for women should be defined in women's terms and from a woman's perspective; otherwise, rape will continue to be a crime of violence on women by men, as defined by men. This practice permits men to continue, as they have from the beginning of history, to treat women as property. This affords men the right to touch a woman's body, even her treasures, until she resists to the point that he understands that she is resisting. As we approach the millennium, it is time for women to say "NO". A woman's body is not the property of a man, and he is not entitled to touch, unless he gets permission. There is no right for anyone to invade a woman's most private sphere. The severity of the punishment is generally related to the invasion. The severity of the invasion of a woman's body ought to be defined from a woman's perspective of intrusiveness. Rape is the invasion of the female sex organs by a male. Including the clitoris as a female sex organ in the definition of rape reflects the woman's perspective of intrusiveness. Consequently, because the clitoris, like the vagina, is a sex organ in which the nonconsensual invasion is so intrusive, the invasion of it, like that of the vagina, is rape.

Nevertheless, proposal for reforms of the fifteenth Law Commission seems to be a progressive gender-neutral rape law in India. The proposed section 375, replacing the present one, if enacted, will, therefore, be a mere symbolic legislative exercise. A symbolic law, embodying certain values and expressing the consensus of the society to adhere to these values, nevertheless, undeniably generates a process of creating social consensus and consequential conditions that are conducive to mobilize such a change. The proposed reforms in the substantive rape law, therefore, would undeniably give a further momentum to the untiring efforts of women's organizations to do away with the 'pro-male', 'male-oriented' and 'gender' biased' sexual morals reflected in the Indian Law relating to rape. It, if favorably responded to, by the legislature, would not only make the substantive rape law free from the century, but would also take the rape law in a new progressive direction in the new millennium.

The Criminal Justice system of India needs reconditioning on the rape law. Considering all aforesaid arguments, it can be concluded that the definition of 'Rape' needs to widen and should include acts of forced oral sexual intercourse, sodomy and penetration by foreign objects, in theory. There have been instances when absurd questions have been put-forth to the victim



by the investigating bodies, regarding the type of clothes she was wearing at that time, about how many times penetration took place, about how long did it take to penetrate her. There is no specific law which safeguards a girl from such treatment. It should be understood that the conduct of the victim holds no importance in matters pertaining to rape and that even a woman of loose morals is entitled to fundamental rights and that nobody can violate her right to privacy, dignity and bodily integrity. Also, the petrifying and derogatory practice of the 'Per Vagina test' should be abolished as it is violative of the fundamental rights of a woman rendering it constitutionally invalid and leaving the survivor deeply traumatized. Instead of enforcing barbaric and fierce punishments like castration, the law for rape in India should be critically examined and the legislature should do away with all the anomalies that could possibly pester the victim anywhere during the process of seeking justice.

The courts and the legislature have to make many changes if the laws of rape are to be any deterrence. The sentence of punishment, which normally ranges from one to ten years, where on an average most convicts get away with three to four years of rigorous imprisonment with a very small fine; and in some cases, where the accused is resourceful or influential- may even expiate by paying huge amounts of money and get exculpated. The courts have to comprehend the fact that these conscienceless criminals- who sometimes even beat and torture their victims- who even include small children, are not going to be deterred or ennobled by such a small time of imprisonment.

Therefore, in the best interest of justice and the society, these criminals should be sentenced to life imprisonment. However, if they truly have realized their mistake and wish to return to society, the Court and jail authorities may leave such men on parole; but only after they have served a minimum of half the sentence imposed on them.

It is outright clear that sexual offences are to be excoriated, but if death sentence is given to such convicts- so as to deter the rest, then no doubt that the graph of rape cases will come down considerably- but it may also happen that those who commit such offences- simply to leave no witnesses or evidence, may even kill their victims and dispose off their bodies (whereas it is observed that in most cases- it is the victim who is the only source of evidence in most cases), thereby frustrating the main object of the Indian Penal Code and the legislature.

Studying the laws, the process, the application of those laws, one thing is certain- the entire structure of justice needs an over haul, otherwise the victim shall no longer be the woman, but humanity.

Overall education, plus better law enforcement are both solutions for reducing rape. While laws will reduce it at the stem, education helps eliminate it at the root level.

Laws against rape: Every society needs to have ample, foolproof laws to bring wrongdoers to justice. These laws need to be enforced efficiently in order to set a deterrent to other potential wrongdoers. When we see rape cases increasing, we realize that the existing laws and the enforcement might not be deterring enough. But think of it this way: Unlike murder, rape is more likely to be an on-the-spot crime than a planned crime ("more likely" I say). Unlike murder, rape does not generally have the provision of the ultimate deterrent: death sentence. The point is that murder, despite having a provision for the ultimate deterrent, is likely to have its criminal heinously planning his crime beforehand—well prepared for consequences, If laws are not deterrent enough for murder, how can they be for rape—a crime with lesser punishments and a crime likely to be committed in spontaneous execution of chauvinism and urges!

Having said that, it is necessary to first quicken up the judicial process and have more courts and judges. Creating and amending laws is, a second-rate solution, except if any of the existing laws is really outrageous.

Educating people: Rape is one of the oldest crimes and has been a characteristic of human civilization or the lack of it ever since we started living. It has survived not only the test of time, but has also been nearly a cultural universal (i.e. a phenomenon observed across all cultures, even though they are unconnected). This does not justify the crime, but it does mean that there is something about the raw-minded, uneducated, human which makes rape sort of “natural” for him.

How to solve this? Education.

So, do I mean that only the uneducated people are rapists?

Ans.: Yes, like in any phenomenon, a person who goes to the best school and college in the world is not so likely to be well-educated. Education is what you keep after school: in terms of values and awareness. A student who does well in studies and is rich, but has never been taught the idea of respecting women, can become a rapist, but it was so because he wasn't educated about this.

Lack of education is of two types:

The inability to control emotions and feeling of chauvinism and power. This is when a person succumbs to greed, revenge, male chauvinism, hatred, etc, and commits a crime despite being aware that it is wrong and what his actions will result in.

The second kind of lack of education is something we never recognize as a society. It is about those people who have never even known what is wrong and why. There are many of us who do not realize that some of your underprivileged maidservants would tell a lie or steal your money, probably not because she is evil, but because she feels it's harmless, and it's a natural for her—she hasn't been taught that it's wrong (if she were taught and still does it, then she falls in the category 1 above, but I bet you will not readily realize that the category 2 also exists). We see it from our eyes, where “an understanding of what is wrong and immoral” is taken for granted in every individual.

We do not care about orphans in our society and very conveniently put them off as social discards, without bothering to help in educating them, but when they pick our pockets, we cry foul. Have we ever tried to bring them to the mainstream?

We as a society, forget two things:

The possibility that a person who does a crime might be ignorant about why it's wrong and/or its consequences. If humans in their most raw and natural state understood why a particular thing is wrong, that thing wouldn't have existed in the society. We need to help everyone take that raw state away, if we want a good society. Helping the ones who are at wrong is our duty to the nation. Education influences psychology and teaches control of senses, among other things. Education teaches one the ability to have a foresight about their future. Left uninfluenced by the idea of an ideal society, it is more easy for any slum boy than we can ever realize, to stray off in a world of crime—the idea of thrill and peer pressure are phenomena that require no education. But the idea that the thrill and peer pressure are harmful, does require education. Have we ever tried to save that kid from going the wrong way? In most cases of crime, the criminal is as much a victim as the actual victim is. The actual victim is a victim of crime; the criminal is a victim of circumstances and indifference from the mainstream society—the hypocrite society that doesn't teach them how to co-operate but does indeed expect co-operation from them to keep its country crime-free.

That educating someone is NOT equivalent to sending them to a good school. School education paints the raw intellect of a student; true education paints the raw mindset of the student. Once that value education is given, a person is likely to know why and what is wrong, and he will shun doing it for more reasons than just fear of prison. This is the education that will help us survive.



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# Insecurity in Relation to Academic Achievement of VIII Class Students

Dr. Cherukuri Narayanamma\*

## ABSTRACT

The present research work was undertaken to study the Insecurity of VIII class students in relation to their Academic Achievement. The study was conducted on a sample of 200 students of VIII class selected from Guntur District in Andhra Pradesh. The Security - Insecurity Inventory developed by Dr. Govind Tiwari was used. The findings of the study revealed that VIII class students of the Guntur District seems to have moderate level of Insecurity.

**Keywords:** Insecurity, Academic Achievement.

## INTRODUCTION

Education in the words of P.C. Banarji is "The development of the power of adaption to an ever changing social environment".

As child is the father of the man, it is necessary that child has to be trained in these lines so that he may become an efficient adult. The characterization of a child takes place mostly in the school. School being a miniature society tries to give proper education so as to develop an integrated personality of individual. Fear and safety are the two poles of the basic needs. Man needs safety and avoids fear.

So lack of satisfaction of physiological and psychological needs is detrimental to the development of a child, for the harmonious development or a holistic personality development, learning should be a need based one. Added to this when a person has to feel secure in this ability to meet any challenge in life, he will be facing the problem of continuous adjustment to an ever changing world. Hence it is of utmost important for the teacher to find out their insecurity levels and reasons for them.

## NEED AND IMPORTANCE OF THE STUDY

The need to feel secure is an important social need, security is a general human need for stability in existence. Man cannot enjoy satisfaction of needs unless he feels secure. Good mental health or adequate adjustment is the result of having a sense of personal security. To be save and secured is one of the fundamental inner urges. Pain, discomfort and deprivation make people unhappy and so does the fear of these things, or even through a few of them. Human beings not only respond to deprivation out of this they also have developed the need for safety and security. Security is not a specific drive like hunger or thirst, but it cuts across all other basic needs.

The need for security in all areas of life leads to anticipate regulations of danger and disorder. In industrial societies men have social security and insurance for economic security and industrial security. Lack of security gives rise to an intense need to belong and to be liked by everybody else.

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The need to belong to friends is an expression of striving for security relationships. When a person can be made to feel secure in his ability to meet changing world his attitude will be one that is helpful in facing the problem of continuous adjustment to an ever changing world. If this point is kept in mind there will be less danger of over emphasis on the aspect of security, that is development upon the protection that can be given.

Pre-adolescents who are realistic about their abilities will experience more success than failures. This leads to greater self confidence and self satisfaction both of which contribute to better, self concepts. So if a child is allowed to grow as an individual in his own right and if favorable atmosphere is provided for his growth and development, then he feel secure. Self-esteem also leads to confidence and sense of security. Hence for a better intellectual emotional, social and spiritual developments, the child is brought in a secure atmosphere as the wish for security is based on the need of the individual to shield himself from any threats to his integrity. If a person is not able to accept the other human beings, then also he feels insecure. A unsecured person always feel isolation and suffer from acute tension. He has disturbances of various self-esteem complexes. They have relatively more neurotic or psychotic tendencies, then the feeling of insecurity is developed. From the above it is understand that insecurity is a feeling or an attitude on the part of the individual that is unwanted and unsafe. He also feels that he is incompetent and home, school and social environments effect his safety and well being. Sometimes a constitutional low threshold for a particular reaction eg,. for fear, may be clearly playing an important role in creating insecurity.

The term achievement is often naively understood in terms of people's scores on certain school tests, more intelligently understood, achievement means one's overall learning attainments, accomplishments, proficiency etc. achievement is directly related to people's growth and development in educational situations where learning are intended to go on. Achievement test constitutes an important tool in the evaluation programme. It is necessary for the teacher to know how for the pupils have achieved in a particular subject area.

All the students in a class room cannot be alike depending upon their parental back ground, their brought up, their successes and failures, their interaction, with classmates, their influences on peer group either develop affection or aversion towards each other. The students may be comparing and doubtful of his capacities to do well as much as his friends do which ultimately may lead to them lack of academic excellence. This made the researcher to find out the relationship between levels of insecurity and Achievement. Hence there is a need of the present study ***INSECURITY IN RELATION TO ACADEMIC ACHEIVEMENT OF VIII CLASS STUDENTS***

## **OBJECTIVES OF THE STUDY**

1. To find out the level of insecurity among the VIII class students and classify them.
2. To find out whether there is any relation between insecurity and academic Achievement.

## **Hypothesis of the study**

1. There would be no significant level of insecurity among the VIII class students.
2. There would be no significant relation between the levels of insecurity and academic achievement.

## **Statistical Techniques Used**

Mean, Standard deviation, "t" value, df, Product moment correlation

## Tools Used

**Security – Insecurity inventory by Dr. Govind Tiwaari**, Department of Psychology, Agra College, Agra. and **Dr. H.M. Singh (1975)**, Department of Psychology, R.B.S. College, Agra.

## Limitations of the study

1. The study is limited to VIII class students only.
2. The study is limited to VIII class students of Guntur district only.

## ANALYSIS AND INTERPRETATION OF DATA

### Classification of levels of Insecurity

#### *Hypothesis 1*

Insecurity Scores	Score Range	Number of students	Percentage of students
No insecurity	Below 35	Nil	----
Moderate insecurity	36-70	196	98
High insecurity	71-105	4	2

Of all the levels, more number of students seems to have moderate level of insecurity. It is quiet interesting to see that, there are no students who are having low insecurity. But it is heartening to see that very few are having high insecurity. The school practices, cutthroat competitions. the present circumstance and the unhealthy atmosphere might have been the reason for this.

#### *Hypothesis 2*

S.No	Variable	Number of students	df	Correlations
1	Levels of Insecurity	200	198	0.116779 NS
2	Academic Achievement			

NS - Not significant at both the levels.

For 200 students of VIII class, Correlation is 0.116779 For 198 df the tabulated “r” values are. 138 and 0181 at 0.05 and 0.01 levels respectively. So “r” is not significant at both the levels.

The hypothesis that “There would be no significant difference between insecurity and Academic Achievement of VIII class students” is accepted as “r” value is not significant at both the levels.

## FINDING OF THE PRESENT STUDY

1. It was found that more number of VIII class students in Guntur District seems to have moderate level of insecurity.
2. It is found that no correlation between insecurity and academic achievement

## SUGGESTIONS FOR FURTHER RESEARCH

1. The study of insecurity in relation to self-concept.
2. The study of insecurity in relation to students level of aspiration.
3. The study of insecurity in relation to socio- economic status.

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# Assessing Challenges of Instructional Supervision for Professional Development at Government Secondary Schools of Kembata Tembaro Zone, Ethiopia

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## ABSTRACT

The purpose of the study was to assess Challenges of instructional supervision for the professional development of teachers in governmental Secondary schools of Kembata Tembaro Zone. Sample schools were drawn from three woredas and two town administrations by simple random sampling technique and 178 participants (teachers, principals, vice principals cluster supervisors and Woreda Educational Officers, and Continuous Professional Development expert were participated, and relevant data was collected. Questionnaire were employed as the main data collection instrument with teachers, principals, vice principals cluster supervisors. Descriptive survey design and a mixed approach to collect and analyze data were employed. The homogeneity of the response was checked by comparing the mean scores of the four groups of the respondents. For this, “F” value and p-values were computed by using one-way ANOVA. According to the results of data analyzed the findings of the study were instructional supervisors assist teachers to conduct action research, Providing short term training at school level, organizing induction program for new teachers and willingness to accept their instructional limitations, Instructional Supervision helps to improve quality of learning, instructional supervisors having overburdened tasks and support from WEO have significant contribution on the instructional supervision of the professionals. The findings of the study revealed that; the Instructional Supervisors lack skills in applying techniques of supervision, teachers lack knowledge about the concept of supervision, instructional supervisors were overburdened with multiple tasks and do not supported by WEO experts. One may conclude that, teachers expect a lot of support from instructional supervisors, as they had great experience and better skill, so, they should be committed to help and support teachers rather reasoning out many challenges as they mentioned. Therefore, the WEO take account the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment, instructional supervisors have many challenges to properly practice instructional supervision in the school. The government or NGO’s should participate to reduce the challenges of school professionals by developing the skills in applying techniques of supervision of professionals, encouraging knowledge concerning to concepts of supervision and by reducing multiple tasks from supervisors and providing support by well trained experts like woreda education office(WEO) experts.

**Keywords:** Supervision, Professional Development, Supervisors, Continuous Professional Development (CPD), Secondary Schools, Zone, Instruction, Instructional Supervision, Practices, Challenges

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## INTRODUCTION

### BACKGROUND OF THE STUDY

Education plays an important role in economic, social and political development of a country in producing skilled man power for the effectiveness of organization. To obtain this there must be an improvement in quality of education. In order to improve quality of education supervision plays an important role. Supervision is a multifaceted process that focuses on instruction to provide teachers with information to improve their teaching performance (Beach & Reinhartz, 1989). Researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality and importance of supervision. Particularly, education quality, according to (Dittmar, Mendelson and Ward, 2002:30) is; “the provision of education by well equipped teachers”. But, as all teachers and school leaders are not qualified enough, they need support from Instructional supervisors (Giordano, 2008:11).

Supervision is “an involvement that is provided by a senior member of a profession to a junior member or members of that same profession”. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s); monitoring the quality of professional services offered to the clients she; he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession, (Bernard and Goodyear, 1998). The definition of supervision is different with respect to literatures and professional aspects. Particularly (Surya Govida and Tapan, 1999:8) defined educational supervision as; “all those services whose main function is to control and evaluate, and/or advice and support school heads and teachers”.

### STATEMENT OF THE PROBLEM

In Ethiopia, attention is currently given to the provision and quality of education at all levels. The utilization of educational facility, technologies, and materials so as to strengthen the teaching-learning process and the expansion of education is given due attention (Education and training policy (MOE, 1994). School supervision services, which occupy vital position in the management of education, have existed for long time at all levels of school structure. The attainment of educational goals is influenced by the contribution of supervisors and the degree of performance of professional teachers, leaders, students and the community at large. As stated (Corron, 1998a) educational systems rely on educational supervision to improve instruction by improving the quality of teachers and the achievement of learners.

As far as the practice of instructional supervision in primary schools is concerned, researches were conducted by Philipos (2001), Chanyalew (2005), Getachew (2001), Atiklt (2008). Nearly, all of the above studies examine supervisors’ techniques, supervisory procedure, supervisory leadership style and skills, and major roles of supervision. The above studies found that supervisory techniques, procedures and skills of supervisors are inefficient to improve the quality of teachers and the achievement of learners. Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers’ effectiveness.

The research conducted by Gashaw (2008) on the practice of primary school supervisors at national level indicated; ineffectiveness of primary school supervisors in providing support to teachers. So, research conducted on the practice of instructional supervision of primary schools at national level recommended further investigations regarding the problems that hinder supervisory practices (Gashaw, 2008).

The main purpose of the study is to assess Challenges of instructional supervision for the professional development of teachers in government secondary schools of Kembata Tembaro Zone.

However, the existing reality in implanting the instructional supervisory practices at school does not seem to tell a positive impact on educational improvement. Moreover, it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum and newly introduced instructional approaches. The other complaints among secondary schools teachers are that supervisors usually embark on routine activities of administrative nature. Such supervision problem might have a negative influence on teacher satisfaction with their jobs. In addition to this, the researcher has been frequently listening to some secondary school teachers at Kembata Tembaro Zone while participating on zonal and woreda level meetings and trainings that, their dissatisfaction in instructional supervision and support services being rendered to them and also Kembata Tembaro *Zonal Education Department* (KTZED (2017-2018)) annual reports revealed that, students result decreases from year to year and repetition rate increases.

## RESEARCH QUESTIONS

To address the above problems, attempts were made to find answers for the following basic questions:

1. How instructional supervisors are contributing for professional development of teachers in the study area.
2. How can supervisors be engaged with teachers in their instructional supervisory practices with respect to the professional development?
3. What are perceptions of supervisors and teachers relating with instructional supervision in the study area?
4. What challenges affect supervisory practices in relation to teacher professional development?

## OBJECTIVES OF THE STUDY

### General objective

To assess challenges of instructional supervision for professional development of teachers in governmental Secondary schools of Kembata Tembaro Zone (KTZ).

### Specific objective

Specifically, the study was attempted;

1. To examine the contribution of instructional supervision for professional development of teachers.
2. To assess the practices carried out by supervisors in relation to teacher professional development.
3. To identify existing perceptions of supervisors and teachers on practice of instructional supervision.
4. To assess the challenges faced by instructional supervisors in their attempt to promote the professional development of teachers.

## SIGNIFICANCE OF THE STUDY

This research brings about the following benefits:

It enables those involved in supervisory Practice to assess the concept of supervision to improve the teaching learning process.

It enables teachers and supervisors to see challenges and their recommendations.



It contributes as a source of additional information for further research of the subject and creates awareness among concerned members of the society about the Status of Educational supervision.

It informs Supervisors and other stakeholders about teachers' perceptions, expectations, and orientations in Supervisory services to react accordingly.

It should contribute toward a better understanding for further related researches and finally, the ultimate issue underlying the study is to initiate schools toward utilization of supervisory activities to best they can.

It informs supervisors and other stakeholders about teachers' perceptions, expectations and orientations in supervisory services to react accordingly.

## DELIMITATION OF THE STUDY

In Ethiopia, the educational organization has its unique structure from MOE up to particular schools (MOE→REB→ZED→WEO→SCHOOLS). It is impossible to touch all the educational organizations at once. The study will be delimited to selected government secondary schools of Kembata Tembaro Zone, South Nations Nationalities and Peoples Regional State. The researcher believes that this level is the base for secondary education which requires a great effort of teachers and administrative bodies to work on the improvement of students' achievement in exams. The study will focus on assessing the challenges of instructional supervision for professional development at selected Kembata Tembaro Zone governmental Secondary Schools. In the sampled woredas and town administrations there are 19 government secondary schools. Ten (10) schools will be selected from the three (3) sample woredas and two (2) town administrations by simple random sampling technique to provide equal chance for each schools being selected as samples. The researcher will select 20 principals, 5 cluster supervisors, 5 woredas and town administrations education office CPD focal persons and 148 secondary school teachers for the study.

## LIMITATION OF THE STUDY

It is obvious that research work cannot be free from limitations. Hence, some limitations have been observed in the study. Some of the school teachers, principals, vice principals, cluster supervisors and town education office supervision coordinator were busy and have not sufficient time to reply to questionnaires and interview. However the researcher tried his best even going to their home to take the questionnaire and to make the study successful. Some of them who had enough time were also reluctant to fill in and return the questionnaire as per the required time. Thus, researcher was attempted to arrange convenient time and contacted with principals and teachers repeatedly. Another challenge was lack of well organized documented data. Despite all these challenges, the researcher has tried to critically analyze the available data to answer the questions raised in the study.

## OPERATIONAL DEFINITION OF KEY TERMS

**Supervision:** In this study supervision considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. **Professional Development:** Refers to the development of teachers in their professional role.

**Supervisors:** School supervisors, school principals, and vice principals, of selected schools.

**Continuous Professional Development (CPD):** All learning activities, teachers under take formally.

**Secondary Schools** -In these study secondary schools refers to first cycle secondary schools.

**Zone:** An administrative structure which is located in between worada and region.

**Instruction:** The teaching learning process in a particular subject with particular class.

**Instructional Supervision:** The process of supervising a teacher in an instructional setting.

**Practices:** To do something repeatedly in order to improve performance through instructional supervision.

**Challenges:** refers to problems that hinder the process of instructional supervisions and inhibits the effective implementation of the supervision itself.

## REVIEW OF RELATED LITERATURE

### Definitions and Concepts

Likely Pajak (1989) and Chanyalew (2005) noted that the aim of supervision is the improvement of the teacher, the growth of the pupil and the improvement of the teaching learning process as a whole. The other basic task of supervision is the continuous professional development of teachers. According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students.

### Instructional Supervision

Previously different literatures define supervision and educational supervision in different ways, that supervision is a general term that includes all the others but instructional supervision is design to support, supervise, and influence instructions of teachers in the classrooms instructional activities to develop student's performance. Various scholars define Instructional supervision differently. To mention few, Sergiovanni and Starratt, (1998) define instructional supervision as a: "... set of activities and role specifications designed to influence instruction". Ben Harris is quoted by (Sergiovanni and Starratt, 1998) as saying that "... supervision of instruction is directed towards both maintaining and improving the teaching- learning processes of the school". Supervision is defined as the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system.

### Development of Educational Supervision in Ethiopia

As it was mentioned by different authors, supervision was introduced into the Educational system of Ethiopia by bearing its original name inspection. According to the basic rationale for the introduction of supervision into Ethiopian education system were the fast growth of school the need for coordination of the curriculum, and perhaps the most important reason was to assist teachers in the classroom activities. When we see the supervisory trends of our country we can understand the changes of terminologies form inspection to supervision and Vice-versa such changes we not based on pedagogies but were rather political motive (Haileselassie, 2002).

### Continuing Professional Development in Ethiopian Context

Continuing Professional Development refers to the career-long process in teachers' lives those results in developing teachers professional knowledge, skills, attitudes, & aspirations, and a general understanding of their changing roles and tasks to raise student achievements and learning (MOE, 2009). In Ethiopia continuous professional development can be placed into two categories MoE,

(2009) Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g. convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

## RESEARCH DESIGN AND METHODOLOGY

### Research Design

This study was attempted to obtain information to examine and describe the challenges of instructional supervision for professional development. Hence it was used a descriptive survey design. To realize this purpose the researcher was used both quantitative and qualitative approach. A mixed method approach (strategy) was employed in the study.

### Population, sample and sampling techniques

There are ten (seven *woreda* and three town administrations) in KTZ. For this study five (three *woreda* and two town administrations) were selected. In order to provide equal chance for *woreda* and town administration; simple random sampling technique was used to select representative and manageable data for the study. The sampled *woredas'* were Kedida Gamela Damboya and Kachabira and Durame and Shinshicho were from town administrations. From each *woreda* and/or town administration one (1) CPD focal person was sampled purposefully.

There are 19 government secondary schools in the sampled *woreda* and town administrations. Ten (10) secondary schools were selected from the three (3) sample *woreda* and two (2) town administrations. In the sampled *woreda* and town administrations all resource center secondary schools (Jore, Funto Hidase, Lesho, Durame Hidase and Metoma) were selected by purposive sampling techniques and other satellite schools were selected by lottery method by giving equal chance for them to be selected from the others.

**Table-1: Summary of Sample Schools and Sample Teachers Selected from each Schools and Techniques.**

No.	Sample <i>woreda</i>	Total schools	Sample school	Total Population Teachers	Sample Size	Percentage (%)	Sampling Technique	
1	Kedida Gamela	4	1	Jore secondary school	30	18	63%	purposive sampling
			2	Garba secondary School	23	15	63%	Simple random Sampling
2	Damboya,	3	1	Funto Hidase secondary school	23	15	63%	purposive sampling
			2	Megere secondary school	13	8	63%	Simple random Sampling

No.	Sample <i>woreda</i>	Total schools	Sample school	Total Population Teachers	Sample Size	Percentage (%)	Sampling Technique	
3	Kachabira	4	1	Lesho secondary school	23	15	63%	purposive sampling
			2	Mesafe secondary school	14	9	63%	Simple random Sampling
4	Durame town Administrations	5	1	Durame Hidase secondary school	51	32	63%	purposive sampling
			2	Hambo secondary school	18	11	63%	Simple random Sampling
			3	Zato shodara secondary school	14	9	63%	Simple random Sampling
5	Shinshicho town Administrations	3	1	Metoma secondary school	25	16	63%	purposive sampling
Total				234	148	63%		

## Data gathering tools

Questionnaire, interview, focus group discussion and document analysis were used as data gathering instruments for the purpose of the study. Therefore, employing various data collection tools help the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2003).

## Procedures for Data Collection

To answer the basic research question the researcher has carried out series of data gathering procedures. The estimated relevant data were gathered by using questioners, interviews document analysis and focus group discussion. To get results, having letter of permission from University of Gondar; the researcher has gone to sampled *woradas* and town administration offices, then to the principals of respective schools for agreement. Next to this he has introduced his objectives and purposes. Then the questioners were administered to sample cluster supervisors, school principals, vice principals and teacher by close assistance and supervision of the researcher to reduce uncertainty and confusion. On the other hand WEO CPD expert from each *woreda* was interviewed.

While interview conducted, to minimize loss of information, the obtained data were carefully written in a notebook. In addition, the data available in document forms related to supervision was collected from the sample schools. *Next to this* focus group discussions were made after obtaining the consent of the participants. Finally, the data collected through various instruments from multiple sources were organized and got ready for data analysis.

## Data Analysis Technique

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion and then were classified and tailed by the researcher. The characteristics of respondents analyzed by using frequency and percentage. The quantitative and qualitative data collected by using questionnaire was analyzed by coding their categories and interpreted by using frequencies, percentages and charts. The homogeneity of the response was checked by comparing the mean scores of the four groups of the respondents. To determine the existing challenges of instructional supervision in KTZ government secondary schools, **one way ANOVA was applied** to find whether there is significance difference between and within groups. Finally, conclusions were drawn from the major findings and possible recommendations from the identified problems were suggested.

## Ethical Considerations

The Researcher has clearly explained the reason why he decided to conduct the research, why he chooses the interviews for the study etc. He has also arranged the interview time without affecting or without consent of each informant and interview.

In similar way he has made himself clear to the supervisors, principals and teachers secondary school principal. Before the beginning of the document analysis he has also asked permission from the school principals to get the required data.

## Validity of the study

To ensure validity of instruments, initially the instruments were prepared by the researcher and approved under close guidance of advisor.

## Reliability of the Study

The questionnaires are distributed to secondary school teachers the actual data collection purpose and the reliability analysis will carried out by using Chornbach alpha by using SPSS version 20 with the help of computer. As such, the researcher sought assistance of research experts (advisors) in order to help improve content validity of the instruments. The reliability of the instruments or the internal consistence will be checked by using Cronbach's alpha at alpha level of 0.05. As to Cohen et al (2007), the Cronbach's Alpha result,  $\alpha > 0.9$  excellent,  $\alpha > 0.8$  good,  $\alpha > 0.7$  acceptable,  $\alpha < 0.6$  questionable, and  $\alpha < 0.5$  poor. The calculated reliability value of the questionnaire ( $\alpha$ ) is 0.82.

## Presenation, Analysis, and Interpretation of Data

This part deals with presentation, analysis, and interpretation of the data gathered from the respondents through questionnaire, interview, focus group discussion and document analysis. It consists of two main parts. The first section deals with the characteristics of all those who took part in the study. The second section presents the analysis and interpretation of the main data.

The data was gathered from five cluster supervisors, ten school principals, ten vice principals, and one hundred forty eight teachers a total of one hundred seventy three respondents.

To above outcome five questionnaires for cluster supervisor, ten questionnaires for school principals, and ten questionnaires for vice principals and one hundred forty eight questionnaires for teachers were distributed and filled out properly and returned respectively. Finally all school principals,

cluster supervisors and five worada education experts took part in the focus group discussion. The data was analyzed in both quantitative and qualitative method. The qualitative part was supposed to be complementary to the quantitative analysis.

## Characteristics of Respondents

**Table 4.1: Characteristics of Participants in the Study**

No	Variable	Category	Respondents									
			Supervisors		Principals		Vice Principals		Teachers		Total	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Sex	Male	3	60	8	80	7	70	95	64.2	113	65.3
		Female	2	40	2	20	3	30	53	35.8	60	34.7
		Total	5	100	10	100	10	100	148	97.97	173	100
2	Age	20-25	0	0	0	0	1	10	2	1.4	3	1.7
		26-30	0	0	2	20	2	20	17	11.5	21	12.1
		31-35	5	100	5	50	6	60	66	44.6	82	47.4
		36-40	0	0	2	20	0	0	51	13.51	53	30.6
		>40	0	0	1	10	1	10	12	2.02	14	8.1
		Total	5	100	10	100	10	100	148	97.97	173	100
3	Service year	1-5	0	0	1	10	2	20	11	7.4	14	8.1
		6-10	2	40	4	40	5	50	73	49.3	84	48.6
		11-15	0	0	2	20	1	10	44	29.7	47	27.2
		16-20	1	20	2	20	1	10	14	9.5	18	10.4
		21-25	1	20	0	0	-	-	2	1.4	3	1.7
		26-30	1	20	1	10	1	10	1	0.7	4	2.3
		>30	-	-	-	-	-	-	3	2	3	1.7
		Total	5	100	10	100	10	100	148	100	173	100
4	Educational Back ground	Diploma	0	0	0	0	0	0	4	2.7	4	2.3
		Degree	2	40	9	90	8	80	114	77	133	76.9
		MA/MSC	3	60	1	10	2	20	30	20.3	36	20.8
		Total	5	100	10	100	10	100	148	100	173	100

As observed from table 4.1, 3(60%) of cluster supervisors, 8(80%) of principals, 7(70%) of vice principals, and 95(64.2%) of teachers were males. On the other hand 2(40%) of cluster supervisors, 2(20%) of principals, 3(30%) of vice principals, and 53(35.8%) of teachers were females. From this, it is possible to conclude that the workers in education were mainly dominated by males in the study area. Similar with this, (Farquhar, 1991:160) cited in (Carron and De Grauwe, 1997:30) indicated that, the supervision staff is still dominated by the male. As Carron and De Grauwe, (2001b:110) indicated, this may be because females not apply for this position because of “ long distance to travel” and “being away from family for long period”.

From all respondents of the teaching learning process owners 3(1.7%) were 20-25 years, 21(12.1%) were 26-30 years, 82(47.4%) were 31-35 years, 53(30.6%) were 36-40 years and 14(8.1%) were >40 years.

The service year composition of participants of the study indicates from no cluster supervisors and principal were engaged between 20-25 years, only 1(10%) vice principal was engaged in 20-25 years. From respondent teachers 2(1.4) were 20-25 years 17(11.5%) were 26-30 years 66(44.6%) 31-35 years and 51(34.5) 36-40 years 12(8.1%) were above 40 years. This result indicates that most of the teachers were in older age groups 31-40 and all most all vice principals, principals and cluster supervisors were from medium age groups 31-35.

Regarding the educational background of the respondents 2 (40%) of supervisors were first degree holder, 3 (60%) were second degree holder, 9(90%) school principals were first degree holders and the rest 1(10%) was second degree holder. In case of school vice principals 8(80%) were first degree holders and 2(20%) were second degree holders. Among respondent teachers 4(2.7%) were diploma, 114(77%) were first degree and 30(20.3%) were second degree holders. This suggests that on the whole all of the respondents are from education sector and core people for the study to provide data needed implying that most had the maturity level and educational background required to provide comprehensive data.

## ANALYSIS AND INTERPRETATION OF DATA

**Table 4.2: Analysis of variance table for contribution of Instructional supervision**

No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
1	Instructional supervisors help teachers in formulating appropriate instructional objectives	Between Groups	2.343	4	0.586	1.216	0.306
		Within Groups	80.95	168	0.482		
		Total	83.3	172			
2	Instructional supervisors assist teachers in identifying locally available teaching and learning resources	Between Groups	3.01	4	0.753	1.575	0.183
		Within Groups	80.28	168	0.478		
		Total	83.3	172			
3	Instructional supervisors assist teachers in selecting teaching techniques which enhance learning	Between Groups	4.89	4	1.222	2.61	0.037
		Within Groups	78.4	168	0.467		
		Total	83.3	172			



No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
4	Instructional supervisors help teachers in organizing co-curricular activity	Between Groups	2.38	4	0.6	1.25	0.298
		Within Groups	80.9	168	0.48		
		Total	83.3	172			
5	Instructional supervisors Improve teacher's skill in usage of documentation to manage students.	Between Groups	2.206	4	0.735	1.532	0.28
		Within Groups	81	168	0.48		
		Total	83.3	172			
6	Instructional supervisors improve teachers skill in assessing student learning outcome	Between Groups	2.6	4	0.64	1.33	0.002
		Within Groups	80.7	168	0.481		
		Total	83.3	172			
7	Instructional supervisors assist teachers to conduct action research	Between Groups	6.93	4	1.7325	3.465	0.0306
		Within Groups	76.37	168	0.5		
		Total	83.3	172			

From table 4.2, the computed analysis of variance ( $F(4, 168) = 1.216$  at  $\alpha = 0.05$  level) and its'  $p$ -value=0.306, implies that there is no significant difference among the three groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to the Instructional supervisors helps teachers in formulating appropriate instructional objectives. Similarly during interview and focus group discussion the participants indicated that, instructional supervisors were currently overburdened with many tasks. Therefore, almost all of the informants who participated in the interview express that having big work load is the major problem of school based supervision.

From same table, the computed of analysis of variance ( $F(4, 168) = 2.18$  at  $\alpha = 0.05$  level) and its'  $p$ -value=0.037, implies that there is significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to Assist teachers in selecting teaching techniques which enhance learning.

The computed of analysis of variance ( $F(4, 168) = 2.18$  at  $\alpha = 0.05$  level) and its'  $p$ -value=0.037, implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding Instructional supervision assist teachers in identifying locally available teaching and learning resource.

The computed of analysis of variance ( $F(4, 168) = 1.234$  at  $\alpha = 0.05$  level) and its'  $p$ -value=0.298, implies that there is no statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding Instructional supervision helps teachers in organizing co-curricular activity.

The computed of analysis of variance ( $F_{(4, 168)} = 1.532$  at  $\alpha = 0.05$  level) and its'  $p$ -value=0.0028, implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding Instructional supervision Improve teacher's skill in usage of documentation to manage students.

In another word, the analysis of variance table shown above, using  $\alpha = 0.05$ , the computed value of  $F_{0.05, 4, 168} = 1.532$  and the  $p$ -value for the test is also quite small, we conclude that



the instructional supervisors tried to Improve teacher's skill in usage of documentation to manage students affects the mean activities of four groups of the school professionals.

The analysis of variance table shown above, using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168}=1.33$  and the p- value for the test is also quite small, we conclude that the instructional supervisors make effort to Improve teachers skill in assessing student learning outcome affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervision Improve teachers skill in assessing student learning outcome.

The analysis of variance table shown above, using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168}=1.123$  and the p- value for the test is also quite small, we conclude that the instructional supervisors support teachers to conduct action research affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervisors assist teachers to conduct action research.

**Table 4.3: Analysis of variance table for support provided for professional development**

No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
1	Instructional Supervisors facilitating training on teaching theories and practices	Between Groups	0.844	4	0.211	<b>0.43</b>	0.787
		Within Groups	82.45	168	0.91		
		Total	83.3	172			
2	Instructional Supervisors initiate teacher to develop group for better learning	Between Groups	0.822	4	0.2	0.418	0.8
		Within Groups	82.47	168	0.5		
		Total	83.29	172			
3	Instructional Supervisors organizing in-school supervision program	Between Groups	0.66	4	0.166	0.338	0.85
		Within Groups	82.63	168	0.492		
		Total	83.3	172			
4	Instructional Supervisors providing short term training at school level	Between Groups	4.3	4	1.075	2.29	0.00001
		Within Groups	79	168	0.47		
		Total	83.29	172			
5	Instructional Supervisors organizing induction program for new teachers	Between Groups	1.493	4	0.37	0.76	0.0048
		Within Groups	81.8	168	0.49		
		Total	83.29	172			
6	Instructional Supervisors organizing assessment by colleagues	Between Groups	2.11	4	0.527	1.091	0.363
		Within Groups	81.18	168	0.483		
		Total	82.3	172			

The analysis of variance table shown on 4.3, using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 0.43$  and the p- value for the test is 0.787, we conclude that the instructional supervisors facilitating training on teaching theories and practices can't affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervision facilitating training on teaching theories and practices.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 0.418$  and the p- value for the test is 0.8, we conclude that the instructional supervisors initiate teacher to develop group for better learning can't affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervision initiate teacher to develop group for better learning. From this result one can understand cooperative learning is good for the better learning of the students but the form of making group has no advantage on the general outcome of the education.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the critical value of F is  $F_{0.05, 4, 168} = 0.338$  and the p- value for the test is 0.85, we conclude that the instructional supervisors initiate organizing in-school supervision program can't affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervision organizing in-school supervision program. From this result we can generalize that in- school supervision was not well organized and has no effect on the general outcome of the education.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 2.47$  and the p- value for the test is quite small (0.00001), we conclude that the instructional supervisors providing short term training at school level affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional providing short term training at school level. From this result we can generalize that providing short term training at school level essential to develop skill and knowledge of the teachers and has significant effect on the education.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 0.767$  and the p- value for the test is quite small (0.0048), we conclude that the instructional supervisors organizing induction program for new teachers affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervisors organizing induction program for new teachers. From this result we can generalize that organizing induction program for new teachers would develop skill and knowledge of the new teachers and has significant effect on the performance new joiner teachers.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 1.09$  and the p- value for the test is 0.363, we conclude that the instructional supervisors organizing assessment by colleagues can't affects the mean activities of four groups of the school professionals. This implies that there is no statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervisors organizing assessment by colleagues. From this result we can generalize that organizing assessment by colleagues has no significant effect on school performance because the system of the evaluation systematically not well developed rather than specific tasks to attack some individuals or administrative purposes.

**Table 4.3: Analysis of variance table for supervisory practices**

No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
1	Making clear rules procedures and policies for the school	Between Groups	<b>1.67</b>	<b>4</b>	<b>0.41</b>	0.86	0.489
		Within Groups	<b>81.62</b>	<b>168</b>	<b>0.488</b>		
		Total	<b>83.3</b>	<b>172</b>			
2	Conduct pre-observation conference observation	Between Groups	<b>1.012</b>	<b>4</b>	<b>0.25</b>	0.516	0.754
		Within Groups	<b>82.28</b>	<b>168</b>	<b>0.49</b>		
		Total	<b>83.29</b>	<b>172</b>			
3	Observing teachers Through the time allocated for classroom	Between Groups	3.81	<b>4</b>	<b>0.95</b>	2.01	0.029
		Within Groups	79.41	<b>168</b>	<b>0.472</b>		
		Total	83.22	<b>172</b>			
4	Conduct post-observation conference	Between Groups	5.021	<b>4</b>	<b>1.255</b>	2.694	0.033
		Within Groups	78.27	<b>168</b>	<b>0.466</b>		
		Total	83.29	<b>172</b>			
5	Providing constructive feedback following classroom observation	Between Groups	2.842	<b>4</b>	<b>0.711</b>	1.48	0.209
		Within Groups	80.45	<b>168</b>	<b>0.47</b>		
		Total	83.295	<b>172</b>			
6	Setting strategies for future improvements with supervisees	Between Groups	7.36	<b>4</b>	<b>1.84</b>	4.07	0.004
		Within Groups	75.93	<b>168</b>	<b>0.45</b>		
		Total	83.29	<b>172</b>			
7	Arrange experience sharing programs between teachers	Between Groups	2.69	<b>4</b>	<b>0.67</b>	1.4	0.23
		Within Groups	80.6	<b>168</b>	<b>0.48</b>		
		Total	83.29	<b>172</b>			
8	Evaluate school performance to give feedback for the improvements	Between Groups	4.784	<b>4</b>	<b>1.196</b>	2.559	0.041
		Within Groups	78.51	<b>168</b>	<b>0.467</b>		
		Total	83.29	<b>172</b>			

From table 4.4 the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 2.01$  and the p- value for the test is 0.029, we conclude that the instructional supervisors Observing teachers through the time allocated for classroom observation affects the mean activities of four groups of the school professionals. This implies that there is statistically significant mean difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervisors Observing teachers through the time allocated for classroom observation.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 2.69$  and the p- value for the test is quite small(0.033), we conclude that the instructional supervisors conduct post-observation conference affects the mean activities of four groups of the school professionals. This implies that there is statistically significant mean difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervisors Conduct post-observation conference.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 4.07$  and the p- value for the test is quite small(0.004), we conclude that the instructional supervisors Setting strategies for future improvements with supervisees affects the mean activities of four groups of the school professionals. This implies that there is statistically significant mean difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervisors Setting strategies for future improvements with supervisees.

From the same table above the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 2.559$  and the p- value for the test is quite small (0.041), we conclude that the instructional supervisors evaluate school performance to give feedback for the improvements affect the mean activities of the four groups of the school professionals. This implies that there is statistically significant mean difference among the four groups of respondents (teachers, principals, vice principals, and cluster supervisors) regarding to instructional supervisors evaluate school performance to give feedback for the improvements.

**Table 4.5: Analysis of variance table for perceptions on supervisory practices**

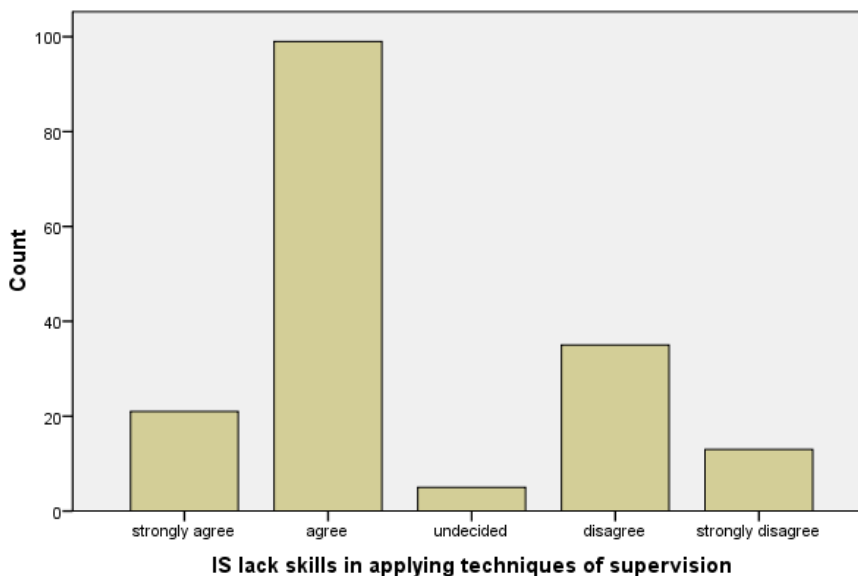
No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
1	Instructional Supervision helps to improve quality of learning	Between Groups	1.94	4	0.485	1.002	0.04
		Within Groups	81.35	168	0.5		
		Total	83.3	172			
2	Instructional Supervision focuses on only weak points of teachers	Between Groups	1.082	4	0.271	0.553	0.69
		Within Groups	82.21	168	0.49		
		Total	83.3	172			
3	Instructional Supervision is means for controlling teachers	Between Groups	1.61	4	0.402	0.827	0.5
		Within Groups	81.68	168	0.486		
		Total	82.29	172			

No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
4	Instructional Supervisors focus on administrative matters	Between Groups	0.65	4	0.163	0.331	0.85
		Within Groups	82.64	168	0.49		
		Total	83.3	172			
5	Teachers have willingness to accept their instructional limitations	Between Groups	5.4	4	1.35	2.9	0.0028
		Within Groups	77.9	168	0.463		
		Total	83.3	172			

From table 4.5, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 1.002$  and the p- value for the test is 0.04, we conclude that the instructional supervisors help to improve quality of learning affects the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to instructional supervisors helps to improve quality of learning.

From the same table above, the analysis of variance determined by using  $\alpha=0.05$ , the computed value of F is  $F_{0.05, 4, 168} = 2.9$  and the p- value for the test is quite small (0.0028), we conclude that the teachers' willingness to accept their instructional limitations affects the mean activities of the four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to teachers' willingness to accept their instructional limitations.

**Bar chart for lack skills in applying techniques of supervision**



**Instructional Supervisors lack skills in applying techniques of supervision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	21	12.1	12.1	12.1
	Agree	99	57.2	57.2	69.4
	Undecided	5	2.9	2.9	72.3
	Disagree	35	20.2	20.2	92.5
	strongly disagree	13	7.5	7.5	100.0
	Total	173	100.0	100.0	

From above bar chart and Frequency distribution table 21(12.1%), 99(57.2%), 5(2.9%), 35(20.2), 13(7.5%) were strongly agree, agree, they didn't decide, disagree and strongly disagree towards to having lack of skill in applying techniques of supervising school. From this result high amount of the respondents agree in lack of skill in applying techniques in supervision.

**Table 4.6: Analysis of variance table challenges of instructional supervision**

No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
1	Instructional Supervisors lack skills in applying techniques of supervision	Between Groups	6.8	4	1.7	3.73	0.048
		Within Groups	76.5	168	0.455		
		Total	83.29	172			
2	Teachers lack knowledge about the concept of supervision	Between Groups	7.021	4	1.755	3.9	0.039
		Within Groups	76.02	168	0.45		
		Total	83.29	172			
3	Instructional Supervisors lack commitment for supervisory practices	Between Groups	2.232	4	0.744	1.551	0.203
		Within Groups	81.06	168	0.48		
		Total	83.29	172			
4	Instructional Supervisors use less participative approach.	Between Groups	2.19	4	0.73	1.522	0.211
		Within Groups	81.1	168	0.48		
		Total	83.29	172			
5	Instructional Supervisors have Shortage of school finance to support supervisory practices	Between Groups	0.547	4	0.182	0.372	0.773
		Within Groups	82.74	168	0.49		
		Total	83.3	172			

No.	Variable	Variations	Sum square	Df	Mean square	F	Significance (P-value)
6	Instructional supervisors have overburdened tasks	Between Groups	3.87	4	0.968	2.047	0.009
		Within Groups	79.42	168	0.47		
		Total	83.29	172			
7	Instructional supervisors get support from WEO	Between Groups	10.48	4	2.62	6.048	0.000
		Within Groups	72.8	168	0.433		
		Total	83.29	172			

From table 4.6, the analysis of variance determined by using  $\alpha=0.05$ , the computed values of F is  $F_{0.05, 4, 168} = 3.73$ , and corresponding p- values is 0.048. We conclude that the Instructional Supervisors lack skills in applying techniques of supervision. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to Instructional Supervisors lack skills in applying techniques of supervision.

From the same table 4.6, the analysis of variance determined by using  $\alpha=0.05$ , the computed values of F is  $F_{0.05, 4, 168} = 3.9$ , and the corresponding p- value is 0.039, we conclude that the teachers lack knowledge about the concept of supervision affect the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to Teachers lack knowledge about the concept of supervision.

On the same table 4.6 the analysis of variance determined by using  $\alpha=0.05$ , the computed values of F is  $F_{0.05, 4, 168} = 2.047$ , and the corresponding p- value is 0.009, we conclude that the Instructional Supervisors having overburdened tasks affect the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to Instructional Supervisors have overburdened tasks.

From table 4.6, the analysis of variance determined by using  $\alpha=0.05$ , the computed values of F is  $F_{0.05, 4, 168} = 6.048$  and the corresponding p- value is 0.000, we conclude that the Instructional Supervisors get support from WEO affect the mean activities of four groups of the school professionals. This implies that there is statistically significant difference among the four groups of respondents (teachers, principals, vice principals and cluster supervisors) regarding to Instructional supervisors get support from WEO.

## 5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was to assess challenges of instructional supervision for professional development of teachers in governmental Secondary schools of KTZ. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

### 5.1 Summary

The outcome delivered in chapter four summarized along the following themes that reflect the research questions. The challenges of instructional supervision were important to provide professional



support to teachers by bringing in-school supervision. Thus, instructional supervisors are responsible to provide support, control, and link the schools with other schools both horizontally and vertically. However, it is indicated that, instructional supervisors are not performing as expected. Therefore, the purpose of this study was assessing the challenges of instructional supervision in KTZ and recommending possible solutions. The study also tried to answer the following basic research questions;

1. How instructional supervisors are contributing for professional development of teachers in the study area.
2. How can supervisors be engaged with teachers in their instructional supervisory practices with respect to the professional development?
3. What are perceptions of supervisors and teachers relating with instructional supervision in the study area?
4. What challenges affect supervisory practices in relation to teacher professional development?

To this effect, the study was conducted in KTZ Selected Schools. Questionnaire was the main data gathering tool. An interview FGDs and document analysis were conducted to substantiate the quantitative data. The quantitative and qualitative data were collected by using questionnaire was analyzed by coding their categories and interpreted by using frequencies, percentages and charts. The homogeneity of the response was checked by comparing the mean scores of the four groups of the respondents. For this, “F” value and p-values were computed by using one-way ANOVA. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the **findings of the study summarized as follows;**

1. Based on the findings of the study, Instructional Supervisors Assist teachers to conduct action research, Instructional Supervisors Improve teacher’s skill in assessing student learning outcome, Instructional Supervisors Assist teachers in selecting teaching techniques which enhance learning have significant contribution on the instructional supervision of the professionals. Thus their calculate p-value from Spss software 20 were less than level of significance 0.05.
2. Based on the findings of the study, Instructional Supervisors provide support for professional development by providing short term training at school level and organizing induction program for new teachers. This result gained by observing the analysis of variance table for those their p-value is less than level of significance.
3. We examined the perception of Instructional Supervision with regard to school principals, vice principals, teachers and supervisor (N=173) by using one way analysis of variance and statistical software. From the finding of the study, Teachers’ willingness to accept their instructional limitations and Instructional Supervision helps to improve quality of learning had significant effect on challenges of instructional supervision of school professionals.
4. Based on the result of the study, the Instructional Supervisors lack skills in applying techniques of supervision, Teachers lack knowledge about the concept of supervision, having overburdened tasks and Instructional supervisors get support from WEO had small p-value comparing to level of significant. Therefore, Instructional Supervisors lack skills in applying techniques of supervision, teachers lack knowledge about the concept of supervision, having overburdened tasks and Instructional supervisors get support from *woreda* education office (WEO) affect the mean activities of four groups of the school professionals.



## 5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The evidences allow the researcher to conclude that; the instructional supervisory practice has contribution in school had improve professionals in instructional needs, their ability to adopt instruction to meet students' needs and their classroom management skills and with establishing a professional culture that relies on share of benefits about the importance of teaching and learning and that emphasizes teacher collegiality. Therefore, Instructional Supervisors did not properly assist teachers to conduct action research, improve teachers' skill in assessing student learning outcome, and assist teachers in selecting teaching techniques which enhance learning.
2. Based on the findings, instructional Supervisors provide support for professional development by reducing deficiencies in formulating training of supervisors as well as teachers. This can improve administrative workload, negative attitude towards or concerning supervision of teachers. Lack of organization for induction program for new teachers was another deficiency for development of profession in school. Teachers gained professional support from instructional supervisors in order to improve their instructional skills are insufficient. They do not; support teachers to prepare different instructional materials for teaching learning effectiveness. The fact that the planning, monitoring and implementing stages of the supervision were not carried properly according to the schedule also became the major issue for the teachers.
3. Based on the finding of the study, although the school principals, vice principals, teachers and supervisor felt that the perceptions of professionals were effective in teachers have willingness to accept their instructional limitations and helps to improve quality of learning in school. Lack of respect and faith in teachers while they visit schools for instructional supervision can made negative perception on the mind of the teachers. The deficiency of conceptual skill and the ability to engage teachers in technical knowledge relating to learning and teaching process.
4. The findings of the study revealed that; the Instructional Supervisors lack skills in applying techniques of supervision, teachers lack knowledge about the concept of supervision, instructional supervisors were overburdened with multiple tasks and do not supported by WEO experts. One may conclude that, teachers expect a lot of support from instructional supervisors, as they had great experience and better skill, so, they should be committed to help and support teachers rather reasoning out many challenges as they mentioned. Therefore, the WEO take account the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment, instructional supervisors have many challenges to properly practice instructional supervision in the school.

## Recommendations

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the challenges of instructional supervision in KTZ:

- The concerned body should have encouraged instructional supervisors to give more contributions for professional development. Since they play role in contribution, they can enable teachers to conduct action research, to improve teacher's skill in assessing student learning outcome, to assist teachers in selecting teaching techniques which enhance learning and teaching process.

- All supervisors or concerned body should use effective method of instructional supervision and committed to the long term process of the professional development. The stakeholder should provide support for professional development by reducing deficiencies in formulating training of supervisors as well as teachers and organizing induction program for new teachers.
- All the supervisory staff should maintain positive attitude (perception) towards of supervision of the teachers. Therefore, the willingness of teacher to accept their instructional limitations and attempts to improve quality of learning in school should be highly practiced to better educational development.
- The government or NGO's should participate to reduce the challenges of school professionals by developing the skills in applying techniques of supervision of professionals, encouraging knowledge concerning to concepts of supervision and by reducing multiple tasks from supervisors and providing support by well trained experts like worada education office(WEO) experts.

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# Measuring Academic Achievement and Intelligence of Visually Impaired Boys in Haryana

Dr. Rita Rani\*

In our community there are individuals who by virtue of their physical and intellectual disabilities, require a more relevant or appropriate instruction that is usually available within formal and informal educational structure. We call these people exceptional or special and we have constructed a domain of education to satisfy their learning requirements and a social philosophy to justify it-(Laura and Ashman, 1985). So, special education is the individually planned and systematically monitored arrangement of physical settings, special equipments teaching procedures and other intervention designed to help the exceptional children to get greatest possible self – sufficiency and academic success (Howard and oriansky, 1984). According to black Hurst and Berdine (1981), “special education is an instruction designed to respond to the characteristics of child whose has needs can not be met by the standard school curriculum”. According to black Hurst and Berdine (1981), “special education is an instruction designed to respond to the characteristics of child whose has needs can not be met by the standard school curriculum”.

## LITERATURE REVIEW

Kaile and Bajwa (1985) conducted a study of relationship between intelligence and achievement in science, selecting 278 9<sup>th</sup> class students from five different schools of kapurthala district. The value of ‘Y’ between the two variables varied from. 37 to. 64 for different school.

Gakhar’s (1986) study aimed at investigating the relationship between intelligence and academic achievement of college students undertaking different courses. The value of ‘Y’ between intelligence and achievement for science, commerce, arts and home Science groups were to be. 52, 0.61,. 50 and. 54 respectively and all these values were significant at. 01 level.

Kishan Puri et al. (1986) studied on 10<sup>th</sup> class students, showed the values of correlation of intelligence with achievement in biology and mathematics to be. 04 and 0.01 respectively revealing there by that students who showed higher achievement on mental ability tests scored low on scholastic achievement tests in biology and mathematics.

Saxena (1975) has done a comparative study of verbal teaching behavior patterns and students achievement at knowledge, understanding and application levels. He reported significant difference in the behavior patterns and achievement scores of pupils of programmed and non-programmed teachers.

Afif (1977) conducted a study on the effect of accommodating learning style of students achievement in mathematics and found that male students had higher achievement scores than female.

Block (1981) tested the field of dependent and independent styles among a group of 200 students and their teachers students were also assessed on a comprehensive test of basic skills to determine their achievement in mathematics and reading. Results indicated that a teacher student style had a positive impact on student achievement in reading although not on achievement in mathematics.

Grout (1991) examined the relationship of the capability of English teacher’s styles to student achievement in English. He discovered that congruence between teacher and students learning style significantly contributed to student achievement in English.

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## Objectives

- (i) To study the level of academic achievement of visually impaired boys in relation to their parents income and education.
- (ii) To study the academic achievement of visually impaired boys in relation to their intelligence.

## Research Methodology

Academic Achievement and Intelligence of Visually impaired boys have been examined considering the education level and income of the parents. For this study 100 visually impaired boys have been taken from three special schools in Haryana. The following statistical techniques have been used

- (i) Mean.
- (ii) Standard Deviation
- (iii) t-test.
- (iv) R.K. Ojha IQ test

## Data Analysis and Interpretation of Results

As mentioned in the methodology Academic Achievement and Intelligence of Visually Impaired Boys have been analyzed in the following tables considering their parents educational qualification and monthly income.

**Table-I: Intelligence of the visually impaired boys compared with in the group**

Intelligence	No of cases
Relatively Superior	23
Relatively moderate	50
Relatively inferior	27

From the study it was estimated that 27% of the sample were of relatively inferior intelligence, 50% of the sample were of relatively moderate and 23% were of relatively superior intelligence (Table I). Most of the visually impaired boys falls in the range relatively moderate to relatively inferior intelligence group.

**Table-II: Performance on the basis of previous three examination**

Scores in percentage	No of cases N = 100	Percentage
50% and above	70	70%
41 – 49%	29	29%
40% & below	1	1%

about 70% of the visually impaired boys are good achievers 19% are average achievers and 1% is under achievers.

**Table-III: After applying t-test**

Income ((Monthly) Group	N	Mean	t-score	Significance at 0.05 level
Below 5000	51	52.54	1.45	Not significance
Above 5000	49	55.88		

Table-III shows that scores of both groups, below 5000 and above 5000 are found with mean 52.54 and 55.88 respectively. After applying t-test, it is found that score is 1.45 which is not significant at 0.05 level of significance. It indicates that academic achievement and intelligence are not influenced by income of the family.

**Table-IV: Academic achievement and I.Q Range**

Marks obtained in %	No of cases	I.Q Range
60% and above	24	average to superior
50-59%	46	upper limit of bright dull normal to normal
40-49%	29	Lower limit of average to dull normal
40 and below	1	Dull normal

The present table – IV shows that those children who have good. I.Q. level, they also have good achievement. It means that achievement is influenced by I.Q. level.

**Table-V: Comparison between income and intelligence**

	Relatively Superior	Relatively Moderate	Relatively Inferior
Above 5000	0	42	11
Below 5000	2	31	14

In Table V it is very clear that income does not influence intelligence of a person. That is clear with the help of present table as those parents have income above 5000 their children are not relatively superior. But the other group (below 5000) has 2 children who are relatively superior.

## FINDINGS

The study was undertaken to investigate the academic achievement and intelligence of visually impaired boys in relation to parental education and income in Haryana. The findings of the study are presented below –

1. It was found that majority of Parents of visually impaired boys in Haryana have not even completed their class X. It was also found that a few of the parents of visually impaired boys have completed their graduation.
2. It was found that majority of Parents of visually impaired boys belong to the lower income group.
3. Most of the visually impaired boys fall in the range relatively moderate to relatively inferior intelligence group and found that most of the visually impaired boys are good achievers.

4. It was found that academic achievement and intelligence are not influenced by income of the family.
5. It was found that those children who have good I. Q. level, they also have good achievement. It means that achievement is influenced by I. Q. level.
6. It was found that income does not influence intelligence of a person. That is clear with the help of present table – V as those parents have income above 5000, their children are not relatively superior but the other groups (below 5000) has two children who are relatively superior.

## CONCLUSION

In brief we can say that both intelligence and academic achievement do not influenced by income and education of the parents of visually impaired boys.

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# To Study Depression among Scheduled Caste students in Relation to their School Location

Dr. Rita Rani\*

## INTRODUCTION

The word depression in common usage means sad, frustrated, fed up, bored pessimistic. Adolescents students mood are sometimes healthy reactions to life event. The mood of depressed person is much lower at his best moment, then the mood of normal person at his worst (Chandra Shekher 1985). Depression is the state of mind or more specializing a mental disorder characterized by lowering of the individual's vitality, mood, desires, hopes aspiration and self esteem. it is a feeling of powerlessness, frustration, inadequacy, guilt and loneliness. It may range from no more than a feeling of tiredness and sadness to a most profound state of apathy with complete psychotic disregarded for reality. It can affect people of any age group (Feather & Brien, 1986). Depression is associated with a constellation of psychological behavioral and physical symptoms as well (Cassane & Fava, 2002). Although the figure is not very prominent in India but it is increasing at an alarming rate. Adolescence is the most crucial stage of development in individual life. Steinberg (1996), defined adolescence as the time of growing up and moving from immaturity of childhood to maturity to adulthood. The major concerns and issues of this stage arising because of changing need of adolescents as well as their parents. Communication is one of the most crucial aspects of family and social relationships during these crucial aspects of development. Depressed children tend to be socially withdrawn and have minimal conversational skills, rare friend and long-lasting socially isolated life style (France cristoff, crimmins & Kelly, 1983).

## LITERATURE REVIEW

**Saini and Saini (2009)** conducted a study on "Effect of stress and Depression in Treatment Out Come of Alcoholics" to investigate the effect of stress and depression among 300 (150 male urban area and 150 from rural area) Litrare alcoholics patients were selected on the basic of selective quota sampling. The subject is administering Langer's Stress Scale and Beck's Depression Inventory. Intervention techniques mainly included chemotherapy, behaviour therapy individual and group counseling. To find out the relation between stress and depression and treatment outcomes among alcoholics point bi-serial correlation is computed. The finding of the study showed that individual with high stress are significantly different from those who have low stress in affective state and other psychological function.

**Sibnath and Anjana (2009)** carried out a study on " Self-Esteem of Depression Patients " and found that Depression was a strong mood involving sadness, discouragement, despair of hopelessness that lasts for weeks, months or even longer. People with depression tend to have negative and self-critical thoughts. The broad objective of the present study was to ascertain the self-esteem of depressive patients. A group of 118 depressive patients was covered in the study and they were selected from different Government and Private Health Care Centres following incidental sampling technique. Data were collected by Background information Schedule and Self Esteem Inventory.

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Three hypotheses were formulated and were verified by applying suitable statistical tests. Findings revealed that self esteem of depressive patients and normal population of same age group differed significantly ( $p < 0.01$ ) which indicate that depressive patients have low self-esteem. Again findings revealed that self-esteem of male and female depressive patients of same age group also differed significantly ( $p < 0.01$ ), which indicates that male depressive patients possess high self-esteem than those of female depressive patients Further, self esteem of depressive patients across chronicity of the disease also differed significantly ( $p < 0.01$ ) which indicate that the depressive patients who were suffering from depression for more than last one year possessed low self esteem as compared to the depressive patients who were suffering from depression for the last one year.

**Srivastava and Asthana (2009)** carried out a study on “ Role Stress and Mental Health in Working Women of Different Occupational Levels” The objectives of this study was to assess and compare mental health in three categories of working women and to find out relationship between mental health and role stress. For this purpose a sample of 150 working women [(clerks, teachers (secondary education) and lecturers (Degree college)] from various government institute of Varanasi. The age range of the sample was from 25-50 years are selected. Mental Health is measured with the help of Mental Health Inventory by Jagdish and Srivastava (1983) and to measure the Organizational Role Stress by Pareek (1983) is used. Results reveals better mental health in lecturers in comparison to teachers. A significant negative correlation ( $r = -.496$ ) reveals that working women experiencing role stress have poor mental health.

**Sharma and Yadava (2011)** conducted a study on “Parental Styles and Depression among Adolescents “. In this research, the researchers selected a total sample of 200 respondents which are taken including 100 parents and 100 adolescents (50 males and 50 females) who were studying in ix and x standard. The age range of the adolescences sample is from 14 to 16 years. Children’s Depression Inventory (CDI)-(Kovacs, 1981) tool was used for measuring the level of depression among adolescents. Printing Authority questionnaire (PAQ-R), (Rittman et.al. 2002) was used for measuring Authoritarian, Authoritative and permissive parenting styles. The data were analyzed by using Pearson’s Product Moment method of correlation and t-test for mean comparisons, the sample of parents was classified into two extreme groups’ i.e. High vs. low (mean + 1 S.D.) on the basis of their scores on parenting style and depression scores of their wards were compared The results showed that (i) Authoritarian Parenting Style has significant positive correlation with depression. (ii) Permissive Parenting style has significant negative correlation with depression (iii) there is a significant difference between males and females on measures of depression. (iv)The two extreme groups (high vs. low) showed significant difference on their depression levels.

**Venkatesan and Ravindranath (2011)** carried out a study on “Depression in Institutionalised and Non-Institutionalized Elderly”. A demographic data sheet and 28-item General Health Questionnaire was used to carry out individual interviews among the elderly. The results indicate satisfactory psychometric qualities for the GHQ-28 in this tested sample for reliability and inter-correlations of its sub-scales. The findings paint a rather grim picture of the most typical institutionalized female hailing from low socio economic status group with complaints of felt anxiety counterpart of the non-institutionalized aged familial male, preferably with the spouse, from a high socio economic status, whose scores consistently better on all health dimensions as measured in the study. The results were discussed in the light of the need and their implications for improving the quality of life of the institutionalized elderly in the contemporary Indian society.

**Cámara and Calvete (2012)** conducted a study on “The effects of early maladaptive schemas (EMS) would make students more vulnerable to symptoms of depression and anxiety” It was hypothesised that abandonment, emotional deprivation, defectiveness, and failure schemas would interact with stressful events to predict depressive symptoms. The gender differences in EMS and

depressive and anxiety symptoms, expected that sex would act as a moderator of the relationships between EMS and symptoms. Result of this study showed that the presence of EMS constitutes a vulnerability factor for both, depressive and anxiety symptoms, and this effect was also moderated by sex.

## Objectives

1. To study depression among scheduled caste students in Haryana.
2. To find out locational difference in depression among scheduled caste students in Haryana school.

## Research Methodology

To find out depression on the basis of school location in scheduled caste adolescents students in Haryana the Researcher took 400 hundred students sample from four division of Haryana comprising 200 students sample from urban schools location and 200 hundred from rural schools location. THE CHILDREN DEPRESSION INVENTORY (CDI) KOVACS, 1981 have been used to find out depression among the sample. The researcher apply mean, standard deviation and t-test for measuring locational impact on scheduled caste students in Haryana school.

## Results

The following table and graph shows the depression among scheduled caste students in Haryana schools.

### Difference Between Depression of Urban and Rural Area Scheduled Caste Adolescents

Variable	Groups	N	Mean	SD	df	t value	Significant
Depression	Urban	200	33.07	4.96	398	-1.52	Not Significant
	Rural	200	33.85	4.86			

It is clear from table that there is no significant difference in urban area and rural area students with regard to depression as t value given in table is -1.52 which is not significant. So it is clear from the differential analysis that school location has no relevance regarding occurrence of depression in scheduled caste students in Haryana schools.

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# Women's Empowerment and Judicial Activism in India

Shiv Bir Singh Yadav\*

## INTRODUCTION

The principle of equality before law and equal protection of is one of the main objectives of the Indian Constitution<sup>1</sup>. The Constitution not only grants equality but also empowers the state to adopt measures of positive discrimination. Empowerment of women means developing them as more aware individually, politically active, economically productive, socially dependent and are able to make reasonable decisions. In the era of globalization which is a process of increasing interdependence and integration of economies and societies to such an extent that an event in one part of the globe affects people in other parts of world that affect the social, economic, and political conditions of individual especially women.

## CONCEPT OF WOMEN EMPOWERMENT

Women empowerment in simple words can be understood as giving power to women to decide for their own lives or inculcating such abilities in them so that they could be able to find their rightful place in the society. According to the United Nations, women's empowerment mainly has five components:

1. Generating women's sense of self-worth;
2. Women's right to have and to determine their choices;
3. Women's right to have access to equal opportunities and all kinds of resources;
4. Women's right to have the power to regulate and control their own lives, within and outside the home; and
5. Women's ability to contribute in creating a more just social and economic order.

Women empowerment is, thus, nothing but recognition of women's basic human rights and creating an environment where they are treated as equals to men.

## NEED OF WOMEN EPOWERMENT

Need for empowerment arose due to centuries old discriminations suppression women are the suppressed lot. They are the target of varied types of violence and discriminatory practices done by men all over the world. India is no different. India is a complex country. We have, through centuries, developed various types of customs, traditions and practices which have become a part of our society's collective consciousness. Indian society consists of people belonging to almost all kinds of religious beliefs. In every religion women are given a special place and every religion teaches us to treat women with respect and dignity. But somehow the society has so developed that various types of ill practices, both physical and mental, against women have become a norm since ages. For instance, sati pratha, practice of dowry, pardapratha, female infanticide, wife burning, sexual violence, sexual harassment at work place, domestic violence and other varied kinds of discriminatory practices; all such acts consists of physical as well as mental element.

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## CONSTITUTION OF INDIA AND WOMEN EMPOWERMENT

The Constitution of India is one of the finest equality documents in the world. It provides provisions to secure equality in general and gender equality in particular. Various articles in the Constitution safeguard women's rights by putting them at par with men socially, politically and economically. The Preamble to the Constitution of India assures justice, social, economic and political; equality of status and opportunity and dignity to the individual. Thus it treats both men and women equal.

The Fundamental Rights enshrined in our Constitution provides in Article 14 ensures the right to equality. Article 15(1) specifically prohibits discrimination on the basis of sex. Article 15(3) empowers the State to take affirmative action in favor of women. Article 16 provides for equality of opportunity for all citizens in matters relating to employment or appointment to any office. These rights being fundamental rights are justiciable in court and the Government is obliged to follow the same.

Directive principles of State Policy also contains important provisions regarding women empowerment and it is the duty of the government to apply these principles while making laws or formulating any policy. Though these are not justiciable in the Court<sup>2</sup> but these are essential for governance nonetheless. Some of them are: It is the duty of the State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood equal pay for equal work for both men and women<sup>3</sup>. The State duty bound to make provision for securing just and humane conditions of work<sup>4</sup>. Fundamental duties are enshrined in Part IV-A of the Constitution and are positive duties for the people of India to follow. It also contains a duty related to women's rights: Article 51 (A) (e) expects from the citizen of the country to promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women. Through 73rd and 74th Constitutional Amendment of 1993, a very important political right has been given to women which is a landmark in the direction of women empowerment in India. With this amendment women were given 33.33 per cent reservation in seats at different levels of elections in local governance i.e. at Panchayat, Block and Municipality elections. Thus it can be seen that these Constitutional provisions are very empowering for women and the State is duty bound to apply these principles in taking policy decisions as well as in enacting laws.

## LEGISLATIVE INITIATIVES

In India there are many enactments which aim at empowerment of women.

**Indian Penal Code, 1860** provide for punishment in sale and exhibit of obscene books objections and for obscene act in public place<sup>5</sup> and deals about murder of women in connection with demand of dowry<sup>6</sup>. It provides punishment for causing miscarriage<sup>7</sup>; outraging the modesty of any women<sup>8</sup>, kidnapping for marriage against her will<sup>9</sup>. It deals about procurement of minor girls for sexual purpose<sup>10</sup>; It provides punishment for rape<sup>11</sup>. Section 494 protects women from bigamy. Section 497 deals about protection of married women from adultery. Section 498-A of Indian Penal Code deals about subjecting women to cruelty by her husband or relatives and her husband and S.509 provides punishment for uttering words and gesture or act intended to insult the modesty of a woman.

**Code of Criminal Procedure, 1973** under S. 125, Code of Criminal Procedure, a woman has got right to maintenance. **Indian Evidence Act, 1872** under sections 113(a), 113(b) and 114(c) provide for presumptions as to abetment of suicide by a married woman within 7 years of marriage, as dowry death of a woman and as to absence of consent of woman for sexual intercourse. **Hindu Adoption Maintenance Act, 1956** under section 18-A provides for obligations of husband to maintain his wife. Section 18(2) provides right of wife to live separately and S. 19 provides for maintenance of widow by her father-in-law. **Hindu Succession Act, 1956** under section 14 of the Act provides for property of female Hindu to be her absolute property. **Section 23** provides right of female legal

heirs in the dwelling house. **The Hindu Minority and Guardianship Act, 1956:**Section 6 of the Act provides for mother as a natural guardian for minors below 5 years. **The Hindu Marriage Act, 1955 under** section 13(2) of the Act provides for wife to present a petition for divorce. Section 13(b) provides equal right for wife for getting divorce by mutual consent. Section 24 of the Act provides for relief for interim maintenance and expenses. Section 25 of the Act provides for right to a wife to seek permanent alimony and maintenance and S. 26 of the Act provides right to claim custody of children. The Dowry Prohibition Act, 196; the Muslim Women (Protection of Right on Divorce) Act, 1986 and the Factories Act, 1948 are important legislations in the field of women empowerment.

## JUDICIAL ACTIVISM AND WOMEN EMPOWERMENT IN INDIA

**Vishaka v. State of Rajasthan**<sup>12</sup> Bhanwari Devi, a social worker from Rajasthan, was brutally gang-raped by five men for preventing a child marriage. Determined to seek justice, she decided to go to court. In a shocking decision, the trial court acquitted all five accused. Vishaka, a Group for Women's Education and Research, took up the cause of Bhanwari Devi. It joined forces with four other women's organizations, and filed a petition before the Supreme Court of India on the issue of sexual harassment at the workplace. The Supreme Court commissioned the Vishaka guidelines that defined sexual harassment and put the onus on the employers to provide a safe working environment for women. **Mary Roy v. State of Kerala**<sup>13</sup> Women from the Syrian Christian community in Kerala were prevented from inheriting property due to patriarchal traditions. This decree was challenged by Mary Roy, a woman's right activist and educator. After the demise of her father, she filed a case against her elder brother when she was denied equal share in the family's inheritance. Though the plea was rejected by the lower court, the Kerala High Court overruled the previous judgment. In 1986, the Supreme Court delivered a landmark judgment that granted Syrian Christian women the right to seek an equal share in their father's property. In **Laxmi v. Union Of India**<sup>14</sup>, Laxmi, an acid attack victim, filed a petition seeking measures to regulate the sale of acid and provide adequate compensation to the victim. Taking cognizance of the number of cases relating to acid attacks against women on the rise, the Supreme Court imposed stringent regulations on the sale of acid in 2013. The ruling banned over the counter sale of acid. Dealers can sell the acid only if the buyer provides a valid identity proof and states the need for the purchase. It is mandatory for the dealer to submit the details of the sale within three days to the police. It also made it illegal to sell acid to a person below 18 years. **Centre for enquiry into Health and Allied themes (CEHAT) v. Union of India**<sup>15</sup> with the advent of pre-natal diagnostic techniques that could determine the sex of a fetus, the growing trend of aborting female fetuses was observed. In a bid to curtail female feticide, the government of India issued the PNDT Act in 1996. The provisions of the PNDT Act, however, were not being effectively implemented by the state and central government. **Shamima Farooqui v. Shahid Khan**<sup>16</sup> Supreme Court held that women cannot be treated as beggars and their grace cannot be lowered in rightful claim to maintenance after divorce if the husband has since then retired from his service. In **Indian Young Lawyers Association v. State of Kerala**<sup>17</sup> the Supreme Court ordered for removal of ban on entry of women in the Sabrimala Temple and in Saraya Bano case declared triple talaq unconstitutional.

## CONCLUSION AND SUGGESTIONS

The road map for women empowerment is there but still we have miles to go on this path of empowerment. We hope that in coming years ahead women empowerment will prove its worth. Women are an integral part of a society. They play an important role in determining the destiny of a nation. It has been rightly said by Swami Vivekanand, "The Best thermometer to the progress of

nation is its treatment of women". Therefore, due recognition becomes all the more important. Every person should come forward to ensure equal status for women in all spheres of life. Building of public awareness and support system is crucial for the judicial activism to be successful.

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# Environmental Protection and Right to Religion

Dr. Rakesh Kumar\*

## INTRODUCTION

India is a welfare State governed by the Constitution which holds a place of pride in the hearts of its citizens. It lays a special emphasis on the protection and well-being of the weaker sections of the society and seeks to improve their economic and social status on the basis of Constitutional guarantees spelled out in its provisions. It recognizes that every person is entitled to a quality of life consistent with his human personality and the State has to provide at least the minimum conditions ensuring human dignity.<sup>1</sup> The right to life cannot be restricted to mere animal existence. It includes the right to live with human dignity and all that goes along with it, namely, the bare necessities of life such as adequate nutrition, clothing and shelter over the head and facilities of reading, writing and expressing oneself in diverse forms, freely movement and mixing and commingling with fellow human beings.<sup>2</sup>

## PREAMBLE OF THE CONSTITUTION AND ENVIRONMENTAL PROTECTION

Constitution has not ignored the individual but has endeavored to harmonise the individual interest with the paramount interest of the community. The preamble is an epitome of those features set out in the the Constitution. It has the stamp of deep deliberation and is marked by precision.<sup>3</sup> Our Constitution has shown profound concern for the workers and given them a pride of place in the new socio-economic order envisaged in the Preamble and the Directive Principles of State Policy. The Preamble declares that India shall be a Socialist Democratic Republic where social and economic justice will inform all the institutions of national life and there will be equality of status and opportunity for all and every endeavour shall be made to promote fraternity ensuring the dignity of the individual.<sup>4</sup>

The preamble of the Constitution of India envisions social justice as its arch to ensure life to be meaningful and livable with human dignity. The Constitution commands justice, liberty, equality and fraternity as supreme values to usher in the egalitarian social, economic and political democracy. Social justice, equality and dignity of person are corner stone of political democracy. The concept 'social justice' which the Constitution of India engrafted, consists of diverse principles essential for the orderly growth and development of personality of every citizen. "Social justice" is thus an integral part of "justice" in generic sense. Justice is the genus, of which social justice is one of its species. The aim of social justice is to attain substantial degree of social, economic and political equality which is the legitimate expectations.<sup>5</sup> "Social Justice is one of the disciplines of justice and the discipline of justice relates to the society."<sup>6</sup>

## DIRECTIVE PRINCIPLES OF STATE POLICY, FUNDAMENTAL DUTIES AND ENVIRONMENT PROTECTION

The Directive Principles of State Policy enunciated in the Part-IV of the Indian Constitution is nothing but principles of 'Raj Dharma'. They are fundamental principles of Governance of the country means the path or duty of the government.<sup>7</sup> Directive Principles are active obligations of State to

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secure social order to which social, economic, and political justice shall inform all the institutions of national life. The Directive Principles represent the socio-economic goals which our nation has to achieve.

The Directive Principles of State Policy are not enforceable but nevertheless fundamental in the governance of the country and State is bound to apply the mandates contained therein while making law.<sup>8</sup> Directive principles are intended to build the edifice of welfare State. Protection of environment is a matter of constitutional priority. Entitlement to a clean environment is one of the recognized basic human rights and human rights jurisprudence cannot be permitted to be thwarted by status quoism on the basis of unfounded apprehensions.

Initially, the Constitution contained no direct provision relating to environmental protection, But through the Constitution (Forty –second Amendment )Act, 1976, Article 48-A in the 'Directive Principal of State Policy' and a new Part IVA namely the 'Fundamental Duties' which contains Article 51-A (g), were inserted in the Constitution. Art.48-A provides that " the state shall endeavour to protect and improve the environment and to safeguard the forests and the wildlife of the country". Art. 51-A(g) says " It shall be duty of every citizen of India- to protect and improve the natural environment including forest., lakes, rivers and wildlife and to have compassion for living creatures". The Directive Principles of State Policy contained in Part IV of the constitution contains many useful provisions having close nexus and direct bearing on the environment protection.

Our judiciary while dealing with environmental issues has sought inspirations from the Directive Principles to resolve the complex problems. In *Sri Sachidanand Pandey v. State of W.B.*<sup>9</sup> a plot of land to the extent of four acres out of the land of the Zoological Gardens, Calcutta was allotted by the Government to the Taj Groups of Hotels on lease for construction of Five Star Hotel. The final decision was challenged on the ground that hotel would disturb the migrant birds visiting the region. The Supreme Court approved the Government's decision as reasoned decision with observation:

"Where an administrative action or order of the Government involves the problem of environment and the Government is

alive to the various considerations requiring thought and deliberation and has arrived at a conscious decision after taking them into account. It may not be for the Court to interfere in the absence of malafides. On the other hand, if relevant considerations are not borne in mind and irrelevant considerations influence the decision, the Court may interfere in order to prevent a likelihood of prejudice to the public.... When the Court is called upon to give effect to the Directive Principle and the fundamental duty, the Court is not to shrug its shoulders and say that priorities are a matter of policy so it is a matter for the policy-making authority. The least that the Court may do is to examine whether appropriate considerations are borne in mind and irrelevancies excluded. In appropriate cases, the Court may go further but how much further must depend on the circumstances of the case."<sup>10</sup>

Our Constitution contains no provision conferring right to wholesome environment within ambit of fundamental right. But the attempt of the Court should be to expand the reach and ambit of the fundamental rights rather than to attenuate their meanings and content by process of judicial constiuction.<sup>11</sup> Principle of interpretation requires that constitutional provision must be construed, not in narrow and constricted sense, but in a wide and liberal manner so as to anticipate and take account of changing conditions and purposes so that the constitutional provision does not get atrophied or fossilized but remain flexible enough to meet the newly emerging problems and challenges, applied with greater force in relation to a fundamental right enacted by the Constitution. The Supreme Court for the first time recognised the right to wholesome environment in *Doon Quarrying case*<sup>12</sup> by observing



that this is the first case of this kind in the country involving issues relating to environment and ecological balance and the question arising for consideration are of grave moment and significance not only to the people residing in the Mussoorie Hill range, but also in their implications to the welfare of generality of people living in the country.<sup>13</sup>

“Our national dimensions of human rights, right to life, pollution free air and water is guaranteed by the Constitution under Articles 21, 48-A and 51-A(g), it is the duty of the State to take effective steps to protect the guaranteed constitutional rights. These rights must be integrated and illumined by the evolving international dimensions and standards, having regard to our sovereignty... The laws so made may provide for conditions for granting licence to Transnational Corporations, prescribing norms and standards for running industries on Indian soil ensuring the constitutional rights of our people relating to life, liberty, as well as safety to environment and ecology to enable the people to lead a healthy and clean life.”<sup>14</sup>

## **RIGHT TO FREEDOM OF RELIGION AND ENVIRONMENT PROTECTION**

The Constitution of India ensures “Liberty of thought, expression, belief, faith and worship”<sup>15</sup> and thus, concept of secularism is implicit in it. Secularism is neither ante-God nor pro-God, as it treats alike the devout, agnostic and the atheist.<sup>16</sup> It guarantees equality in the matter of all individuals and groups irrespective of their faith emphasizing that there is no religion of the State itself.<sup>17</sup> Articles 25 and 26 should be read together. The right guaranteed by Article 25 is an individual right as distinguished from an organised body like the religious denomination or any section thereof dealt with by Article 26. Both these articles protect matters by religious doctrine or belief as well as acts done in pursuance of religion - rituals, observances, ceremonies, and mode of worship. These Articles embody the principles of religious tolerance and the secular nature of Indian democracy.<sup>18</sup>

Article 25 of the Constitution provides freedom of conscience and free profession, practice and propagation of religion which is subject to public order, morality, and health and to the other provisions of Part III of the Constitution. Article 26 confers certain rights on religious denominations. The word ‘denomination’ means a collection of individuals classed together under the same name; a religious sect or body having a common faith and organization and designated by a distinctive name. In order to constitute a religious denomination, therefore, three conditions are i.e. (a) it must be a collection of individuals who have a system of beliefs or doctrines which they regard as conducive to their spiritual well-being; (b) a common organisation; and (c) designation by a distinctive name. Every religious denomination has right to manage religious affairs which include every practice which is regarded by the community as part of its religion. Such practice must be essential and integral part of the said religion.<sup>19</sup> A religious denomination enjoys complete autonomy in matter of laying down essential and integral part of the said religious organisation.<sup>20</sup>

## **JUDICIAL APPROACH**

Religious freedom and environmental protection are two different concepts. The Constitution of India provides all citizen the right to freedom of speech and expression<sup>21</sup> with the reasonable restrictions<sup>22</sup>. If this article is interpret with respect to religious freedom even no religion prescribed that prayer should be performed by disturbing the piece of other nor it preach that they should be through voice amplifiers or beating of drums. So, the right to religion is subject to “public order, morality and health” and no religion prescribes or preaches that prayers are required to be performed through voice amplifier or beating drums. It is well-settled that the right to propagate one’s religion means the right to communicate a person’s belief to another or to expose the tenets

of that faith. In *Maulana Mufti Syed Md. Noorur Rehman Barkati V State of West Bengal*<sup>23</sup> the question was whether the right to propagate religion includes the right to use loudspeakers and microphones for the purpose of chanting religious tenets or religious texts and/or the indiscriminate use of microphones or loudspeakers during religious performance in the society? The Calcutta High Court observed:

“Azan is certainly an essential and integral part of Islam but use of microphones and loudspeakers are not an essential and an integral part. Microphone is a gift of technological ages, its adverse effect is well felt all over the world. It is not only a source of pollution but it is also a source which causes several health hazards. Traditionally and according to religions order, Azan has to be given by the Imam or the person in-charge of the Mosques through their own voice, this is sanctioned under religious order. Azan is not a form of propagation but it is an essential and integral part of religion to meet at the prayer from a call being made through Azan.”<sup>24</sup>

In *Chairman, Guruvayur Devaswom Managing Committee, Guruvayur V Superintendent of Police, Thrissur*<sup>25</sup> the court allowed the use of horn type loudspeakers to control and regulate the movement of devotees and pilgrims during the Sabarimala season subject to the condition laid down by the Pollution Control Board. The Court preferred cone-type loudspeakers because its efficiency is limited to human speech. The only restriction stated was that loudspeakers should be maintained at a height of 3 meters above the ground level, because there would be no noise pollution in using the horn type loudspeaker so far as Guruvayur Temple premises was concerned.<sup>26</sup>

In *Bijayananda Patra V District Magistrate, Cuttak*<sup>27</sup> the Orissa High Court held that Art. 25 of the Constitution protect the freedom of conscience and free profession, practice and propagation of religion. This right is made subject only to public order, morality and health. Since this right is subject to health, the noise caused by loudspeakers can be prohibited in the interest of health, but, then again, the nexus between noise and health will have to be judicially established. But these reasonable restrictions do not curtail the fundamental right of the people. But at this point, it would be pertinent to mention that right to use sound amplifiers or loud speaker is not fundamental right either within ambit of Art. 19(1)(a) or Art. 25 of the Constitution.

In *Church of God (Full Gospel) in India V. K.K.R. Majestic Colony Welfare Association*<sup>28</sup> the Supreme Court has frowned upon the noise pollution in the name of religion. A Bench, comprising Justice M.B. Shan and Justice S. N. Phukan, dismissed the appeal of Chennai based Church of God(Full Gospel) in India against the Madras High Court order that directed necessary action against vehicles honking loudly and making the church “to keep the noise level of speakers at a lower pitch. A residents’ welfare association had sought the high court direction to the local police and the pollution control authorities to restrain the church from using loudspeakers, drums and other sound producing instruments while reciting prayers. Such activities, the petition said, caused noise pollution and disturbance in the normal life. The question involved was that in a country having multiple religious and numerous communities or sects, whether a particular community or sect of that community can claim right to add to noise pollution on ground of religion? The Supreme Court held:

“Undisputedly no religion prescribes that prayers should be performed by disturbing the peace of others nor does it preach that they should be through voice-amplifiers or beating of drums. In our view, in a civilized society in the name of religion, activities which disturb old an infirm persons, students, or children having their sleep in the early hours or during day-time or other persons carrying on other activities cannot be permitted.”<sup>29</sup>

The Important question rose before the court was - whether the appellant could be permitted to violate the provisions of the Environment (Protection) Act, 1986 and add to the noise pollution? The Court held that:

“..... to claim such a right itself would be unjustifiable. In these days, the problem of noise pollution has become more serious with the increasing trend towards industrialization, urbanization and modernization and is having many evil effects including danger to the health. It may cause interruption of sleep, affect communication, loss of efficiency, hearing loss or deafness, high blood pressure, depression, irritability, fatigue, gastro-intestinal problems, allergy, distraction, mental stress and annoyance etc. This also affects animals alike. The extent of damage depends upon the duration and the intensity of noise. Sometimes it leads to serious law and order problem. Further, in an organized society, rights are related with duties towards others including neighbors.”<sup>30</sup>

## CONCLUSION

Undoubtedly, right to the freedom of speech and expression is not absolute fundamental right. Nobody can create nuisance in the name of fundamental right. While one has a right to speak at the same time other has a right to leisure. Nobody can be compelled to listen and nobody can claim that he has a right to make his voice trespass into the ears or mind of others. If anyone increases his volume of speech and that too with the assistance of artificial devices so as to compulsorily expose unwilling persons to hear a noise raised to unpleasant or obnoxious levels then the person speaking is violating the right of others.

In the absence of an adequate regulatory framework specific to noise pollution, the status quo has been determined partly by the interpretation of other laws. Important among these have been **Article 19** of the **Constitution**, which guarantees the fundamental right to freedom of speech and expression, and **Article 25**, which protects the free profession of one's religion. The use of a loudspeaker, or setting off fire-crackers, has assumed the status of a fundamental right by virtue of these two articles. Municipal bye-laws regulating their use have been enacted, but must take care not to limit the freedoms afforded by the articles. Also, unless the connections between noise and health are first judicially established, prohibitions against their use are difficult to pass. The judiciary has nonetheless weighed in on questions of noise pollution

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# Digital Financial Literacy in India

Anoop Yadav\*

## ABSTRACT

Digital literacy is defined as a person's ability to use cognitive and technical skills to appropriately use technology in its various forms to locate, assess and interpret information. While due importance is now being given to the educational aspects of digital literacy, financial digital literacy is also a very important aspect of our everyday lives. A short cross sectional questionnaire based study was carried out to assess the digital literacy and smartphone usage amongst 40 urban middle SES individuals from Bareilly (U.P.), India. It aimed to find out the usage pattern of these individuals (both male and female) from middle SES urban households and evaluate the impact of Digital India initiatives on their day to day lives. The findings indicate that the Government of India's Digital India dream is still a long way from being achieved. A lot more needs to be done to bring this Digital India initiative to the masses, especially the poor and the rural masses.

## INTRODUCTION

The word "literacy" alone generally refers to reading and writing skills, but when the word "digital" is added before it, the term encompasses much, much more. Technology has become an ever-present part of our lives. Almost everyone is required to use technology in some capacity, whether it's to achieve academic goals or complete their job functions. In order for students to fully engage in the learning process and prepare for the future, it is imperative for them to achieve digital literacy. Digital literacy is defined as a person's ability to use cognitive and technical skills to appropriately use technology in its various forms to locate, assess and interpret information. A person who has achieved digital literacy is able to use technology to convey information to others and collaborate and contribute to their own learning. Digital literacy is a broad term that includes various aspects such as basic computer skills, social digital literacy, educational digital literacy, financial digital literacy etc. While due importance is now being given to the educational aspects of digital literacy, financial digital literacy is also a very important aspect of our everyday lives.

The rapid adoption of technology and the Internet has enabled thousands of Indians to become part of a global community. But, there is also a widening gap between those with access to these tools, and those without the ability or means to do so. With the revolution in the Information and Communication Technologies (ICTs), much has changed for the Indian middle and upper classes. Technological changes are defining and refining society, reshaping it in the most fundamental – and yet unexpected – ways. Living in a digitally unequal world, we need to think about the poverty that digital deprivation may be bringing to the underprivileged and impoverished in our country. Digital channels like Facebook will give the poor, like the rich, a social identity and personality. Google can help the disadvantaged book railway tickets, find a

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doctor, or just simply tutor themselves. Technology can tremendously help those sections of the underprivileged who are self-employed or run small businesses, connecting them with markets and customers. Technology can help eliminate middlemen, and give sellers direct access to buyers, something that can be valuable for farmers and small-scale producers. Various social and economic contexts can be improved with the use of technology. The Government of India has launched Digital India to transform India into a digitally empowered society and knowledge economy. Unfortunately, the benefits of these digital initiatives will remain limited to the urban and middle and upper classes of society. The National Sample Survey Organization (NSSO) found in 2014 that 94 per cent people in rural India do not own a computer. We need to spread digital literacy in rural India. Out of 168 million rural households, as many as 120 million households do not have computers and are unlikely to have digitally literate persons. There is a need to address the lack of digital literacy, especially financial literacy, among the urban poor and the majority of rural Indian populations. Lack of awareness of digital financial literacy, especially among the rural population is a major challenge in the country, more so in light of the Government's recent demonetization and plans to make India a cashless economy. There is an urgent need to create awareness among the citizens, especially in rural and semi-urban areas regarding basics of digital finance services.

A short cross sectional questionnaire based study was carried out to assess the digital literacy and smartphone usage amongst 40 urban middle SES individuals from Bareilly (U.P.), India. It aimed to find out the usage pattern of these individuals (both male and female) from middle SES urban households and evaluate the impact of Digital India initiatives on their day to day lives.

## Objectives

The study was carried with the following objectives in mind:

- To study the digital usage pattern among urban middle SES individuals
- To study the digital usage pattern among urban middle SES males
- To study the digital usage pattern among urban middle SES females

## Method

The researcher opted for a short cross sectional questionnaire based study to assess the digital literacy and smartphone usage amongst urban middle SES individuals from Bareilly (U.P.), India.

## Sample

A purposive sample of 40 urban middle SES individuals from Bareilly (U.P.), India was chosen for the present study.

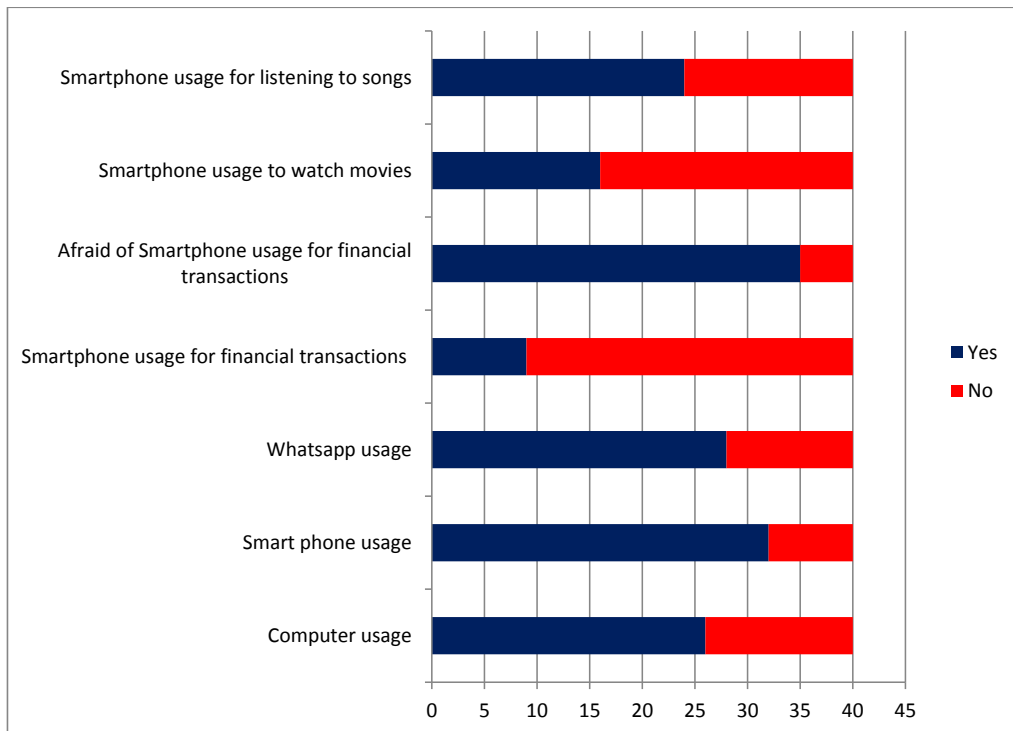
## Tool

A self developed short questionnaire with 7 items requiring 'Yes', 'No' responses was used to collect the relevant data for the present study.

**Table-1: Overall digital usage pattern**

Item	N	Yes	No	%
Computer usage	40	26	14	65
Smart phone usage	40	32	8	80
Whatsapp usage	40	28	12	70
Smartphone usage for financial transactions	40	9	31	22.5
Afraid of Smartphone usage for financial transactions	40	35	5	87.5
Smartphone usage to watch movies	40	16	24	40
Smartphone usage for listening to songs	40	24	16	60

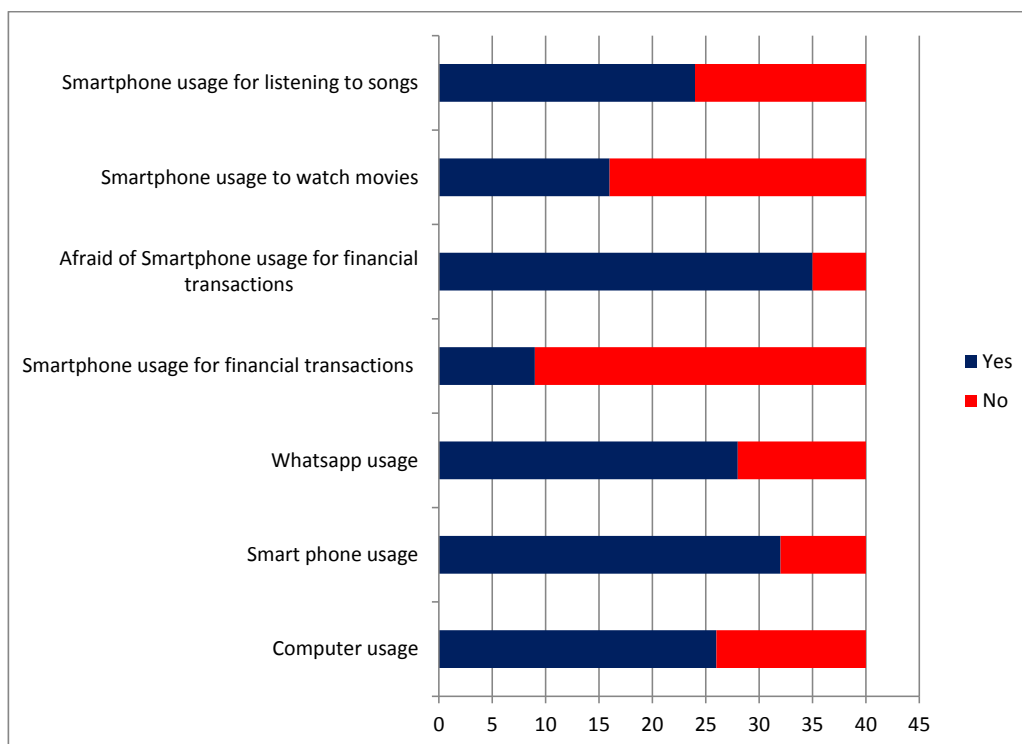
The contents of Table 1 indicate that among all the people surveyed in the present study, 65% people were familiar with computer usage while 80% were familiar with smartphone usage. While 70% of the people surveyed in the present study used Whatsapp but only 22.5% used smartphones for financial transactions. 87.5% people surveyed in the present study expressed fear regarding using smartphones for financial transactions. Out of the people surveyed in the present study, 40% used smartphones for watching movies and 60% for listening to songs.

**Figure 1: Overall digital usage pattern**

**Table-2: Overall digital usage pattern among males**

Item	N	Yes	No	%
Computer usage	29	18	11	62.07
Smart phone usage	29	23	06	79.31
Whatsapp usage	29	21	08	72.41
Smartphone usage for financial transactions	29	09	20	31.03
Afraid of Smartphone usage for financial transactions	29	25	04	86.20
Smartphone usage to watch movies	29	12	17	41.37
Smartphone usage for listening to songs	29	17	12	58.62

The contents of Table 2 indicate that among all the males surveyed in the present study, 62% were familiar with computer usage while 79% were familiar with smartphone usage. While 72% of the people surveyed in the present study used Whatsapp but only 31% used smartphones for financial transactions. 86% males surveyed in the present study expressed fear regarding using smartphones for financial transactions. Of the males surveyed in the present study, 41 % used smartphones for watching movies and 59% for listening to songs.

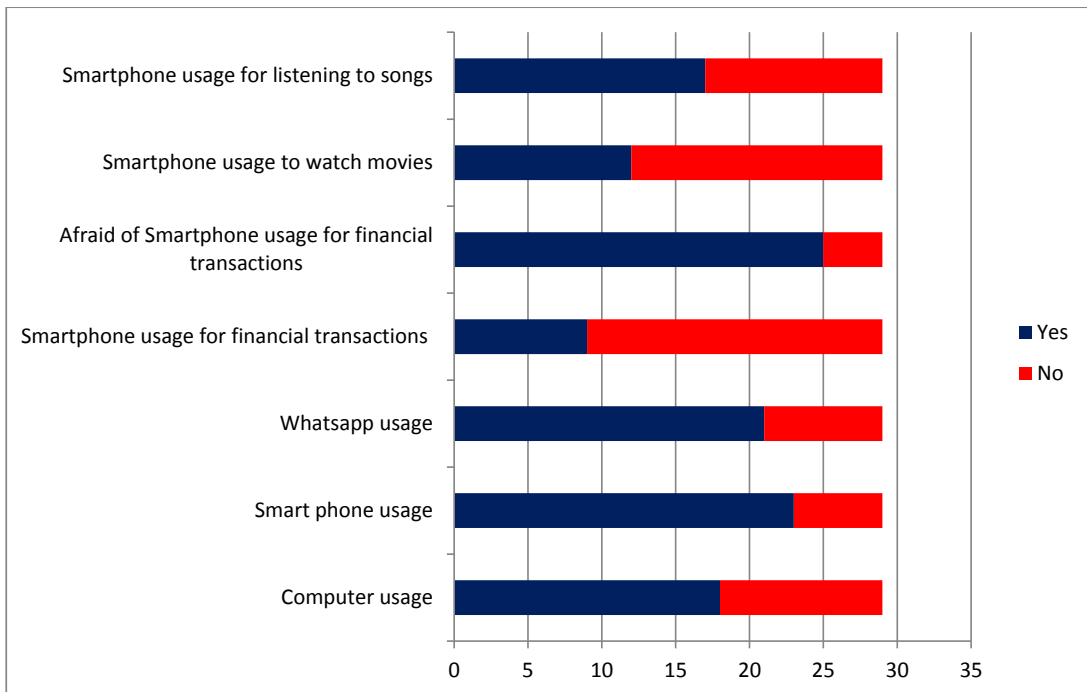
**Figure 2: Overall digital usage pattern among males**



**Table-3: Overall digital usage pattern among females**

Item	N	Yes	No	%
Computer usage	11	08	03	72.72
Smart phone usage	11	09	02	81.81
Whatsapp usage	11	07	04	63.63
Smartphone usage for financial transactions	11	1	10	9.09
Afraid of Smartphone usage for financial transactions	11	10	01	90.90
Smartphone usage to watch movies	11	04	07	36.36
Smartphone usage for listening to songs	11	07	04	63.63

The contents of Table 3 indicate that among all the females surveyed in the present study, 73% were familiar with computer usage while 79% were familiar with smartphone usage. While 64% of the females surveyed in the present study used Whatsapp but only 9% used smartphones for financial transactions. 86% females surveyed in the present study expressed fear regarding using smartphones for financial transactions. Of the females surveyed in the present study, 36% used smartphones for watching movies and 64% for listening to songs.

**Figure 3: Overall digital usage pattern among females**

## CONCLUSIONS

The findings of the study reveal the following:

- Only 65% of the people surveyed know how to use computers
- 80% of the people surveyed know how to use smartphones
- 87% of the people surveyed are afraid to use smartphones for financial transactions
- Only 22 % of the people surveyed use smartphones for financial transactions

These findings indicate that the Government of India's Digital India dream is still a long way from being achieved. A lot more needs to be done to bring this Digital India initiative to the masses, especially the poor and the rural masses.

# Physical Characterization of Some Transition Metal Complexes

Dr. B.N. Subhas\*

## ABSTRACT

The analytical and spectroscopic data suggest a square planar geometry for Cu(II) and Ni(II) complexes and an octahedral geometry for the Co(II) complex. The ligand and their metal complexes were screened for antibacterial activity against bacteria by the agar well diffusion method. In addition, the antioxidant activities of the complexes were also investigated through their scavenging effect on radicals. The obtained value of the activity for the copper complex and that of the activity for the copper complex were higher than the values obtained for the other compounds.

**Keywords:** Schiff base; central metal ion activity.

## INTRODUCTION

A complex compound consists of a central metal ion surrounded by molecule or ion, which are capable of donating electron pair to the vacant orbital's of the metal ion. Transition metal cations have either empty or partially filled (n-1) d orbital's. At the same time their ionic potential value i.e.; charge/radius value is comparatively high. That is why they are most competent to accept lone pair of electrons donated by ligands and thus the most favorable situation for complex formation is correct on the basis of electron accepting character. Transition metal has been placed into three different classes by Ahrland, Chalt and Davis. 'a' class metal forms more stable complexes with ligand having first row elements (N, O and F) as coordinating atom than second row elements (P, S and Cl). So ligand atoms may be arranged in stability order as follow on the basis of class 'a' metal ions behavior:-

N>>P>AS>Sb  
O>>S>Se>Te  
F>Cl>BR>I

The behaviors of class 'b' metal ions are somewhat more complicate. The reactive stability of class 'b' metal ions are almost reversed to class 'a'. The stability order of ligand atoms on the basis of class 'b' behavior may be given as:-

N>>P>AS>Sb  
O>>S<<Se~Te  
F<Cl<BR<I

In addition these are also border line acceptors for which stability constants do not display either class 'a' or 'b' behavior uniquely. They may behave either like class 'a' or like class 'b' metals. Subsequently, their behavior is said to be "Border line behavior" and they are termed as "Border line metal" or "Intermediate metals".

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The table 1 given below shows metal ions of different classes:-

**Table 1**

**1. Class 'a' metal ions:-**

Alkali metals, alkaline earth metals, alkaline earth metal and lighter transition metals in higher oxidation states such as  $Ti^{+4}$ ,  $Cr^{+3}$ ,  $Fe^{+3}$ ,  $Co^{+3}$  and the hydrogen ion,  $H^+$ .

**2. Class 'b' metal ion:-**

Heavier transition metals in lower oxidation states such as  $Cu^+$ ,  $Ag^+$ ,  $Hg^+$ ,  $Hg^{+2}$ ,  $Pd^{+2}$ ,  $Pd^{+2}$  and  $Pt^{+2}$ .

**3. Border line metal ions:-**

$Mn^{+2}$ ,  $Fe^{+2}$ ,  $Co^{+2}$ ,  $Ni^{+2}$ ,  $Cu^{+2}$ ,  $Zn^{+2}$

Generally complexes of class 'b' metal ions are characterized by relatively low oxidation states and filled or nearly filled d-orbital. These are just the conditions which favour the formation of bonds by donation of electrons from metal d-orbital's to the empty orbitals of ligand of symmetry. 'b' class metals have been further classified in to three categories by Jorgensen:-

(i) Metals with low oxidation state.

(ii) Metals with certain high oxidation state.

(iii) Metals showing 'b' class character in intermediate state.

Metal ions and ligands also been classified by Pearson on the concept of 'hard and soft' acids and bases. According to Pearson a hard acid is a type (a) metal ion and a hard base is a ligand such as ammonia or the fluoride ion. Soft acid is a type (b) metal ion and a soft base is a ligand such as phosphate or iodide ion.

Hard metal ions are those which resemble the proton in their attachment to ligand. These are small in size bearing after high charge and have no valence shell electrons which are easily distorted or removal.

Similarly, ligands have also been classified in to two classes:-

a) Ligands, which are smaller and slightly polarizable are hard.

b) Ligands which are larger and more polarizable are said to be soft.

Pearson has suggested a simple rule (Sometimes called Pearson's Principle) for predicting the stability of complexes formed between acids and bases: Hard acid prefer to bind to hard bases and Soft acids prefer to bind to soft bases. However, a cation which is classified as relatively a hard acid, or indeed, one which is regarded as border line metal ion, may be made either soft by the co-ordination of a hard ligand. In the Table-2, given below metal ions and ligands have been classified as hard or soft acids and bases.

**Table-2**

**Hard acids:-**

$H^+$ ,  $Li^+$ ,  $Na^+$ ,  $K^+$ ,  $Be^{+2}$

**Soft acids: -**

$u^{+1}$ ,  $+1$ ,  $u^{+1}$ ,  $+1$ ,  $H^{+1}$ ,  $d^{+2}$ ,  $H^{+2}$ ,  $Pd^{+2}$ ,  $Pt^{+2}$ ,  $Pt^+$ ,  $\pi$ -acceptor :-  
nitrobenzene,  $Ho^+$ ,  $Ro^+$ ,  $Rs^+$ ,  $e^+$ ,  $2$ ,  $^+O$ , B, N, RO, RO<sub>2</sub>

**Border line acids: -**

$n^{+2}$ ,  $n^{+2}$ ,  $Pb^{+2}$ ,  $e^{+2}$ ,  $O^{+2}$ ,  $Ni^{+2}$ ,  $u^{+2}$ ,  $Ru^+$ ,  $Os^{+2}$ ,  $b^+$ ,  $Bi^+$ ,  $R^+$ ,  $^+$ ,  $No^{+2}$ ,  $O_2$ ,  $RO^+$ ,  $6H_5^+$ , aH.

**Hard bases:-**

$H_2O$ ,  $R_2O$ ,  $ROH$ ,  $NH$ ,  $RNH_2$ ,  $OH^-$ ,  $OR^-$ ,  $-$ ,  $O^-$ ,  $NO^-$ ,  $HOO^-$ ,  $O^{-2}$ ,  $O^{-2}$ ,  $PO^-$ .

**Soft bases: -**

$R_2$ ,  $RH$ ,  $RP$ ,  $RS$ ,  $R^-$ ,  $\cdot N^-$ ,  $N^-$ ,  $H^-$ ,  $R^-$ ,  $2O^{-2}$ .

**Border line bases:-**

P, B<sup>-</sup>, N<sup>-</sup>, NO<sub>2</sub><sup>-</sup>, O<sup>-2</sup>, N<sub>2</sub>.

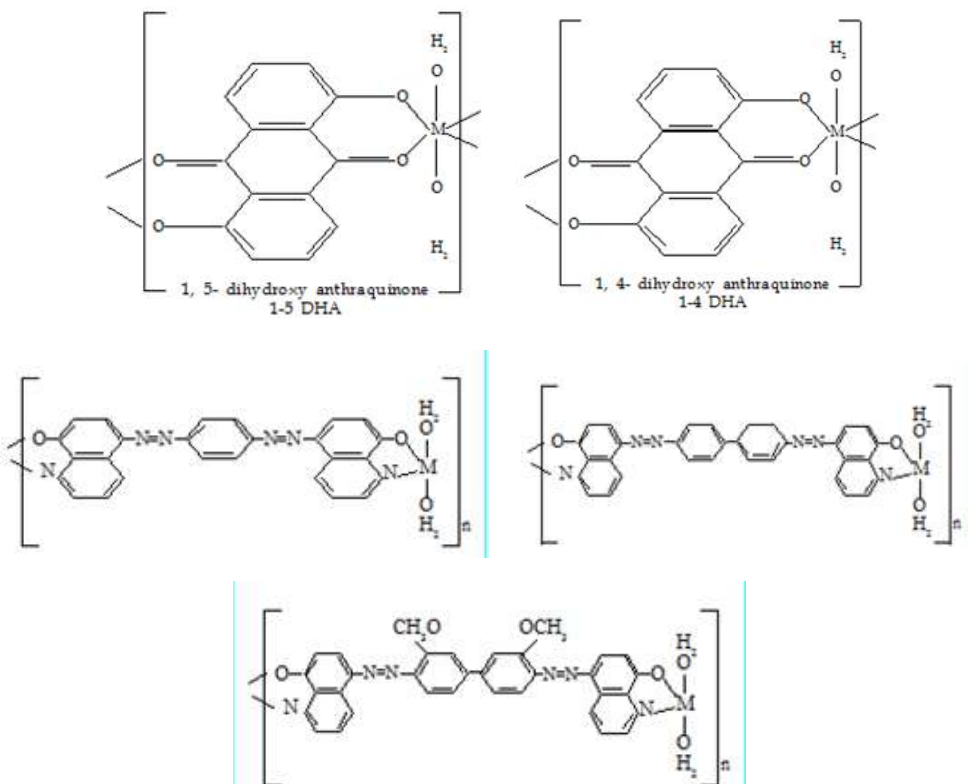
In the present investigation the co-ordinating ability of Cr<sup>+3</sup>, Co<sup>+2</sup>, Ni<sup>+2</sup>, Cu<sup>+2</sup>, Zn<sup>+2</sup>, Cd<sup>+2</sup> and Hg<sup>+2</sup> metal ions with Oxygen. Nitrogen containing schiff's base ligand will be ascertained on the basis of HASAB principle.

In recent years study of co-ordination polymers which was systematically initiated nearly four decades ago is now regarded as one of the developing frontier areas of co-ordination polymers are as surface coatings on the metal ion and glasses, adhesives, high temperature lubricants, electrical insulators, semi-conductors, heat shields for artificial satellite and space ships, nose canes of missiles, constructional materials in aerospace industry and space vehicle and in various other projects. Attempts are also being made to polymer fiber with special properties and has been successfully tried for communication system in some countries.

The synthesis of co-ordination polymer is usually achieved by one of the following procedures:-

- (i) A metal complex may yield a polymeric material during its formation due to the favorable donor groups present in the ligands.
- (ii) The ligand itself be a performed organic polymer to which a metal ion may suitably be coordinated and
- (iii) A metal ion may be co-ordinated with a ligand and the monomeric metal complex reacted with another organic compound to form a polymeric complex.

Some of the novel types of organic monomers which are used for polymerization with metal ion are shown below.



## INFRARED SPECTROSCOPY

The infrared spectroscopy has been used widely and extensively for finding out the mode of linkage, structural and geometrical, isomerism, metal ligand vibration and force constant in coordination complexes.

The spectral range of infrared spectroscopy extends broadly from  $12500\text{ cm}^{-1}$  to  $10\text{ cm}^{-1}$ . The region extending from  $12500\text{ cm}^{-1}$  to  $4000\text{ cm}^{-1}$  is called near infrared and that extending from  $200\text{ cm}^{-1}$  to  $10\text{ cm}^{-1}$  is known as far infrared. The middle IR region from  $4000\text{ cm}^{-1}$  to  $200\text{ cm}^{-1}$  is most important for the structural determination purposes. The region from  $910\text{ cm}^{-1}$  to  $1430\text{ cm}^{-1}$  contains many absorption bands caused by bending vibrations in a molecule rather than stretching vibrations. This region of the spectrum is particularly rich in absorption bands and shoulders. For this region it is called finger print region.

In infrared spectroscopy, it is generally found that additional absorption bands may occur because of the presence of

1. Overtones that occur with greatly reduced intensity.
2. Combination bands (the sum of two or more different wave numbers for fundamental vibration) and.
3. Different band (the difference of two or more different wave numbers for fundamental bands)

However, the study of infrared spectroscopy is applied to the structural elucidation of complexes, it is based on the fact that when a ligand is coordinated to the metal ion during coordination, at least one additional atom is introduced into the ligand's vibrating system.

So, the infrared spectrum of a Co-ordinated ligand will certainly be different from that of the ligand. This change in infrared spectrum may possibly be correlated to the geometry of the complex.

Four techniques are generally employed for preparing solid samples.

IR of the Schiff base complexes under investigation have been taken by "Nuzol mull technique". In this technique the finely ground solid sample is mixed with Nujol (mineral oil) to make a thick paste which is then made to spread between IR transmitting windows. This is then mounted in a path of infrared beam and the spectrum is run. Although Nujol is transparent throughout IR region, yet it has the absorption maxima at  $2915$ ,  $1462$ ,  $1376$  and  $719\text{ cm}^{-1}$ . When IR spectrum of a solid sample is taken in Nujol mull absorption bands of the sample that happens to coincide with the absorption bands of the Nujol mull will be hidden, but other will be clearly seen in the IR spectrum. The solid sample in Nujol has to be used in combination with hexachlorobutadiene which absorbs in the region  $1630$ - $1510$ ,  $1200$ - $1140$  and  $1010$ - $760\text{ cm}^{-1}$ . As the absorption bands of Nujol mull and hexachlorobutadiene appear in different regions, their use in combination permits the recording of IR spectrum.

## Electronic spectra

The energy required for the excitation of a molecule from its electronic ground state to an electronic excited state corresponds to absorption of radiation in the visible or ultraviolet region of the spectrum. This is broadly known as "Electronic Spectra". Since change in electronic energy involves relatively large quanta so there are simultaneous change in the vibrational and rotational energy of the molecule. Subsequently broad absorption bands are produced in electronic spectrum. The spectral range of electronic spectra extends from above  $50,000\text{ cm}^{-1}$  to  $13,000\text{ cm}^{-1}$ . The region between  $25,000\text{ cm}^{-1}$  to  $13,300\text{ cm}^{-1}$  corresponds to visible region, the region between  $50,000\text{ cm}^{-1}$  and  $25,000\text{ cm}^{-1}$  is called 'near-ultra-violet region' and the region above  $50,000\text{ cm}^{-1}$  is called the far (or vacuum) ultra-violet region. The absorption in visible range is relatively weak and is associated with transitions largely localized on the metal atom. Such transitions are said to be d-d transition.

Absorptions in ultra-violet region produce intense bands. Such absorptions are associated with the transfer of an electron from one atom to another; therefore bands in this region are generally termed as charge transfer bands.

## Magnetic Susceptibility

For the determination of magnetic susceptibility of a substance, a method was advanced by Gouy which is known after his name "Gouy's method"

The apparatus consists of an electromagnet and a seminicro balance. Gouy tube is made of soda glass with smooth and uniform internal diameter.

## Infrared Spectra

Infrared spectra of the complexes the type,  $M(HL)_2 Cl_2$  ( $M=Ni^{2+}$ ,  $Co^{2+}$ , and  $Cu^{+2}$ ) &  $HL=L_1, L_2, L_3$  &  $L_4$ ) have been recorded in the frequency region  $4000$  to  $400\text{ cm}^{-1}$  and vibrational bands of structural significance are recorded in tables 2, 3 and 4 and have been analysed for elucidation of their structures and bonding. Although the infrared spectra of all the complexes are quite complex, structurally important vibrational bands such as; (O-H) stretch, N-OH scissoring,  $C\cdots N$  stretch and N-O stretch are quite discernible and provide unequivocal evidences concerning the nature of bonding of the ligands with the metal ions. Apart from this, it is striking to note on comparison of the spectra that important features of the spectra within one type of complexes resemble each others and can be clearly discriminated from other types.

The infrared spectra of 2-hydro-ximinobutane-2-one show a group of two bands located respectively at  $3410$  and  $3350\text{ cm}^{-1}$  which are fairly broad and strong implying hydrogen bonded structure involving the N-OH group. In the present series of complexes, the above assignment gains further from the fact that in the inner complex salts of the type,  $CuL_2$  and binuclear copper (II) complexes of the type,  $CuL_2CuX_2$ , these bands fully disappear wherein the N-OH bands have been broken down and the ligands occurs as integrative charged ions.

The spectra of the complexes of the type,  $M(HL)_2Cl_2$  and ligand show an absorption band of medium intensity at about  $1680\text{ cm}^{-1}$  while the common aspects of all the spectra of other types of complexes i.e.  $CuL_2$  and  $CuL_2CuX_2$ , is the disappearance of this band from this position. These characteristic features lead us to believe that this band arises due to N-OH deformation vibrations. Earlier studies on acetyl-acetone dioximate metal chelate containing the ligands in the neutral form show the N-OH deformation vibrations around  $1700\text{ cm}^{-1}$ . This band disappears from the spectra of the inner complex salts<sup>5</sup>.

The spectra of ligand as well as of the metal complexes in the frequency region  $1650$ - $900\text{ cm}^{-1}$  are most valuable for the elucidation of structure and bonding. In the spectra of all the metal complexes there appear two sharp bands of medium to strong intensity at about  $1600\text{ cm}^{-1}$  and  $1500\text{ cm}^{-1}$  respectively. Considering their sharpness and intensity, they have been assigned to the  $C\cdots N$  stretching vibration.

As structures of the ligands would show, the ligands contain two kinds of  $C\cdots N$  groups relating to aromethine and oxime groups. The locations of these bands near  $1600\text{ cm}^{-1}$  and  $1500\text{ cm}^{-1}$  clearly manifests that the vibrational energies of these groups are significantly different from each other. Analysis of the available data on structurally related molecules such as:  $H_2\text{dmg}$  and Schiff bases leads us to assign the high frequency and low frequency bands respectively to azomethine and oxime  $C\cdots N$  groups. The  $C\cdots N$  stretching band due to  $C=N-OH$  group in  $H_2\text{dmg}$  appears at  $1450\text{ cm}^{-1}$  which shifts to a higher frequency region in the trinuclear dimethylglyoximate complexes and appears in the region  $1590$ - $1550\text{ cm}^{-1}$  giving further support to the above assignme. Besides

these two bands, three additional bands have been observed, which are characteristic of phenyl ring vibrations. They are located near  $1580\text{ cm}^{-1}$ ,  $1570\text{ cm}^{-1}$  and  $1440\text{ cm}^{-1}$  usually phenyl ring is characterized by four bands the additional band appearing at  $1500\text{ cm}^{-1}$  which might have overlapped with the  $\nu\text{C}\cdots\text{N}$  band. Out of above mentioned three bands, first and last two bands are of medium intensity whereas second band is very weak and appears in the forms as a shoulder. These bands are much less affected in the metal complexes.

It is conspicuous to observe that in the series of the metal complexes of the type,  $\text{CuL}_2$ , while the high frequency  $\text{C}\cdots\text{N}$  band has shifted to a lower frequency region, the low frequency oxime  $\text{C}\cdots\text{N}$  band has undergone a blue shift. These changes in the infrared absorptions appear to be caused by change in electronic environment on account of coordination with the metal ions. It is believed that the oxime ligands are bonded to the metal ions with both of the imines and oxime nitrogen atoms by donating their non-bonding electron pairs with the simultaneous metal ligand p- electron interactions. These spectral features lead us to conclude that the ligands and their inner complex salts of the type  $\text{CuL}_2$  have structure.

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# Depleting Water Resources in Uttarakhand: A Case Study of Urgan Valley at District Chamoli

Dr. Shivchand Singh Rawat\*

## INTRODUCTION

Today climate change is a major problem, which facing our planet. There is increasing of green house gases like carbon dioxide, methane, nitrous oxide, water vapour, CFCs, etc, due to global warming. Global warming is increasing day to day, and consequently every part of world is affected its impact. Himalaya also affected its impact. The Himalayan region represents one of the most dynamic and complex mountain systems and extremely vulnerable to global warming. The Himalayan Mountains are important sources of water to the Indo-Gangetic plains through the perennial glacier fed rivers. During Pleistocene era (2 million years ago) glaciers occupied about 30% of the total area of the Earth as against 10% at present. At high elevations in the Himalaya, an increase in temperature could result in faster recession of glaciers and an increase in the number and extent of glacial-lakes, many of which have formed in the past several decades. The rapid growth of such lakes could exacerbate the danger from glacial lake outburst floods, with potentially disastrous effects. The studies of many Himalayan glaciers indicate that most glaciers are retreating discontinuously since post glacial time due to increasing temperature. A study indicates that the mean annual temperature in the Alaknanda valley (western Himalaya) has increased by 0.15<sup>o</sup>c during 1960-2000 AD.<sup>1</sup>

Water is a vital resource, necessary for all aspects of human and ecosystem survival and health. In recent years new alarms have been sounded about growing water scarcity and contamination and the likely inability to meet the water requirements of rapidly growing populations. While the Himalayan Mountains are important sources of water to the Indo-gangetic plains through the perennial glacier fed rivers. Water is precious gift of nature and indispensable for the survival of all forms of life. Its use is as old as human civilization itself. The Harappa civilization developed in this continent during 2500-1500 BC, because of water only. There is three quarters of the world is covered with water, but most of it is saline. The saline water present in the earth is 97% out of the rest 2% is ice and only 1% is potable.<sup>2</sup> It is therefore essential to save water for the future generation. In recent years new alarms have been sounded about growing water scarcity and contamination and the likely inability to meet the water requirements of rapidly growing populations. While the Himalayan Mountains are important sources of water, but present times the Himalayan region also facing the problem of drinking water.

Uttarakhand is a newly established state of India. It was a part of Uttar Pradesh before 09 October 2000. Its geographical area is 53483 sq. Km. constituting 1.63 per cent of the land area of the country (FSI, 1999). The Great Himalaya is a plenty resource of water, it's high altitude mountain ranges are perpetually snow-covered and are perennial sources of water not only the state but also for much of the rest of northern India, from where flows Ganga, Yamuna, Ramganga and Sharada rivers etc. The state has 65 per cent covered area by forest and the forest gives various kinds of resources to people. People live here in forest, they build *Chhan* (small shelter for animals) in forest, *Chhan* is a kind of hut, which is covered by grass and wood and made by mud and wood also. In this

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*Chhan* they kept pet animals like Goats, Sheep and Buffalos. Forests recharge the water sources and give shelter for wild animals, but now the hill area of Uttarakhand is facing a big problem of water. Slowly-slowly the water sources are going to deplete and people could not getting enough water for drink. Now days many natural sources of water in every village, like *Naula* (Well), *Dhara* (Small Fountain), *Khal* (Pond) are depleting. There are many reasons of depleting the water, some are; environmental changes, overexploitation of resources, like forests, Global warming etc, but some causes are others, which I tried to know by my own surveys, interviews and gathering other information. So the main aim of this article to describes those things, which is behind the curtain and generally people do not think about that.

Uttarakhand is also a Himalayan state, but today it is facing a big problem of drinking water. There are many towns and villages in state are facing a big problem of drinking water, like Pauri, Tehri, Uttarkashi, Chamoli, Rudraprayag, Almora, Nainital, Udham Singh Nagar etc. District Chamoli is also a Himalayan district, which is enriched due to natural resources, but today there are many water resources are depleting. To study of depleting water resources, like *Naulas*, *Dharas*, *Khals*, *Taals*, springs etc.

## PREVIOUS WORKS

In present times many researchers, NGOs, Scientist and so others are doing precious works on water resources, it's management and effects of climate change on water resources and environment. There is a study of 'Traditional Knowledge of Water Management in Kumaon Himalaya' by Ajay S. Rawat & Reetesh Shah, but those had not written on depleting water resources. Another study on 'Climate Change and the Water Resources in the Himalayas' by Joelle Smadja & others. Many others have been worked on this issue, by various topics, like global warming, climate change etc.

## METHODOLOGY

For the problem of drinking water in Uttarakhand and depleting water resources is a big problem for people, society and yet the whole nature. Depleting water resources in Uttarakhand and its causes is a issue for present study. For studying this problem I used to Grounded theory, because when I was going visit Kalpeshwar temple in Urgam valley, then I saw three natural water resources are depleting in month of April, this thing make me serious on this issue, that why are the natural water resources is depleting in this area?, where is no lack of water and enough vegetation is surrounding it. So, this topic is based on grounded theory. The studying the present topic I used also survey method, interviews and to gather other information by another sources.

## SURVEY OF URGAM VALLEY

Urgam valley is situated in district Chamoli in Uttarakhand. It is near Joshimath, which is enriched due to natural resources, but today there are many water resources are depleting. Urgam valley is 49 Kms far from Gopeshwar (District headquarter of Chamoli). It situated in Joshimath block, left side of river Alaknanda. This left side of main route of Rishikesh to Badarinath. We can reach there by Max, Sumo etc. The valley has many villages Salana, Khaina, Lyari, Banginda, Devgram, Ranta, Geera and Bansa. There are a rich vegetation is the whole region. It has enough biodiversity in the whole valley. There also high altitude and peaks, which whole year full of snow. The valley has cropped Potato, Rajama and Peanut etc. It has also full of many medicinal plants and wild animals.

There situated famous Shiva temple, Kalpeshwar also, in whole valley there is depleting many natural water sources. In the route of Kalpeshwar, also many water resources are deplete in summer season. To know about the reason of depleting water resources is a theme of this article.

## PHYSICAL CONDITIONS OF URGAM VALLEY

The Urgam valley is V shape. Here flows river Kalp Ganga near Kalpeshwar temple of Shiva. Kalpa Ganga origin is near of Vanshi Narayan, a famous temple of Vishnu. There are dense forests in this valley and high peak of mountains, where are situated Vanshi Narain and Fyunla Narain temple.

## WEATHER CONDITION OF URGAM VALLEY

Weather of Urgam valley is average cold. Here is not much warm in whole year. The average temperature of valley is near 12<sup>0c</sup> to 30<sup>0c</sup>. Summer season is very pleasant here, but rainy season is being very cloudy and full of rain. During this season it becomes danger due to land sliding. Winter is so very cold and snowy in before fifty years, but now a days there is lack of snow fall and due to this reason there is infected vegetations, climate and crops also.

## SURVEY OF NATURAL WATER RESOURCES OF URGAM VALLEY

When we enter the valley first we go to through Salana, Khaina villages, the vehicle reach in Lyari, a small village, 500 metres far from Lyari, we arrive the *Panch Dhara*, a big natural water resource of drinking water. *Dhara* is form of fountain, which used villages for drinking water. It located both mountain crest and in valleys is also popular in townships. There are many *Dharas* in all over Uttarakhand and in district Chamoli are also in Gopeshwar, Karanprayag, Gairsain, Pokhari, for instance, we can say *Dhara* founded everywhere in Himalayan region. The '*Panch Dhara*' is also a big '*Dhara*' of drinking water.

## PANCH DHARA

'*Panch Dhara*', (Picture No. 1) is situated on the route of Kalpeshwar in Urgam valley. It is fully charged in rainy season but it' some parts depleted in summer. '*Panch dhara*' mean five fountains. We can see in the picture that there are five fountains fully flowing in left side and other hand only two fountains are flowing, but those has not enough water like previous picture.

This is a big *dhara* of near Kalpeshwar route in Urgam valley. The architecture of this *dhara* shows that before some decades it was charged whole year, but now it deplete after rainy season. This happens due to change of environment. The *dhara* is made by stone, and designed well. It has two big plain sheets of stone, which are cut by a big rock. The shape of *dhara* is mouth of cow. When it built then it flows whole year, but now this deplete after rain season. When I asked about the depleting this *dhara* to local people, they told me many causes of this.

## DHARA NEAR KALPESHWAR

This is a *Dhara* (Picture No. 3) on the way of Kalpeshwar near village Ranta. This situated near the village named Ranta, approximately five hundred metres before Kalpeshwar. Some years ago, it is full of water, but now due to climate change and global warming it depleted. People of this region told the cause of depleting the '*Dhara*', is lack of vegetation and increasing warming.

## JUDWA DHARA (TWIN SMALL WATER FOUNTAINS)

This *Dhara* (picture No. 4) is situated in near village Lyari. Here were two small *Dharas* (water fountains) in before some years, but now due to lack of water, only one small *Dhara* is situated here. In rainy season there flows full water in this *Dhara*, but in summer this depleted thoroughly. When asked the villagers about the cause of depleting this, they told us that due to global warming, lack

of snow fall, burning forest in summer and disaster like earthquake these natural water resources are depleting.

## AMRIT KUND

This is a small Well (Picture No. 5 &6) and a '*Dhara*' at Devgram in Urgam valley. This called '*Amrit Kund*', the well of Nectar. Before some years, it has been full of water and overflowed water from it, and flowed by the '*Dhara*', but now it is depleting. When I asked the some villagers about this, they told me due to earthquake the water of this Well was depleted, but some others told the cause of depleting this Well, a large number of construction of new houses on upper side of Well and decreasing vegetation. The structure of '*Dhara*' is very beautiful crafts of stones.

## INTERVIEWS OF LOCAL PEOPLE

To know about the depleted natural water resources, I take interviews of some local people, in this process, I asked those following questions and they answered these:

1. How many natural water resources are there at your village, which depleted in summer?
2. Is there these are full of water in the past?
3. Is there in the past the full water flowed in natural water resources At the Devgram and near the village of Ranta?
4. From when these water resources were depleting?
5. What is the cause of depleting these water resources?
6. What is the effect on *Panch Dhara*, during some years before?

## INFORMATION ABOUT FOREST

1. In the past how far forest was from your village?
2. During the time what is the effect on forest?
3. When the water resources near the '*Chhan*' are depleting?
4. Is there some effect on nearby vegetation? If yes, then what?
5. Before some years were there '*Lingura*' (a local vegetable) was found in lower region?

Answer of these questions villagers given as follows:

About the first question, there have two or three *Dharas* at every village, and these are depleting or about to going deplete. This fact shows that there are many natural water resources going to deplete in future. Which water resources has been depleted, in past these are full of water, but due to lack of forest, increasing global warming, lack of enough snow fall, all these are affected. About the answer of third question, all people, told about this *dhara* that it had flowed whole year in before twenty or twenty five years ago. These water resources has being depleting for twenty years. Causes of this may be increasing population, decreasing forest, burning forest in summer season, lack of rain and snow fall etc. The flowing water of *Panch dhara* is being less than before some years, so we can say that it also affected, due to global warming and other causes.

About the forest, the people of villages told that in the past forest was near to villages, but now villagers had occupied the forest land for many purposes, so area of forest decreased. According to time spent, the forest land is shrinking. Vegetation of nearby effected by lack of enough rain and snow fall, increasing warming. Due to this reason, before some years, which vegetation found at near the villages and agriculture land, now that vegetation found far from the villages and agriculture land. *Lingura* is found everywhere before some years, but now this found only some places, like near to small water resources, in marshy land, bank of Kalp ganga and other small rivers which called *gadhera*.

## CONCLUSION

After the studying all above facts, there is a big problem of depleting water resources in Himalaya region in Uttarakhand. Increasing global warming is a big causes this problem. Other some major causes of depleting water resources are increasing population, decreasing forest, earthquake, spreading agriculture land, lack of rain and snow fall etc.

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Picture No. 1 (Rainy Season)



Picture No. 2 (summer season)



Picture No. 3



Picture No. 4



Picture No. 5



Picture No. 6



# Usage of Information and Communication Technology (ICT) among Teacher Educators of B.Ed. Colleges.

Dr. Jonali Chetia\* and Mustafizur Rahman\*\*

## ABSTRACT

Technology is application of scientific knowledge for practical purposes in our day to day life. It is a science of techniques and methods of doing things related to any art, science or to a particular profession. Information and Communication Technology (ICT) has influenced all aspects of life of individual. It plays a pivotal role in the field of education. Teacher, Student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. In modern societies education demands more knowledge of ICT and also the skills to use ICT in teaching –learning process. The knowledge of ICT also required for teacher to know the world of technology in a better way by which it can be applied for the betterment of the students. ICT is an effective tool for assimilating processing and disseminating information. The main purpose of the study is to know the usages of ICT among Teachers working in B. Ed College. In the present study descriptive survey method was employed by the investigators. The sample consisted of 40 teachers working in B.Ed. College. The results found that the level of usages among teachers is satisfactory and there is no significant difference is found in usage of ICT in relation to gender.

**Key Words:** ICT, teaching-learning process.

## INTRODUCTION

Technology is application of scientific knowledge for practical purposes in our day to day life. It is a science of techniques and methods of doing things related to any art, science or to a particular profession. When we apply the science of learning and communication to teaching we evolve technology. The term ICT stands for Information Communication Technology. ICT refers to the creation, gathering, processing, storage, presentation and determination of information and also the process and devices and devices that enable all this to be done. It plays a pivotal role in the field of education. It has brought new possibilities into the classroom teaching-learning. The ICT is associated with the transmission process by which information and ideas are exchanged.

The National Policy of Education (1986) has laid much emphasis on the use educational technology for quantitative and qualitative improvement of education. ICT is an effective tool for assimilating processing and disseminating information. During the past decade there has been a very rapid development of Information and Communication Technology (ICT) activities as envisaged in “India 2020: A Vision for the New Millennium” Kalam (1998). The document provides a vision and direction for laying down ICT strategies in which the role of higher educational institutions is very

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crucial. It highlights learning capabilities, the spirit of entrepreneurship and competitiveness and advocates the development of human resource that becomes the foundation of the technological advancement of the country.

The Government of India has taken ICT initiatives in a big way and has laid down a National ICT policy, which is reflected and implemented through various Government Departments and Ministries. It is being implemented through different activities of national agencies such as National Informatics Center (NIC) and encouragements from University Grants commission (UGC), All India council of Technical Education (AICTE) and Department of Science & Technology (DST), National Council for Teacher Education (NCTE) throughout the country. In view of the above initiatives at different levels, most of the universities and higher educational institutions have started focusing on the awareness and channelising their human resource in the field of ICT. The ICT integration programmes have been taken up in almost all the universities and majority of the colleges of Assam. Now it becomes an integral part teacher education curriculum.

## REVIEW OF RELATED LITERATURE

A review of related studies is very necessary for the investigator to get an insight into the work that has already been done in this field and also to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results. Many research studies made on ICT and teacher education at international, national and state level. An attempt has been made to review the research works, articles published in different journals.

Sheela (2006) conducted a study on “Knowledge of Information and Communication Technology (ICT) and attitude towards teaching ICT among teacher educators”. The major findings of the study were (i) Teacher educators possessing good and poor knowledge of ICT differ in their attitude towards teaching ICT; teacher educators with good knowledge of ICT have more favorable attitude towards teaching ICT.(ii) Male and Female teacher educators do not differ significantly in their attitude towards teaching ICT.(iii) Teacher educators from private aided and private unaided colleges differ significantly in their attitude towards teaching ICT: teacher educators from private unaided colleges were found to have more favorable attitude towards teaching ICT.(iv) A significant difference was found in the attitude of high experienced and less experienced teacher educators towards teaching ICT: teacher educators with less experience had more favorable attitude towards teaching roof than teacher educators with more experience. (v)Teacher educators from rural and urban areas did not differ significantly in their attitude towards teaching of ICT.

Kamalnayan (2008) studied on “Implications of Information Technology for teacher education and research”. The study found that bulk of the faculty currently engaged in teacher preparation is neither prepared to use technologies not has it updated its knowledge on technological developments. Universities and teacher education institutions would require a significant commitment to provide training for faculty staff, and to provide resources. Unless substantial effort is made on the part of universities, teacher educators and trainees alike will be deprived of the joy of using ICT.

Nachimuthu (2010) conducted a study on Usability of e-learning resources in teacher education of India. Results of the study revealed that all the institutions are having at least five computer peripherals with 70 percent Air conditioned facilities in their ICT laboratories. Majority of B. Ed college lecturers and their colloquies are already taking actions regarding some the accepted ways of use of computers in their regular classrooms (32.0), however, they are not prepared to sacrifice their personal comfort for using e-books (in total 45%), they have strong reasons for that the college of Education lecturers were using the physical books handling (86.2) rather than the e-books are also evidenced that, they were either not having enough time to use e-books or entry in the computer labs.

Neeta Sahu (2013) conducted research on “A study of the use of educational technology by the teachers of professional courses in terms of stages of concern and contributive factors.” The main objectives of the study were to find out the differences in the use of technology between male and female teachers, more & less experienced and trained & untrained teachers of professional course. The major findings of the study were-i) there exist no significant difference in the use of technology between male and female teachers. ii) It is found that teachers who have got training in any type of technical course are using technology more in comparison to untrained teachers. iii) It is also found that the teachers who are getting professional development opportunities are better in technology use in comparison to those who are not getting opportunities.

Saini, Sunanda (2015) conducted research on “An exploratory study on use of ICT by teachers in relation to their morale attitude towards ICT and technology competence.” The main objectives of the study were- i) to study differences between male and female teachers in terms of ICT use. ii) to study the attitude of teachers towards ICT use. iii) to study the relation between use of ICT by teachers and their attitude. The major findings- i) There is a significant positive relationship between the extent of ICT use by teachers and their attitude towards ICT. ii) It is found that the male and female both teachers having positive attitude towards the use of ICT. iii ) It is indicated that there exists no significant difference between male and female teachers in terms of ICT use.

Trivedi, M.C (2015), conducted a study on “A study of ICT awareness, Need and use among Secondary and Higher Secondary school teachers of Saurashtra region of Gujrat.” The main objectives were-i) to study the ICT awareness of Secondary and Higher Secondary school teacher. ii) To study the ICT use of secondary and higher secondary school teachers. The main findings of the study-i) there is a low degree of ICT awareness of secondary & higher secondary English medium school teachers. ii) It was found that 44.65% of secondary and higher school teachers were not using ICT due to the lack of ICT skill. iii) Private school teachers were more aware about ICT in comparison to teachers working in private aided schools. iv) The variable gender and trained and untrained was found not related significantly with the ICT awareness, use and need of secondary and higher secondary teachers.

Priyadarsini, P & Gomath, D. (2016) conducted in study on “Internet awareness among Prospective teachers in Dindigul District, Tamil Nadu”. The objectives of the study were to analyse the awareness on internet usage among B. Ed Students with respect to their gender, age and parental educational qualification. The major findings are-i) the female students have more level of awareness internet usage than the male students. ii) Above 25 years age group of B. Ed Students is having more level of awareness on Internet usages iii) Level of awareness on internet usage among B. Ed students does not differ with respect to their parental educational qualifications.

Nabin Thakur in article, A Study on Awareness of Trained Teachers in relation to Information and Communication Technology in west Bengal. The objectives of the study- i) To study the level of ICT awareness among trained teachers. ii) To compare the level of ICT awareness among male and female trained teachers. iii) To compare the level of awareness among rural and urban trained teachers. The findings of the study were – i) It was found that majority of the teachers have poor level of awareness. 6% of the trained teachers have very good level of awareness, 34% have average level of awareness and 54% having poor level of awareness. ii) It was found that there is no significance difference in level of ICT awareness among male and female. ii) The urban trained teachers are more aware about ICT than rural teachers.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Review of literature suggested that there was lot research conducted on ICT and its awareness, usage at different levels of education from primary to university. ICT is of great significance for



development education system of a country. Teacher education is an important aspects or area of education upon which entire development of educational system is depended. The quality of education depends on the quality of teachers and their effectiveness of teaching. Teacher effectiveness can be improved by the use of technology in their teaching. The quality teacher can only be produced by teacher training college. So it required to study the condition teacher training colleges in matters of awareness and usages of ICT in classroom transaction.

The use of ICT in teacher education can increase the efficiency of teacher in the teaching-learning process. It provides access to variety of learning resources. It also provides authentic and up to date information. Information technology also improves the standard of classroom teaching such as use projector, power point presentation and audio-visual aids. It is a necessity for every teacher educator to know about the ICT. Teachers must be knowledgeable in the content, standards and teaching methodologies. Teachers must learn to use technology to support ICT in enhancement of teacher education. The teachers who work in teacher education institutions must be skilled in the use of technology for teaching. They must be able to apply technology in the presentation and administration of their course work and facilitate the appropriate use of technology in their teaching process. So, it is very essential to study about the usage of ICT in teacher training colleges.

In the field teacher education so far data is available no more research work has been done. The scenario of teacher training is not up to the mark as compared with general or other collegiate education. As commented by experts and educationists that the state government has not given more importance on teacher education. Most of teacher training colleges of Assam are private college and no proper provision of using technology in teaching. Being a teacher educator it is observed that many teachers working in B Ed colleges not use ICT properly in teaching. Though most of the colleges have the facilities but ICT is not use in transacting curriculum. Hence, there is need of undertaking a study on the use of technology by teachers working in the Teacher training colleges of Assam.

## OBJECTIVES OF THE STUDY

1. To study the ICT use among teachers working in B.Ed. Colleges under Gauhati University.
2. To find out the differences in the use of technology between teachers of govt. and non-govt. training colleges.
3. To find out the differences in the use of technology between male and female teachers.

## HYPOTHESES

**Ho<sub>1</sub>**. There is no significant difference in the use of technology between teachers of Govt. and Non-Govt. training colleges.

**Ho<sub>2</sub>**. There is no significant difference in the use of technology male and female teachers.

## METHODOLOGY

In the proposed study the descriptive survey method was be used by the investigator.

## Population

To collect the primary data number college was selected from the population of study. The population of the study was 36 (thirty six) number of institutes or B. Ed. colleges under Gauhati University. The 36 institutes includes 34 B.Ed. Colleges, 2 DIETs and Out of these 34 colleges there are 5 Government college and 29 private colleges.

## Sample

The sample of the study will be 20 colleges and from these colleges number of teacher will be selected by simple random sampling.

## Tools & Techniques

The data for the present study will be collected by using self designed questionnaire.

## Development of Questionnaire

The researcher developed a questionnaire relating to the objectives of the study. As a first step towards the construction of 'Use towards Information & Communication Technology Scale' for teachers of B.Ed. Colleges, the researcher constructed and validated a scale by using Liker Scale. The scale designed to elicit information from respondents towards the use of ICT by them. The items of the scale were categorized in five dimensions- ( a) Use of ICT in Classroom Instruction.( b ) Use of ICT for personal development, (c) Use of ICT Professional development, (d ) Use of ICT for administrative purpose, (e) Impact of ICT.

The scale was administered on a sample of 20 teachers working at different B.Ed. Colleges under Gauhati University. The sample was selected by applying random sampling method. On the basis of the administration validity and reliability was established.

The items for which there is 100% agreement amongst the expert regarding relevance of the content are included in the scale. Reliability for this study was calculated by using test retest method. The co-efficient of correlation is finding out by using Spearman's co-efficient correlation method and it was 0.96.

## DATA ANALYSIS AND INTERPRETATION

The collected data were analysed in terms of central tendency, Standard deviation and standard error of mean which are presented in following table:

**Table 1: Mean, SD and SEM of ICT use among Male and female**

Gender	N	Mean	SD	SEm
Male	11	172.45	4.25	1.28
Female	09	168.78	10.91	3.64

From the table it shows that overall use ICT were found 172.45 and 168.78 respectively among male and female with SD of 4.25 and 10.91. The standard error of mean was found 1.28 and 3.64 respectively.

**Table 2: Mean, SD and SEM of ICT use in different dimensions among male**

Dimensions	Number	Mean	SD	SEm
Classroom Interaction	11	43.91	1.56	.47
Personal Development	11	32.73	1.19	.36
Professional Development	11	35.91	1.16	.35
Use in administrative Purpose	11	37.18	1.84	.55
Impact of ICT	11	22.73	.95	.59

**Table 3: Mean, SD and SEm of ICT use in different dimensions among female**

Dimensions	Number	Mean	SD	SEm
Classroom Interaction	09	41.89	2.73	.91
Personal Development	09	31.56	3.21	1.07
Professional Development	09	36.78	3.06	1.02
Use in administration	09	35.11	2.69	.90
Impact of ICT	09	23.44	.78	.26

## FINDINGS OF THE STUDY

The findings of the study are-

1. It was found that the usage of ICT among teachers working in B. Ed colleges under Gauhati university of Assam was high.
2. It was found that 20% extremely user, 65% highly user and 15% average user of ICT in B. Ed. Colleges.
3. It was found that 86% used ICT in classroom and the percentage of using ICT among male and female teachers was 87.82 and 83.78 respectively in classroom.
4. The study found that 80.5% of teachers used ICT for their personal development. The percentage of male and female was 81.82 and 78.90 respectively.
5. The study found that 80.66% of teacher used ICT for their professional development. The percentage of male and female 79.8% and 81.73 respectively.
6. The study found that 90.62% ICT use was for the administrative purpose by the teacher in B.Ed. Colleges. The male and female percentage was 92.95 and 87.77 respectively
7. It was found that 92.20% of the teachers viewed that ICT has positive impact in the field of education.
8. The study found that there was low level differences in the use ICT among male and female teachers and the percentage was 86 and 84.39 respectively.
9. The study found that there exist no differences in the use of ICT among teachers working in Government and Non Government B.Ed. colleges under Gauhati University.
10. The study found that Non-Govt. B.Ed. colleges have more ICT facility than Government College of Assam.

## CONCLUSIONS

Findings of the study reveal that teachers working in B.Ed. colleges have usage ICT in teaching learning process such as in classroom teaching, research purpose, evaluation of students, communicating with trainees and also for their professional development. Information Communication Technology (ICT) has revolutionized the education process and ICT is used in preparing lesson, assignment, and power point presentation by using projector, use pen drive & other devices for storage purpose, collection of latest information for upgrading their knowledge. It helps teachers subscribe e-book, journal and share information to student easily by using social media as Whatsapp group and uploading in You Tube. The B. Ed. syllabus of Gauhati University provides scope to the teachers for using ICT in teaching learning process. It was found that in Government B.Ed. College though teachers uses ICT by themselves but colleges have less facilities of ICT in comparison to Non-Govt. B.Ed. Colleges. The use of ICT by the teachers has improved the standard of education of B. Ed colleges of Gauhati University.

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# Methods for Stress Free Education

Dr. Bibhutibhusan Mohapatra\*

## INTRODUCTION

Education is one of the fundamental human rights and therefore every child is entitled to it. Education enhances human lives. It takes an active role in social, economic and political decision making. Education is the process by which society transmits its accumulated knowledge, skills and values from one generation to another. It is the only important means for individuals to improve personal qualities and abilities, build capabilities, overcome constraint and in the process, enlarge their available set of opportunities and choice for a sustained improvement in wellbeing.

Education is an attribute that is valued in itself, by most individuals. It has been an important precondition for sustained economic growth. Rapid increase in population is the biggest cause of unemployment in our country, but an educated person finds the way of employment, as he or she attains knowledge during his or her school and college time which helps him or her to find a suitable job. Hence education is essential for sustainable development. It has also played a critical facilitative role in the demographic, social and political transition of the societies. It is undoubtedly a basic component of human development.

An educated person is likely to be more productive and therefore can be better off. He is also likely to contribute more to country's economic growth. At the same time, education reinforces the socio-economic dynamics of a society towards equality, attainments and opportunities for its people.

Educated people can easily understand the concept of having fewer children, to be informed about appropriate child-rearing practices and to ensure that their children start school on time and are ready to learn. But what is the use of such education which causes stress to students.

## CAUSES OF STUDENTS STRESS

According to studies there are some main causes for stress on students. There are our education system, pressure from parents, pressure from peer, school environment, workload, time management, pressure of tuition and coaching classes and the reservation system.

## Our Education System

There has been very little change in our educational system since the British rule. In fact we are following the same pattern which they introduced in our country. To get admission in a school is an easy task; a student has to pass through a stressful and critical admission test. The parent also has to interview by the school management thoroughly. After getting admission in a school a student has to face a lot of stressful journey.

Our education system is well known for its emphasis on exams, tuition and coaching classes which are responsible for overburdening the student. There is constant pressure on them to perform well.

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Our education system is highly theoretical. We judge a student's performance according to marks he obtains. Students have to memorize and write everything on paper to get good marks. As each year progress, there is more and more to study and the syllabus become vaster and tough. The pressure starts here gradually.

There is tremendous pressure on engineering or a medical students, it is because they get admission in a college after so much pain and suffering. In some cases a student get admission after paying a huge amount of money in order to enrol them in, puts them into further pressure.

All students have expectations from family, expectation from teachers, expectation from society and expectations from themselves. When a student studies hard and the results come out and say that the marks are not sufficient, his /her efforts have gone in vain then his frustration multiplies manifold.

Some students are unable to handle this pressure and stress and find it best to end life and end this pain unless, we reform the system. Indian will continue to top the charts of student's suicide.

## **Schools Environment**

The school environment itself can be a cause of stress on students. Sometimes, even teachers have no mercy. They give a lot of projects and assignments for the homework and pile their yearly schedules with countless, practical, test exams, extra sessions etc. The teachers do not realize that those students have other subjects also and they are equally important as their subjects are.

It is challenging to students who move into secondary education to attend classes constantly. Some students have to leave their home and to establish new life in new town or city with a new setting. Both can cause stress on students.

## **Workload and Time management**

High School workload and later college workloads are heavy for many students. For secondary students planning on territorial studies in high school grades are important. so as the number of subjects. As a result, students may overwork to reach their goals and benefits form the money spent. Workloads at their level are cause of stress on students.

## **Parental Pressure**

In today's competitive world, it is seen that parents tend to over emphasize their children on the top level in school as well as in extracurricular activities. A child needs to be and all-rounder to get a good job. Therefore parents are continually pushing their children to do well in school and they also want them to involve in sports, some sort of hobby and other areas. The children are unable to explore their own interests and instead forced into activities that will allow them to be worthy candidate of different jobs. Finally children at either level experiences stress from parental pressure. In their attempts to guide their children, parents become one of the major cause of stress on students.

## **Peer Pressure**

Often times peers compare makes, discuss the number of revisions done, exchange notes on how much time was spent studying. A few students can't deal with the pressure created by their own peer groups. Sometimes peer pressure becomes a huge cause of stress on students.

## **Tuition & Coaching**

There is a concept taking place i.e. send the children to the tuition classes. some parents have no time to teach their children because both are working. Some housewives cannot teach their

children and tuition becomes compulsion to get good marks. Some send their children to tuition because their neighbours doing the same. but it is the child only who is facing the stress.

## The Reservation System

Today the total reservation in India 50%- unreserved, 11.25%-OBC (other backward class),16.25%-Schedule Caste.22.50%-Scheduled Tribe. The doors for a general candidates to get education opportunities are limited and they generally have a very hard time in comparison to their peer including women and backward caste.

There are many reserved seats, in a school or college remains empty and not allowed to general candidates and these seats are declared under management quota (seats) for those who can afford a huge amount for extra fees or people who have great political approaches. unfortunately a general candidate put hard work throughout his student life and at the end others who are in backward classes get chance, his effort goes just a waste. It creates a huge pressure on general candidate and sometimes a cause of commitment to suicide.

## EFFORTS DONE TO REDUCE STRESS IN EDUCATION

This year the MHRD. New Delhi Decided to reduce the NCERT Syllabus up to 50% to encourage sports and Game.

The NCF-2005(National Curriculum Framework) suggested that learning without burden to students and avoid to homework pressure. The chief aim of the framework is holistic development of Individuals.

The Board of secondary education, Odisha is planning to reform the class X board examination system by introducing the grade system replacing marks from 2014.

It is also planning to include more objective or multiple choice questions for better evaluation of answer sheets.

Scrapping the division –based marking system students will be evaluated on nine point grades like A1(90-100),A2(81-90),B1(71-80),B2(61-70),C1(51-60),C2(41-50),D(33-44),E(21-32),F(20), which aimed at reducing stress and competitive attitude among students will be mentioned in marks sheets to facilitate admission in colleges.

Bringing reforms in question paper pattern the board is planning to increase multiple choice question to 50 marks on Optical Mark Recognition (OMR) sheets. Presently students are appearing for 40 marks of objective question. 10 marks is Internal Assessment.

In same the Central Board of secondary Education, the dual scheme of examination for class X (Scheme-I and Scheme- II) the academic year 2017-2018 and onwards. Recommended assessment structure effective from the academic year 2017 for class X. 80 marks in Board examination and 20marks in Internal Assessment (33% in each examination and each subject) is compulsory to every student.

## SUGGESTIONS

By the above discussion we can understand that our education system is so complicated and there is a lot of scope to improve it. Today we need such conviction to clean and improve the system. There are some suggestion given below which can be helpful to solve this problem.

1. We should foster a healthy environment for productive interaction among. Students and teachers through school integration and it would very helpful.
2. We should promote Self-esteem among children and help them to cope with stressful situation by sharing positive life experiences.

3. There is need to emphasized on the communication and expression skills, because some students can write but cannot express or communicate what they know.
4. There should be practical approach rather than theoretical.
5. We should also revise our syllabus time to time according to changing demands.
6. The school children have to carry heavy bags to school and loaded by Homework which is many times not applicable. Their homework load should be justifiable.
7. Parents should not pressurize the child with their own expatiation.
8. Parents should not compare their child with other children.
9. Parents should boost their child's moral. They should keep assuring them "you can do it", go for it.

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# Procrastination and Perceived Parenting Style among Adolescents

G. Bhadramani\*

## ABSTRACT

Procrastination is the delay of doing a task that needs to be fulfilled by a certain time. It could be better stated as a purposeful or habituated delay of beginning or completing a task in spite of its negative consequences. The delaying of academic studies by a person until he experiences a stressful moment is called Academic procrastination. Now-a-days the ratio of academic procrastination is increasing among the adolescents. The main reason behind the procrastination of adolescents are parental expectation, criticism and parental carelessness. The current study tries to find out the Procrastination and perceived parenting styles among the adolescents. The study revealed that the females have got higher score in father responsiveness and control than mother responsiveness and controls. As compared with females males are having less control and responsiveness from parents. Further rural area got a higher score in both father and mother responsiveness and control.

**Key Words:** Procrastination, Child Rearing, Parenting Style, Permissive Parenting, Authoritarian Parenting.

## INTRODUCTION

Procrastination is a common behavior in modern societies. Procrastination means to set aside, postpone, prolong, defer, stall in performing a task. Despite the fact that procrastination occurs in all kinds of daily tasks, it can involve tasks or goals in life domains such as academic, work, household, health, financial, social, family, relationships, self-development, and decision making. The procrastinator is often remarkably optimistic about one's own ability to complete a task on a tight deadline. This is usually accompanied by expressions of reassurance that everything is under control. Procrastination is a major problem of nowadays. The benefits of overcoming procrastination are peace of mind, a feeling of strength and purpose and healthy feeling of being in charge of life. While there are many causes for procrastination, here are four main causes for procrastination.

## A FEAR OF FAILURE

Many people put off doing things because they are afraid of failing. They try to speak about their aspirations and goals but never put an effort to achieve them. Further they are not interested to be unsuccessful. However, people take action towards reaching their goals, yet fail, they fear that they will be failures like others. Even if a goal is not reached, the act of trying is reward in itself. Great learning is derived from experience, which can only be attained through action. The act of trying is an act of bravery. The act of avoidance is paramount to cowardice.

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## FEELING OVERWHELMED

Individuals most of the time tend to feel that much is to be done in reaching the goals set out in their lives. The sense of being overwhelmed paralyzes them preventing from taking even the first step towards achieving their goal. For every goal they have in life, it should be broke down into individual parts. Each individual determines the actions that should be done in order to be successful. When they look at the big picture, it makes the person feel overwhelmed than look at the tiny steps along the way instead. They should tackle them one by one, without worrying about the next one and should Forego ahead with each individual victory, and before they know it they will have found success.

## HUMAN NATURE

Generally people try to avoid negative issues which create chaos and receive the things that create more pleasure. In order to avoid procrastination due to the unappealing or difficult nature of a task, it is better to complete the most unpleasant jobs first. Tackling the most difficult responsibilities first paves the way for smoother sailing down the road.

## PERSPECTIVE

When a task is felt difficult by a person, definitely it appears to be. If he perceives it as a challenging and feel it as an opportunity to prove himself, then it happens exactly what he feels. When the individual is asked to complete a research assignment, he should view it as the chance to gain new knowledge and expand his mental boundaries. When the individual changes the perspective he can see the flames of enthusiasm.

## ACADEMIC PROCRASTINATION

In education and training, the term academic procrastination is commonly used to denote the delay in academic activities (Hakan Karatas,2015). The delaying of academic studies by a person until he experiences a stressful moment is called Academic procrastination. Further delay in decision making, postponing the studies at school as forcefully putting aside the tasks and being curious for detaining the tasks occasionally. This type of procrastination may significantly affect the learning and achievement of students. The individual tendency to Increase the academic procrastination results in the frequent development of seven different forms of academic misbehavior, i.e., using fraudulent excuses, plagiarism, copying from others in the exam, carrying the prohibited means into examinations, used to copy the homework from others, manipulation of data and the various forms of academic misconduct.

## PROCRASTINATION AND ADDICTION

Severe procrastination, and the intense desire to escape from it, can lead to addictions such as internet addiction or computer addiction. In this instance, the individual has a compulsion to elude reality by surfing the web or playing video games (Game addiction) or looking at pornography (Pornography addiction) (<https://en.wikibooks.org/wiki>).

## PARENTING STYLES

The pattern of child rearing reflects the parenting style. This can refer to the parents' levels of expectations, performance demands, attentiveness to rules, etc., as well as the style of discipline that the parent's utilize to enforce their expectations. Parenting is a complex task that include

many specific behaviors that each individual and together to influence Childs' behavior. Baumrind (1967) theory of social development and parenting styles identify four parenting styles, to be exact authoritative, authoritarian, permissive and neglectful parenting. A way of reflection between parent and child relationships is a complex activity that include many specific attitudes and behaviors every single action that the parent does impact the child's personality in a way or another. Parental responsiveness and demand are the two forms of parenting. Parental demand is termed to the extent to which parents set guidelines for their children and how they are disciplined. Parental responsiveness is the emotional characteristic of parenting. The degree of responsiveness passes on in a manner as such, parents support their children and attend their children's needs.

## **AUTHORITARIAN PARENTING**

The authoritarian parenting style is demanding and unresponsive. They involve in little interpersonal communication with the children and expect them to accept adult's demands without any questions. Failure to follow such demands usually results in punishment (Venkatachalam.J, 2016). It is characterized by adherence to rules, which is dominating style and has great deal of control on the children. Authoritarian parents are not interested to deliver the causes behind the rules imposed by them. Such parents have high expectations. but are not responsive to their children. These parents give preference to status and are obedient and always expect the orders without any explanation. Moreover, children raised by authoritarian parents tend to become authoritarian themselves, both in their interpersonal relationship and as parents. A set of rules and standards are being laid by the authoritarian parents and they seek obedience from children.

## **NEGLECTFUL PARENTING**

We can come cross the parents who have less demands towards the children and are very little bit responsiveness in dealing with them where in such type of parents are characterized as uninvolved parents. While these parents fulfill the Child's basic needs, they are generally detached from their child life. The needs of the children are being neglected by such type of parents. Here, parents simply don't engage much in the parenting role. They spend little time with their children and are happy to let the TV and video games and do the baby sitting. Children of neglectful parents often have trouble following rules, because there have behavior problems due to lack of self-control which might affect the communication skills.

## **PERMISSIVE PARENTING**

Occasionally, this type of parents are being termed as indulgent parents, have very few demands to make of their children. They are characterized by attentive parents, who provide a great deal of warmth and interaction, but few rules and constraints. Permissive parents seldom control their children due to low desires of maturity and self-control. This parenting style often lead to higher levels on creativity in children, but there is little self-control, few boundaries, and a sense of entitlement. This can create one-sided interpersonal relationships, where the adult child of the indulgent parent is more willing to take than give. They give children a high level of freedom and not restrain their behaviors unless physical harm is involved.

## **AUTHORITATIVE PARENTING**

Authoritative parenting is the gold standard for parenting. They are combination of demandingness and responsiveness. The demands are more analytical, set boundaries and insist on children's

compliance, whereas at the same time, they are warm, they accept the children's point of view, and encourage the children's involvement in decision making and frequently consider their children's attitudes in family affairs and decisions. This type of parent monitors and discipline their children fairly, while being very supportive at the same time. Authoritative parents encourage their children to be independent, but also set limit and boundaries. Discipline is applied, but in a supportive, non-punitive way.

## NEED OF THE STUDY

Now-a-days the ratio of academic procrastination is increasing among the adolescents. Many adolescents have poor performance in their academic area. It leads to dissatisfaction for the student's parents and teachers. The main reason behind the procrastination of adolescents are parental expectation, criticism and parental careless. Parental expectation is one of the important reason for adolescent procrastination because children are forced to do better than others in their studies and also parental careless and parental criticism also leads to procrastination. The current study tries to find out the Procrastination and perceived parenting style among the adolescents.

## REVIEW OF RELATED LITERATURE

Some of the studies on procrastination and parenting style reviewed by the researcher is presented below;

Mahasneh, Bataineh and Al-zoubi (2016) conducted a study on the relationship between academic procrastination and parenting styles among Jordanian Hashemite University undergraduate students (N=685). The results indicated that few students 7% showed a increased level of academic procrastination over half of the students (67%) showed a medium level and approximately a quarter of students (26%) showed a low level of academic procrastination, and reported no significant difference between male and female students in academic procrastination scores. Further a significant +ve correlation between academic procrastination and parenting styles.

Javady & Mahmoudi (2015) conducted a study on the relationship between perceived parenting styles and academic procrastination and fear of success. The result showed that there was a positive and significant relation between perceived permissive and authoritarian parenting styles and academic procrastination. Also there was a significant association between perceived authoritarian parenting styles and fear of success. The conclusion of the study has found no relation between authoritative parenting style and academic procrastination and authoritative parenting styles and fear of success.

Reynolds (2015) conducted a study on factors affecting academic procrastination. The sample of the study is 61students (39 female, 21 male and 1 other). The results show that there was significant negative correlation between the authoritarian and authoritative parenting style scores for those who were financially dependent.

Drysdale & Mcbeath (2014) conducted a study on exploring hope, self-efficacy, procrastination, and study skills between cooperative and non-cooperative education students. The sample of the study was 1970 (undergraduate cooperative 1224 and non-cooperative education 746) students from different academic faculties completed a survey measuring the psychological constructs of hope, self-efficacy, procrastination, and study skills. Results indicated significant difference in several study skill characteristics as a function of co-op, gender and faculty. No significant difference emerged between co-op and non-coop students on the hope, self-efficacy, or procrastination scales.

Nel (2013) conducted a study on the affect of parenting style on academic achievement in early years of education. The study found that students from authoritative parenting background scored significantly higher in academic achievement while students from authoritative and training background

have low performance. There was no significant correlation found between goal orientations and parenting style of academic achievement.

## **METHODOLOGY**

### **Research Problem**

To understand and determine the relationship between Procrastination and Perceived Parenting Style among adolescents.

### **Objectives**

The main objectives of the study are:

- To find out the relationship between procrastination and perceived parenting style.
- To find the gender based difference in procrastination and perceived parenting style.
- To explore the relation between procrastination and perceived parenting styles based on locality.

### **Research Method**

This study adopted survey method of research which was descriptive and associational in nature. This study analyzed the procrastination and perceived parenting styles among adolescents based on certain demographic variables. The nature of relationship between procrastination and parenting style has been also explored in this study.

### **Variables**

The following two variables were studied in the present study, which is explained below:

- Perceived Parenting Style and
- Procrastination

### **Sample**

The sample of the present study includes 189 (102 male and 87 female) higher secondary school students from Tirupati, Andhra Pradesh. Simple random sampling technique was used to collect the data. The age of the sample ranges from 16-18 years.

### **Questionnaires Used**

The following 2 questionnaires are administrated to assess participants' Procrastination and Perceived Parenting styles, with personal information such as age, locality, gender, class of study, etc.

- Perceived Parenting style scale by Gafoor & Kurukkan (2014)

Gafoor & Kurukkan's (2014) Parenting Style questionnaire which consists of 38 statements, measuring Perceived Parenting Style of the subjects' parents i.e., mother and father. Each statement describes how the sample perceives their mother and father while dealing with the children. The items in the scale are prepared on the basis of studies of Diana Baumrind. This has construct validity. Criterion related validity was found by correlating the scores of Scale of Parenting Style with Scale of Parenting Style developed by Usha & Manjusha (2006). The validity coefficient was found to be 0.80 for responsiveness for and 0.76 control subscale. The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness was 0.81 and for control it was 0.83.

- Procrastination scale for students population by Lay (1986)

The questionnaire consists of 20 statements explaining to describe themselves. The scale had high reliability. Cronbach's alpha for the local study sample was reported to be  $\alpha$ . 85. Higher score revealed greater use of procrastination by the students.

## Analysis

To test the hypothesis, the data was subjected to statistical analysis using mean, SD, correlations and t-test and the results and discussions were explained in the next chapter.

## Results & Discussion

The collected data were scored, tabulated, analyzed, and the results were presented with interpretation.

**Table-1: r-scores of perceived parenting style and procrastination**

Perceived Parenting Styles	Procrastination
Father's responsiveness	-0.02 <sup>NS</sup>
Father's Control	-0.03 <sup>NS</sup>
Parental responsiveness of father	-0.01 <sup>NS</sup>
Mother's responsiveness	0.16*
Mother's Control	0.13 <sup>NS</sup>
Parental responsiveness of mother	0.18*

\*significant at 0.05 level; NS = not significant at 0.05 level

From the table it can be observed that "there would be a significant relationship between procrastination and perceived parenting style" is partially accepted for sub-dimensions of perceived parenting styles are as Mother Control, mother responsiveness, Father Control, father responsiveness, parental responsiveness and parental control. Here the mother responsiveness and parental responsiveness of mother is significantly related to procrastination. Father's responsiveness, Father Control, Parental responsiveness of father is not significantly related to the procrastination. Mothers always have emotional attachment with their children and support their all mischief. Here, the result shown that mother responsiveness is positively correlated with the procrastination.

**Table-2: t-values of perceived parenting style and procrastination**

	Variable	Gender	Mean	SD	t-value
Father	Responsiveness	Male	88.56	13.387	2.10*
	Control	Female	92.56	12.594	
Mother	Responsiveness	Male	71.71	11.365	2.95*
	Control	Female	76.25	9.483	
Father	Responsiveness	Male	76.17	9.367	2.24*
	Control	Female	79.55	11.378	

	Variable	Gender	Mean	SD	t-value
Mother	Responsiveness	Male	104.25	12.895	3.41*
	Control	Female	110.31	11.255	
Procrastination		Male	59.97	5.983	3.19*
		Female	57.24	5.679	

\*significant at 0.05 level

From the table it is observed that all t values are significantly different in procrastination and perceived parenting style based on gender. The mean score obtained by females in father responsiveness is 92.56 and the mean score of males is 88.56 and the t value is 2.10. Which shows that there is a significant difference between male and female in parenting style. The mean score obtained by females in father control is 76.25 and male score is 71.71 and the t value is 2.95 which show that a significant difference in father control and the gender. The mean score obtained by females in mother responsiveness is 76.25 and the mean score of males is 76.17 and the t value is 2.24. Which shows that there is a significant different between gender and mother responsiveness. The mean score of females mother control is 110.31 and the males is 104.25 and the t value is 3.41 which shows that a significant difference in mother control and gender. In the case of procrastination the male mean score is 59.97 and female score is 57.24 and the t value is 3.19. It shows that a significant difference in procrastination in gender.

**Table-3: t-value of perceived parenting style and procrastination**

	Variable	Locality	Mean	SD	t-value
Father	Responsiveness	Rural	91.25	13.029	2.29*
	Control	Urban	84.84	12.802	
Mother	Responsiveness	Rural	74.13	10.867	1.08 <sup>NS</sup>
	Control	Urban	71.64	9.933	
Father	Responsiveness	Rural	78.32	10.236	2.01*
	Control	Urban	73.84	11.216	
Mother	Responsiveness	Male	107.18	12.830	0.39 <sup>NS</sup>
	Control	Female	106.12	10.317	
Procrastination		Male	59.97	5.983	3.19*
		Female	57.24	5.679	

\*significant at 0.05 level; NS = not significant

From the table it is observed that the perceived parenting dimensions and procrastination scores are given on the base of locality. The mean score obtained by rural area in father responsiveness is 91.25 and the urban area score is 84.84 and the t value is 2.29. Which shows that there is a significant difference between locality and in father responsiveness. The mean score obtained by rural area in father control is 74.13 and urban is 78.32 and the t value is 1.08. Which shows there is no significant relation in father control and locality. The mean score of mother responsiveness in rural area is 78.32 and urban is 73.32 and the t value is 2.01. Which shows that a significant difference in mother responsiveness and the locality. The mean score of mother control in locality is 107.18



and the urban is 106.12 and the t value is 0.39. Which shows that there is no significant difference mother control and the locality. The procrastination score in rural area is 59.97 and the urban area is 57.24 and the t value is 3.19. Which shows that a significant difference in procrastination and locality.

## FINDINGS OF THE STUDY

- Mother responsiveness and parental responsiveness is significantly related to procrastination.
- Father Control, Parental responsiveness of father is not significantly related to the procrastination.
- There is a significant difference in procrastination and perceive parenting styles based on gender.
- There is no difference in procrastination and perceived parenting style based on gender.

## CONCLUSIONS

The study revealed that the females have got higher score in father responsiveness and control than mother responsiveness and controls. As compared with females males are having less control and responsiveness from parents. Mother and father overly care their female children. They gave warmth or supportiveness or acceptance and behavioral control to their children. But in the case of procrastination males obtained higher score than females. It may because of less control and responsiveness of parents. However, Seker (2015) in his study shows a significant difference between student's gender type and procrastination. Here the result shows that there is a significant difference in procrastination and perceived parenting style based on gender. Here males obtained higher score than females. There are many reasons that males are procrastinate. They have little time to get their educational purpose, rest of the time they engaged in other activities such as play, peer activities, shopping etc. And also some parents they are not ready to ask their sons to whether he study or not, they simply live it. It is also observed from the study that rural area got a higher score in both father and mother responsiveness and control. And the level of procrastination is more seen in rural area. It may because of lack of parental control may leads to procrastination.

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# Big Five Factors of Personality and Psychological Resilience among Adolescents in Kerala – A Correlational Study

Vineetha Prakash\* and Dr. Bindhu C. M.

## ABSTRACT

Adolescence can be considered as a time when the self system is redefined. The essence of this self system consists of personality traits that emerge in the early years of life. These traits decide the way in which an individual's character differs from that of another individual. In other words, adolescents are expected to form an identity that provides meaning to life and it is thought to be the key developmental task of adolescence. This stage, beginning with the advent of puberty, is marked with the crisis of identity and role confusion. The five-factor model of personality (FFM) is a set of five broad trait dimensions or domains, often referred to as the "Big Five": Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience. The extent to which an individual is able to develop a sense of identity will depend upon the degree of success he/she achieves in resolving the crisis related to all the previous stages. Here lies the importance of having psychological resilience within them. Psychological Resilience refers to an individual's capacity to withstand stressors such as mental illness or persistent negative mood. On the basis of their research, many psychologists understood that there is a connection between personality factors and psychological distress. The present study is an attempt to investigate the relationship between Big Five Factors of Personality and Psychological Resilience among higher secondary School Students of Kerala. Big Five Inventory and Psychological Resilience Scale were used to collect data from a sample of 1209 Higher School Students from Kerala. Survey method has been followed and Random Sampling Technique was used in the administration of research tools. The result of the study reveals that a positive and significant relationship exists between Big Five Factors of Personality namely Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism and Psychological Resilience irrespective of total sample and relevant subsample based on gender.

**Keywords:** Big Five Factors of Personality, Psychological Resilience

## INTRODUCTION

The five-factor model of personality (FFM) is a set of five broad trait dimensions or domains, often referred to as the "Big Five": Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience. The Big Five or Five Factor Model was developed to represent the variability in the personality of different individuals using only a small set of trait dimensions. It is also important to note that each of the five personality factors represents a range between two extremes..

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In the real world, most people lie somewhere in between the two polar ends of each dimension. Many personality psychologists agree that its five domains capture the most important, basic individual differences in personality traits and that many alternative trait models can be conceptualized in terms of the Big Five Factors of Personality. The five factors grew out of decades of personality research, growing from the foundations of Cattell's 16 factors and eventually becoming the most accepted model of personality to date. This model has been translated into several languages and applied in dozens of cultures, resulting in research that not only confirms its validity as a theory of personality but also establishes its validity on an international level.

Psychological resilience can be defined as an individual's ability to successfully adapt to life tasks in the face of social disadvantage or highly adverse conditions. Family problems, relationship problems, health problems, financial worries etc. can cause stress and adversity in the life of individuals. Resilience is one's capacity to bounce back from negative experiences with "normal functioning". Resilience is however, not a rare ability. In fact, it can be found in average individuals too. It can be learned and developed virtually by anyone. Resilience should be considered as a process. It should not be considered as a trait to be acquired. It is a process of empowering of the individual through a structured system with gradual discovery of personal and unique abilities. For this one has to overcome the negative effects of risk exposure. He/she must be able to cope up successfully with traumatic experiences avoiding the negative trajectories associated with risks. A key requirement of resilience is the presence of both risks and promotive factors. They help either in bringing out a positive outcome or in avoiding and reducing negative outcomes.

Adolescence is the most vulnerable age group in the society. During this transition period from childhood to adolescence, the psychological, biological, and social changes bring together certain problems and provide opportunities for new life-standards. School and society in this period play a vital role in shaping and moulding the personality of the adolescence. At higher secondary level, the adolescents face many problems from educational and emotional aspects. Problems like anxiety, hot temperedness, and academic under-achievements are usual among adolescents. Growing up as a teenager is most stressful and exciting at the same time. It is because socially, the adolescents are no longer a child or the adult. It is taken as a period of adjustment or journey to adulthood. During this period, the young person acquires sexual maturity, hormonal change and establishes an identity as an individual-an identity apart from the family. G. Stanley Hall (1904) characterized adolescence as a period of storm and stress. It explains that adolescence is a turbulent period with role conflicts and mood swings. Any inconveniences to affect an individual's growth may cause incurable effects in one's life. The presence of Psychological Resilience can help to withstand all these challenges. Psychological Resilience is about being thinking rationally, looking on the bright side, finding the positives etc. It is also about being realistic, expecting things to go well and moving forward, even when things seem bad. It will reduce the negative effects of stressful situations on their wellbeing.

In this study, the investigator is trying to find out the relationship between Big Five Factors of Personality and Psychological Resilience of adolescent children of Higher Secondary classes. This study is undertaken because of the universal importance given to adolescence. It becomes necessary to study about their personality in adolescence because developmental changes during adolescence have broad implications for health and disease and for the initiation of health-related behaviours during adolescence. They must be provided with ample opportunities to make up, both physically and mentally, in order to maintain positive momentum for transitions to adulthood and health throughout life. In this respect, it is believed that the present study may contribute to the literature with respect to the role of personal traits in Psychological Resilience.

## OBJECTIVES OF THE STUDY

1. To study the extent of Big Five Factors of Personality and Psychological Resilience among adolescents in Kerala.
2. To find out the relation ship between Big Five Factors of Personality and Psychological Resilience among adolescents in Kerala for total sample and the subsample based on gender.

## METHODOLOGY

### Method

Survey method

### Sample

The study was conducted on a sample of 1209 higher secondary students of Kerala.

### Tool

1. Big Five Personality Inventory (Kumar, Anupama & Babitha,2006)  
The inventory is based on the five factors of personality developed by Paul Costa and McCrae and includes the five dimensions or factors namely Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. It is a five point scale consistng of 58 items including 30 positive and 28 negative items. This inventory is restandardised,the reliability coefficient of the scale was found to be 0.69 and the validity of the scale was 0.72.
2. Psychological Resilience Scale (Vineetha & Bindhu, 2017)  
This is a standardised five point scale and the dimensions of the scale are Problem solving ability,Accountability,Emotional stability and Sense of Personal worth. This tool consists of 67 items, including 36 positive and 31 negative items. The reliability coefficient of the scale was 0.90 and established content and face validity.

### Statistical techniques

Percentile Analysis

Pearson's Product Moment Coefficient of Correlation

### Analysis and Discussion

1. To study the extent of Big Five Factors of Personality among higher secondary school students of Kerala.  
The extent of Big Five Factors of Personality of Higher secondary School students was established by calculating the mean and percentile.  
The mean score of Big Five Factors of Personality of Higher secondary School students is presented in the table 1

**Table 1: Mean score of Big Five Factors of Personality of Higher secondary School students**

Variable	Mean Score
Big Five Factors of Personality	202.78

The above table reveals that the mean score of Big Five Factors of Personality of Higher secondary School students for total sample is 202.78 which is greater than the neutral value of the scale (174), this indicates that Higher secondary School students possess Big Five Factors of Personality is high, which means they have the behavioural characteristic, both inherent and acquired that distinguishes one person from another and that can be observed in students relations to the environment and to the social group.

## Percentile Norm

Percentiles P10, P20, P30, P40, P50, P60, P70, P80, and P90 were computed for the total sample. The values are presented in table 2.

**Table 2: Percentile norms of Big Five Factors of Personality of Higher secondary School students for the total sample**

Percentiles	Scores
P10	177
P20	187
P30	194
P40	199
P50	204
P60	207
P70	212
P80	218
P90	227

Table 2 shows that the 10<sup>th</sup> percentile of the score of Big Five Factors of Personality is 177. It means that only 10 percent of Higher Secondary School Students lie below the score 177 and 90 percent lie above the score. The 50<sup>th</sup> percentile of the score of Big Five Factors of Personality is 204, which means that an equal number of students lie above and below the score. The 90<sup>th</sup> percentile of the score of Big Five Factors of Personality is 227. It means that only 10 percent of Higher Secondary School Students lie above the score.

### 2. To study the extent of Psychological Resilience among adolescents in Kerala.

The extent of Psychological Resilience of Higher secondary School students was established by calculating the mean and percentile.

The mean score of Psychological Resilience of Higher secondary School students is presented in the table 3

**Table 3: Mean score of Psychological Resilience of Higher secondary School students**

Variable	Mean Score
Psychological Resilience	226.44

The above table reveals that the mean score of Psychological Resilience of Higher secondary School students for total sample is 226.44 which is greater than the neutral value of the scale (201) which means that most of the Higher secondary School students are psychologically resilient.

## Percentile Norm

Percentiles P10, P20, P30, P40, P50, P60, P70, P80, and P90 were computed for the total sample. The values are presented in table 4

**Table 4: Percentile norms of Psychological Resilience of Higher secondary School students for the total sample**

Percentiles	Scores
P10	195
P20	204
P30	213
P40	221
P50	227
P60	233
P70	240
P80	246
P90	259

Table 4 shows that the 10<sup>th</sup> percentile of the score of Psychological Resilience is 195. It means that only 10 percent of Higher Secondary School Students lie below the score 195 and 90 percent lie above the score. The 50<sup>th</sup> percentile of the score of Psychological Resilience is 227, which means that an equal number of students lie above and below the score. The 90<sup>th</sup> percentile of the score of Psychological Resilience is 259. It means that only 10 percent of Higher Secondary School Students lie above the score.

- Correlation between Big Five Factors of Personality (Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and Psychological Resilience among Higher secondary school students for total sample and subsample based on gender. The details of results of Coefficient of Correlation are given in Table 5

**Table 5: Data and Results of the Coefficient of Correlation between Big Five Factors of Personality (Total and dimensionwise) and Psychological Resilience among adolescents for total sample and subsample gender.**

Variables correlated	Sample	N	Coefficient of Correlation	Level of significance
Big 5 factor & Psychological Resilience	Total	1209.	0.318	0.01
	Boys	666	0.315	0.01
	Girls	543	0.377	0.01
Openness & Psychological Resilience	Total	1209	0.197	0.01
	Boys	666	0.169	0.01
	Girls	543	0.282	0.01
Conscientiousness & Psychological Resilience	Total	1209	0.429	0.01
	Boys	666	0.357	0.01
	Girls	543	0.573	0.01

Variables correlated	Sample	N	Coefficient of Correlation	Level of significance
Extraversion & Psychological Resilience	Total	1209	0.398	0.01
	Boys	666	0.374	0.01
	Girls	543	0.450	0.01
Agreeableness & Psychological Resilience	Total	1209	0.299	0.01
	Boys	666	0.309	0.01
	Girls	543	0.338	0.01
Neuroticism & Psychological Resilience	Total	1209	0.321	0.01
	Boys	666	0.221	0.01
	Girls	543	0.421	0.01

Table 3 reveals that the coefficient of correlation obtained between Big Five factors of personality namely Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism and Psychological Resilience and Psychological Resilience for total sample are 0.318, 0.197, 0.429, 0.398, 0.299 and 0.321 respectively which all are significant at 0.01 level. It shows the positive and significant relationship between those all five factors of personality with the Psychological Resilience among the higher secondary school students. The coefficient of correlation obtained between Big Five factors of personality namely Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism and Psychological Resilience for boys are 0.315, 0.169, 0.357, 0.374, 0.309 and 0.221 respectively which all are significant at 0.01 level. It shows the positive and significant relationship between those all five factors of personality with the Psychological Resilience among the boys of higher secondary school. The coefficient of correlation obtained between Big Five factors of personality namely Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism and Psychological Resilience for girls are 0.377, 0.282, 0.573, 0.450, 0.338 and 0.421 respectively which all are significant at 0.01 level. It shows the positive and significant relationship between those all five factors of personality with the Psychological Resilience among the girls of higher secondary school.

## CONCLUSION

The study reveals that Higher Secondary School Students possess Big Five factors of personality and Psychological Resilience to a high extent as their mean score is greater than the neutral value. Also a positive and significant relationship was observed between all five factors of Big Five Factors of personality and Psychological Resilience irrespective of total sample and relevant subsample based on gender. This shows that factors of personality are a significant predictor of resilience. The relatively stable personality traits that people possess will be the significant determinants of their resilience levels. When the adolescents are becoming more resilient psychologically, they will be able to cope with the difficult situations better. They can 'bounce back' when things go wrong and can navigate life's ups and downs easily. So building resilience is an important part of their development.

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# Perceived Burden on Special Educators Who Deal with Autistic Children

Syed Altaf Hussain\* and Dr. Dharavanth Balaramulu\*\*

## ABSTRACT

**Background:** Autism Spectrum Disorder (ASD) affects children and it is a neuro-developmental disorder. It could be a lifelong disorder. ASD affects children in social interaction, communication and displays of unusual pattern (rigid and repetitive) of behavior.

**Methods:** Material used is Care-giver burden scale. Special educators who are working with autistic children were selected for this study

**Results:** There were 30 special educators participated for this study who deals with autistic children. Significance 0.00 shows there is significance difference for teaching special children by special educators who are less than thirty-six years and greater than or equal to thirty-six years of age. Significance 0.00 shows there is significant difference for teaching special children by the male and female special educators

**Conclusions:** The present study shows that there is significant difference between the burden of teaching autistic children by age and gender.

**Keywords:** Autism spectrum disorder, Caregiver.

## INTRODUCTION

Autism is a neurodevelopmental disorder that is characterized by impaired social interaction, verbal and non-verbal communication and restricted and repetitive behavior. These signs often develop gradually though some children with autism, reach their developmental milestones at a normal pace and then regress. Autism Spectrum Disorder (ASD) is a complex condition that typically appear during the first three years of a child's life. ASD affects each student's cognitive processing, sensory modalities, social interactions and communication differently and with varying degrees of severity (Autism Society of America, 2017)<sup>[1]</sup>. According to the Centers for Disease Control and Prevention (CDC), it is estimated that globally 1 in 68 school-aged children has an autism spectrum disorder (ASD)<sup>[2]</sup>. It is estimated that there are approximately 1.7-2 million children with ASD in India.

A caregiver provides physical and psychological support for a family member or friend, beyond what is typical of their relationship (Bridges, 1995)<sup>[2]</sup>. A special educator is not only teaching in the classroom but also considered as caregiver in the school because each child requires individual attention by the teachers. A special educator has to make sure the special children learn but also has to deal with the behavioral issues in the classroom. For this, special educator's gender, age and with level of disability of the special children also matters. Hence, present study is planned to assess the caregiver's (hear special teacher's) burden for the autistic children

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## METHODS

**Aim:** The aim of the study is to assess the perceived burden in caregivers (special educators) of children with autism spectrum disorder.

## OBJECTIVES

- (i) To study the socio-demographic characteristics of the respondents.
- (ii) To study the burden on special educators who are teaching to autistic children.
- (iii) To study and compare the burden of special educators based on their gender.
- (iv) To study and compare the burden of special educators who are less than thirty-six years and thirty-six years and above.

**Research Design:** In the present study the researcher has attempted to investigate the level of caregiving burden of special educators experienced by special educators on various dimensions such as their age, gender and to whom they are teaching

**Sample:** The data was collected from 30 special teachers who deal with teaches to autistic children in the special school or child development centers.

## Inclusion criteria

- The special educators who are teaching the autistic children

## Exclusion criteria

- Special educators who does not teach to autistic children
- Special educators who are teaching to multiple disabled children

## Tools used

- **Socio-demographic data:** A special Performa designed for the study was used to gather socio-demographic details about the subjects.
- **Care-giver burden scale:** Scale care giver burden is used which is developed by Zarit et al. (1980) to assess the burden on the special educators who teaches autistic children.

**Procedure:** The special educators taken for the study after obtaining the written consent were interviewed to elicit the relevant socio-demographic details and were administered Caregiver's Burden Scale individually.

**Statistics:** The data was analyzed using SPSS (16 version) software package. The total number and percentages for each group of special educators are calculated. Chi-square test is used to find out the significant difference, severely level of care burden for various groups and comparing their significance level.

## Results

The results were analyzed using descriptive statistics like counting the total number of respondents and percentages for each group. Initially, socio-demographic data of special educators who belongs to different gender and age and teaching to autistic children.

**Table 1: Socio-Demographic Data**

	Number	Percentage
Gender:		
– Male	16	53.3%
– Female	14	46.7%
Age:		
– < 36 Years	16	53.3%
– >= 36 Years	14	46.7%

The above table shows that male special educators and female special educators are 53.3% and 46.7% respectively. Likewise, special educators who are aged less than thirty-six years and greater than or equal to thirty-six years are 53.3% and 46.7% respectively.

**Table-2:**

	Gender				df	$\chi^2$	p
	Male		Female				
	Count	Percentage	Count	Percentage			
Teaching to							
– Mild to moderate burden	11	68.8%	0	0.0%	2	16.189	0.00
– Moderate to severe burden	5	31.20%	11	78.6%			
– Severe burden	0	0.0%	3	21.4%			

Most of the male special educators have mild to moderate burden (68.8%) for teaching special children but females special educators have moderate to severe burden (78.6) for the same. As  $p = 0.00$ , there is significant difference of burden between male and female special educators for teaching special children.

**Table-3:**

	Age				df	$\chi^2$	p
	Less than 36 years		Greater than or equal to 36 years				
	Count	Percentage	Count	Percentage			
Teaching to							
– Mild to moderate burden	11	68.8%	0	0.0%	2	16.189	0.00
– Moderate to severe burden	5	31.20%	11	78.6%			
– Severe burden	0	0.0%	3	21.4%			

Most of the special educators who are less than thirty-six years of age have mild to moderate burden (68.8%) for teaching special children but special educators who are greater than thirty-six years of age have moderate to severe burden (78.6) for the same. As  $p = 0.00$ , there is significant difference of burden between special educators, who are less than thirty-six years and greater than or equal to thirty-six years of age, for teaching special children.

## DISCUSSION

Teaching to special children is a challenging job for a special educator. Apart from teaching them, the special educators have to make sure that the special children learn properly, deal their

behavioral issues and there is no proper response or curiosity from the students' side. So, a special educator is more than just a teacher. There are many factors among the special educators which matter for their job efficiency, such as the type of special children specially, autistic children, gender or the age of the special educator to which they teach. According to Borg (1990)<sup>[3]</sup> "one third of the teachers perceive their occupation as highly stressful". According to Jyriacou (2001)<sup>[4]</sup>, "the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands"

The present study, finds that there is a significant difference for teaching by special educators who are less than thirty-six years old and greater than or equal to thirty-six years old. Most of the special educators, who are less than thirty-six years of age, feel mild to moderate burden in dealing with special children whereas most of the special educators, who are thirty-six years or more, feel moderate to severe burden in dealing with special children.

There is a significant difference for teaching by special educators who belongs to different gender. Most of the male special educators feel mild to moderate burden in dealing with special children whereas most of the female special educators feel moderate to severe burden in dealing with special children.

## CONCLUSIONS

As we all know, that the special educators are primarily responsible for educating the special children such as children with autism spectrum disorder, intellectually disabled and others. The present study shows that special educators who are less than thirty-six years of age feels less burden while special educators who are thirty-six years or more feel more burden while dealing with autistic children. This may be because as the special educator advances in age, his/her tolerance level decreases. As for the gender, male teachers cope well when compared to female special educators because it is not only delivering knowledge throw black board but also physically involving along with them such as running, making them hold learning material, making them sit at one place and overall making them to learn properly.

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# Commitment towards Universe– Values Based Education

Arvind Kumar Arya\*

## ABSTRACT

Values education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils.[ Others see it as an activity that can take place in *any* organisation during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others.

## INTRODUCTION

This means that values education can take place at home, as well as in schools, colleges, universities, offender's institutions and voluntary youth organisations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realisation of what is good behaviour for themselves and their community.

## Definitions

There is a further distinction between explicit values education and implicit values education where:

- *explicit values education* is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.
- *Implicit values education* on the other hand covers those aspects of the educational experience resulting in value influence of learning, which can be related to the concept of hidden curriculum.
- *Pandya (1959) studied the place of philosophical and practical values in education. He suggested for a reorganization of the system of education with certain basic values for restoring harmony and poise into human life.*
- *Nagaraja Rao (1968) takes an insight into the values in the changing world. He sees two views advocated by the thinkers of the recent times. The ideals of military process and industrial enterprise and the ideal of Swadharma as means of universal peace and happiness.*

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## MULTINATIONAL SCHOOL-BASED VALUES EDUCATION SCHEMES

### Living Values Education Programme (LVEP)

This project of worldwide proportions inspired by the new religious movement called the Brahma Kumaris World Spiritual University incorporates twelve values (unity, peace, happiness, hope, humility, simplicity, trust, freedom, co-operation, honesty, courage, love), and has formed the basis of the kiss whole-school ethos approach in schools such as West Kidlington Primary School, Kidlington whose head master Neil Hawkes and Values education coordinators Linda Heppenstall used the work and other programmes to help them form a values-based school. The LVEP website lists 54 countries where values education projects are undertaken.

### Character Education

Character education is an umbrella term generally used to describe the teaching of children in a manner that will help them develop as personal and social beings. However, this definition requires research to explain what is meant by “personal and social being”. Concepts that fall under this term include social and emotional learning, moral reasoning/cognitive development, life skills education, health education; violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation. Lickona (1996) mentions eleven principles of successful character education. It seems to have been applied in the UK and the United States

### *Need for value based Teacher Education*

Today we are in a technological world where things are happening fast. Parents and teachers would like to be getting results fast. India has kept pace in science and technology with forward nations BUT we have shown slower pace in our value system even when we have a strong heritage of human values. India was quoted by great visionaries and saints as a punya bhumi. Swami Vivekananda reiterated in his powerful words: “ If there is any land on this earth that can lay claim to be the blessed punya bhumi, to be land to which souls on this earth must come to account for karma, the land to which every soul is wending its way Godward must come to attain its lost home, the land where humanity has attained its highest towards gentleness, towards generosity, towards purity, toward s calmness, above all, The land of introspection and of spirituality-It is India.” Thus value Education has been elucidated by swamiji. From such a state, we are in the Pythonic Grip of deepening Value crisis. How unfortunate it is!!!

How can we overcome this? When can we become Capable of training the young citizens to be the carriers of the noble human resources? What Value, Value has changed to? Present Scenario and surroundings Looms large with terrorist acts, VIOLENCE, Negative thoughts, anti-social acts, many an immoral qualities are all seen every where and the world looks A BIG BOOMING, BUZZING confusion. Such is the case in all fields. Braving such conditions the wise men of our country has been trying to put forth issues like a National System of EDUCATION AND a National Policy of Education which should FOCUS & BRIDGE the GAPS that are widening.

The NPE(\*86) and subsequently the POA's have been emphasising the faith in vidya dadati vinayam, vinayat yati patratam,patratwat dhanamapnoti, dhanat dharmam tataha sukham- It is learning and knowledge that gives capability to earn, and earning the ability to do dharma for a noble cause and this results in gaining peace. The analysts and educationists of our country have consciously changed the curriculum and prioritized Universalisation of Primary Ed, the girl child education, and inculcating value-based education in their recent policy recommendations like - the Ishwarbhai Patel's ; ; Ramamurthy commission; Prof. Yashpal's commission and the present focus

on the same issues. Through the National curriculum framework. All these commissions, reports and recommendations have ONE thing in Common and that is, Changing Curriculum at different levels for capacity building among teachers. Further, recent studies and analysis of evaluation of achievements at different levels have clearly shown the QUALITY concerns and that TEACHER factor and his /her performance is poor but his responsibilities are more and there is need to train teachers in several of the new techniques & bring him to the frontline in this task of building a national system of education with a focus on Value Education. Thus educating the whole child and developing values assumed importance in recent years. What then is the meaning of

### ***Value education and teacher***

We are aware of the Importance and relevance of value Education. It is interesting to note that the term 'Value' is a borrowed word from Latin VALERE via old French. The meaning as per the Oxford Dictionary ranges from a sense of estimation, comparison with something, consideration of the worth, merit etc. Semantically the meaning of the word is taken from English weorden which is equivalent to worth. The educational perspective of this has a

Philosophical overtone of the ethical, moral, social & spiritual. Dimension Hence there is need for considering value education in a broader and more comprehensive way. NCERT Curriculum framework (2000) have explicitly mentioned that --:"Value education and education about religions would not form a separate subject of study or examination at any stage of the curriculum. These would be so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programmes in the co-scholastic areas to achieve the objectives." Thus values would be essential component of any curriculum. It was swami Vivekananda whose vision it was to educate the Whole man. "Education is manifestation of perfection already in man. Again it was Swamiji who spelt this idea as "man-making and character Building Education." These thoughts of the darsanic clearly gives the direction to the reconstruction of the curriculum at several stages of education. These ideas also reflected in the Principles of curriculum.

### ***The Principles of curriculum***

A cursive glance at the criterion/principles of curriculum construction shows Objectives OR A Clear Vision forms the First principle. This is followed by the needs of the Individual then needs of the society. Principles are: thus based on 3 Questions basic in constructing a curriculum at any level of learning. They are: For whom is the curriculum? What curriculum for that age & Country? Then what steps to follow in curriculum framing? The curriculum thus lends itself for several steps to be technically followed. Trained teachers do know these steps. However for an understanding of differentiation between the curriculum & Syllabus the following list of steps in curriculum construction is given

1. Vision statements of the course of curriculum
2. Clear idea about the Age, and mental maturity of the clientele of curriculum.
3. Selection of appropriate subjects, activities, programmes & Projects necessary to achieve the objectives.
4. Duration for which course content should be studied
5. Formulation of the detailed specific objectives, content Units, nature of treatment for each subject chosen at 3.
6. Spelling to the details of each Unit in every subject based on the needs of the individual and society.
7. Organizing these Units meaningfully- concentric way or Linear



8. Indicating the manner in which values attained can be assessed (Evaluation)
9. Discussing with parents and community about the feasibility of the curriculum
10. Modifying the Curriculum based on the step 9 and finalisation.

These discussions on the construction details about the curriculum unfolds the true cause of the Value factor's deterioration in the school education. The questions to be reflected upon are: Did we have clear visions while preparing curriculum? If so, did we transact the curriculum the way it should be done? Is focusing on morals and positive thoughts not emphasized? Where are those roots which anchored education in yester years? -These and similar thoughts come to the minds of every citizen and an academic answer to these is an acceptance of teacher's responsibility in building our children. To become excellent citizens by first building ourselves to be one. Accept this responsibility for the children and move on things would take care of themselves says Swami Ranganathanandaji. He has time and again given very clear direction about the role and responsibility of teachers in building up the nation. The teacher according to him must have the ideals and ideal involvement and dedication. Education plays the greatest part in Democracy. It is the se thoughts that should

Guide teachers in day to day transactions. It is sad to note that the teachers to-day often are "unmindful" of the tremendous responsibility they have but feel contented with covering the curriculum and producing the certificate holders year after year But Not Humans. In this context it is enough to reflect on what we could not do and we have to do as teachers in building the curriculum & transacting it meaningfully. Gurudev Rabindranath's remarks that A Lamp cannot light another unless it is lighted from within. The DO's for the teachers cannot be put in a better way than what Swamiji (Ranganathananda) has spoken and so, I reproduce the extract: " I often tell our teachers in various parts of India that, when you enter the classroom, the first thing you must do is to have a look at the class, just glance round the students in front, greet them with a winning smile and ask yourself silently the question: who are these children in front of me? What am I to do here? These children drawn from various levels of our society are in search of knowledge and our constitution promises education and the GOOD life to every child in our nation and I am here to communicate the best of knowledge and inspiration to these children should be the answer you get. With this attitude, when you open your mouth to speak, every word will stimulate the children in front. You then cease to be a mere individual, a mere self-centered paid employee or mercenary but become a true educator, an enlightened citizen, a full person. I have just now used two words which you will find of great significance in your own development, apart from what you do to your students-an individual and a person. As an Individual, you are a genetically limited entity, confined to your own likes and dislikes, your own desires, your own ambitions. But as soon as you become a person, you expand, you are able to enter into the life of other people and also get response from other people. That is the difference between Individuality and Personality. Personality is a richer word than individuality. Individuality itself, according to Vedanta, is the first step in spiritual growth. it rescues man from submergence in the collectivity and installs him/her on the throne of freedom and dignity. This sense of individuality appears in every child from the age of 2 onwards. And the first education of a human child, upto the age of five is the strengthening of ego or individuality. And thereafter, it must be educated to steadily grow into personality, by orienting it to serve others, to find a place for others in its scheme of living and working. So child is initiated to grow steadily from individuality to Personality. We can use two words from Sanskrit vyaktitva for individuality and vikasita vyaktitva for personality. A child is first a vyakti and the grows into a vikasita vyaktitva. Thus the first step vyaktitva is important in early life and if the second aspect of developing personality is not taken care, the child will be a problem child, liable to accumulate traumas and complexes and unable to establish happy relations with others.... At present we do not have high team work or full National

integration because we are mostly individuals and not persons.” The National ideals of India are renunciation and service. Intensify her in those channels and the rest will take care of itself “said swami vivekananda. This message energised India and taught her, and continues to teacher to forsake the path of exploitation of man by man and follow the path of service...This is a uniquely human capacity, revealing in human nature, a higher dimension of nature than what is revealed in external physical nature. When our children are able to live in peace with other children, work with others, love and serve others then they have become persons vikasita vyaktis. This type of spiritual growth from vyaktitva to vikasita vyaktitva, must first come to all our teachers. They must strive for it and achieve it and then help their students to achieve it. This is the very soul of value-oriented education, of human resource development: this is learning to be, added to the current learning to do. Vivekananda ha expressed this same idea beautifully in his brief utterance “Be and Make.” This shall be our motto”.

### **National curriculum**

To realize and act in a mindful manner thus would be the sankalpam we have to make. In reality to achieve and prepare a curriculum and transact and Endeavour towards building vikasitavyaktitva we should provide a broad based curriculum where methods of reflections dhyana, yoga are also integrated side by side with the curricular contents on different subjects. All

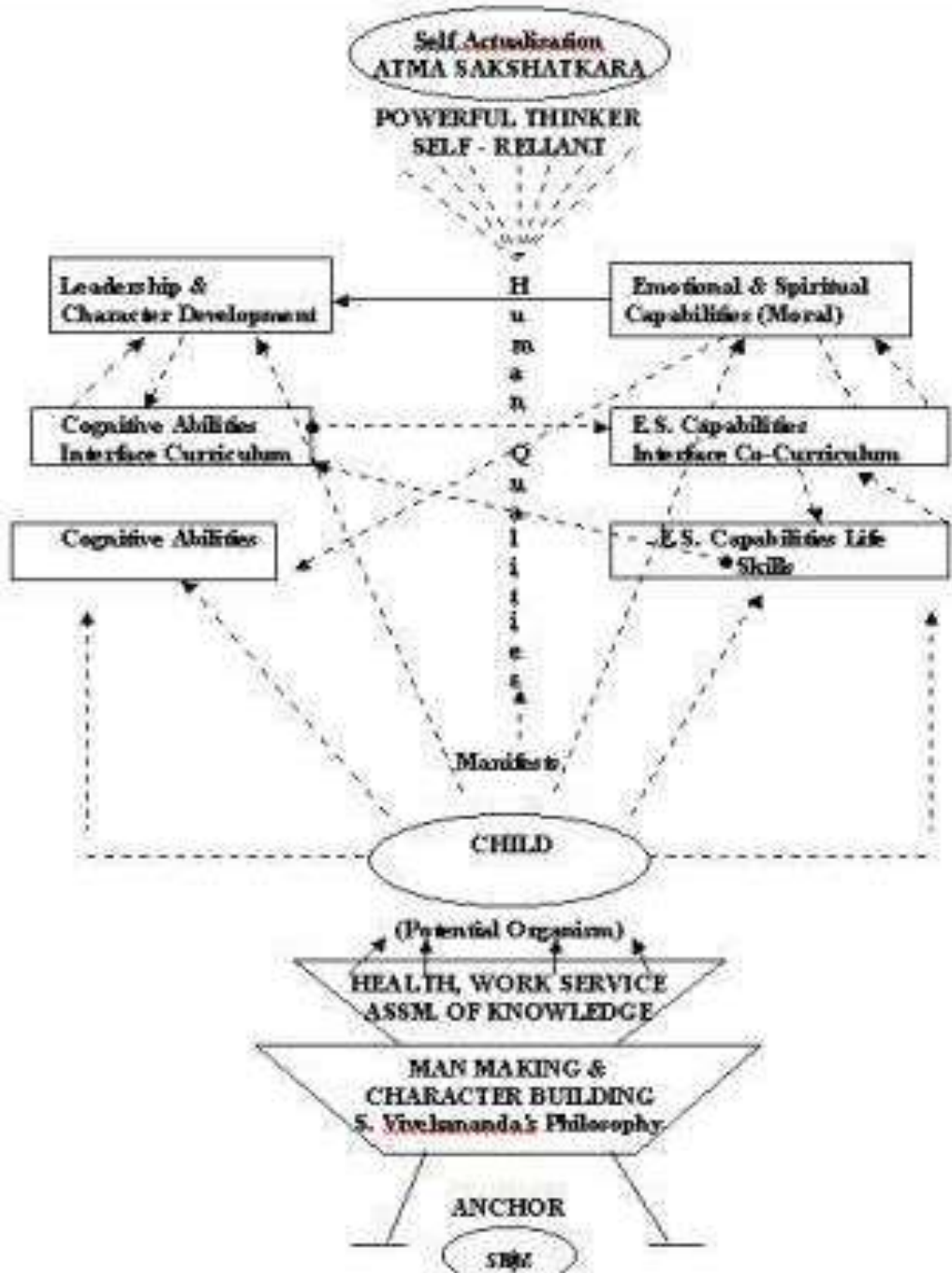
These background can be seen in the national curricular framework. In order to awaken the teachers from the routine of preparing for examination, an experiment has been made by group of teachers both at primary and secondary levels, in the art of infusing values during the classroom teaching.. To do these teachers had to process teaching points and match the appropriate human values core values as suggested by the NPE (86). This also meant teaching contextually. This was followed by periodic “reflection on one’s own teaching” and share the thoughts with fellow- teachers. This small exercise gave tremendous energy and enthusiasm to teachers and students and the exercise is being continued. Thus curriculum in Value education can be:

a segregated specially prepared (prescriptive model OR

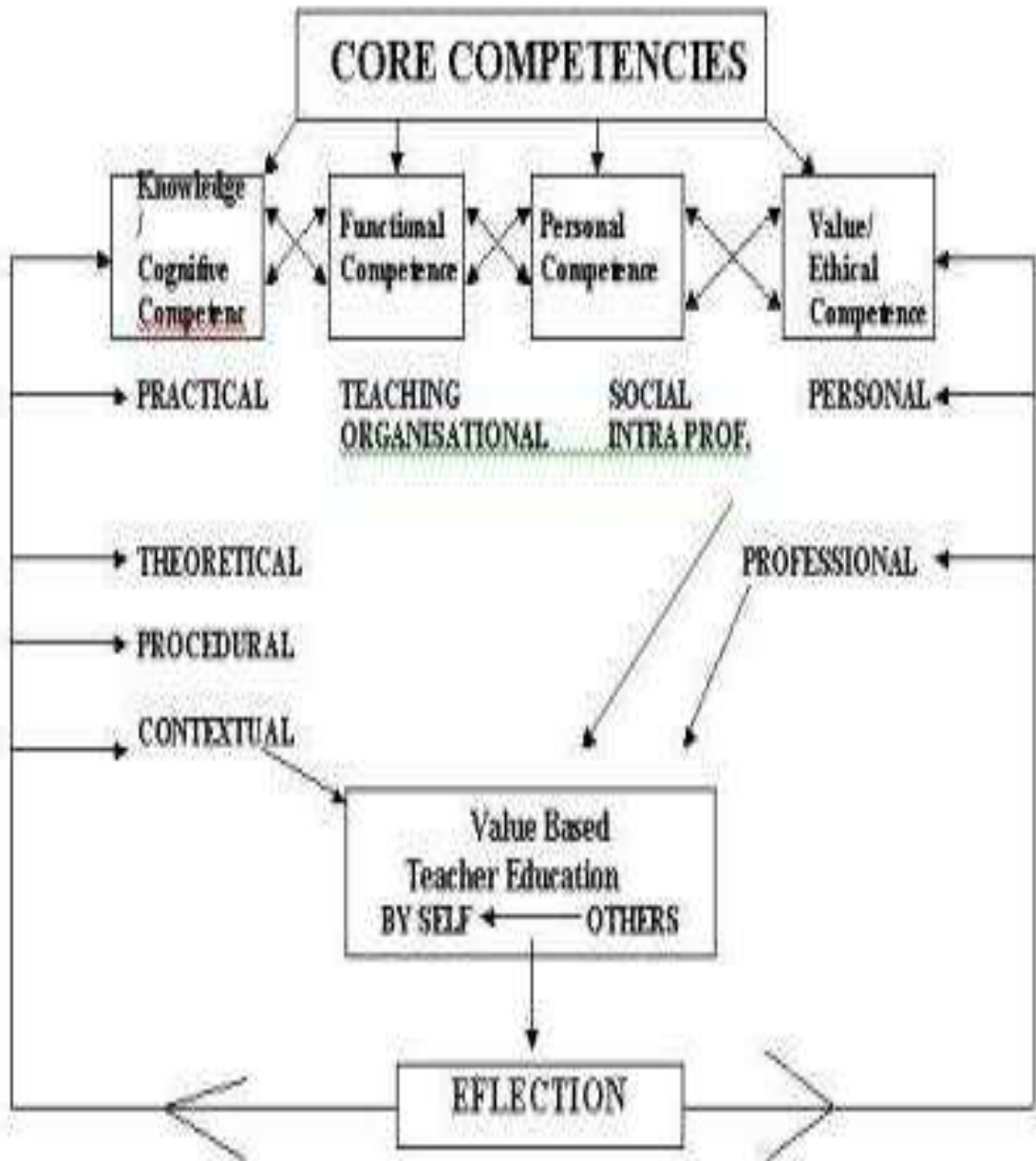
1. The Integrative approach of high lighting and flagging the human values through every lesson. - (Built-in Model) or
2. Add -on Model having an additional paper and focus on value education (RIMSE) or
3. An eclectic model of a combination of Hands on & built in model.
4. Or Innovative model- trainee driven curriculum like Anweshana of Banasthali Vidyapitha, Rajasthan. Ultimately the model we select depends on the vision of teacher. Education curriculum.

Finally it is the Teacher who should Perceive Information selectively transform Information to Knowledge and to Wisdom side by side helping adolescent to develop love of knowledge and try to transform him to become a person a good citizen of this great land This happens only by raising oneself through one’s own self for, self is his friend or foe. Udhareth atmanatmanam na atmanamavasadayet,atmeivahi atmanah bandhuhu atmaiva hi atmasya ripuhu- gita. One of the creative chat sessions while browsing the internet just few days before got me the following storyline. This suggests how at this hour common man and parent are worried about their children and change values meaningfully. Remember the following story is not written by a teacher but by child and parent at somebody’s request. It is random and I find this appropriate Read & enjoy. This also brings out the fact that technology helps in getting quick feed back circumstantially and suggests its use in sharing ideas.

**MMCBModel**  
**Map of Vision and Linkages**



### VALUE BASED TEACHER EDUCATION MODEL



Concentrated efforts by all concerned to made to bring about the needed change. Unless efforts and struggle is made the results cannot be seen. So let us as teachers lean to act and not to preach alone. Verily it is said that - sukharti tyajate vidyam, vidyarthi tyajate sukham; sukharthinaha kuto vidya, kuto vidyarthinaha sukham: meaning if you are after luxury and easy going then forget

the to secure knowledge, if you are desirous of getting knowledge then do not go after luxury during studentship; There is no chance of gaining knowledge to those who are after luxury so also there is no scope to be luxurious and easy going for those desirous of acquiring knowledge.

May good thoughts come to us from all sides May right deeds prevail and May we grow professionally and go beyond curriculum and mould ourselves into vikasitavyaktitva Om! Shanthithi! Shanthithi! Shanthithi!.

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# Higher Education in India: Challenges and Opportunities

Rakesh Kumar\*

## ABSTRACT

The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. The current study aims to highlight the challenges and to point out the opportunities in higher education system in India.

**Keywords:** Education, Opportunities, Challenges, Colleges, Universities

## INTRODUCTION

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since in dependence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the a regroups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013). The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities.

**Today,** Knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent

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graduate (Masani, 2008). The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world. As of 2008, India's post-secondary institutions offer only enough seats for 7 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of college professors lack either a master's or PhD degree (Newsweek, 2011). As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000 (Science and Technology Education, 2009) 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 (Mitra, 2008).

Despite these challenges higher education system of India equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

## GROWTH OF HIGHER EDUCATION SECTOR IN INDIA

As higher education systems grow and diversify, society is increasingly concerned about the quality of programmes, public assessments and international rankings of higher education institutions. However these comparisons tend to overemphasize research, using research performance as a yardstick of institutional value. If these processes fail to address the quality of teaching; it is in part because measuring teaching quality is challenging (Hernard, 2008)

India has been always been a land of scholars and learners. In ancient times also, India was regarded all over the world for its universities like Taxila, Nalanda, Vikramshila and its scholars. By independence India had 20 universities, 500 colleges enrolling about 2,30,000 students. Since independence India has progressed. Significantly in terms of higher education statistics. This number has increased to 659 Universities and 33023 colleges up to December 2011-12. Central Government and state Governments are trying to nurture talent through focusing on the number of Universities and Colleges for expansion of higher educations. There is no doubt to the fact that much of the progress achieved by India in education has come from private sector. In fact the public sector and private sector is not in opposition to each other but they are working simultaneously in Indian education sphere. UGC is the main governing body that enforces the standards, advises the government and helps coordinate between center and states. The chart 1.1 & 1.2 shown below depicts the growth of universities and colleges in India from 1970 to 2012 respectively. The number of universities has grown more than six times in last four decades and the number of colleges has been increased from 3603 in 1970-71 to 33000 colleges in 2011-12.

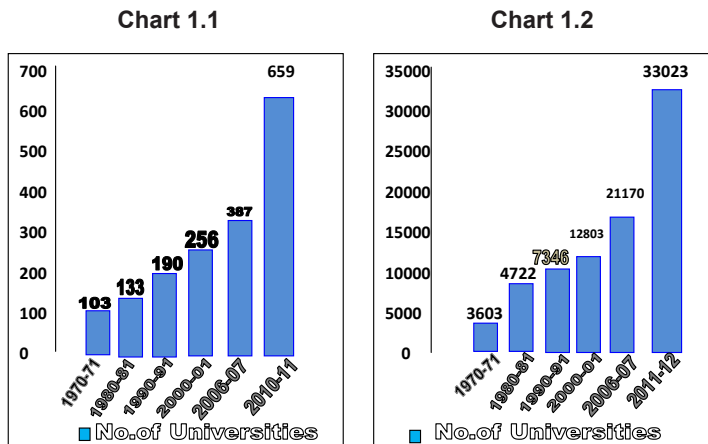
## CHALLENGES IN HIGHER EDUCATION IN INDIA

It is our 69th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these six decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below:

- **Enrolment:** The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries.



## The growth of universities and Colleges in India from 1970 to 2012



Source: Higher Education in India: Twelfth Five Year Plan (2012-17) and beyond FICCI Higher Education Summit 2012

With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

- **Equity:** There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.
- **Quality:** Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.
- **Infrastructure:** Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large numbers of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.
- **Political interference:** Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for their selfish means. Students organize campaigns, forget their own objectives and begin to develop their careers in politics.
- **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET / PhD candidates are unemployed even there are lot of vacancies in higher education, these Deserving candidates are then applying in other departments which are a biggest blow to the higher education system.

**Accreditation:** As per the data provided by the NAAC, as of June 2010, "not even 25% of the total higher education institutions in the country were accredited. And among those

accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level".

**Research and Innovation:** there are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India.

**Structure of higher education:** Management of the Indian education faces challenges of overcentralisation, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar,2015).

## OPPORTUNITIES IN HIGHER EDUCATION

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 millions. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments (Nexus Novus, 26 July, 2013).

Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the help of new-age learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world

There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaborate at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an inequalitarian system of education" (Balachander, 1986).

The need to enhance the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English. The emerging interest in Indian higher education institutions in

the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world.(British Council, 2014).

## **SUGGESTIONS IMPROVING THE SYSTEM OF HIGHER EDUCATION:**

- There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive
- Higher educational institutes need to improve quality and reputation.
- There should be a good infrastructure of colleges and universities which may attract the students.
- Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.
- There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.
- Universities and colleges in both public private must be away from the political affiliations,
- Favoritism, money making process should be out of education system etc.
- There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only up to his own subjects.

## **CONCLUSION**

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children's do not get even primary education. This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilize this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

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# Role of Technology in Quality Education

Aruna Singh\*

## ABSTRACT

Information and Communication Technology (ICT) can be utilized for the education sector. Education includes online, distance and part time education. There are unlimited applications of ICT in the real world. In his paper emphasis is on the education field. Traditional Non-formal education system process includes activities like admission, Personal Contact Programmes, Exam for any course in a University or Institution. In this process ICT can play a great role in all the activities by providing a lot of benefits to students, teachers, parents and Universities itself. ICT can be used for providing education to the people who are not able to come to school due to various constraints. ICT can play great role in formal and non formal forms of education. The paper examines certain important issues related with the effective implementation of ICTs in all levels of education and provides suggestions to address certain challenges that would help in the implementation of ICTs in education and simultaneously increasing Quality of education.

## INTRODUCTION

IT has become a buzzword while talking about technology and its applications. IT is used in various business and management functions but not in the improving the quality of education. Quality of education has been issue of concern in the absence of standard parameters of to measure the quality. The hardware, software, the methods and know how required or used in acquiring, storing, processing and displaying data and information is collectively known as Information Technology (IT). Also on other hand, many developments and achievements took place in communication technology sector after and Second World War. Hardware, know how, programs and the methods used in ensuring that message is transmitted correctly, efficiently and cost effectively are collectively known as Communication Technology (CT). Both of these technologies became complementary to each other means progress in one alone is not much beneficial. Hence IT and CT started moving together and a new term was coined named as Information and communication Technology (ICT). Convergence of these two technologies gave birth to ICT. Education system includes formal and Non-formal forms of education at various levels of education. Teaching is imparting knowledge or skill whereas learning is skill acquisition and increased fluency. Usage of ICT is one of the way by which India's large population base can be effectively reached. Moreover in enhancing the quality and delivery of services through ICT-especially in case of developing relations with citizen- Government will be better positioned. Passive learning occurs when students use their senses to take in information from a lecture, reading assignment, or audiovisual. Traditional lecture is not an effective learning environment for many of our students because so many students do not participate actively during a traditional lecture. This is the mode of learning most commonly present in classrooms whereas active learning involves the student through participation and investment of energy in all three phases of the learning process (input, operations, and feedback). This type of learning is more apt to stimulate higher cognitive processes and critical thinking.

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In the past few years there has been a paradigm shift in curriculum where teacher acts as a facilitator in a student centered learning. In Student centered learning focus is on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning.

Here students have to be active responsible participants in learning process. Teacher has key role in the whole process whereas in case of ICT based education, various ICT tools are supplemented to make the teaching-learning process effective.

With the help of blended learning, total time devoted to teaching can be decreased. A survey says that there was a sense of pride created and interest generated among the teachers and students for gaining ICT and its privileges.

ICT has the potential to remove the barriers that are causing the problems of low rate of education in any country. ICT as a tool can overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers. In this paper how learning through ICT can be made effective and easier for improving the quality of both formal and non-formal forms of education. Section 2 explains ICT tools, section 3 explains ICT application for quality improvement in formal and Non-formal education, section 4 shows ICT for Content development section 5 shows ICT and teachers Training whereas section 6 shows certain challenges and their solution for the implementation of ICT in the education sector.

## **TECHNOLOGICAL TOOLS AND TRENDS IN QUALITY EDUCATION**

There are various Technological tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include Radio, T.V, Internet, Mobile phone,

Computer, laptop, tablets and many other hardware and software applications. Certain ICT tools like laptops, PCs, mobile phones, and PDAs have their own implication in Education. These devices can be used in imparting education and training for teachers and students. Many of the ICT tools are much hyped but have not given fruitful results till now. Use of radio for pedagogical practices has been very much popular in past and is still in use in India by IGNOU. But One-to-many broadcast technologies like radio and television are seen as less revolutionary ICTs in education, as their usage is seen as reinforcing of traditional instructor-centric learning models, unlike computers, which many see as important tools in fostering more learner-centric instructional models. Successful ICT initiatives meet three intertwined objectives: availability, access, and demand. Educational ICT tools are not for making educators master ICT skills themselves, but for making educators create a more effective learning environment via ICT. Teachers can utilize ICT tools to get benefits from using these tools in the areas of content, curriculum, instruction, and assessment. ICTs include fixed-line telephony, mobile telephony, newspapers, radio, television, radio trunking, very small terminal (VSAT), computer, and internet must be accessible to rural public as per their demand. School children using various ICT tools.

## **TECHNOLOGY AS PERSONAL AND PROFESSIONAL TOOL FOR EDUCATORS**

Technology provide a wide range of aids to the personal –professional work of teachers. some examples are given:

- Lesson plans and student handouts are stored as word processor files and they are easily modified and brought up to date. Word documents give the pupils a chance to present their work in a style them. Word and publishing documents available for display work purposes.
- Technology give to teacher chance to plan short, timed, tightly focused activities.

- Electronic grade book that includes provisions for seating charts, pictures of students, automatic emailing of report to student and so on.
- Test generation software, including databanks of exam questions.
- Access to lesson plans created by other via the web.
- Planning activities across a number of sessions to allow sufficient time for all pupils to take part.

## ICT AND TEACHERS TRAINING

In the modern world of ICT there is decentralization of knowledge source. Technology is only a tool and it must be utilized only to remove the barriers and challenges present in the existing system. ICT provides opportunities to complement on the job training and continuing education for teachers in a convenient and flexible manner.

Use of ICTs in education requires major shift in the way content is designed and delivered. New technologies cannot be imposed without enabling teachers and learners to understand these fundamental shifts. Ongoing training is necessary for the trainers in institutions and organizations who are engaged in the design of curriculum, teaching materials and delivery of ICT-enabled education. ICT is applied in their teaching practices as well as for delivery for these trainings. In order to implement ICT-driven distance education programmes, the teachers must first understand and be comfortable with the technologies. They must be given opportunities for acquisition of a new knowledge. This can begin by promoting computer-training programmes for teachers. Use of ICTs for teacher training has been recognized by the governments of most South Asian countries and teacher training programmes like Intel Teach across India, Pakistan, and Sri Lanka; Microsoft Shiksha in India; and several other initiatives in Nepal and Bhutan are focused on using ICTs for training teachers. The International Society for Technology in Education (ISTE) has created the most comprehensive set of ICT standards for teachers, students, and administrators. The SSA has taken initiatives to strengthen Computer-Aided Learning (CAL) in collaboration with a number of private organizations after having a look at the advantages of ICT in Education for achieving the goals of SSA. Under the SSA framework, a provision has been made for computer education district-wise and is made available to each State under CAL interventions under PPP mode. ICT can be applied for pre-service and in-service teachers training programmes. Through SSA and RMSA various block resource centre (BRC) offices exist in Haryana. Through these centre and infrastructure available at these centres in service training can be provided effectively. Instead of inviting teachers at district level they can be asked to assemble at least one teacher from every school daily to get certain basic knowledge about ICT and its application in school curriculum. The training batches duration may be on weekly or fortnightly basis by expert in ICT and its implementation for education. In teacher training colleges, computers and the Internet can be used to increase teachers' basic skills of teaching and subject related knowledge by accessing the resources that can later be used in classrooms teaching. Visualiser can be easily operated and used by teachers which is an cost effective, easy to use and time saving tool for education in schools and colleges. It decreases teacher's preparation time, increases interactivity with students and student concentration in complex issues. It can also be used even without computer and is budget friendly. Small training sessions on how to use such new tools in educating schools may be arranged for interested teachers.

## HOW DOES TECHNOLOGY AFFECT EDUCATION?

**Does technology improve education?** That's the big question we have to answer. If it doesn't improve education to a great extent, is it even worth trying?



The answer is *yes, it improves education to a great extent*. Let's be specific: **how can technology improve education?**

## Ed Tech Keeps Students Engaged

When teachers are using technology effectively, it will keep the students engaged in the learning process. That's exactly what a study published in the *British Journal of Educational Technology* showed. The study doesn't neglect the importance of the teacher. In fact, the researchers state that "when professors have more 'sophisticated' conceptions of teaching, it is more likely that they use instructional strategies that result in student learning and active engagement in the process."

When teachers decide to use technology, the preparation process has to go beyond technological competence. They have to analyze the needs of their students and pick the right tools for specific tasks, tests and goals.

Since students are mesmerized with technology, we can find a way to use it with the purpose to boost the engagement.

## Technology Helps Students Improve Their Results

The flipped classroom is a huge educational trend. When the teacher introduces digital tools to be used outside the classroom, they can use class time for evaluation, discussions, and interactions that matter. They can pay attention to every single student's achievements and they can personalize the educational process.

The teacher can use different methods to capture the students' attention and assess their progress. With that approach, we can enhance the learning process.

## Students Can Learn at Their Own Pace

The traditional classroom makes that difficult. Today's students still have to take standardized test and follow a curriculum. However, with the integration of technology in the classroom, they have the option to take things slowly. They can go back to lessons and concepts they don't understand. They can get online instructions to support the learning process. Those who are advanced can go ahead with the online lessons.

Technology makes learning personalized, and that's one of its greatest advantages.

## Technology Improves the Entire Educational System

**How does technology improve education?** It makes every piece of information available. Anyone can learn anything. There are absolutely no limitations to what students can learn outside the classroom. If someone wants to become a carpenter, they can't get the instructions at school. Online lessons, however, will teach them the basics. If an elementary student wants to be a scientist, they can take beginner and advanced science classes online.

When the teacher sets the foundations for responsible use of technology, they are opening the doors to a limitless world of knowledge. We should be proud of that.

## Collaboration!

That's another huge advantage. Some of the best ways to enhance the collaboration between students in the classroom are hands-on projects and collaborative learning. Technology supports those processes. The teachers can create a safe online environment where the students can ask

questions, discuss different topics, and help each other learn. They can also collaborate on projects without the need to get together outside the classroom. They can connect online.

The collaboration between teachers gets easy, too. Thanks to educational technology, we can learn from the experience of educators from all over the world.

## **CHALLENGES AND SOLUTIONS OF APPLYING ICT FOR LEARNING**

Certain challenges also exist for the ICT based teaching learning. One of the great challenge for quality control in education is lack of standards for parameters to measure the quality of education. For the solution of this all the accreditation bodies like NAAC, NBA, AICTE, CBSE and other authorities must sit together and circulate a standard list of parameters to decide the quality of education. Development of ICT has changed the epic centre of knowledge and hence in many of the cases student is more informed than the teacher. Teachers lack adequate qualification and training and their lesson plans are most often outdated or irrelevant. Setting up the ICT devices can be very troublesome. It is expensive to afford it is hard for teachers to use with a lack of experience using ICT tools. These reasons destroy the available quality of education. ICT enabled distance education, to a great extent, can combat this problem. One of the important barriers is lack of trained teachers to exploit ICT proficiently. Most of the teachers are not willing to introduce new technologies to themselves first and subsequently to their students. There is resistant from teachers, basically from older teachers as compared to younger ones, to apply ICT in their subject.. Hence teachers need to update their knowledge and skills as per change in the curriculum and technologies. At present, ICT in school education is strictly limited to a handful of elite schools. Beyond that, it's just a computer lab that's held apart from the conventional educational process.

Though computers came to Indian classrooms in the year 1984-85, the level of adoption of modern technology in the teaching and learning process has been limited and uneven. Various ICT tools must be available and it must be accessible at demand. Many schools have limited resources for buying books, stationery, furniture and other classroom materials. Role of private sector providing services in such sectors may be taken into account. Rural population may not be able to pay hefty amount to utilize such ICT resources for education. One of the major challenges in the implementation of ICT in education is the initial thinking that is based on the technology. ICT hardware and software are not designed as per educational purposes rather they are designed for general purpose. One first thinks about the available technology and then a try is being made to apply it into education field, but if we look at in reverse way then possible outcomes may be more useful and may give good results. As per latest tradition only special subject like IT or ICT is available and that is also optional one there is need for to have basic knowledge of computers and IT to utilize various ICT tools to be used for teaching learning. Only computer teachers would not be able to carry this important mission of being agents of change. To sort out infrastructure problems for providing ICT education in schools one can split the screen in half vertically and at two sets of an application can be displayed and used by two users (students) simultaneously. Because one student may use the keyboard and another may use mouse, each student can work independently of the other. The survey done in 2007 in two highly ICT enabled states Gujarat and Karnataka says that Access to government school students to ICT tools outside schools is in general low. The access of private school students to such devices is comparably better. It also shows that one of the challenges to be met is also of digital divide in private and Government schools and moreover in rural and urban schools also. Major challenge for educators and trainers is how to develop learning materials for delivery on available ICT tools including mobile devices. The learning materials should be in manageable learning chunks and should make use of multimedia. There are many advantages of using learning objects in mobile

delivery including: they can be re-used and changed without affecting other learning objects, and they can be stored in an electronic repository for remote access at any time. Barriers include costly supportive infrastructure, developing online material can be expensive and time consuming, quality, validity of online material, lack of flexibility in already prepared study material. A lot of information available online may dissuade student learning. Students can feel isolated in absence of classroom like environment [24]. Computer Programmes at various levels of quality parameters can be used to c

Curriculum development, Teaching and learning, Research and extension, Governance and leadership, infrastructural facilities and use of expert system in suggesting intelligent decisions to top management in policy making and other important areas in higher education

## CONCLUSION

Quality in education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society. By employing ICT in teacher training can save a lot of money of the Government. Moreover a lot of qualitative improvement can be seen as resource persons for the training can be best of the world. By employing ICT in administration can help in solving the problem of Absenteeism of students and teachers. Good quality content is one of the major issue and directly affects the standards of education and quality. By overcoming the certain challenges involved in the process of education can help a lot in this side. Conclusively a lot of quality improvement is possible after careful and planned implementation of ICT in education by various stakeholders.

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# Viewpoints of Mahatma Gandhi on Role of Teacher Education in Promoting Peace & Non-violence

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## ABSTRACT

“If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with children.”

Mahatma Gandhi

The emergence of global issues and problems infesting humankind in general underlines the fact that we need a new philosophy not only of thinking but also of practicing which is epitomized by Gandhian philosophy of peace education. For Gandhi, religious and moral education in the overarching framework of non-violence is complimentary in nature and form the core of peace education. Gandhi's thoughts on inequality, social development, education and non-violence if operationalised, can go a long way to negotiate and overcome not only the socio-economic challenges but also the ethical dilemmas of present times. The present nature and content of education undermines the social goal and obligation of developing a balanced personality. For Gandhi value education is necessary for moral development of individual whereas peace education is vital for humankind as a whole.

## INTRODUCTION

Gandhi ji was basically a man of action whose major contribution consisted in leading his country's struggle for independence” The Gandhian thought of peace is worldwide acknowledged. The name of Gandhi is synonyms with peace & non-violence. That is why United Nation announced World Peace Day on 2<sup>nd</sup> October, the birth date of Mahatma Gandhi. The contribution of Gandhi to the humanity is incomparable. The present paper is an attempt to locate how he tended to blend peace education & education for peace within his broad schema on his ideas on education in general. Gandhi viewed education as vital in the overall development of individual as well as society. This education has to be given to the students so that they can learn and imbibe the ethics and values of a humanitarian, just and peaceful society i.e. ‘Sarvodya Samaj’.

## PEACE EDUCATION

Peace education can be understood education for facilitating peace. “a fundamental concern of peace education is education to prevent the suffering and wastage of warfare within the modern era” Harris and Morrison (2003) argue that “peace education, refers to teaching about peace – what it is, why it doesn't exist, and how to achieve it” (Harris and Morrison, 2003: 25-26). According to Peace Education Working Group at UNICEF, peace education “refers to the process of promoting the knowledge, skills, attitudes and values ..... to prevent conflict and violence. Hague Appeal for Peace defines peace education as “a participatory holistic process that includes teaching for and about democracy and human rights” among other issues.

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For Gandhi, peace can be located in “his revolutionary mode of action which he called **satyagraha**, and his challenging goal of **sarvodaya**, meaning the welfare and good of all, a fuller and richer concept of people’s democracy than any we have yet known’ (Bose, 1981: 159).

## NON-VIOLENCE

Peace to Gandhi is primarily located in his idea of *Ahimsa* i.e. non-violence however, according to Gupta (1968: 1876), his ideas of trusteeship and passive resistance both form the base peaceful and just society. For Gandhi, “A votary of *ahimsa* ..... remains true to his faith if the spring of all his actions is compassion, if he shuns to the best of his ability the destruction of the tiniest creature, tries to save it, and thus incessantly strives to be free from the deadly coil of **himsa**( *Violence*).”

## GANDHIAN CONCEPT OF EDUCATION

Gandhian concept of education is based on all round development of human personality that includes physical development, intellectual development and spiritual development. According to Gandhi, “By education I mean an all round drawing out of the best in child and man.” Gandhi’s important writings on education is compiled in two books; ‘*Basic Education*’ (1951) and ‘*Towards New Education*’ (1953). He didn’t liked the western education. According to him western education is based on materialism. In western philosophy the value of education is like the value of land or property, which is a very narrow concept. He believed that education is very broad concept and if it is implied in a better way, it can solve many problems of society and world.

**Buniyadi Shiksha** (Basic Education also known as ‘*Nai Talim*’) was the base of educational practice as propounded by Gandhi in 1937 at Wardha which subsequent became as Wardha Scheme or Basic National Education. As has been argued by Samuel Ravi, that “The principle of non-violence is the basis of basic education. Through it.....Gandhi wants to develop qualities which are necessary for building a non-violent society. It is against exploitation and centralization.” His idea of basic education was firmly oriented towards activity based. He elaborated on his notion of ‘*Nai Talim*’ as “Craft, Art, Health and education should all be integrated into one scheme. *Nai Talim* is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death”

The idea of **Sarvadharm Samabhava** i.e. equality of religions as espoused by Gandhi is an effective tool to counter the increasing tensions among different religious groups. According to Gandhi, “a curriculum of religious instruction should include a study of the tenets of faiths other than one’s own. For this purpose, the students should be trained to cultivate the habit of understanding and appreciating the doctrines of various great religions of the world in a spirit of reverence and broad-minded tolerance. This, if properly done, would help to give them a spiritual assurance and a better appreciation of their own religion. This study of other religions besides one’s own will give one a grasp of the rock-bottom unity of all religions, and afford a glimpse also of that universal and absolute Truth which lies beyond the ‘dust of creeds and faiths.’

His idea of peace education can be seen in his interpretation of religious education though he was critical of it many a times. Religious education tends to sensitize individual towards his/her moral duties and responsibilities. All religions are based on love and compassion towards humanity and thus teach tolerance to its respective followers. Religious teachings should not be confused with the dogmatic, conservative and static notions of social reality rather these should be seen as a form of moral cleansing of individual. The practice of non-violence can achieve its optimum if one has an attitude of tolerance of others. He argued that religious and moral education in the overarching framework of non-violence is complimentary in nature and form the core of peace education. Peace

education needs to inculcate tolerance among the different faiths. His thoughts on inequality, social development, education and non-violence if operationalised can go a long way to negotiate and overcome not only the socio-economic challenges but also the ethical dilemmas of present times.

## ROLE OF TEACHER EDUCATION IN PROMOTING PEACE AND NON-VIOLENCE

the Teacher's Role in Peace Education in an Increasingly Multicultural and Multiethnic Society," we start with the basics.

**First**, the teacher must understand that multicultural, multiethnic, and multi religious problems in society are not to be dealt with in isolation in bits and pieces of a good peace education program but, being interconnected with all other problems of peace and violence, are addressed in the whole program. For example, developing such qualities as compassion and service to others can help reduce racial, religious, or other prejudices, but students of all backgrounds must take part in the program.

**Second**, the teacher must be cognizant and wholly supportive of the basic nature and aims of peace education, one example given before from Dale Hudson being: "...education that actualizes [people's] potentialities in helping them learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and nature." The principles upon which this statement rests include: "1. The cardinal prerequisite for world peace is the unity of humankind. 2. World order can be founded only on the consciousness of the oneness of humankind." It follows that, in this view, the teacher of peace education in an apparently diverse society must keep certain basic aims in mind: the achievement of a unified, peaceful society both globally and within the nation, where world citizenship is fostered and "unity in diversity" is recognized and practiced.

**Third**, the teacher should constantly keep in mind that the attainment of any aim is conditioned upon knowledge, volition, and action. Unless these three are forthcoming, nothing will be accomplished. The power needed to accomplish a peaceful world is the unification of humankind. To this end, the teacher must use his or her volition and will-power. In the words of Sarvepalli Radhakrishnan, we should "... will peace with our whole body and soul, our feelings and instincts, our flesh and its affections." Then we should act intelligently to reduce intercultural, interethnic, and inter-religious violence, bringing a greater degree of unity and harmony in society. To accomplish this, the teacher should develop qualities such as tolerance, respect of and appreciation of others, being fair and open-minded, and being able and willing to consider other points of view looking beyond his or her own self-interest. In other words, the teacher must be sincerely attempting to be free of prejudice.

In our experience, when a teacher becomes deeply and regularly involved in teaching peace education, this can cause that teacher to take a long, deep look at his or her values and beliefs. Clearly, it can center a person on one's own thoughts, words, and deeds. In order to be a model for the students, the teacher has the opportunity of transformation and change of the inner self. Then the students can be helped to understand and feel what is a peaceful person who is a peacemaker, and the teacher will have a powerful, positive influence on hundreds and thousands of children and youth.

A number of approaches exist, both secular and religious, besides those already given, to help teachers cope with prejudices, conflicts, and violence in an increasingly diverse society by starting with themselves. Our first example is the development of the teacher's own emotional intelligence. Some psychologists maintain that the old concepts of IQ revolved around a narrow range of linguistic and mathematics skills, and they took a wider view of intelligence, trying to reinvent it in terms of what it takes to lead a successful life. This is called EQ, emotional intelligence. People with high EQ know and manage their own emotional life well and understand and deal effectively with the



feelings of others. They are skillful in relationships. No doubt many of you immediately recognize its connection with what has been said about peace education so far today.

## CONCLUSION

The present times crisis both at the levels of global and national once again has made our self aware of the immense importance and relevance of Gandhian philosophy. It is true that unlike other theoreticians, he did not theorized the social issues and presented them in a sound methodological framework. Yet, his ideas on education are very much in tune with the needs of the present generation. Peace today has become a rare and priced commodity. As Gandhi has said, that it is in the minds of the grown-ups we need to see the problems and it is in the minds of the children we need to sow the seeds of solution to such problems. Educating the children regarding peace, non-violence and most importantly mutual respect towards each other is very important. Needless to say, Gandhi's Basic education engrained such thinking.

As violence also has its roots in wealth and individuals' desire for accumulating it beyond his/her need, Gandhian notions of *Astaya* (non-stealing) and *Aparigraha* (non-possession) needs to be engrained in the educational philosophy. He focused on the internalization of the education in day to day life so as to imbibe its moral values. The practice of non-violence is also central as it not only relates to the physical violence rather the inner soul is mauled and left bleeding. Though it can be argued that Gandhi did not specifically wrote on peace education yet it is diffused across his writings which are very critical for today's time.

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# School Dropouts – The Tide of Wastage in Primary Education

Dr. Sapna Yadav\*

## ABSTRACT

Education plays an important role in socializing the individual to fit and participate adequately in development of the society. For those who attend school, the promise for a future based on their education is dim, causing countless numbers to drop out of school and look to survive on the streets. For those who are fortunate to have the opportunity for some level of public schooling, it is often limited to a primary education. As the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher achievement. Thus, education is greatly essential for the growth and development of individual as well as society. But some are not the luckiest ones who became the part of it they left the school before the completion of their primary course. The present paper is based on a research study undertaken to find out the causes and their effects on school dropouts at primary level. So to find out the major causes this study is extremely helpful because after identifying the causes then only measures can be taken.

## INTRODUCTION

The newborn infant is a helpless being. He has neither any friend nor enemy. He is not aware of the social customs and traditions. Not only this, he is not ever keen to achieve any ideal or value. But as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional self and socio feelings also develop in him gradually by and by, he is able to develop a sense of responsibility like his elders and solve the problem of life successfully. In short, education is able to insert in the child a sense of maturity and responsibility by bringing in him the desired changes according to needs and demands of ever changing society of which he is an integral part speaking, move frankly, education bestowed upon the child immense benefits. It brings as the parents do. It guides him like in affectionate father and serves him faithfully like a wife. A well educated person is known all over the region. Not only this education culturists the individual like a flower which distributes its fragrances all over the environment. In this sense education is that conductive process which drags a person from darkness, poverty and misery by developing his individually in all its aspects, physical, mental, emotional and inter prizing citizen of strong good moral character who uses all his capacities to develop his own, his society and his self and his nation of which he is an integral part.

Just as, on one hand education develop to full the personality of an individual in all fields and aspects making his intelligent, learned bold, courageous and possessing strong good character much in the same way. On the other hand, it contributes to the growth the development of society also. It is only through education that moral ideals and spiritual values. The aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification

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and sublimation into higher and higher achievement. Thus, education is greatly essential for the growth and development of individual as well as society. Hence, education is life and life is education.

Individuals who leave school prior to high school can be defined as school dropouts from the early 1960s into the twenty- first century, as universal secondary school attendance became the norm, such individuals were the subject of study by educators, educational researchers and concerned policymakers in the United States. With some variations in local circumstances, they are of increasing concern around the world as the educational requirement for full participation in modern societies continues to increase.

## OBJECTIVE OF THE STUDY

There are so many different areas where such study can be conducted but present study is conducted on MCD Schools of Delhi and at the Primary level only.

The objective of the study is to identify the causes of dropouts perceived by the teachers and parents of primary schools and the rate of dropouts in primary schools.

## SAMPLE OF THE STUDY

In the present study total 100 (50 parents of dropouts & 50 teachers of MCD Schools) has been taken.

## RESEARCH DESIGN OF THE STUDY

In the present study some tools are developed for assessing the problems of school dropouts at the primary level. The tools used in the study were:

Interview – Schedule for Dropouts, for parents of dropouts and the teachers.

After collecting of suitable data, for the analysis and interpretation of the data, the percentage method was used.

## PROCEDURE OF DATA COLLECTION

After taking the permission from the Head Masters/ Mistress of the respecting schools has administered the interview schedule on school teachers. It has also been undertaken the monthly statement, admission register, progress records and also took addresses of the students who have left school.

It found too difficult to approach the dropouts and their parents because they were engaged in their own work and while approaching door to door with such students it is found that they have already been migrated to another places as well as some homes were locked due to their own problems.

## ANALYSIS OF DATA AND THEIR INTERPRETATION

The purpose of analysis is to reduce data into intelligible and interpretable form so that the relation of research problems can be studied and tested. The process of interpretation cells for a critical examination of the result of one analysis in the light of all the limitations of the data.

**Table-1: Causes of Dropouts as per teachers**

Causes	Number	%
Apathy of Parents	14	28
Poverty of Parents	16	32

Causes	Number	%
Lack of Facilities	12	24
Lack of Interest of Studies	8	16
Total	50	100

**Table-2: Opinion of Parents towards Dropouts**

Responses	Number	%
Encourage to continue the study	6	12
Engage in Household work	24	48
To earn the money	13	26
Resentment towards study	7	14

## FINDINGS OF THE STUDY:

On the basis of analysis and interpretation of data it shows the following causes of dropouts:

- The analysis of educational levels of the dropouts parents is 46% illiterates, 40% were 8<sup>th</sup> and below 8<sup>th</sup> and 14% were below 10<sup>th</sup> and above 8<sup>th</sup>.
- On the basis of the analysis the qualification level of school teacher showed that 46% higher qualification and whereas 54% teachers were intermediate and graduate.
- Income status is low maximum parents 46% have monthly income between Rs.1500 -2500
- Size of the family of concerned areas that may be classified as 36% small families have children between 1 to 4, 54% medium families having children 4 to 7 and 10% big families with 8 to 10 children.
- 28% children were regular in attending the school whereas 72% children were not regular in attending school.
- As per the involvement of parents of dropouts in studies revealed that 60% parents had no involvement in the studies of dropouts only 40% parents were involved in the studies of their children.
- 24% teachers were not satisfied with the enrollment position of the students at primary level.
- Main reasons for the lack of interest in study were dislike by teachers, friends, and students in classroom.

So, overall ill health, Poverty of parents, lack of facilities and apathetic attitude of parents towards education were main reasons for dropping out of students in the primary level.

## CONCLUSION OF THE STUDY

Any research effort must have some bearing on the theory as practice study have therefore to be viewed from this angle as to some neutral limitations a humble effort like the present one, one cannot have far reaching generalizations to recommend any revolutionary changes in its subject field. But at the same time this effort has to be examined for its bit in this direction.

This research has its wider implications particularly in education field, for students, teachers, principals and educational administrators and planners. The result of the study lends support to draw a demarcation line, effort is fruitful unless its findings can be utilized this part of research is also associated with it after collecting data and then summarizing and interpretation had done with

the help of Percentage method then the conclusion is drawing the attention towards some major causes which creates a great hurdle for the progress of such students which are as follows:

1. Apathetic attitude of parents towards education
2. Poverty is the main cause for dropout of students.
3. Migration of the parents of dropouts
4. Lack of interest towards study.
5. Inappropriate teaching learning situations.

Although the depth and scope of the challenges vary, the solutions remain relatively similar. The research on dropout prevention is consistent; adapting the strategies to each unique context is required. Applying proven practices will yield results regardless if it is not only confined to one state or area but the whole world.

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# विज्ञापन तथा क्रेता (उपभोक्ता) व्यवहार: उपभोक्ता व्यवहार से आशय उपभोक्ताओं या क्रेताओं की क्रय

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आदतों, प्रवृत्तियों, क्रय ढंगों व क्रय प्रेरणाओं के अध्ययन से लगाया जाता है। दूसरे शब्दों में किसी विशेष वस्तु को खरीदने से सम्बन्धित क्रेता की सम्पूर्ण निर्णय प्रक्रिया को ही उपभोक्ता या क्रेता का क्रय व्यवहार कहते हैं। मनुष्य प्रत्येक कार्य किसी-किसी लक्ष्य की पूर्ति के लिये करता है वह किसी वस्तु या सेवा क्रय अपनी किसी विशिष्ट आवश्यकताओं की पूर्ति के लिये करता है। विपणनकर्त्ता को यह अवश्य अध्ययन करना चाहिये कि उस संस्था की वस्तु उपभोक्ता क्या कब, किस प्रकार और कहाँ खरीदते हैं उपभोक्ता के सम्बन्ध में इस प्रकार की जानकारी प्राप्त करना ही उपभोक्ता व्यवहार का अध्ययन कहलाता है।

एक विपणन प्रबन्धक को सबसे पहले यह पता लगाना चाहिये कि उपभोक्ता वस्तु का कब क्रय करते हैं। यहाँ पर कब का अर्थ तीन बातों से लगाया जाता है कि वह 1. किस मोसम में सप्ताह के 2. किस दिन दिन के 3. किस समय क्रय करते हैं। इन तीनों का विपणन में काफी महत्व है। इन्हीं के अनुरूप विपणन प्रयत्नों का नियोजित किया जाता है/कुछ वस्तुएँ ऐसी होती हैं जिनकी माँग, जाडो में चाय, काफी होती है। जैसे शादी के मौसम में कपडों व गहनों की माँग, जाडों में चाय, काफी व उनी कपडों की माँग, गर्मियों में ठण्डे पेय पदार्थों की माँग आदि। एक विपणन प्रबन्धक को माँग का पूर्ति हेतु अपने उत्पाद, विक्रय व अन्य क्रियाओं में आवश्यक समायोजन करना चाहिए।

इसी प्रकार सारधरणतया यह देखा जाता है कि नौकरी वर्ग के व्यक्ति छुट्टी के दिन नहीं क्रय करते हैं। अतः विपणन प्रबन्धक को अपना विज्ञापन छुट्टी वाले दिन से पहले वाले दिन या छुट्टी वाले दिन में प्राप्त काल करना चाहिए। क्रेता व्यवहार के विश्लेषण का दूसरा महत्वपूर्ण तथा यह देखना है कि क्रय कौन करता है। इसमें तीन बातें आती हैं 1. क्रय करने का निर्णय कौन लेता है? 2. क्रय कौन करता है? 3. वस्तु को वास्तविक रूप से प्रयोग में कौन लाता है? सामान्यतया यह देखा जाता है कि वस्तु का उपभोग तो पूरा परिवार करता है लेकिन उसको क्रय करने का कार्य परिवार के किसी भी सदस्य द्वारा किया जाता सकता है। जैसे बच्चों के लिए क्रय उसके माता-पिता के द्वारा किया जाता है। एक शिक्षित परिवार में पत्नी अपने लिए, बच्चों के लिए व पति के लिए भी क्रय करती है। इसी प्रकार बच्चे भी अपने माता-पिता के लिए क्रय सकते हैं।

वस्तु के विपणन पर इस बात का प्रभाव पडता है कि क्रय कौन कर रहा है? जैसे क्रय करने वाले होते हैं उसी के अनुरूप वस्तु बनायी जाती है और वैसे ही विपणन माध्यम अपनाये जाते हैं, तथा उन्हीं के अनुरूप कार्यक्रम व मूल्य नीतियाँ तैयार की जाती हैं यदि वस्तु को स्त्रियों के द्वारा क्रय किया जाता है तो उनका रंग-रूप डिजाइन व मूल्य उनकी आकंक्षाओं के अनुरूप होना चाहिए और यदि वस्तु बच्चे चाहते हैं।

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उपभोक्ताओं का क्रय करना उनकी आदतों एवं व्यवहारों से सम्बन्धित है जिसका विपणन पर प्रभाव पड़ता है। उसकी क्रय आदतों एवं व्यवहारों के अनुसार वस्तु एवं मूल्य सम्बन्धी नीतियाँ निर्धारित की जाती हैं, विपणन कार्यक्रम तैयार किये जाते हैं तथा प्रबन्धकीय निर्णय लिये जाते हैं। इसके अन्तर्गत सामान्यतया निम्न बातों को देखते हैं—1 उपभोक्ता किस मात्रा में वस्तु क्रय करता है? 2 वह कितनी बार क्रय करता है? वस्तु को प्राप्त करने में कितना प्रयास करता है? वस्तु के बारे में कितनी सेवा चाहता है? वह नकद या उधार क्रय करता है? वह वस्तु कैसे क्रय करना चाहता है? वह क्रय के उपरान्त वस्तु को घर तक किस प्रकार पहुँचाना चाहता है? वस्तु का प्रयोग कैसे करता है?

उपभोक्ता वस्तु कैसे क्रय करते हैं? यह बात दुकान या स्टोर के स्थान एवं अभिन्यास निर्णयों पर भी प्रभाव डालती है। यदि किसी वस्तु को गृहणियों द्वारा अधिक क्रय किया जाता है तो गृहणियों के लिए अलग से दुकान या स्टोर खोला जा सकता है।

एक विपणन प्रबन्ध को अपनी विपणन नीतियों का निर्धारण करते समय इस बात का भी पता लगा लेना चाहिए कि उपभोक्ता कहाँ से क्रय करते हैं? इसमें दो बातों शामिल की जाती हैं—1. उपभोक्ता क्रय करने का निर्णय कहाँ लेता है? 2. वास्तविक रूप से क्रय कहाँ पर किया जाता है?

सामान्यतया यह देखा जाता है उपभोक्ता बहुत-सी वस्तुओं के सम्बन्ध से क्रय करने का निर्णय अपने पविर के सदस्यों के साथ बैठकर घर पर ही लेता है। टिकाऊ वस्तुओं जैसे—फ्रिज, टेलीविजन, वाशिंग मशीन आदि के क्रय निर्णय इस प्रकार लिये जाते हैं। कभी-कभी यह भी पाया जाता है कि उपभोक्ता घर से निर्णय करके वस्तु को क्रय करने नहीं जाता है बल्कि उसको जो वस्तु किसी दुकान या स्टोर पर पसन्द आ जाती है, उसको क्रय करने का निर्णय तो लेता है लेकिन ब्राण्ड की पसन्द दुकान पर ही करता है। ऐसी स्थिति में वस्तु का पैकिंग अच्छा होना चाहिए तथा विज्ञापन भी किया जाना चाहिए ताकि उपभोक्ताओं को ब्राण्ड की जानकारी दी जा सके और उसको अपनी ओर आकर्षित किया जा सके। कोई भी उपभोक्ता अज्ञात ब्राण्ड को क्रय करना पसन्द नहीं करता है चाहे उसका पैकेजिंग कितना भी आकर्षण क्यों न हो।

उपभोक्ता व्यवहार के अध्ययन का महत्व निम्नलिखित तथ्यों से स्पष्ट हो जाता है :-

## उत्पाद सम्बन्धी नीतियाँ

उपभोक्ता अभिमुखी विचारधारा के अनुसार उन वस्तुओं का उत्पादन किया जाता है उपभोक्ता पसन्द करते हैं। अतः विपणनकर्त्ता को वे ही वस्तुएँ उत्पन्न करनी चाहियें जो कि उपभोक्ताओं की रुचियों, आवश्यकताओं, आदतों, फ़ैशन आदि के अनुकूल हो। उपभोक्ता व्यवहार के अध्ययन द्वारा ही वस्तुओं की विशेषताओं, गुणों आदि में वांछिक परिवर्तन किये जा सकते हैं। अतः उत्पादन सम्बन्धी नीतियों में परिवर्तन के लिए उपभोक्ता व्यवहार का अध्ययन आवश्यक है।

## मूल्य सम्बन्धी नीतियाँ

उपभोक्ता व्यवहार वस्तु की कीमत को प्रभावित करता है। बहुत-सी वस्तुओं को उपभोक्ता इसलिए खरीदते हैं क्योंकि उनके उपभोग से उनका समाज में सम्मान बढ़ता है। ऐसी वस्तुओं का मूल्य प्रायः अधिक रखा जाता

है। इसके विपरीत यदि उपभोक्ता वस्तुयें इसलिये खरीद रहे हैं, क्योंकि हमारी वस्तु के मूल्य प्रतिस्पर्धियों की वस्तुओं के मूल्य से कम है, तो वस्तु के मूल्य में वृद्धि नहीं करनी चाहिये।

### वितरण सम्बन्धी नीतियाँ

उपभोक्ता व्यवहार के अध्ययन से पता लगाया जा सकता है कि उपभोक्ता वस्तु को कहाँ, किस स्टोर से, किस समय और किस प्रकार क्रय करते हैं। इनके आधार पर विपणनकर्त्ता वितरण वाहिकाओं का चयन कर सकता है—जैसे सुविधाजनक वस्तुओं को अधिक—से—अधिक संख्या में विभिन्न दुकानों के द्वारा प्रस्तुत किया जाता है। ऐसी वस्तुयें जिनका मूल्य कम होता है और बार—बार क्रय किया जाता है, उनको सरल एवं सुविधाजनक वितरण माध्यम से वितरित किया जाना चाहिये। इसके विपरीत, यदि वस्तु की कीमत अधिक है और उपभोक्ता के अध्ययन से पता चलता है कि वस्तु अच्छी विक्रयोपरान्त सेवा के कारण खरीदी जाती है तो संस्था को अपनी वस्तुओं का वितरण ऐसी विशिष्ट दुकानों के

माध्यम से करना चाहिये जो ग्राहकों को आवश्यकतानुसार विक्रयोपरान्त सेवा प्रदान करती रहें। प्रायः ऐसी वस्तुओं कि बिक्री के लिये संस्था को अपनी विक्रय शाखा या शोरूम खोलने चाहियें। इस प्रकार उपभोक्ता व्यवहार के अध्ययन से विपणनकर्त्ता वस्तु के वितरण माध्यम के सम्बन्ध में आसानी से निर्णय ले सकता है।

### विक्रय संवर्धन सम्बन्धी नीतियाँ

उपभोक्ता की क्रय प्रेरणाओं का अध्ययन करके यह पता लगाया जा सकता है कि ग्राहक किन प्रेरणाओं से प्रेरित होकर वस्तु को खरीदते हैं। विपणनकर्त्ता अपने विज्ञापन कार्यक्रमों में इन प्रेरणाओं का प्रसार करके उपभोक्ताओं की भावनाओं को जाग्रत करते हैं। उदाहरण के लिये, टॉनिक के विज्ञापन में स्फूर्ति, ताजगी, स्वास्थ्य सुधार आदि प्रेरको का सहारा लिया जाता है। इसके अतिरिक्त उपभोक्ताओं की क्रय प्रेरणाओं का अध्ययन करके विपणनकर्त्ता वस्तु ब्राण्ड, पैकिंग छूट, उपहार सम्बन्धी निर्णय लेता है जिससे कि वस्तु की विक्री आसानी से बढ़ायी जा सके।

अतः विक्रय संवर्धन नीतियों को निर्धारित करने में उपभोक्ता व्यवहार का अध्ययन महत्वपूर्ण योगदान देता है।

स्वभाविक क्रय प्रेरणाओं से आशय उपभोक्ताओं के ऐसे व्यवहार से है जो कि उसकी अन्तर्निहित आवश्यकताओं से प्रेरित होता है। मनुष्य की स्वाभाविक प्रेरणायें भूख, प्यास, सैक्स, विश्राम तथा अपनी सुरक्षा सम्बन्धी आवश्यकताओं के रूप में प्रकट होती हैं। इसके विपरीत सीखी हुई। प्रेरणाओं या वातावरण सम्बन्धी प्रयोजन से आशय ऐसी प्रेरणाओं से है, जिनको मनुष्य अपने अनुभव और सामाजिक वातावरण में सीखता है, जैसे— नवजात शिशु भूख लगने पर रोने लगता है यह इसकी सीखी हुई क्रिया का रूप है क्योंकि शिशु यह सीख जाता है कि रोना उसका भोजन प्राप्ति का साधन है। इसी प्रकार समाज में प्रतिष्ठा प्राप्त करना सीखा हुआ प्रयोजन है धार्मिक विश्वास (सीखा हुआ व्यवहार) माँस के उपयोग को प्रभावित करता है। उपभोक्ता व्यवहार को निम्नलिखित तीन अवस्थाओं द्वारा प्रदर्शित किया जा सकता है।



### आवश्यकता

सर्वप्रथम मनुष्य को किसी वस्तु का उपभोग करने की आवश्यकता महसूस होती है यह आवश्यकता दैहिक हो सकती है, जैसे—भूख, वस्त्र, सैक्स आदि। इन आवश्यकताओं की शीघ्र पूर्ति होना आवश्यक है अन्यथा मनुष्य के मस्तिष्क में बहुत अधिक मानसिक तनाव उत्पन्न होने की आशंका रहती है इसकी अतिरिक्त मनुष्य की कुछ आवश्यकतायें सीखी हुई होती हैं, जिन्हें वह वातावरण, अनुभव एवं दूसरों के साथ सम्पर्क आदि के आधार पर सीखता है, जैसे—समाज में प्रतिष्ठा प्राप्त करना आदि।

### साधन सम्बन्धी व्यवहार

विभिन्न साधनों द्वारा मनुष्य अपनी आवश्यकताओं को सन्तुष्ट करते हैं। आवश्यकताओं की सन्तुष्टि के उपरान्त प्रथम अवस्था में उत्पन्न तनाव समाप्त हो जाता है।

### लक्ष्य की प्राप्ति

विभिन्न साधनों के प्रयोग के उपरान्त वांछित उद्देश्यों की प्राप्ति हो जाती है जिससे महसूस की गयी आवश्यकता की पूर्ति अन्तिम रूप से हो जाती है।

पहले मानव—व्यवहार के सम्बन्ध में यह विचारधारा प्रचलित थी कि प्रत्येक मनुष्य में कुछ सामान्य प्रवृत्तियाँ होती हैं। इन सामान्य मूल प्रवृत्तियों के आधार पर ही क्रेता व्यवहार को प्रदर्शित किया जाता था। परन्तु यह सिद्धान्त अपूर्ण था क्योंकि किन्हीं दो व्यक्ति या दो समूहों के किसी दी हुई वस्तु, विज्ञापन आदि के सम्बन्ध में प्रायः एक जैसे विचार नहीं पाये जाते हैं। दूसरे शब्दों में, पुरानी विचारधारा क्रेता व्यवहार पर पडने वाले सीखने—सीखाने के प्रभावों की उपेक्षा की जाती थी। वास्तव में मानव व्यवहार सीखी हुई और आन्तरिक या दैहिक (भौतिक) प्रेरणाओं से अभिप्रेरित होता है। क्रेता सम्बन्धी व्यवहार मूल प्रवृत्ति पर आधारित न होकर सीखने पर अधिक निर्भर करते हैं। मानव किस प्रकार अपनी भूख की सन्तुष्टि करता है यह उसके सामाजिक स्तर और सीखने आदि से अधिक प्रभावित होता है, जैसे कुछ व्यक्ति भूख को सन्तुष्ट करने के लिए रोटी खाते हैं, तो कुछ फलो का उपयोग करते हैं।

### विपणन में महत्व

विपणन के दृष्टिकोण से स्वाभाविक प्रयोजनों की अपेक्षा सीखे हुए प्रयोजन अधिक महत्वपूर्ण होते हैं क्योंकि स्वाभाविक प्रयोजनों की अपेक्षा सीखे हुए प्रयोजनों की संख्या तथा तीव्रता भी अधिक होती है। सीखे हुए प्रयोजन से प्रेरित होकर क्रेता वस्तुयें खरीदते समय मूल्यों पर अधिक विचार नहीं करते हैं।

विपणन प्रबन्ध को यह जानने का प्रयास करना चाहिये कि मानव व्यवहार किस प्रकार सीखी ही हुई प्रेरणाओं और साधन सम्बन्धी व्यवहार से प्रभावित होता है। इस प्रकार की जानकारी के पश्चात् विपणन के सम्बन्ध में महत्वपूर्ण निर्णय ले सकते हैं।

### भावात्मक बनाम विवेकपूर्ण क्रय प्रेरणायें

इस सिद्धान्त के अनुसार, क्रय प्रेरणाओं के दो भागों में विभक्त किया जा सकता है—भावात्मक और विवेकपूर्ण। भावात्मक क्रय प्रेरणाओं से आशय ऐसी क्रय प्रेरणाओं से है जिनमें मस्तिक अथवा विवेक के स्थान पर हृदय या भावना की प्रधानता रहती है। व्यवहार में अनेक भावात्मक प्रेरणायें क्रेता को वस्तु क्रय करने के लिये अभिप्रेरित करती हैं, जैसे—भूख, प्यास, साथी की इच्छा, प्रतिष्ठा, अंहकार, गौरव—भाव, ईर्ष्या, प्रेम, सैक्स, सुरक्षा, शत्रुता, सुन्दरता आदि। विपणनकर्त्ता भावात्मक क्रय प्रेरणाओं का पता लगाकर उनके प्रचार द्वारा उपभोक्ता की भावना को प्रेरित करता है, जैसे—लक्स से मेरा रंग—रूप निखर आता है।"शृंगार प्रसाधन बनाने को प्रेरित वाली संस्थायें अपनी क्रीम के विज्ञापन में एक सुन्दर स्त्री का चित्र देकर उसमें सुझावात्मक विचार प्रस्तुत करती हैं कि यदि आप और आकर्षक बनना चाहती हैं तो आप इस क्रीम का प्रयोग करें।

# सामान्य तथा विकलांग विद्यार्थियों के मध्य स्व-प्रत्यय का तुलनात्मक अध्ययन

किरन\*

आज तमाम भौतिक सुविधाओं से युक्त मानव सदैव से ऐसा नहीं था। वर्तमान वैज्ञानिक सामाजिक आर्थिक विकास के आश्चर्यजनक बिंदु तक पहुंचने में शताब्दियों तक उसने कठोर परिश्रम कर सफलता की अनेक मंजिलें तय की है। सुखमय जीवन की जिज्ञासा तथा वैभव पूर्ण उपकरणों की भूख ने उसे ज्ञान पिपासु बना दिया है। नित्य नवीन ज्ञान की खोज तथा परिवर्तन श्रृंखला का नाम ही शिक्षा है।

शिक्षा जीवन पर्यंत चलने वाली प्रक्रिया है। बालक सदैव कुछ ज्ञान प्राप्त करता है। वह औपचारिक शिक्षा प्राप्त करने हेतु विद्यालय जाता है तथा अनौपचारिक शिक्षा अपने समाज, दोस्तों एवं उस वातावरण से प्राप्त करता है जिसमें वह रहता है। देश काल एवं परिस्थितियों के अनुसार शिक्षा का स्वरूप बदलता रहता है।

शिक्षा का औपचारिक साधन विद्यालय में प्रायः दो तरह के विद्यार्थी मिलते हैं सामान्य तथा विकलांग विद्यार्थियों के मध्य संप्रत्यय का तुलनात्मक अध्ययन करने से पहले यह जानना आवश्यक है कि सामान्य तथा विकलांग विद्यार्थी कौन से होते हैं? उनकी क्या विशेषताएं हैं?

**सामान्य बालक**—किसी भी सामान्य विद्यालय अथवा कक्षा में पढ़ने वाले बालक—बालिकाओं में से अधिकांश बालकों को सामान्य अथवा औसत बालक—बालिकाओं में से अधिकांश बालकों को सामान्य अथवा औसत बालक—बालिका कहा जा सकता है। इन बालकों की शारीरिक, मानसिक, सामाजिक तथा संवेगात्मक विशेषताएं लगभग एक समान होती हैं। जिसके कारण इनकी शैक्षिक समस्याओं की प्रकृति तथा प्रकार भी एक जैसी होती हैं।

(गुप्ता, एस. पी, 'उच्चतर शिक्षा मनोविज्ञानी', 2010: से उद्धृत) (पृष्ठ सं-451)

**विकलांग बालक**—कुछ बालकों में जन्म से ही शरीर के किसी अंग में दोष होता है या बाद में किसी बीमार, दुर्घटना, आघात या चोट लगने के कारण उनके शरीर में कोई अंग दोष युक्त हो जाता है, उन्हें विकलांग बालक कहते हैं।

(सास्वत, मालती 2009, "शैक्षित मनोविज्ञान की रूपरेखा" से उद्धृत)

**क्रो व क्रो के शब्दों में**—"एक व्यक्ति जिसमें कोई इस प्रकार का शारीरिक दोष होता है जो किसी भी रूप में उसे सामान्य क्रियाओं में भाग लेने से रोकता है या उसे सीमित रखता है, उसको हम विकलांग (शारीरिक न्यूनता से ग्रस्त) व्यक्ति कह सकते हैं।"

(सास्वत, मालती 2009, "शैक्षित मनोविज्ञान की रूपरेखा" से उद्धृत)

इस धरा धाम पर विधाता ने एक समान मनुष्यों का सृजन नहीं किया है। प्रत्येक मनुष्य में वैयक्तिक भिन्नता विद्यमान है। किसी में बुद्धि कम तो किसी का व्यक्तित्व कुसमायोजित है। कोई किसी शारीरिक

\*पी. एच. डी. शोध छात्रा (कानपुर यूनिवर्सिटी)

अपंगता से ग्रसित है तो कोई अन्य कारणों से सामान्य मनुष्य से पृथक जीवन व्यतीत करने को विवश है। वास्वत में विकलांगता के शिकार मनुष्य का जीवन अत्यंत नारकीय एवं पर निर्भरता पर केंद्रित होकर रह गया है। शारीरिक एवं मानसिक विकलांगता से ग्रसित स्वयं तो प्रभावित होता ही है साथ ही साथ उसका परिवार भी प्रभावित होता है।

भारतीय शिक्षा आयोग (1964–65) यह सिफारिश करता है कि वह बच्चे जो अपंग हैं उनको नियमित स्कूलों में शिक्षा प्रदान की जाए।

भारत में राष्ट्रीय शिक्षा नीति 1986 में विकलांगों के शैक्षिक उन्नयन को प्रमुखता देते हुए संकल्प लिया गया है शारीरिक तथा मानसिक दृष्टि से विकलांगों को शिक्षा देने का उद्देश्य यह होना चाहिए कि वे समाज के साथ कंधे से कंधा मिलाकर चल सकें, उनकी सामान्य तरीके से प्रगति हो और वे भी पूरे भरोसे और हिम्मत के साथ जिंदगी जियें।

**(मालवीय, राजीव : 2011, “उदीयमान भारतीय समाज में शिक्षक” शारदा पुस्तक भवन से उद्धृत)**

सामान्य तथा विकलांग विद्यार्थियों की अवधारणा स्पष्ट हो जाने के बाद स्व-प्रत्यय संबंधी अवधारणा भी जानता नितांत आवश्यक है।

**स्व-प्रत्यय या आत्म-संप्रत्यय की अवधारणा**—आत्म संप्रत्यय से तात्पर्य उन प्रतिमाओं से होता है जिन्हें स्वयं बालक बालक अपने बारे में विस्तृत करता है। सभी आत्म संप्रत्ययों में दो तरह की प्रतिमाएं होती हैं शारीरिक एवं मनोवैज्ञानिक। बालकों में पहले शारीरिक प्रतिभाएं विकसित होती हैं जो बालकों के शारीरिक गठन, शारीरिक सुंदरता यौन उपयुक्तता या अनुपयुक्तता से संबंधित होती हैं। मनोवैज्ञानिक संप्रत्यय से तात्पर्य उन प्रतिमाओं से होता है जो बालक के चिंतन, संवेग, भाव, स्मृति, कल्पना, तथा अन्य शीलगुणों जैसे स्वतंत्रता, ईमानदारी, उत्साह, आत्मविश्वास को बढ़ावा देता है। 3–4 साल की उम्र तक इन दोनों तरह की प्रतिमाओं को संगठित करना मुश्किल कार्य होता है परंतु 6–7 साल की अवस्था तक वे इन दोनों तरह के प्रतिमाओं को मिलाकर एक यथार्थ आत्म-संप्रत्यय विकसित कर लेते हैं।

ऐसे आत्म-संप्रत्यय में प्रत्येक बालक उन सांस्कृतिक कारकों की भी छाप छोड़ता है, जिनमें वह काफी प्रभावित हुआ है।

**(सिंह. ए. के. 2009, “शिक्षा मनोविज्ञान” भारती भवन से उद्धृत)**

**शोध की आवश्यकता**—किसी भी अनुसंधान कार्य को करने के पीछे उसका कोई ना कोई महत्व अवश्य होता है। क्योंकि यदि समस्या महत्वपूर्ण व प्रसांगिक नहीं है तो अनुसंधान करना निरर्थक होगा। प्रत्येक विद्यार्थी अन्य दूसरे विद्यार्थियों से ठीक उसी प्रकार अपनी सामाजिक, आर्थिक, शैक्षिक, व सांस्कृतिक प्रवेश अंतर्निहित योग्यताओं एवं विकास की शिक्षा में भिन्न है जिस रूप और रंग में।

चूंकि सामान्य विद्यार्थियों के लिए अलग से रणनीति बनाने की आवश्यकता नहीं होती है परंतु विकलांगों के लिए अलग तथा सुनियोजित रणनीति की आवश्यकता पड़ती है।

**PWD Act 1995** जिसने विकलांगों को भी शैक्षिक अवसरों की समानता, संरक्षण तथा सहभागिता की संस्तुति की है। यह एक्ट मेडिकल बेस्ट मॉडल था। इसमें एकमानक निर्धारित किया गया था कि किस

तरह की विकलांगता से ग्रसित व्यक्ति इस श्रेणी में आ सकते हैं। इस एक्ट में यह निर्धारित किया गया था कि यदि व्यक्ति 40 प्रतिशत अपंगता से ग्रस्त है तो उसे विकलांगता की श्रेणी में रखा जाए। उसको उस श्रेणी में प्राप्त होने वाली सारी सुविधाओं का लाभ मिल सके हमने अपने इस स्व-प्रत्यय संबंधी अवधारणा तथा उस से संबंधित साहित्य सर्वेक्षण किया। जिसमें निम्न अध्ययन व परिणाम प्राप्त हुए—

1. **लिफिस्टिस एवं अन्य (2007)** ने किशोरावस्था के पूर्णतः अंध बाल को तथा दृष्टिबाधित विद्यार्थियों के मध्य समायोजन, स्व प्रत्यय तथा मित्रता की गुणवत्ता पर अध्ययन किया।

#### **परिणाम निम्न थे-**

1. पूर्णतया अंधे बच्चे तथा दृष्टि बाधित बच्चों के स्व प्रत्यय संबंधी अवधारणा में सार्थक अंतर पाया गया।
2. अंधे बच्चों का घर, स्वास्थ्य व शैक्षिक समायोजन कम होता है
2. **नसीमा और उषा (2007)-** ने माध्यमिक स्तर के सामान्य तथा दृष्टि-बाधित विद्यार्थियों के मध्य स्व-प्रत्यय, विद्यालय में सहभागिता तथा गणितीय उपलब्धि का तुलनात्मक अध्ययन किया जिसके परिणाम निम्न थे—
  1. सामान्य बच्चों का स्व-प्रत्यय विकलांग बच्चों की तुलना में अधिक श्रेष्ठ होता है।
  2. सामान्य बच्चों की विद्यालय में सहभागिता तथा समायोजन विकलांग बच्चों से अपेक्षाकृत बेहतर होती है।
3. **मिस्त्रि एच एस (2012)-** यूनिवर्सिटी ऑफ गुजरात के अक्षम विद्यार्थियों से संबंधित अध्ययन किया इस अध्ययन के निम्न परिणाम प्राप्त हुए—
  1. विकलांग तथा सामान्य विद्यार्थियों के स्व-प्रत्यय में संतोषजनक सार्थक अंतर नहीं होता है।
  2. एक अभिभावक का स्व-प्रत्यय दूसरे अभिभावक के स्व प्रत्यय से भिन्न होता है।
  3. घरेलू वातावरण स्व प्रत्यय पर संतोषजनक प्रभाव डालता है।
  4. स्व प्रत्यय के विकास में समूह महत्वपूर्ण होते हैं।

इस साहित्य का सर्वेक्षण करने में जिसमें भारत तथा भारत के बाहर हुए शामिल हैं, ज्ञात होता है कि इस स्व प्रत्यय एक ऐसी धारणा है जिसके आधार पर शिक्षक विद्यार्थी को ध्यान में रखकर शैक्षिक नीतियां बना सके जिससे विद्यार्थी का समुचित विकास हो सके। तथा सामान्य व विकलांग दोनो तरह के विद्यार्थियों का समाज को विकसित करने में योगदान हो सके।

उपयुक्त अध्ययनों से यह भी ज्ञात होता है कि यद्यपि सामान्य तथा विकलांग विद्यार्थियों की अवधारणाओं में कोई अंतर नहीं होता है तथापि विकलांगों के मन से हीन भावना तथा पिछड़े होने का भाव नहीं जाता। सरकार द्वारा विललांगों की नई शिक्षा नीति (2016) में उन्हें हीन भावना तथा पिछड़ेपन से उबारने के लिए विकलांगों को दिव्यांगों की संज्ञा दी गई है। अर्थात् अब उन्हें विकलांग नहीं दिव्यांग कहा जाता है। सरकार की यह मान्यता है कि हर विकलांग में किसी ना किसी प्रकार की दिव्यता होती है। उन्हें विकलांग कहकर अपमानित करने की बजाए उन्हें दिव्यांग कहकर उनको उनकी दिव्यता की अनुभूति कराई जानी चाहिए।

प्रस्तुत शोध अध्ययन में या देखने का प्रयास किया गया है कि सरकार द्वारा किए गए प्रयासों के फलस्वरूप अब उनकी समाज को लेकर तथा स्व प्रत्यय को लेकर धारणाओं में अंतर आया है अथवा नहीं। उनकी विचारधारा खुद को लेकर परिवर्तित हुई है अथवा वो अभी भी खुद को पिछड़ा हुआ समझते हैं प्रस्तुत अध्ययन में इन प्रश्नों का हल खोजने का प्रयास किया गया है।

**स्व प्रत्यय का अर्थ** – आज प्रायः सभी मनोवैज्ञानिक तथा शिक्षाविद् मानते हैं कि विद्यार्थी का स्व प्रत्यय उसके व्यक्तित्व का प्रमुख हिस्सा है। सामंजस्य स्थापित करना, सामान्य व्यवहार, कुछ शैक्षिक उपलब्धि को प्राप्त करने विद्यार्थी का स्व प्रत्यय महत्वपूर्ण अंग है। इन सभी आकांक्षाओं को करने में स्व प्रत्यय एक महती भूमिका निभाता है।

**यहां पर स्व प्रत्यय का अर्थ है** – वह गुण, विशेषताएं या भावनाएं जो विद्यार्थी की व्यक्तिगत विशेषताओं से जुड़ी होती है। विद्यार्थी के स्वास्थ्य, मनोशारीरिक दशाएं, बौद्धिक अभिक्षमता, शैक्षिक स्तर, व्यवहार, स्वाभाविक विशेषताओं, मानसिक स्वास्थ्य, भावनात्मक प्रवृत्तियां तथा सामाजिक आर्थिक स्तर आदि के प्रति उसकी व्यक्तिगत धारणा क्या है?

**समस्या कथन** - "सामान्य तथा विकलांग विद्यार्थियों के मध्य स्व प्रत्यय का तुलनात्मक अध्ययन।"

### शोध के उद्देश्य

1. सामान्य विद्यार्थी तथा विकलांग विद्यार्थियों के मध्य स्वास्थ्य एवं मनोशारीरिक दशाओं में अंतर ज्ञात करना।
2. सामान्य विद्यार्थी तथा विकलांग विद्यार्थियों के मध्य स्वाभाविक विशेषताओं में अंतर ज्ञात करना।
3. सामान्य विद्यार्थियों तथा विकलांग विद्यार्थियों के शैक्षिक स्तर संबंधी प्रत्ययों में अंतर ज्ञात करना।

### शोध परिकल्पना

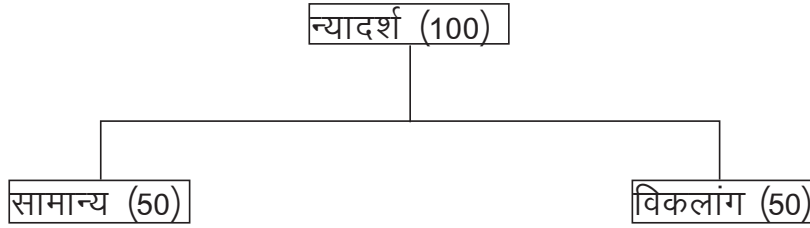
अध्ययन के उद्देश्यों को ध्यान में रखते हुए निम्न शोध परिकल्पनाओं का निर्माण किया गया है। सांख्यिकी विश्लेषण को ध्यान में रखते हुए समस्त शोध परिकल्पनाओं के संगत शून्य परिकल्पनाओं का निर्माण किया गया है। शोध परिकल्पना इन निम्न वत है—

1. सामान्य विद्यार्थियों तथा विकलांग विद्यार्थियों के स्वास्थ्य तथा मनोशारीरिक दशाओं में सार्थक अंतर होता है।
2. सामान्य विद्यार्थियों तथा विकलांग विद्यार्थियों के स्वाभाविक विशेषताओं संबंधी दशाओं में सार्थक अंतर होता है।
3. सामान्य विद्यार्थियों तथा विकलांग विद्यार्थियों की बौद्धिक अभिक्षमता में सार्थक अंतर होता है।
4. सामान्य विद्यार्थी तथा विकलांग विद्यार्थियों के शैक्षिक स्तर संबंधित प्रत्ययनों में सार्थक अंतर होता है।

**अध्ययन विधि**- प्रस्तुत अध्ययन हेतु वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

**न्यादर्शन विधि**— प्रस्तुत अध्ययन में सोद्देश्य न्यादर्श विधि से न्यादर्श का चयन किया गया है।

**न्यादर्श**— संपूर्ण शोध न्यादर्श पर ही निर्भर करता है संपूर्ण इकाई से चुनी गई न्यादर्श कुछ ऐसी इकाइयों का समूह है जो समूचे इकाई का प्रतिनिधित्व करता है। अध्ययन हेतु न्यादर्श के चुनाव के लिए हमने सामान्य तथा विकलांग विद्यार्थियों को लिया जिस का विवरण निम्न-वत है—



निम्न विद्यालयों से न्यादर्श का चयन किया गया जिस का विवरण निम्नवत है—

#### सामान्य विद्यार्थियों का न्यादर्श

विद्यालय का नाम	विद्यार्थियों की संख्या
विवेकानंद विद्याश्रम जॉज टाउन, प्रयागराज	25
जगत तारन गर्ल्स इंटर कॉलेज, जॉर्ज टाउन, प्रयागराज	25
कुल	50

#### विकलांग विद्यार्थियों का न्यादर्श

विद्यालय का नाम	विद्यार्थियों की संख्या
उमंग स्कूल भारद्वाज आश्रम, प्रयागराज	20
उत्तर प्रदेश मूक बधिर विद्यालय, जॉर्जटाउन, प्रयागराज	20
गूंगे बहरों का विद्यालय साकेत नगर कानपुर	10
कुल	10

**शोध उपकरण** — समस्या के निश्चय एवं परिकल्पना के निर्माण के बाद स्वप्रत्यय के परीक्षण के लिए श्रीमती जी.पी.शेरी. डॉक्टर आर. पी. वर्मा, के गोस्वामी द्वारा निर्मित परीक्षण का उपयोग किया गया। इस बोध परीक्षण का मुख्य उद्देश्य विद्यालय जाने वाले किशोरवय के विद्यार्थियों के स्वप्रत्यय के स्तर का पता लगाना। विद्यार्थी के व्यक्तिगत व्यवहार तथा उसके गुण या विशेषताओं को जानने में स्व तत्व बोध परीक्षण की भूमिका है। यह विद्यार्थी का व्यक्तिगत विश्लेषण करने में सहायक है।

**प्रयुक्त सांख्यिकी विधियां** — मध्यमान, मानक विचलन तथा t परीक्षण द्वारा आंकड़ों का विश्लेषण किया गया।



**परिणाम** – अध्ययन का पहला उद्देश्य था – विकलांग तथा सामान्य विद्यार्थियों के स्वास्थ्य एवं मनो शारीरिक दशा में अंतर ज्ञात करना। इसके उद्देश्य की पूर्ति के लिए विकलांग तथा सामान्य विद्यार्थियों के प्रदत्तों के मध्य मान व मानक विचलन निकालकर t- परीक्षण किया गया जिसका विवरण है निम्न है—

**सारणी 1: सामान्य तथा विकलांग विद्यार्थियों के मध्य स्वास्थ्य एवं मनोशारीरिक दशाओं के आधार पर स्व-प्रत्यय का विवरण**

प्रतिदर्श	N	M	SD	T	सार्थकता स्तर
सामान्य	50	50	30.264	1.009	0.1 स्तर पर सार्थक नहीं।
विकलांग	50	50	22.48		

व्याख्या – क्योंकि प्राप्त  $t=1.009$  का मान .01 स्तर पर सार्थकता के लिए आवश्यक न्यूनतम  $t$  का मान 2.63 से कम है, इसलिए यह .01 स्तर पर सार्थक नहीं है। अतः शून्य परिकल्पना की समष्टियों के मध्यमानों के बीच अंतर शून्य है, को स्वीकार किया जाता है तथा शोध परिकल्पना कि समष्टि मध्य मानों में अंतर है, 0.01 सार्थकता स्तर पर निरस्त की जाती है अर्थात् सामान्य तथा विकलांग विद्यार्थियों के स्वास्थ्य तथा मनोशारीरिक दशाओं संबंधी प्रत्ययों में अंतर नहीं होता है।

अध्ययन का द्वितीय उद्देश्य था सामान्य तथा विकलांग विद्यार्थियों की स्वाभाविक विशेषताओं में अंतर ज्ञात करना। इस उद्देश्य की पूर्ति के लिए प्राप्त प्रदत्तों के आधार पर मध्यमान तथा मानक विचलन, t- परीक्षण किया गया जिसका विवरण निम्न है—

**सारणी 2: सामान्य तथा विकलांग विद्यार्थियों के मध्य स्वास्थ्य विशेषताओं के आधार पर स्व-प्रत्यय का विवरण**

प्रतिदर्श	N	M	SD	T	सार्थकता स्तर
सामान्य	50	3.76	26.58	0.191	0.1 स्तर पर सार्थक नहीं।
विकलांग	50	2.86	20.22		

व्याख्या— क्योंकि प्राप्त  $t= 0.191$  का मान 0.1 स्तर पर सार्थकता के लिए आवश्यक न्यूनतम मान 2.63 से कम है। इसलिए .01 स्तर पर सार्थक नहीं है अतः शून्य परिकल्पना कि समष्टियों के मध्यमानों के बीच अंतर शून्य है तथा शोध परिकल्पना की समष्टि मध्यमानों में अंतर है 0-01 सार्थकता स्तर पर निरस्त की जाती है अर्थात् सामान्य तथा विकलांग विद्यार्थियों की स्वाभाविक विशेषता में सार्थक अन्तर नहीं होता है।

अध्ययन का तीसरा उद्देश्य था सामान्य तथा विकलांग विद्यार्थियों की बौद्धिक क्षमता में अंतर ज्ञान करन। इस उद्देश्य की पूर्ति के लिए मध्यमान तथा मानक विचलन ज्ञात कर t- परीक्षण में लगाया गया जिसका विवरण निम्न है—

**सारणी 3: सामान्य तथा विकलांग विद्यार्थियों के मध्य बौद्धिक अभिक्षमता के आधार पर स्व-प्रत्यय का विवरण-**

प्रतिदर्श	N	M	SD	T	सार्थकता स्तर
सामान्य	50	4.06	28.70	0.17	0.1 स्तर पर सार्थक नहीं।
विकलांग	50	3.18	22.48		

व्याख्या— क्योंकि प्राप्त t का मान 0.17 का मान 0.1 स्तर पर सार्थकता के लिये आवश्यक न्यूनतम मान 2.63 से कम है, इस लिये .01 स्तर पर सार्थक नहीं है। अतः शून्य परिकल्पना कि समष्टियों के मध्यमानों के बीच अन्तर शून्य है, को स्वीकार किया जाता है तथा वैकल्पिकी या शोध परिकल्पना कि समष्टि के मध्यमानों में अन्तर है 0.01 सार्थक स्तर पर निरस्त की जाती है अर्थात् सामान्य तथा विकलांग विद्यार्थियों की बौद्धिक अभिक्षमता में सार्थक अन्तप नहीं पाया गया है।

अध्ययन का चौथा उद्देश्य था सामान्य तथा विकलांग विद्यार्थियों के शैक्षिक स्तर में अंतर ज्ञान करन इस उद्देश्य की पोले के लिए प्राप्त प्रदत्तों के आधार पर मध्यमान तथा मानक विचलन निकालकर ज परीक्षण किया गया। जिसका विवरण निम्न है—

**सारणी 4: सामान्य तथा विकलांग विद्यार्थियों के मध्य शैक्षिक स्तर के आधार पर स्व-प्रत्यय का विवरण-**

प्रतिदर्श	N	M	SD	T	सार्थकता स्तर
सामान्य	50	4.66	32.95	0.06	0.1 स्तर पर सार्थक नहीं।
विकलांग	50	2.26	30.12		

व्याख्या क्योंकि प्राप्त t का मान 0.06 का मान .01 स्तर पर सार्थकता के लिए आवश्यक न्यूनतम ज का मान 2.63 से कम है इसलिये यह .01 स्तर पर सार्थक अन्तर नहीं है अतः शून्य परिकल्पना कि की समष्टियों के मध्यमानों के बीच अंतर शून्य है, को स्वीकार किया जाता है तथा वैकल्पिक या शोध परिकल्पना की समष्टि के मध्यमानों में अंतर है 0.01 सार्थकता स्तर पर निरस्त की जाती है अर्थात् सामान्य तथा विकलांग विद्यार्थियों के स्वास्थ्य तथा मनोशारीरिक दशाओं संबंधी प्रत्ययों में अंतर नहीं होता है अर्थात् दोनों के प्रत्यय समान होते हैं।

## निष्कर्ष एवं व्याख्या

1. अध्ययन का पहला उद्देश्य था कि सामान्य तथा विकलांग विद्यार्थियों के स्वास्थ्य मनोशारीरिक दशाओं में अंतर ज्ञात करना। परीक्षण करने पर ज्ञात होता है कि सामान्य तथा विकलांग विद्यार्थियों में स्वास्थ्य तथा मनोशारीरिक दशाओं संबंधी प्रत्ययों में सार्थक अंतर नहीं होता है। जिससे स्पष्ट है कि स्वास्थ्य तथा मनो शारीरिक दशाओं – मैं दुर्बल हूँ, मैं अपनी बुद्धि से हर समस्या सुलझा लेता हूँ, मैं अपने चेहरे की बनावट से संतुष्ट हूँ आदि स्व-प्रत्ययों दोनों तरह के विद्यार्थियों में सार्थक अंतर नहीं होता है।
2. अध्ययन का दूसरा उद्देश्य था सामान्य तथा विकलांग विद्यार्थियों की स्वाभाविक विशेषताओं में अंतर ज्ञात करना। परीक्षण करने का ज्ञात होता है कि सामान्य तथा विकलांग विद्यार्थियों में स्वाभाविक विशेषताओं में सार्थक अंतर नहीं होता है। स्वाभाविक विशेषताओं जैसे प्रायः मुझे डर सा लग रहा है रहता है, मैं दूसरों के प्रति क्षमाशील हूँ, मैं खोया खोया सा रहता हूँ आदि स्व प्रत्ययों मैं दोनों तरह के विद्यार्थियों में सार्थक अंतर नहीं होता है।
3. अध्ययन का तीसरा उद्देश्य था सामान्य तथा विकलांग विद्यार्थियों की बौद्धिक अभिक्षमता में अंतर ज्ञात करना। परीक्षण करने पर यह ज्ञात होता है कि सामान्य तथा विकलांग विद्यार्थियों में बौद्धिक अभिक्षमता संबंधी प्रत्ययों में सार्थक अंतर नहीं पाया गया। जिससे स्पष्ट है कि बौद्धिक अभिक्षमता जैसे मैं अपने निर्णय स्वयं नहीं कर पाता हूँ, कक्षा के योग्य विद्यार्थियों में मेरी गिनती नहीं है, आदि स्व-प्रत्ययों में दोनों तरह के विद्यार्थियों में सार्थक अंतर नहीं होता है।
4. अध्ययन का चौथा उद्देश्य था सामान्य तथा विकलांग विद्यार्थियों के शैक्षिक स्तर संबंधी प्रत्ययों में अंतर ज्ञात करना। परीक्षण करने पर ज्ञात होता है कि सामान्य तथा विकलांग विद्यार्थियों में शैक्षिक स्तर संबंधित प्रत्ययों में सार्थक अंतर नहीं पाया गया। इससे यह स्पष्ट है कि शैक्षिक स्तर संबंधी प्रत्ययों जैसे मैं कक्षा का नेतृत्व प्रदान करने के लिए हमेशा तैयार रहता हूँ, मेरे अध्यापकों को मेरी पढ़ाई से कुछ न कुछ शिकायत रहती है, आदि स्व-प्रत्ययों में दोनों तरह के विद्यार्थियों में सार्थक अंतर नहीं होता है।

## शैक्षिक निहितार्थ

अध्ययन के निष्कर्ष से प्राप्त हुआ कि सामान्य तथा विकलांग विद्यार्थियों के मध्य आत्म-सम्प्रत्यय या स्व प्रत्यय संबंधी धारणाओं में सार्थक अंतर नहीं होता है। इतना होने पर भी विकलांग विद्यार्थियों की शिक्षा व्यवस्था सुचारु रूप से नहीं चल पा रही है, यद्यपि शासकीय तथा वैयक्तिक संस्थाओं के संयुक्त प्रयास से संस्थायें अवश्य स्थापित की रहीं हैं परन्तु न तो इनकी संख्या संतोषजनक है और न ही इनकी व्यवस्था उचित ढंग से होती है। विकलांगों के लिए प्रशिक्षित शिक्षकों का अभाव है इसलिये शिक्षण कार्य सुचारु रूप से नहीं चल पाता है।

इनकी वैयक्तिक विभिन्नताओं व शारीरिक समस्याओं को ध्या में रखते हुए इन्हें सामान्य विद्यार्थियों की तरह ही शिक्षा देनी चाहिए। इनके आत्मविश्वास में वृद्धि व उनकी हीन भावना को बढ़ने से रोकने हेतु इनकी शिक्षा सामान्य विद्यार्थियों को साथ ही करनी चाहिए।

विकलांगों की शिक्षा व्यवस्था सुचारु रूप से चलाने हेतु भारत में उल्लेखनीय प्रयास नहीं हो पा रहे हैं। अतः शिक्षक आवश्यकतानुसार उचित अभिप्रेरकों का प्रयोग कर के शिक्षा के उद्देश्य प्राप्त करने के लिए अभिप्रेरित कर सकते हैं तथा विद्यालय के अतिरिक्त घर व समाज का वातावरण भी इन्हें सृजनशील बनाने के लिए महत्वपूर्ण भूमिका निभा सकता है।

### संदर्भ ग्रन्थ सूची

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# प्रजननता प्रवृत्ति एवं महिला साक्षरता

डॉ. गौरी शर्मा\*

“There is no event in personal history more significant for the future than becoming a parent and there is no pattern of behaviour more essential for societal survival than adequate fertility”  
(Ryder 1979) .

प्रजननता से आशय किसी स्त्री अथवा स्त्री समूह द्वारा किसी विशिष्ट समयावधि में सजीव जनमें बच्चों की वास्तविक संख्या से है। जनसंख्या वृद्धि या कमी का एक महत्वपूर्ण कारण प्रजनन व्यवहार है, अतः प्रत्येक निति निर्माता के लिये प्रजननता एवं उसका विश्लेषण समझना महत्वपूर्ण है प्रस्तुत अध्ययन का मुख्य उद्देश्य छत्तीसगढ़ में प्रजननता की प्रवृत्ति का पता लगाना है। वास्तव में स्त्री की प्रजनन क्षमता ही मानव समाज की निरंतरता का आधार है प्रजननता सीधे स्त्री के वास्तविक पुनरुत्पादन से संबंधित है।

प्रजननता संबंधी आंकड़ों की जानकारी हमें सर्वप्रथम 1911 की जनगणना में मिलती है। 1981 में भारत में पहली बार राज्यवार प्रजननता संबंधी आंकड़ों को जनगणना विभाग द्वारा एकत्र किया गया। प्रजननता जनसंख्या में वृद्धि या कमी का एक महत्वपूर्ण निर्धारक घटक है। प्रजननता के संबंध में जनांकिकी विदो द्वारा पर्याप्त अध्ययन किये गये हैं जनसंख्या भूगोल के अंतर्गत भूगोलवेत्ताओं द्वारा भी इस पर प्रकाश डाला है (ट्रिबार्था, 1953 ; जेलिंस्की , 1966 ; गार्नियर, 1967; क्लार्क, 1968; गुप्त एवं बघेल, 1992; शर्मा, 2002)।

पारिख (2001) ने प्रजननता पर महिला साक्षरता के प्रभाव का अध्ययन किया है। जीन ड्रीजे एवं ममता मूर्ति (2001) ने प्रजननता शिक्षा एवं विकास का भारत के संदर्भ में अध्ययन किया। शर्मा (2002) के अनुसार शैक्षणिक स्तर में वृद्धि के साथ प्रजननता दर में कमी की प्रवृत्ति पाई जाती है। प्रजननता पर शिक्षा का प्रभाव अर्तसंबंधित तत्वों द्वारा पड़ता है। जिसमें विवाह की आयु एवं परिवार नियोजन की विधियों का प्रभाव देखा जाता है (शर्मा 2002)।

प्रस्तुत अध्ययन छत्तीसगढ़ राज्य से संबंधित है। छत्तीसगढ़ राज्य 1 नवंबर सन् 2000 में अस्तित्व में आया है। एवं 2011 में जनगणना विभाग द्वारा पृथक से छत्तीसगढ़ राज्य हेतु जनगणना संबंधी आंकड़ों का प्रकाशन किया गया है। सन् 2011 की जनगणना के अनुसार प्रदेश की कुल जनसंख्या 2,55,40,196 है। राज्य की 76.77% जनसंख्या ग्रामीण एवं 23.2% जनसंख्या शहरी है। चूंकि यहां एक तिहाई से अधिक जनसंख्या ग्रामीण क्षेत्र में है अतः हम कह सकते हैं कि छत्तीसगढ़ एक ग्रामीण प्रदेश है।।

आंकड़ों के स्रोत – प्रस्तुत अध्ययन पूर्णतः द्वितीयक आंकड़ों पर आधारित है। आंकड़ों के स्रोत के रूप में मुख्यतः छत्तीसगढ़, वार्षिक स्वास्थ्य सर्वेक्षण रिपोर्ट (2011-12), एवं सेम्पल रजिस्ट्रेशन सिस्टम बुलेटिन (2012) है।

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सारणी क्र. 1: जिलेवार कुल प्रजननता दर, शिशु मर्त्यता दर एवं महिला साक्षरता (2011-12)

जिले का नाम	महिला साक्षरता	शिशु मर्त्यता दर	कुल प्रजननता दर
भिलाई	56.0	44	2.5
बिलासपुर	68.0	43	3.0
दतेवाडा	43.7	48	2.7
धमतरी	75.1	53	2.5
दुर्ग	75.5	40	2.4
जॉजगीर चॉपा	65.8	51	2.7
जशपुर	60.4	62	2.9
कांकेर	72.7	49	2.4
कवर्धा	57.4	61	3.7
कोरबा	69.6	52	2.6
कोरिया	65.4	59	2.4
महासमुंद	64.2	61	2.9
रायगढ़	64.2	59	2.6
रायपुर	68.7	49	3.0
राजनांदगांव	73.1	55	2.9
सरगुजा	56.2	55	3.3

स्रोत — Annual Health Survey (2011-12) Fact- Sheet, Vital Statistics Division, New Delhi.

इसके अलावा अन्य जनसंख्या संबंधित प्रकाशनों का उपयोग किया गया है।

भारत में जनसंख्या वृद्धि दर में तेजी से कमी आयी है। पिछले तीन दशकों को देखे तो 1981 में वृद्धि दर 24.64: थी जो घटकर 2011 में 17.64 है। वही कुल प्रजननता दर में भी कमी आई है। सन् 2000 में कुल प्रजननता दर 3.2 थी जो घटकर सन् 2012 में 2.4 एवं 2014 में 2.3 एवं क्रमशः 2017 में 2.2 हो गई हैं, जो अभी भी अपने प्रतिस्थापना स्तर से कुछ कम है। (स्रोत : यूनाइटेड नेशन्स रिपोर्ट 2018)। यद्यपि भारत में 21 राज्यों एवं संघ राज्यों द्वारा प्रतिस्थापना स्तर को प्राप्त कर लिया गया है। फिर भी अनेक राज्यों (बिहार 3.6, उत्तर प्रदेश 3.4, मध्यप्रदेश 3.1, राजस्थान (3.0) झारखंड (2.9) छत्तीसगढ़ (2.7) एवं आसाम (2.4) ) में उच्च है (SRS, 2012)।

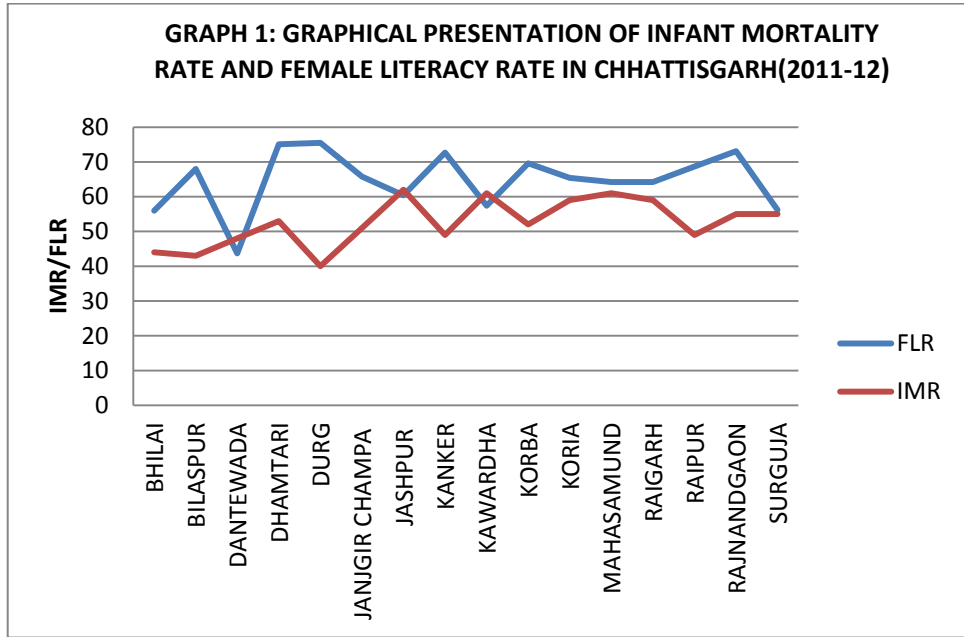
छत्तीसगढ़ राज्य में वार्षिक स्वास्थ्य सर्वेक्षण रिपोर्ट (2011–12) के अनुसार कुल प्रजननता दर 2.7 हैं एवं राज्य उच्च प्रजननता वाले सात राज्यों (बिहार, उत्तरप्रदेश, मध्यप्रदेश, राजस्थान, झारखण्ड छत्तीसगढ़ आसाम) में शामिल है। प्रजननता को प्रभावित करने वाले बहुत से कारक हैं जिनमें विवाह की आयु शिशु एवं बाल मर्त्यता दर, मातृ मृत्युता दर एवं महिला शिक्षा महत्वपूर्ण एवं प्रभावी कारक दिखाई देते हैं। प्रस्तुत अध्ययन में शिक्षा मर्त्यता दर, महिला शिक्षा एवं प्रजननता में संबंध जानने का प्रयास किया गया है।

Correlations			
		Female literacy	Total fertility rate
Female literacy	Pearson Correlation	1	-.452
	Sig. (2-tailed)		.079
	N	16	16
Total fertility rate	Pearson Correlation	-.452	1
	Sig. (2-tailed)	.079	
	N	16	16

छत्तीसगढ़ में हम जिलेवार यदि कुल प्रजननता दर को देखे तो सर्वाधिक प्रजननता कवर्धा (3.7) एवं सरगुजा जिले में (3.5) है। इसके विपरीत निम्न प्रजननता वाले प्रमुख जिलों में दुर्ग, कांकेर, कोरिया, बस्तर (2.5) धमतरी (2.5) शामिल है। उल्लेखनीय हैं कि निम्न प्रजननता वाले जिले बस्तर कोरिया कांकेर जनजातीय प्रधान है। पटेल (1993) ने फिश के निष्कर्ष को उद्धृत करते हुये कहा कि जनजातीय बहुल क्षेत्र विषम धरातलीय एवं वनाच्छादित होते हैं। जहां महिलाएँ जिविकोपार्जन हेतु अधिक श्रम करती हैं। जनजातीय महिलाओं में कुपोषण के फलस्वरूप प्रजननता सीमित हो जाती है। मासिक धर्म देर से प्रारंभ एवं अपेक्षाकृत जल्दी समाप्त हो जाता है। प्रजननता दुर्ग में महिलाओं में साक्षरता 75.5: है। फलस्वरूप प्रजननता अपेक्षाकृत कम है। प्रस्तुत अध्ययन में कुल प्रजननता दर एवं महिला साक्षरता के मध्य ऋणात्मक सहसंबंध  $-.452$  पाया गया है।

शिशु मर्त्यता से आशय प्रति वर्ष प्रति हजार जीवित जन्में शिशुओं में मृत शिशुओं की संख्या से है। सारणी क्र. 1 एवं ग्राफ क्र. 1 को देखने से ज्ञातव्य है कि शिशु मर्त्यता दर सर्वाधिक जशपुर जिले में (62) है कवर्धा (61) महासमुंद (61) है। शिशुमर्त्यता दर एवं कुल प्रजननता दर के मध्य ऋणात्मक सह संबंध पाया गया है। उल्लेखित है कि छत्तीसगढ़ प्रदेश के कवर्धा जिले में महिला साक्षरता (57.4) का प्रतिशत कम है कुल प्रजननता दर 3.7 एवं शिशुमर्त्यता दर 61 है जो अत्याधिक है। रायगढ़, कोरिया, सरगुजा, छत्तीसगढ़ प्रदेश में शिशुमर्त्यता दर आज भी अधिक बनी हुई है। अधिक शिशु मर्त्यता वाले जिलों में शिशु मर्त्यता दर 55 प्रतिहजार से अधिक वाले जिले हैं। जशपुर (62) कवर्धा (61) कोरिया (59) महासमुंद (61) रायगढ़ (59) राजनांदगांव (55) सरगुजा (55) प्रति हजार है। भारत में कुल प्रजननता दर 2.3 है ग्रामीण क्षेत्र में 2.5 एवं नगरीय क्षेत्र में 1.8 है।





सारणी क्र. -2 : छत्तीसगढ़ में प्रजननता प्रवृत्ति

सत्र	कुल प्रजननता दर
2017	2-3
2016	2-5
2015	2-5
2014	3-6
2013	2-6
2012	2-7
2011	2-7
2009	3-0
2008	3-0
2007	3-1
2006	3-3
2005	3-4
2004	3-3

स्रोत :- नीति आयोग, भारत सरकार

छत्तीसगढ़ राज्य में ग्रामीण जनसंख्या प्रधान होते हुए भी जनसंख्या में वृद्धि के विभिन्न कारणों में रोक लगी है साक्षरता में वृद्धि, विवाह की आयु में वृद्धि, परिवार नियोजन हेतु साधनों का अधिक उपयोग एवं शिशु एवं बाल मर्त्यता दर में कमी के फलस्वरूप छत्तीसगढ़ राज्य प्रस्थापना स्तर से कुछ ही दूर है। छत्तीसगढ़ की प्रजननता प्रवृत्ति सारणी : 2 पर नजर डाले तो यह सन् 2004 से निरंतर कम (निति आयोग, भारत सरकार, 2018) होती गई है एवं सन 2017 में 2.3 प्रति महिला है जो राज्य में विकास का घोटक है।

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# नागपुर शहर के अहिन्दी भाषी विद्यार्थियों द्वारा प्रयोग की जाने वाली हिंदी भाषा का विश्लेषणात्मक अध्ययन

रूपा कुमारी\*

## प्रस्तावना

मन के विचारों को मूर्त रूप देने का सबसे सरल और सुलभ साधन भाषा है। भाषा ही एकमात्र वह साधन है, जो अन्य पशुओं से मनुष्य को पृथक् करती है। प्रत्येक राष्ट्र की अपनी एक भाषा होती है। भाषा ही राष्ट्र का मानबिंदु होता है। हिन्दी भारत की सम्मानजनक भाषा है। मैथिलीशरण गुप्त के अनुसार “हिन्दी उन सभी गुणों से अलंकृत है जिनके बल पर वह विश्व की साहित्यिक भाषाओं की अगली श्रेणी में समासीन हो सकती हैं।<sup>1</sup>

किंतु आज विद्यार्थियों को अन्य विषयों की तुलना में हिन्दी में रुचि कम दिखाई देती है। इसलिए हिन्दी भाषा का प्रयोग वे अचूक रूप से नहीं करते हैं, वे कहीं न कहीं, कुछ न कुछ गलतियाँ अवश्य रूप से करते हैं। अतः गलतियों की खोज कर उपाय करना आवश्यक है।

वास्तविकता यह है कि भारतीय बच्चे मातृभाषा का माध्यम छोड़कर अंग्रेजी माध्यम को अपना रहे हैं। वे संगणक, गणित व विज्ञान विषय लेकर इंजिनियर या डॉक्टर बनना चाहते हैं, लेकिन साहित्यकार या लेखक नहीं। यही कारण है कि आज हिन्दी विषय का स्तर गिरता जा रहा है। साथ ही हिन्दी अध्यापन के लिए ऐसे शिक्षकों को अवसर दिया जाता है जो अहिन्दी भाषी हैं। इन शिक्षकों के मातृभाषा का प्रभाव हिन्दी अध्यापन पर नजर आता है। परिणामस्वरूप छात्रों के श्रवण, भाषण, वाचन व लेखन पर उसका प्रभाव अच्छा नहीं रहता। बालकों का मूल आधार गलत होने पर वे शुद्ध रूप से हिन्दी भाषा को आत्मसात नहीं कर पाते। और इस प्रकार त्रुटिपूर्ण आधार पर खड़ी की गई इमारत भी पूर्ण परिपक्व नहीं हो पाती।

हिन्दी भारत की राष्ट्रभाषा है। यह हमारी राष्ट्रीय अस्मिता तथा एकता को प्रकट करने का प्रभावशाली माध्यम है। यह अत्यंत ही समृद्ध और सम्पन्न भाषा है। किंतु कुछ लोग हिन्दी भाषा का विरोध कर रहे हैं। जिसके कारण हिन्दी भाषा को आज वह स्थान प्राप्त नहीं है, जो राष्ट्रभाषा के रूप में मिलना चाहिए। हिन्दी विषय के प्रति विद्यार्थियों की आस्था कम दिखाई दे रही है। वे गणित और विज्ञान विषय की ओर अधिक अग्रसर हैं। इस कारण हिन्दी का स्तर गिरता जा रहा है। वर्तमान परिस्थितियों को ध्यान में रखते हुए हिन्दी भाषा के प्रति जागरूक होना अत्यंत आवश्यक है।

\*सहयोगी प्राध्यापक, राष्ट्रसंत तुकडोजी महाराज नागपुर विश्वविद्यालय के बैरि. एस. के. वानखेडे शिक्षण महाविद्यालय, नागपुर।

क्योंकि हिन्दी को राजभाषा एवं संपर्क भाषा का दर्जा प्राप्त हो चुका है। अतः विद्यार्थियों से यह अपेक्षा की जाती है कि वे अधिक से अधिक हिन्दी भाषा का उपयोग करें, सही रूप में हिन्दी को आत्मसात करें ताकि हिन्दी का स्तर ऊँचा उठ सके।

उपर्युक्त बातों को ध्यान में रखते हुए अहिन्दी भाषी छात्रों (अंग्रेजी माध्यम के विद्यार्थी) द्वारा हिन्दी भाषा के प्रयोग में होनेवाली त्रुटियों की खोज कर उन पर अनुसंधान की आवश्यकता महसूस हुई।

### अनुसंधान के उद्देश्य

- १) नागपुर शहर के अहिन्दी भाषी (अंग्रेजी माध्यम के विद्यार्थी) छात्रों द्वारा हिन्दी भाषा में श्रवण करते समय होनेवाली त्रुटियों का अध्ययन करना।
- २) बोलते समय किए जाने वाली त्रुटियों का अध्ययन करना।
- ३) पठन करते समय किए जाने वाली त्रुटियों का अध्ययन करना।
- ४) लेखन करते समय किए जाने वाली त्रुटियों का अध्ययन करना।
- ५) हिन्दी भाषा के प्रयोग में होने वाली त्रुटियों को दूर करने के उपाय बताना।

### संशोधन की परिकल्पना

- १) विद्यार्थी हिन्दी भाषा के प्रयोग में गलतियाँ करते हैं।
- २) विशेष प्रयोग द्वारा हिन्दी भाषा के प्रयोग में सुधार संभव हो सकता है।

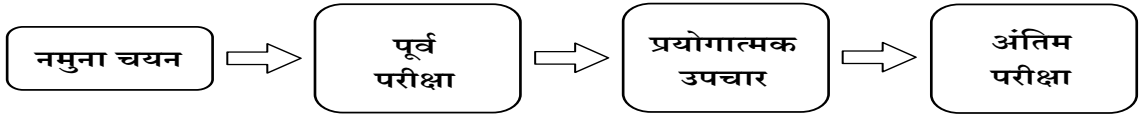
### संशोधन की व्याप्ति व सीमाएँ

- १) प्रस्तुत अनुसंधान नागपुर शहर तक सीमित है।
- २) प्रस्तुत अनुसंधान अंग्रेजी माध्यम के विद्यार्थियों तक सीमित है।
- ३) प्रस्तुत अनुसंधान में केवल अंग्रेजी माध्यम के आठवीं एवं नववी कक्षा के विद्यार्थियों को ही सम्मिलित किया गया है।
- ४) अनुसंधान कार्य हिन्दी भाषा के श्रवण, भाषण, पठन व लेखन क्षमता तक सीमित है।

### प्रस्तुत संशोधन पद्धति

प्रस्तुत अनुसंधान में विद्यार्थियों की हिन्दी भाषा के प्रयोग में होने वाली गलतियों के परिक्षण के लिए एवं जानकारी का संकलन करने के लिए प्रायोगिक पद्धति का चयन किया गया है। जिसमें एकलगत अभिकल्प का प्रयोग किया गया है।

एकल गट की पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा दो अलग-अलग प्रसंगों पर ली गई। पूर्व जाँच परीक्षा के परिणाम को देखकर उपाययोजना व विविध उपक्रम लागू किए गए एवं अंतिम जाँच परीक्षा द्वारा मूल्यमापन किया गया।



### जनसंख्या व न्यादर्श

सम्पूर्ण जनसंख्या को शोधकार्य के परिवेश में लाना असंभव होता है। तथा कई अन्य घटक शोधकार्य की वैधता को संदेहास्पद बना सकते हैं। इसलिए एक नमूने की आवश्यकता हुई। जो जनसंख्या का प्रतिनिधित्व कर सके। प्रस्तुत संशोधन समस्या के लिए संशोधिका ने नागपुर शहर के ऐसे अहिन्दी भाषी छात्रों को लिया है जिनके विद्यालय में प्रथम भाषा अंग्रेजी पढाई जाती है।

संशोधिका ने नागपुर शहर के अंग्रेजी माध्यम के विद्यालय का ही चयन किया। इन विद्यालयों के ८ वी व ९ वी कक्षा के कुल विद्यार्थियों की संख्या १८० है। जिनमें से न्यादर्श के लिए ८० विद्यार्थियों का चयन किया गया।

आलम्पियाड हाईस्कूल, नागपुर के ४० व ब्ल्यू डायमंड हायस्कूल, नागपुर के ४० विद्यार्थियों का चयन यादृच्छिक पद्धति से किया गया।

### अनुसंधान के साधन

प्रस्तुत संशोधन के लिए निम्नलिखित साधनों का प्रयोग किया गया।

- १) निरिक्षण
- २) पूर्व जाँच परीक्षा
- ३) अंतिम जाँच परीक्षा

### जानकारी संकलन की पद्धति

प्रस्तुत संशोधन के लिए प्रायोगिक संशोधन पद्धति में एकल गट अभिकल्प का प्रयोग किया गया। कक्षा ८ वी एवं ९ वी कक्षा के विद्यार्थियों की श्रवण, भाषण, पठण व लेखन पर आधारित पूर्व जाँच परीक्षा ली गई। उनके पश्चात उपाययोजना व विविध उपक्रम लागू किए गए। अंत में अंतिम जाँच परीक्षा ली गई। जाँच परिक्षाओं से जानकारी हासिल कर उद्देश्यों के अनुसार उसका वर्गीकरण करके विश्लेषण एवं स्पष्टीकरण किया गया।

### सांख्यिकी विश्लेषण के लिए चयनित साधन

संशोधन के लिए न्यादर्श के रूप में ८० विद्यार्थियों का चयन किया गया। इन विद्यार्थियों की श्रवण, भाषण, पठन व लेखन पर आधारित २५-२५ अंकों की पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा ली गई। इस प्रकार कुल मिलाकर १०० अंको की परीक्षा ली गई।

दोनों परिक्षाओं के मध्यमान, प्रमाण विचलन, प्रमाण त्रुटि निकालकर, अंतरों की खोज करने के लिए क्रांतिक अनुपात (C.R.) निकाला गया।

## परिकल्पना का परीक्षण

प्रस्तुत संशोधन की मुख्य परिकल्पनाएँ इस प्रकार हैं।

- १) विद्यार्थी हिन्दी भाषा के प्रयोग में गलतियाँ करते हैं।
- २) विशेष प्रयोग द्वारा हिन्दी भाषा के प्रयोग में सुधार संभव हो सकता है।

उपर्युक्त परिकल्पनाओं के परीक्षण के लिए जो पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा ली गई। उससे यह सिद्ध हुआ कि अंतिम जाँच परीक्षाओं के प्राप्तांकों का मध्यमान व प्रमाण विचलन, पूर्व जाँच परीक्षाओं के प्राप्तांकों के मध्यमान व प्रमाण विचलन से ज्यादा है। अर्थात् अंतिम जाँच परीक्षा के प्राप्तांक पूर्व जाँच परीक्षा के प्राप्तांकों से अधिक है। प्राप्तांकों के अंतर की विश्वसनीयता सिद्ध करने के लिए क्रांतिक अनुपात (C.R.) निकाला गया। और क्रांतिक अनुपात १९.६३ प्राप्त हुआ। यह क्रांतिक अनुपात (१९.६३) १.९६ व २.५८ से बहुत अधिक है और ०.०५ व ०.०१ इन दोनों सार्थकता स्तर पर विशेष सार्थक है।

इस प्रकार यह साबित हुआ कि पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा के प्राप्तांकों का अंतर सार्थक वास्तविक व लक्षणीय है। इसलिए यहाँ शून्य परिकल्पनाएँ अस्वीकृत करके संशोधन की दोनों परिकल्पनाएँ स्वीकार की गईं।

## संशोधन के प्रमुख निष्कर्ष

संशोधन के उद्देश्यानुसार विद्यार्थियों के लिए पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा का आयोजन किया गया। दोनों परीक्षाओं के प्राप्तांकों का सांख्यिकीय विश्लेषण अन्वयार्थ करने के बाद जो निष्कर्ष प्राप्त हुए वो आगे दिए गए हैं।

### उद्देश्य क्रमांक १

नागपुर शहर के अहिन्दी भाषी छात्रों द्वारा हिन्दी भाषा में श्रवण करते समय होनेवाली त्रुटियों का अध्ययन करना।

#### निष्कर्ष

- १) श्रवण क्षमता में कुल ८० विद्यार्थियों में से ३०% विद्यार्थी योग्य हैं। एवं ७०% विद्यार्थी अयोग्य हैं।
- २) माध्यमिक स्तर के छात्रों में हिन्दी भाषा में श्रवण क्षमता का स्तर कम मात्रा में है।

### उद्देश्य क्रमांक २

बोलते समय किए जाने वाली त्रुटियों का अध्ययन करना।

#### निष्कर्ष

- १) भाषण क्षमता में कुल ८० विद्यार्थियों में से २५% विद्यार्थी योग्य हैं। एवं ७५% विद्यार्थी अयोग्य हैं।

### उद्देश्य क्रमांक २

बोलते समय किए जाने वाली त्रुटियों का अध्ययन करना।

#### निष्कर्ष

- १) भाषण क्षमता में कुल ८० विद्यार्थियों में से २५% विद्यार्थी योग्य है। एवं ७५% विद्यार्थी अयोग्य है।
- २) हिन्दी भाषा बोलते समय गलतियाँ करने वाले विद्यार्थियों की संख्या ज्यादा है।
- ३) विद्यार्थी ञ्हस्व के स्थान पर दीर्घ और दीर्घ के स्थान पर ञ्हस्व का उच्चारण करते है।
- ४) विचारों के प्रकटीकरण में संगति दिखाई नहीं देती है।
- ५) शब्दकोष का अभाव होने के कारण बोलने की शैली प्रभावशाली नहीं होती है।
- ६) 'न' के स्थान पर 'ण' और 'ण' के स्थान पर 'न' का प्रयोग करते हैं।
- ७) 'रि' के स्थान पर 'रु' उच्चारित करते हैं।
- ८) बोलते समय मराठी भाषा का प्रभाव दिखाई देता है।

### उद्देश्य क्रमांक ३

पठन करते समय किए जाने वाली त्रुटियों का अध्ययन करना।

#### निष्कर्ष

- १) पठन क्षमता में कुल ८० विद्यार्थियों में से ४०% विद्यार्थी योग्य हैं एवं ६०% विद्यार्थी अयोग्य हैं।
- २) पठन करते समय गलतियाँ करने वाले विद्यार्थियों की संख्या ज्यादा है।
- ३) शब्दों का उच्चारण शुद्ध रूप से नहीं करते हैं।
- ४) शब्दों की पुनरावृत्ति करते हैं।
- ५) विरामचिन्हों की उपेक्षा करते हैं।
- ६) पठन करते समय योग्य गति का अभाव होता है।
- ७) पठन करते समय मराठी भाषा का प्रभाव दिखाई देता है।

### उद्देश्य क्रमांक ४

लेखन करते समय किए जाने वाली त्रुटियों का अध्ययन करना।

#### निष्कर्ष

- १) लेखन क्षमता में कुल ८० विद्यार्थियों में से ३५% विद्यार्थी योग्य हैं। और ६५% विद्यार्थी अयोग्य हैं।
- २) हिन्दी भाषा में लिखते समय गलतियाँ करने वाले विद्यार्थियों की संख्या ज्यादा है।
- ३) विद्यार्थी दोषपूर्ण वाक्य रचना करते हैं।



- ४) मराठी शब्दों का प्रयोग करते हैं।
- ५) शब्दों के ऊपर शिरोरेखाएँ नहीं खिंचते हैं।
- ६) विरामचिन्हों का गलत प्रयोग करते हैं।
- ७) ँह्रस्व-दीर्घ की मात्रा में गलतियाँ करते हैं।
- ८) शब्दकोष का अभाव होने के कारण लेखन शैली अच्छी नहीं होती है।
- ९) अनुनासिक शब्दों का उपयोग ठीक तरह से नहीं करते हैं।
- १०) विचारों में सुसंगतता दिखाई नहीं देती है।
- ११) लिखते समय मराठी भाषा का प्रभाव दिखाई देता है।

### उद्देश्य क्रमांक ५

हिन्दी भाषा के प्रयोग में होनेवाली त्रुटियों को दूर करने के उपाय ढूँढना।

### निष्कर्ष

हिन्दी भाषा में उचित मार्गदर्शन व उपक्रमों का आयोजन करके छात्रों की हिन्दी भाषा के प्रयोग में होने वाली गलतियों को सुधारा जा सकता है।

### हिन्दी भाषा के प्रयोग में होनेवाली गलतियाँ व उनके उपाय

अ. क्र.	भाषिक क्षमता	पूर्व जाँच परीक्षा के प्रश्न	गलतियों का विवरण	मार्गदर्शन एवं उपक्रमों का आयोजन
१.	श्रवण	१) शब्द सुनकर लिखो। २) वाक्य सुनकर लिखो।	ँह्रस्व, दीर्घ, अनुस्वार, संयुक्ताक्षर विरामचिन्हों में गलतियाँ	वर्तनी के नियम समझाना, ध्यान से सुनने की सलाह, व्याकरण का ज्ञान दिया गया।
२.	भाषण	परिचित विषय पर अपने विचार व्यक्त करो।	अस्पष्ट उच्चारण जैसे व, भ, श, ष, न, ण इनमें फर्क न करके प्रयोग करना। ऋ के बदले रू, र के बदले ल आदि। विचारों में अंसंगतता, उचित लय का अभाव, शब्द कोष का अभाव।	सही उच्चारण की बार-बार पुनरावृत्ति। आदर्श वाचन के नमूने प्रस्तुत करना। वक्तृत्व स्पर्धा का आयोजन, शब्द कोष वृद्धि के लिए अतिरिक्त वाचन की सलाह। कविता, गायन स्पर्धा, अंताक्षरी स्पर्धा
३.	पठन	१) वाक्य पढ़कर सुनाइए। २) परिच्छेद का वाचन करके दिखाइए।	रुकरुक कर पढ़ना, शब्दों को छोड़ना, शब्दों का पुनरुच्चार, योग्य गति का अभाव, विराम चिन्हों की उपेक्षा, बलाघात का अभाव, अस्पष्ट उच्चारण	आदर्श वाचन के नमूने प्रस्तुत करना, कक्षा में पठन पर जोर, गलती करने वालों की ओर व्यक्तिगत ध्यान, कठिन शब्दों के उच्चारण की पुनरावृत्ति, सहानुभूतिपूर्वक मार्गदर्शन।

४.	लेखन	१) शब्दों को शुद्ध करके लिखो। २) सही वर्तनी वाले शब्द लिखो। ३) परिचित विषय पर १० पंक्तियों में निबंध लिखो।	चहस्व, दीर्घ, अनुस्वार, संयुक्ताक्षर, मात्राएँ, विरामचिन्ह का गलत प्रयोग, वाक्य रचना में गड़बड़ी। मराठी शब्दों का प्रयोग, नुक्ता आवश्यक होते हुए भी न देना और अनावश्यक होते हुए भी देना। शिरोरेखाएँ न देना।	व्याकरण का ज्ञान, अनुलेखन, कठिन शब्दों का लेखन, शब्दों को सही रूप में बार-बार लिखवाना, मराठी तथा हिन्दी के शुद्धलेखन के नियमों का परिचय, भाषा तथा व्याकरण के खेल, स्वाध्याय लेखन करवाना, देवनागरी लिपी की विशेषताओं की जानकारी।
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### सन्दर्भग्रन्थ सूची

१. वाजपेयी एस. (२००२), सामाजिक अनुसंधान सर्वेक्षण, कापुर, किताबघर प्रकाशन
२. भारद्वाज दिनेशचन्द्र (१९९०), हिन्दी भाषा शिक्षण, आगरा, विनोद पुस्तक मंदिर
३. जोशी न. वा., जोशी श. मो. (२००५), द्वितीय भाषा हिन्दी (शालेय विषय : आशययुक्त अध्यापन), पुणे, सुविचार प्रकाशन मंडळ
४. दुनाखे अरविंद, दुनाखे अंशुमति (२००६), द्वितीय भाषा हिन्दी आशययुक्त अध्यापन, पुणे, नित्यनूतन प्रकाशन
५. क्षत्रिया के (१९८२), मातृभाषा शिक्षण, आगरा, विनोद पुस्तक मंदिर
६. त्रिपाठी मधुसूदन (२००७), शिक्षा अनुसंधान और सांख्यिकी, नई दिल्ली, ओमेगा प्रकाशन

# दलितों के उत्थान में जगजीवन राम का योगदान

कुमारी अन्नपूर्णा\*

जगजीवन राम – जिन्हें आम तौर पर बाबूजी के नाम से जाना जाता है एक राष्ट्रीय नेता स्वतंत्रता सेनानी, सामाजिक न्याय के योद्धा, दलित वर्गों के समर्थक, उत्कृष्ट सांसद, सच्चे लोकतंत्रवादी, उत्कृष्ट केंद्रीय मंत्री, योग्य प्रशासक और असाधारण मेधावी वक्ता थे। आपका व्यक्तित्व महान था आपने भारतीय राजनीति में आपने प्रतिबद्धता, समर्पण और निष्ठा के साथ अर्ध-शताब्दी तक कार्य किया। जून, 1935 में बाबूजी का विवाह इंद्राणी देवी से हुआ था। इंद्राणी देवी स्वयं एक स्वतंत्रता सेनानी और शिक्षाविद थीं। उनके पिता डा. बीरबल एक प्रतिष्ठित चिकित्सक थे और उन्होंने ब्रिटिश सेना में कार्य किया था तथा 1889-90 में चीन-लुशाई युद्ध में उनकी सेवाओं के लिए तत्कालीन वायसराय लार्ड लैंसडाउन द्वारा उन्हें विक्टोरिया मैडल से सम्मानित किया गया था।

17 जुलाई, 1938 को उनके पुत्र सुरेश कुमार और 31 मार्च, 1945 को पुत्री मीरा कुमार का जन्म हुआ। 21 मई, 1985 को सुरेश कुमार का निधन हो गया जिससे आपके माता-पिता को अत्यंत आघात पहुंचा। बाबू जगजीवन राम के राजनीतिक जीवन का आगाज़ कलकत्ता से ही हुआ। कलकत्ता आने के छः महीनों के भीतर ही उन्होंने विशाल मजदूर रैली का आयोजन किया जिसमें भारी तादाद में लोगों ने हिस्सा लिया। इस रैली से नेताजी सुभाष चन्द्र बोस जैसे महान स्वतंत्रता सेनानी को भी बाबूजी की कार्यक्षमता व नेतृत्वक्षमता का आभास हो गया। इस काल के दौरान बाबूजी ने वीर चंद्रशेखर आज़ाद तथा सिद्धहस्त लेखकमन्मथनाथ गुप्त जैसे विख्यात स्वतंत्रता विचारकों के साथ काम किया।

वर्ष 1934 में जब संपूर्ण बिहार भूकंप की तबाही से पीड़ित था तब बाबूजी ने बिहार की मदद व राहत कार्य के लिए अपने कदम बढ़ाए। बिहार में ही पहली बार उनकी मुलाकात उस काल के सबसे महत्त्वपूर्ण, प्रभावशाली व अहिंसावादी स्वतंत्रता सेनानी माननीय श्री मोहन दास करमचंद गाँधी अर्थात् महात्मा गाँधी से हुई। महात्मा गाँधी ने बाबू जगजीवन राम के राजनीतिक जीवन में एक बहुत अहम भूमिका निभाई, क्योंकि बाबूजी यह जानते थे कि पूरे भारत वर्ष में केवल एक ही स्वतंत्रता सेनानी ऐसा था जो स्वतंत्रता व पिछड़े वर्गों के विकास, दोनों के लिए लड़ रहा था, और वे थे गांधीजी। अन्य सभी सेनानी दोनों में से किसी एक का चुनाव करते थे। जब अंग्रेज़ 'फूट डालो राज करो' नीति अपनाते हुए दलितों को सामूहिक धर्म-परिवर्तन करने पर मजबूर कर रहे थे तब बाबूजी ने इस अन्यायपूर्ण कर्म को रोका। इस घटनाक्रम के पश्चात् बाबूजी दलितों के सर्वमान्य राष्ट्रीय नेता के रूप में जाने गए व गांधीजी के विश्वसनीय एवं प्रिय पात्र बने व भारतीय राष्ट्रीय राजनीति की मुख्यधारा में प्रवेश कर गए।

अपने विद्यार्थी जीवन में बाबूजी ने वर्ष 1934 में कलकत्ता के विभिन्न जिलों में संत रविदास जयंती मानाने के लिए अखिल भारतीय रविदास महासभा का गठन किया। उन्होंने दो अन्य संस्थानों का गठन

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किया — 1. खेतिहर मजदूर सभा 2. भारतीय दलित वर्ग संघ वर्ष 1935 में बाबू जगजीवन राम ने डॉ. बीरबल की सुपुत्री इन्द्रानी देवी से विवाह किया। डॉ. बीरबल कानपुर के एक प्रख्यात चिकित्सक थे वहीं इन्द्रानी देवी बाबू जगजीवन राम के विचारों से अति प्रभावित थीं। इस विवाहित जोड़े ने कुछ वर्षों के पश्चात् एक पुत्र को जन्म दिया जिसका नाम 'सुरेश' रखा गया व एक पुत्री जिसका नाम रखा गया 'मीरा'।

वर्ष 1935 में ही बाबूजी ने हैमंड कमिटी के समक्ष दलितों के मतदान करने की मांग की जिसे हैमंड कमिटी ने स्वीकार कर लिया। बाबूजी के लिए ये समय अत्यंत परिश्रम का था और एक अनमोल मौका था भारतीय राजनीति में अपनी अमिट छाप छोड़ने का। वर्ष था 1936 व बाबूजी की आयु थी 28 वर्ष। अंग्रेज़ बिहार में कांग्रेस को हराने के लिए एकजुट होकर प्रयास कर रहे थे। उन्होंने मोहम्मद युनुस के नेतृत्व में कठपुतली सरकार बनाने का निष्फल प्रयत्न किया।

इन चुनावों में बाबूजी सहित अन्य 14 भारतीय दलित वर्ग संघ के सदस्य निर्वाचित हुए। बाबूजी की बढ़ती राजनैतिक शक्ति व लोकप्रियता के कारण अंग्रेजों ने उनके समक्ष बड़ी रकम के बदले समर्थन देने की बात रखी जिसे बाबूजी ने क्षण भर की भी देर न करते हुए तुरंत ही टुकरा दिया। इस घटना का पता चलते ही गाँधी जी का विश्वास बाबूजी पर और अधिक बढ़ गया और उन्होंने बाबूजी के लिए निम्नलिखित पंक्तियाँ कहीं — 'जगजीवन राम तपे कंचन की भांति खरे व सच्चे हैं। मेरा हृदय इनके प्रति आदरपूर्ण प्रशंसा से आपूरित है' कठपुतली सरकार का खेल खत्म हो चुका था व कांग्रेस ने सरकार का गठन किया। बाबूजी को इस सरकार में कृषि मंत्रालय, सहकारी उद्योग व ग्रामीण विकास मंत्रालय में संसदीय सचिव के रूप में नियुक्त किया गया।

वर्ष 1938 में अंदमान कैदियों के मुद्दे पर व द्वितीय विश्व युद्ध में अंग्रेज़ सरकार द्वारा भारतीय सैनिकों के इस्तेमाल से महात्मा गाँधी अति क्रोधित हुए व उनके एक आवाह्न पर सभी कांग्रेस सरकारों ने इस्तीफा दे दिया। तत्पश्चात् गाँधीजी ने 9 अगस्त 1942 से उनके विख्यात आन्दोलन 'भारत छोड़ो आन्दोलन' को प्रारंभ किया। उन्होंने बाबूजी को बिहार व उत्तर पूर्वी भारत में इस आन्दोलन के तेज़ी से प्रचार करने की जिम्मेदारी सौंपी जिसे बाबूजी ने बहतरीन रूप से निभाया। किन्तु प्रचार के दस दिन बाद ही बाबूजी गिरफ्तार कर लिए गए। 1943 में रिहा होने के पश्चात् बाबूजी ने भारत को आज़ाद करने के लिए पूरा ज़ोर लगाया। बाबूजी उन बारह राष्ट्रीय नेताओं में से एक थे जिन्हें अंतरिम सरकार के गठन के लिए लार्ड वावेल ने अगस्त 1946 को आमंत्रित किया था।

सितम्बर 1946 में जेनेवा में आयोजित अंतर्राष्ट्रीय श्रम सम्मलेन में हिस्सा लेने के उपरांत स्वदेश लौट रहे बाबूजी का विमान इराक स्थित बसरा के रेगिस्तान में दुर्घटनाग्रस्त हो गया। दुर्घटना में बाबूजी को ज्यादा नुकसान नहीं पहुंचा। वर्ष 1946 में पंडित जवाहरलाल नेहरू के नेतृत्व में गठित प्रथम लोकसभा में बाबूजी ने श्रम मंत्री के रूप में देश की सेवा की व अगले तीन दशकों तक कांग्रेस मंत्रिमंडल की शोभा बढ़ाई। इस महान राजनीतिज्ञ ने भारतीय राजनीति को अपने जीवन के 50 वसंत से भी अधिक दान में दिए हैं। संविधान के निर्माणकर्ताओं में से एक बाबूजी ने सदैव सामाजिक न्याय को सर्वोपरि माना है। पंडित नेहरू का बाबूजी के लिए एक विख्यात कथन कुछ इस प्रकार है — 'समाजवादी विचारधारा वाले व्यक्ति को, देश की साधारण जनता का जीवन स्तर ऊँचा उठाने में बड़े से बड़ा खतरा उठाने में कभी कोई हिचक नहीं होती।

श्री जगजीवन राम उन में से एक ऐसे महान व्यक्ति हैं' श्रम, रेलवे, कृषि, संचार व रक्षा, जिस भी मंत्रालय का दायित्व बाबूजी को दिया गया हो उसका सदैव कल्याण ही हुआ है। बाबूजी ने हर मंत्रालय से देश को तरक्की पहुँचाने का अथक प्रयास किया है। स्वतंत्र देश घोषित होने के उपरान्त भारत के निर्माण की पूरी ज़िम्मेदारी नयी सरकार पर थी और इस ज़िम्मेदारी को पूरा करने में अत्यंत महत्त्वपूर्ण योगदान बाबूजी का रहा। 1962 के आम चुनावों में सासाराम की जनता ने बाबूजी को पुनः विजय-वरदान दिया व उन्हें परिवहन एवं संचार मंत्रालय का दायित्व दिया गया। परन्तु बाबूजी ने कामराज योजना के तहत इस्तीफ़ा दे दिया व कांग्रेस पार्टी को मज़बूत करने में लग गए।

1966-67 के आम चुनावों में विजयी बाबू जगजीवन राम को उस सरकार में एक बार फिर श्रम मंत्रालय दिया गया। किन्तु एक वर्ष उपरांत ही उन्हें कृषि एवं खाद्य मंत्रालय का दायित्व दिया गया। चीन व पाकिस्तान से जंग के पश्चात भारत में गरीबी व भुखमरी के हालात पैदा हो गए थे तथा अमेरिका से पी.एल. - 480 के तहत मिलने वाला गेहूँ व ज्वार खाद्य आपूर्ति का मुख्य स्रोत था। ऐसी कठिन परिस्थिति में बाबूजी ने डॉ. नॉर्मन बोरलाग की सहायता से हरित क्रान्ति की बुनियाद रखी व मात्र दो वर्षों के उपरान्त ही भारत फूड सरप्लस देश बन गया। कृषि एवं खाद्य मंत्रालय में रहते हुए बाबूजी ने देश को भीषण बाढ़ से भी राहत पहुँचाई व भारत को खाद्य संसाधनों में आत्मनिर्भर बनाया।

1970 के आम चुनावों में एक बार फिर बाबूजी की जीत हुई व उन्हें श्रीमती इंदिरा गाँधी की सरकार में इस बार रक्षा मंत्रालय जैसे अहम् मंत्रालय को अपनी सेवाएँ प्रदान करने का मौका मिला। बाबूजी ने सर्वप्रथम भारत के राजनैतिक मानचित्र को पूर्णतया परिवर्तित कर दिया। भारत-पाकिस्तान की उस अभूतपूर्व जंग में बाबूजी ने देश की जनता से वायदा किया कि ये जंग भारतभूमि के एक सूई की नोक के बराबर तक भाग पर भी नहीं लड़ी जायेगी, और वे इस वायदे पर कायम रहे।

उनकी इस महान सेवा के लिए श्री राजीव गाँधी ने कुछ इस प्रकार से अपने विचार व्यक्त किए हैं - 'राष्ट्र को आज़ाद करने में बाबूजी का योगदान बड़ा ही सराहनीय रहा है। देश को अनाज की दृष्टि से आत्म-निर्भर बनाने तथा बांग्लादेश की मुक्ति के युद्ध में उनका योगदान हमेशा याद रखा जायेगा' वर्ष 1974 में बाबूजी ने कृषि एवं सिंचाई विभाग की ज़िम्मेदारी ली व एक नयी प्रणाली 'सार्वजनिक वितरण प्रणाली' की नीव रखी जिसके द्वारा यह सुनिश्चित किया गया कि देश की आम जनता को पर्याप्त मात्रा व कम दाम में खाद्य पदार्थ उपलब्ध हों।

जगजीवन राम ने अनेक रविदास सम्मेलन आयोजित किए थे और कलकत्ता (कोलकाता) के विभिन्न भागों में गुरु रविदास जयंती मनाई थी। वर्ष 1934 में, आपने कलकत्ता में अखिल भारतीय रविदास महासभा और अखिल भारतीय दलित वर्ग लीग की स्थापना की। इन संगठनों के माध्यम से आपने दलित वर्गों को स्वतंत्रता संग्राम में शामिल किया। आपका विचार था कि दलित नेताओं को न केवल समाज सुधार के लिए संघर्ष करना चाहिए बल्कि राजनीतिक, प्रतिनिधित्व की मांग भी करनी चाहिए। अगले वर्ष अर्थात् 19 अक्टूबर, 1935 में बाबूजी रांची में हेमंड आयोग के समक्ष उपस्थित हुए और आपने पहली बार दलितों के लिए मतदान के अधिकार की मांग की।

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# सामाजिक न्याय के विकास में भारतीय संसद की भूमिका

ममता रजक\*

भारत के विधान का 26 नवंबर, 1949 को अपनाया गया था। संविधान के कुछ प्रावधान उसी दिन लागू हुए थे, लेकिन संविधान के शेष प्रावधान 26 जनवरी, 1950 को लागू हुए थे। इस दिन को संविधान में "तिथि" कहा गया है। इसकी शुरुआत, और गणतंत्र दिवस के रूप में मनाया जाता है। भारतीय संविधान अपनी सामग्री और भावना में अद्वितीय है। दुनिया के लगभग हर संविधान से उधार के माध्यम से, भारत के संविधान में कई प्रमुख विशेषताएँ हैं जो इसे अन्य देशों के गठन से अलग करती है। भारत के संविधान के मुख्य वास्तुकार, भारत रत्न बाबासाहेब अंबेदकर सामाजिक न्याय के लिए सहस्राब्दी के व्यक्ति हैं, इस अर्थ में कि वे दलितों के मसीहा या मसीहा बन गए, पूर्ववर्ती अनय पिछड़ा वर्ग, और महिलाएं, हिंदू आदी का 95 प्रतिशत हिस्सा हैं। आबादी के उस बड़े हिस्से को समय-समय पर उप-मानव स्तर पर जीने के लिए मजबूर किया गया था, जाति व्यवस्था के तहत। सामाजिक न्याय अपने प्रकार और लचीले रूप में सभी के लिए उपयोगी पाया गया। हालांकि सामाजिक न्याय को संविधान में कहीं भी परिभाषित नहीं किया गया है, लेकिन यह भावना का एक आदर्श तत्व है जो संविधान का एक लक्ष्य है।

सामाजिक न्याय की भावना सापेक्ष अवधारणा का एक रूप है जो लोगों के समय, परिस्थितियों, संस्कृति और महत्वाकांक्षाओं द्वारा परिवर्तनशील है। भारत सामाजिक असमानताएँ समान रूप में समाधान की अपेक्षा करती है। भारतीय संविधान के तहत सामाजिक न्याय के उपयो को व्यापक अर्थों में स्वीकार किया गया है। जिसमें सामाजिक और आर्थिक न्याय दोनों शामिल हैं। भारतीय संविधान इस मामले में सर्वोच्च और उत्कृष्ट है। इसमें सामाजिक न्याय की पूर्ति में लिए इन बाधाओं को दूर करने का प्रयास किया गया है। सामाजिक न्याय पाने की दिशा में विधायिका, कार्यपालिका, न्यायपालिका और मीडिया सहित तमाम केंद्रों के प्रयास कहीं न कहीं गलत कार्यान्वयन और असंतुलन के कारण फलीभूत नहीं हो पा रहे हैं। जरूरत और समय की मांग है कि उचित और संतुलित नीतियों-व्यवहारों को लागू किया जाए जिससे कि सामाजिक न्याय को सामाजिक प्रगति का हिस्सा बनाया जा सके। अरस्तु के अनुसार व्यक्ति समाज का सदस्य तो हो सकता है लेकिन नागरिक वह तभी कहलायेगा, जबकि वह राज्य की राजनीति में सक्रिय रूप से योगदान करता है और इसी संदर्भ में सक्रिय रूप से योगदान करता है और इसी संदर्भ में संदर्भ में अरस्तु कहते हैं कि किसी भी राज्य या समाज में किसी व्यक्ति का जो सक्रिय योगदान होता है उसके समानुपात में समाज की सम्पत्ति का उचित वितरण वितरणात्मक न्याय कहलाता है और इसका निषेध वितरणात्मक सामाजिक अन्याय कहलाता है। लेकिन यह एक आदर्श स्थिति है। व्यवहार में यह कहीं पर भी लागू नहीं है क्योंकि व्यक्ति सदस्य के योगदान का ठीक-ठीक आंकलन संभव नहीं है। इसका कोई पैमाना नहीं है। सीमा रेखा नहीं है! इस बात से इंकार नहीं किया जा सकता है कि सामाजिक न्याय के नारे ने विभिन्न समाजों में विभिन्न तबकों को अपने लिए गरिमामय जिंदगी

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की मांग करने और उसके लिए संघर्ष करने के लिए प्रेरित किया है। खास कर वंचित तबको में। सैद्धांतिक विमर्श में भी समाजवाद, कम्युनिस्ट सहित अंबेडकरवाद जैसे सामाजिक न्याय में बहुत सारे आयाम जुड़ते गये हैं। यहां यह बताना जरूरी है कि विकसित समाज की तुलना में विकासशील समाजों में सामाजिक न्याय का संघर्ष रक्तंजित है। इन संघर्षों के फलस्वरूप समाजों में बुनियादी बदलाव हुए हैं। आज जिस प्रकार से भारतीय जेलों में विचाराधीन कैदी भारी संख्या में अजा अजजा और अल्पसंख्यक वर्ग से आते हैं, एक आंकड़े के मुताबिक वे अपनी आबादी के 30 प्रतिशत है। जिस प्रकार आरक्षण के खाली पदों को योग्य उम्मीदवार नहीं कहकर उच्च वर्ग के सक्षम वर्ग द्वारा भरा जाता है, जिस प्रकार एक बलात्कार पीड़ित महिला को ही इसके लिए दोषी ठहराया जाता है, जिस प्रकार देश के 40 प्रतिशत गरीब बच्चों से बाल श्रम लिया जाता है, उस देश में लगता है सामाजिक न्याय आज भी कोसो दूर है। लेकिन इसका सुखद पहलू यह है कि आज की मीडिया, साहित्य और प्रगतिशील जगत इस मुद्दे को बार-बार सामने लाता रहा है। इससे सामाजिक न्याय के पक्ष में माहौल बना है। ये माहौल देश के कर्णधारों को इस विषय पर सोचने के लिए मजबूर करेगा। तब कहीं जाकर देश में सही मायने में सामाजिक न्याय का एक माहौल तैयार हो सकेगा। और यह समाज एक विकसित समाज कहलायेगा।

सामाजिक परिवर्तन, समाज के आधारभूत परिवर्तनों पर प्रकाश डालने वाला एक विस्तृत एवं कठिन विषय है। इस प्रक्रिया में समाज की संरचना एवं कार्यप्रणाली का एक नया जन्म होता है। इसके अन्तर्गत मूलतः प्रस्थिति, वर्ग, स्तर तथा व्यवहार के अनेकानेक प्रतिमान बनते एवं बिगड़ते हैं। समाज गतिशील है और समय के साथ परिवर्तन अवश्यभावी है। आधुनिक संसार में प्रत्येक क्षेत्र में विकास हुआ है तथा विभिन्न समाजों ने अपने तरीके से इन विकासों को समाहित किया है, उनका उत्तर दिया है, जो कि सामाजिक परिवर्तनों में परिलक्षित होता है। इन परिवर्तनों की गति कभी तीव्र रही है कभी मन्द। कभी-कभी ये परिवर्तन अति महत्वपूर्ण रहे हैं तो कभी बिल्कुल महत्वहीन। कुछ परिवर्तन आकस्मिक होते हैं, हमारी कल्पना से परे और कुछ ऐसे होते हैं जिसकी भविष्यवाणी संभव थी। कुछ से तालमेल बिठाना सरल है जब कि कुछ को सहज ही स्वीकारना कठिन है। कुछ सामाजिक परिवर्तन स्पष्ट है एवं दृष्टिगत हैं जब कि कुछ देखे नहीं जा सकते, उनका केवल अनुभव किया जा सकता है। हम अधिकतर परिवर्तनों की प्रक्रिया और परिणामों को जाने समझे बिना अवचेतन रूप से इनमें शामिल रहे हैं। जब कि कई बार इन परिवर्तनों को हमारी इच्छा के विरुद्ध हम पर थोपा गया है। कई बार हम परिवर्तनों के मूक साक्षी भी बने हैं। व्यवस्था के प्रति लगाव के कारण मानव मस्तिष्क इन परिवर्तनों के प्रति प्रारंभ में शंकालु रहता है परन्तु शनैः उन्हें स्वीकार कर लेता है। वध दल बिहार में सामाजिक परिवर्तन: त्रिवेणी संघ फॉरवर्ड प्रेस MENU HOME मुखपृष्ठ NEWS & POLITICS समाचार और राजनीति INDIAN SOCIETY भारतीय समाज BAHUJAN CULTURE बहुजन संस्कृति EMPOWERMENT सशक्तिकरण त्च्छे रिपोर्ट ADVICE सलाह FP BOOKS एफपी बुक्स Search खोज त्रिवेणी संघ : संगठन की ताकत का पहला एहसास आजादी के पूर्व पिछड़ी जातियों के महत्वपूर्ण संगठन त्रिवेणी संघ के इतिहास, खूबियों, खामियों का जायजा ले रहे हैं ओमप्रकाश कश्यप।

बुद्धिजीवियों और लेखकों ने 20 वीं शताब्दी के दो बड़े आंदोलनों की भारी उपेक्षा की है। यदि उन्हें समर्थन मिलता तो बात दूसरी होती। कदाचित वे समस्याएं न देखनी पड़तीं, जिनसे हम आज गुजर रहे हैं।

उनमें पहले का नाम हैकू 'त्रिवेणी संघ'। दूसरा 'अर्जक संघ'। दोनों ही संगठन सामाजिक न्याय की भावना से अनुप्रेत थे। 'त्रिवेणी संघ' का गठन शाहाबाद, बिहार तथा 'अर्जक संघ' का गठन इलाहाबाद, उत्तरप्रदेश में हुआ था। दोनों का उद्देश्य था, दबी-पिछड़ी जातियों में आत्मसम्मान का भाव जाग्रत करना। उन्हें तथाकथित उच्च जाति के भू-सामंतों, जमींदारों, धर्म के नाम पर ठगी करने वाले पंडा-पुरोहितों से बचाना। 'त्रिवेणी संघ' पिछड़ी जातियों को राजनीतिक स्तर पर गोलबंद कर कांग्रेस के वर्चस्व को तोड़ना चाहता था, जो उन दिनों मुख्यतः सर्वर्णों का संगठन था। 'अर्जक संघ' का उद्देश्य तंत्र-मंत्र, जादू-टोने, पूजा-पाखंड में धंसे समाज में मानवतावादी, राष्ट्रीयतावादी एवं वैज्ञानिक सोच का विकास करना था। 'त्रिवेणी संघ' का विचार सबसे पहले सरदार जगदेव सिंह के मन में उपजा था। उसे आगे बढ़ाने के लिए उन्होंने कई नेताओं से बात की। उस समय तक बिहार में सामाजिक न्याय की मांग उठने लगी थी। लेकिन बराबरी और समानता की बात करना भू-सामंतों और पुरोहितों की निगाह में पाप था। पिछड़ी जातियां मान चुकी थीं कि सर्वर्ण वर्चस्व के विरुद्ध लड़ाई केवल संगठन के बल पर लड़ी जा सकती है। यदुनंदनप्रसाद मेहता और शिवपूजन सिंह 'जनेऊ आंदोलन' सहित अनेक समतावादी आंदोलनों में शिरकत कर चुके थे। उनका लोगों पर प्रभाव था। इसलिए सरदार जगदेव सिंह द्वारा संगठन के प्रस्ताव पर दोनों ने अपनी तत्क्षण सहमति दे दी। गंगा, यमुना, सरस्वती की त्रिवेणी के आधार पर उसे नाम दिया गया कू 'त्रिवेणी संघ।' उसके लिए आदर्श वाक्य चुना गया कू 'संघे शक्ति कलयुगे।' इस तरह 30 मई 1933 को बिहार के शाहाबाद जिले की तीन प्रमुख पिछड़ी जातियों यादव, कोयरी और कुर्मी के नेताओं क्रमशः सरदार जगदेव सिंह, यदुनंदन प्रसाद मेहता और शिवपूजन सिंह ने 'त्रिवेणी संघ' की नींव रखी। कुछ इतिहासकार उसका गठन 1920 से मानते हैं। आगे की लड़ाई और भी चुनौतियों से भरी थी। 'त्रिवेणी संघ' के गठन से पहले तीनों नेता कांग्रेस में सक्रिय थे। उस समय कांग्रेस भारत की समस्त जनता की प्रतिनिधि होने का दावा करती थी, परंतु प्रांत-भर में लगभग सभी राजनीतिक पदों पर सर्वर्णों का कब्जा था। पिछड़ों को राजनीति से दूर रखने के लिए उन्हें तरह-तरह से हतोत्साहित किया जाता था। उनके लिए चुनावों में हिस्सा लेना आसान भी नहीं था। पूरा समाज सामंतवाद और कुलीनतावाद की जकड़ में था। जिला बोर्ड का चुनाव वही लड़ सकता था जो न्यूनतम 64 रुपये सालाना मालगुजारी का भुगतान करता हो। जबकि बिहार की कुल आबादी के मात्र 0.06 प्रतिशत लोगों की आमदनी ही कर-योग्य थी। इस तरह ब्राह्मण, बनिया, ठाकुर और कायस्थ का आर्थिक साम्राज्यवाद, राजनीतिक साम्राज्यवाद का पूरक और परिवर्धक बना हुआ था। पिछड़ी जाति के नेता कांग्रेस के पास टिकट मांगने जाते तो उनकी खिल्ली उड़ाई जाती थी। 'त्रिवेणी संघ' के गठन में हालांकि तीन प्रमुख पिछड़ी जातियों का हाथ था, मगर योजना सभी पिछड़ी जातियों को साथ लेकर चलने की थी। दबंग जातियों द्वारा गरीब दलित और पिछड़ी जाति की महिलाओं का यौन शोषण उन दिनों सामान्य बात थी। त्रिवेणी संघ ने बेगार और महिलाओं के यौन शोषण के विरुद्ध आवाज उठाई। 1937 में विधान सभा चुनावों से पहले टिकट की कामना के साथ संघ के प्रतिनिधि कांग्रेसी नेताओं से मिले। कुछ दिनों बाद उन्होंने डा. राजेंद्र प्रसाद से भी संपर्क किया। सभी ने उन्हें टिकट का आश्वासन दिया। लेकिन हुआ वह जो पहले से तय था, 'कांग्रेस ने एक न सुनी और सब उम्मीदवार उच्च जातियों के रखे गए।' (त्रिसबि) कांग्रेसी नेताओं की चालाकी का खुलासा यदुनंदनप्रसाद मेहता ने अपनी पुस्तिका 'त्रिवेणी संघ का बिगुल' में किया हैकू पहले ऐलान किया गया कि योग्य व्यक्तियों को लिया जाएगा। जब इन बेचारों

ने योग्य व्यक्तियों को ढूँढना शुरू किया तो कहा गया कि खद्दरधारी होना चाहिए। जब खद्दरधारी सामने लाए गए तो कहा गया कि जेल यात्रा कर चुका हो। जब ऐसे भी आने लगे तो कहा गया कि वहाँ क्या साग-भंटा बौना है? किसी को कहा जाता कि वहाँ क्या भैंस दुहनी हैं? तो किसी को व्यंग्य मारा जाता कि वहाँ क्या भेड़ें चरानी हैं? किसी को यह कहकर फटकार दिया जाता कि वहाँ क्या नमक-तेल तौलना है! (त्रिसबि) निराश होकर त्रिवेणी संघ ने अपने प्रतिनिधि खड़े करने का निश्चय किया। किंतु संसाधनों और अनुभव की कमी तथा अपने ही लोगों की कांग्रेसी नेताओं के साथ मिली-भगत के उसके प्रतिनिधि चुनावों में अपेक्षित सफलता अर्जित न कर सके। 'त्रिवेणी संघ' के नेता परंपरागत धर्म के विरोध में नहीं थे। तथापि उसकी आचारसंहिता पर सोवियत क्रांति के प्रभाव को नकारा नहीं जा सकता। संघ मानता था कि उसकी असली लड़ाई साम्राज्यवाद से है और उसका लक्ष्य है साम्यवाद। 'त्रिवेणी संघ' चाहता है, धार्मिक, सामाजिक, राजनीतिक तथा आर्थिक साम्राज्यवादों का अंत तथा उनके स्थान पर धार्मिक, सामाजिक, राजनीतिक और आर्थिक साम्यवाद का प्रचार, औद्योगिक क्रांति, जिससे सभी फलफूल सकें (त्रिसबि)। धार्मिक साम्यवाद से उनका आशय था, धर्म के नाम पर चल रहे सर्वाधिकारवाद और आडंबरों का विरोध। संघ का विश्वास था कि 'धर्म के टेकेदार अपनी तोंद फूलाने के लिए धर्म-अधर्म, पाप-पुण्य, नरक-स्वर्ग तथा मोक्ष आदि के अडंगे लगा-लगा, जनता को कूपमंडूक बना-बना उसकी आंखों में धूल झोंक दिन-दोपहर लूट रहे हैं।'

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# महिला आन्दोलन एवं स्वाधीनता संग्राम एक ऐतिहासिक समीक्षा

डॉ. रवि शंकर\*

14 अगस्त 1947, एक ऐसी रात जब लोग सोए तो गुलाम देश में थे, लेकिन अगली सुबह उनकी आजादी की सुबह थी यानी 15 अगस्त 1947। आज भी हमें लगता है कि देश आजाद कराने में हमारे महात्मा गांधी, जवाहर लाल नेहरू, सुभाष चंद्र बोस, भगत सिंह जैसे महान पुरुषों का ही योगदान था। यदि हम आपको बताए कि भारत की आजादी की लड़ाई में महान पुरुषों के अलावा महान महिलाओं का भी अहम योगदान रहा है तो आप चौंक जाएंगे। यह बात चौकाने वाली जरूर है, लेकिन यह सच है कि आजादी में महिलाओं का भरपूर योगदान रहा है। आइए जानते हैं इन महिलाओं के बारे में—

भारत कोकिला के नाम से जानी जाने वाली सरोजनी नायडू सन् 1914 में पहली बार महात्मा गांधी से इंग्लैंड में मिली और उनके विचारों से प्रभावित होकर देश के लिए समर्पित हो गईं। सरोजनी नायडू ने एक कुशल सेना की भांति अपना परिचय हर क्षेत्र चाहे वह "सत्याग्रह" हो या "संगठन" में दिया। उन्होंने अनेक राष्ट्रीय आंदोलनों का नेतृत्व भी किया जिसके लिए उन्हें जेल तक जाना पड़ा। फिर भी उनके कदम नहीं रुके संकटों से न घबराते हुए वे एक वीर विरांगना की भांति गांव-गांव घूमकर देश-प्रेम का अलख जगाती रहीं और देशवासियों को उनके कर्तव्यों के लिए प्रेरित करती रहीं और याद दिलाती रहीं। अपनी लोकप्रियता और प्रतिभा के कारण सन् 1932 में उन्होंने भारत का प्रतिनिधित्व दक्षिण अफ्रीका भी गईं। भारत की स्वतंत्रता प्राप्ति के बाद वह उत्तरप्रदेश की पहली महिला राज्यपाल भी बनीं। यदि भारत में आज हम विदेशियों को याद करते हैं या फिर उन पर गर्व करते हैं तो उनमें सिस्टर निवेदिता का नाम शीर्ष में आता है। जिन्होंने न केवल महिला शिक्षा के क्षेत्र में ही महत्वपूर्ण योगदान दिया बल्कि भारत की आजादी की लड़ाई लड़ने वाले देशभक्तों की खुलेआम मदद भी की। नोबेल के जीवन में निर्णायक मोड़ 1895 में उस समय आया जब लंदन में उनकी स्वामी विवेकानंद से मुलाकात हुई। स्वामी विवेकानंद ने निवेदिता के मन में यह बात पूरी तरह बिठा दी कि भारत ही उनकी वास्तविक कर्मभूमि है। प्लेग की महामारी के दौरान उन्होंने पूरी शिद्दत से रोगियों की सेवा की और भारत के स्वतंत्रता आंदोलन में भी अग्रणी भूमिका निभाई। भारत की पहली महिला मुख्यमंत्री कृपलानी का स्वतंत्रता आंदोलन में योगदान हमेशा याद रखा जाएगा। 1946 में वह सविधान की सदस्य बनीं। सुचेता ने आंदोलन के हर चरण में बढ़-चढ़कर हिस्सा लिया और कई बार जेल गईं। सन् 1946 में उन्हें असंबली का अध्यक्ष चुना गया। सन् 1958 से लेकर 1960 तक वह भारतीय राष्ट्रीय कांग्रेस की जनरल सेक्रेटरी रहीं और 1963 में उत्तर प्रदेश की मुख्यमंत्री बनीं। भीखाजी कामा ने जर्मनी में 22 अगस्त 1907 में सातवीं अन्तर्राष्ट्रीय कांग्रेस में तिरंगा फहराया था। इसलिए इन्होंने लन्दन, जर्मनी तथा अमेरिका का भ्रमण कर भारत की स्वतंत्रता के पक्ष में माहौल बनाया भीखाजी भारतीय मूल की फ्रांसीसी नागरिक थी। उनके द्वारा पेरिस से प्रकाशित "वन्देमातरम्" पत्र प्रवासी भारतीयों में काफी लोकप्रिय हुआ। 1909 में जर्मनी

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के स्टटगार्ट में हुई अन्तर्राष्ट्रीय सोशलिस्ट कांग्रेस में मैडम भीकाजी कामा ने कहा कि – “भारत में ब्रिटिश शासन जारी रहना मानवता के नाम पर कलंक है। एक महान देश भारत के हितों को इससे भारी क्षति पहुंच रही है।” यही नहीं मैडम भीकाजी कामा ने इस कांग्रेस में ‘वन्देमातरम्’ अंकित भारतीय ध्वज फहरा कर अंग्रेजों को कड़ी चुनौती दी। मीरा बैन का असली नाम “मैडलिन स्लेड” था। ये गांधीजी के व्यक्तित्व से प्रभावित होकर भारत आ गई और यहीं की होकर रह गई। गांधी जी ने इन्हें मीरा बैन का नाम दिया था। मीरा बैन सादी धोती पहनती, सूत कातती, गांव-गांव घूमती। वह गोरी नस्ल की अंग्रेज थीं, लेकिन हिंदुस्तान की आजादी के पक्ष में थीं। कस्तूरबा गांधी जिन्हें भारत में बा के नाम से जाना जाता था। कस्तूरबा गांधी गांधीजी की धर्म पत्नी थीं। इन्होंने 1913 में गांधीजी के सत्याग्रह आंदोलन में साथ दिया और तीन महिलाओं के साथ जेल गईं। ऊषा मेहता ने ही कांग्रेस रेडियो जिसे ‘सीक्रेट कांग्रेस रेडियो’ के नाम से भी जाना जाता है, की शुरुआत की थी। 1942 के भारत छोड़ो आंदोलन के दौरान कुछ महीनों तक कांग्रेस रेडियो काफी सक्रिय रहा था। इस रेडियो के कारण ही उन्हें पुणे की येरवाड़ा जेल में रहना पड़ा। ऊषा मेहता महात्मा गांधी की अनुयायी थीं। दुर्गा बाई देशमुख महात्मा गांधी के विचारों से बेहद प्रभावित थीं। शायद यही कारण था कि उन्होंने महात्मा गांधी के सत्याग्रह आंदोलन में भाग लिया और भारत की आजादी में एक वकील, समाजिक कार्यकर्ता, और एक राजनेता की सक्रिय भूमिका निभाई। वो लोकसभा की सदस्य होने के साथ-साथ योजना आयोग की भी सदस्य थीं। उन्होंने शिक्षा के क्षेत्र से लेकर महिलाओं, बच्चों और जरूरतमंद लोगों के पुनर्वास तथा उनकी स्थिति को बेहतर बनाने हेतु एक ‘केंद्रीय समाज कल्याण बोर्ड’ की नींव रखी थी। विजय लक्ष्मी पंजित ज्वाहरलाल नेहरू की बहन थीं। सविनय अवज्ञा आंदोलन में भाग लेने के कारण अंग्रेजों ने उन्हें जेल में बंद कर दिया। विजय लक्ष्मी ने विदेशों में आयोजित विभिन्न सम्मेलनों में भारत का प्रतिनिधित्व किया था। संयुक्तम वह देश की पहली महिला अध्यक्ष थीं। इसके अलावा वह स्वतंत्र भारत की पहली महिला राजदूत भी थीं। कमला नेहरू विवाह के बाद इलाहाबाद आईं तो वह एक सामान्य दुल्हन भर थीं। लेकिन समय आने पर यही शांत स्वभाव की महिला लौह स्त्री साबित हुईं। वह धरने-जुलूस में अंग्रेजों का सामना करती, भूख हड़ताल करती और जेल की पथरीली धरती पर सोती थीं। असहयोग आंदोलन और सविनय अवज्ञा आंदोलन में उन्होंने बढ़-चढ़कर शिरकत की थी। थियोसोफिकल सोसाइटी और भारतीय होम रूल आंदोलन में अपनी विशिष्ट भागीदारी निभाने वाली ऐनी बेसेंट का जन्म 1 अक्टूबर, 1847 को तत्कालीन यूनाइटेड किंगडम ऑफ ग्रेट ब्रिटेन एंड आयरलैंड के लंदन शहर में हुआ था। 1890 में ऐनी बेसेंट थियोसोफिकल सोसाइटी की सदस्य बन गईं। यह संस्था हिंदू धर्म और उसके आदर्शों का प्रचार-प्रसार करती हैं। इसकी स्थापना हेलेना ब्लावत्सकी द्वारा की गई। ऐनी बेसेंट ने भारत में चल रहे होम रूल आंदोलन में विशेष भूमिका अदा की। महिलाओं को वोट जैसे अधिकारों की मांग करते हुए ऐनी बेसेंट लगातार ब्रिटिश सरकार को पत्र लिखती रहीं। जंगे-आजादी के सभी अहम केंद्रों में अवध सबसे ज्यादा वक्त तक आजाद रहा। इस बीच बेगम महल ने लखनऊ में नए सिरे से शासन संभाला और बगावत की कयादत की। बेगम की हिम्मत का अंदाजा इसी से लगाया जा सकता है कि उन्होंने मटियाबुर्ज में जंगे आजादी के दौरान नजरबंद किए गए वाजिद अली शाह को छुड़ाने के लिए लार्ड कैनिंग के सुरक्षा दस्ते में भी संघ लगा दी थी। इतिहासकार ताराचंद लिखते हैं कि बेगम खुद हाथी पर चढ़ कर लड़ाई के मैदान में फौज का हौसला बढ़ाती थीं। भारत में जब भी महिलाओं के

सशक्तिकरण की बात होती है तो महान वीरांगना रानी लक्ष्मीबाई की चर्चा जरूर होती है। रानी लक्ष्मीबाई न सिर्फ एक महान नाम है बल्कि वह एक आदर्श हैं उन सभी महिलाओं के लिए जो खुद को बहादुर मानती हैं और उनके लिए भी एक आदर्श हैं जो महिलाएं ये सोचती है कि 'वह महिलाएं हैं तो कुछ नहीं कर सकती।' देश के पहले स्वतंत्रता संग्राम में महत्वपूर्ण भूमिका निभाने वाली रानी लक्ष्मीबाई के अप्रतिम शौर्य से चकित अंग्रेजों ने भी उनकी प्रशंसा की थी और वह अपनी वीरता के किस्सों को लेकर किंवदंती बन चुकी हैं। पेशे से डॉक्टर लक्ष्मी सहगल ने भारत के स्वतंत्रता संग्राम के साथ-साथ सामाजिक कार्यकर्ता के तौर पर प्रमुख भूमिका निभाई थी। डॉ. सहगल 2002 के राष्ट्रपति चुनावों में वाम-मोर्चे की उम्मीदवार थीं। लेकिन एपीजे अब्दुल कलाम ने उन्हें हरा दिया था। उनका पूरा नाम लक्ष्मी स्वामीनाथन सहगल था। सहगल ने सिंगापुर में गरीबों के लिए वर्ष 1940 में एक क्लीनिक की स्थापना की थी। नेताजी सुभाष चंद्र बोस की अटूट अनुयायी के तौर पर वे इंडियन नेशनल आर्मी में शामिल हुई थीं। सहगल को 1998 में पद्म विभूषण से नवाजा गया था। हरियाणा के एक रूढ़िवादी बंगाली परिवार से आने वाली अरुणा आसफ अली ने परिवार और स्त्रीत्व के तमाम बंधनों को अस्वीकार करते हुए जंग-ए-आजादी को अपनी कर्मभूमि के रूप में स्वीकार किया। 1930 में नमक सत्याग्रह से उनके राजनीतिक संघर्ष की शुरुआत हुई। अंग्रेज हुकूमत ने उन्हें एक साल के लिए जेल में कैद कर दिया। बाद में गाँधी-इर्विंग समझौते के बाद जब सत्याग्रह के कैदियों को रिहा किया जा रहा था, तब भी उन्हें रिहा नहीं किया गया। 1857 की क्रांति के बाद हिंदुस्तान की धरती पर हो रहे परिवर्तनों ने जहाँ एक ओर नवजागरण की जमीन तैयार की, वहीं विभिन्न सुधार आंदोलनों और आधुनिक मूल्यों और रौशनी में रूढ़िवादी मूल्य टूट रहे थे, हिंदू समाज के बंधन ढीले पड़ रहे थे और स्त्रियों की दुनिया चूल्हे-चौके से बाहर नए आकाश में विस्तार पा रही थी। इतिहास साक्षी है कि एक कट्टर रूढ़िवादी हिंदू समाज में इसके पहले इतने बड़े पैमाने पर महिलाएँ सड़कों पर नहीं उतरी थीं। पूरी दुनिया के इतिहास में ऐसे उदाहरण कम ही मिलते हैं। गाँधी ने कहा था कि हमारी माँओं-बहनों के सहयोग के बगैर यह संघर्ष संभव ही नहीं था। जिन महिलाओं ने आजादी की लड़ाई को अपने साहस से धार दी, उनका जिक्र यहाँ लाजिमी है।

लंदन के एक सैन्य अधिकारी की बेटी मैडलिन स्लेड गाँधी के व्यक्तित्व के जादू में बँधी साम समंदर पार काले लोगों के देश हिंदुस्तान चली आई और फिर यहीं की होकर रह गई। गाँधी ने उन्हें नाम दिया था – मीरा बेन। मीरा बेन सादी धोती पहनती, सूत कातती, गाँव-गाँव घूमती। वह गोरी नस्ल की अंग्रेज थीं, लेकिन हिंदुस्तान की आजादी के पक्ष में थी। उन्होंने जरूर इस देश की धरती पर जन्म नहीं लिया था, लेकिन वह सही मायनों में हिंदुस्तानी थीं। गाँधी का अपनी इस विदेशी पुत्री पर विशेष अनुराग था। कमला नेहरू: कमला जब ब्याहकर इलाहाबाद आई तो एक सामान्य, कमउम्र नवेली ब्याहता भर थीं। सीधी-सादी हिंदुस्तानी लड़की, लेकिन वक्त पड़ने पर यही कोमल बहू लौह स्त्री साबित हुई, जो धरने-जुलूस में अंग्रेजों का सामना करती है, भूख हड़ताल करती है और जेल की पथरीली धरती पर सोती है। नेहरू के साथ-साथ कमला नेहरू और फिर इंदिरा की भी सारी प्रेरणाओं में देश की आजादी ही सर्वोपरि थी। असहयोग आंदोलन और सविनय अवज्ञा आंदोलन में उन्होंने बढ़-चढ़कर शिरकत की। कमला नेहरू के आखिरी दिन मुश्किलों से भरे थे। अस्पताल में बीमार कमला की जब स्विटजरलैंड में टीबी से मौत हुई, उस समय भी नेहरू जेल में ही थे।

तमाम सुख-सुविधाओं में पत्नी जवाहरलाल नेहरू की बेटी और फिर देश की प्रधानमंत्री इंदिरा गाँधी के संघर्ष, आजादी की लड़ाई में उनके योगदान और उन मुश्किल दिनों के बारे में बहुत कम ही लोग जानते हैं, जब वह छोटी बच्ची थीं। पिता जेल में और माँ अस्पताल में। कोई देखने वाला नहीं था। हर छः महीने पर स्कूल बदलना पड़ता। कई बार तो 10-10 किलोमीटर पैदल चलकर स्कूल जाना होता था। फिर भी इंदिरा जानती थीं कि पिता ज्यादा महत्तर कामों में संलग्न हैं। वह करोड़ों गुलाम भारतीयों की आजादी के लिए लड़ रहे थे और प्रकारांतर से इंदिरा भी इस लड़ाई में उनके साथ थी।

### संदर्भ ग्रंथ सूची

- आजादी की कहानी
- भारतीय राष्ट्रीय आंदोलन से संबंधित तथ्य
- ऐसे आयी आजादी
- लोक चेतना में स्वाधीनता की लय – आकांक्षा यादव
- स्वाधीनता आन्दोलन और नारी चेतना शक्ति
- आजादी के आन्दोलन में भी अग्रणी रही नारी (विश्व महिला दिवस पर)
- Women in the Indian national movement (Google book By Suruchi Thapar & Björkert)
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## सामाजिक न्याय के क्षेत्र में डॉ. बी. आर. अम्बेडकर का योगदान

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दलितों के महान मुक्तिदाता और भारतीय संविधान के निर्माता डा. भीमराव आंबेडकर का निधन हुए हालांकि 60 वर्ष हो चुके हैं, फिर भी भारतीय समाज पर उनके विचारों का गहरा प्रभाव कायम है। वे भारत के पहले कानून मंत्री बने और संविधान बनाने में प्रमुख भूमिका निभाई। जीवन में जो कुछ भी उन्होंने प्राप्त किया और जो कुछ उन्होंने किया, उसके लिए उन्हें बहुत सारी कठिनाइयों से गुजरना पड़ा। जीवन भर जिन कठिनाइयों से वे गुजरे उसने उनके चिन्तन पर गहरा असर डाला। इस स्थिति ने उन्हें उन सिद्धांतों को पूरी तरह से बदल देने के बारे में सोचने के लिए बाध्य किया, जिन पर भारत में न्याय का विचार टिका हुआ था। भारत के राजनीतिक चिन्तन में न्याय का आदर्श भेदभावकारी होना शामिल था। उदाहरण के लिए जाति व्यवस्था के अन्तर्गत ऊँच-नीच की व्यवस्था। भारत के संविधान की प्रस्तावना का प्रारूप डा. आंबेडकर ने तैयार किया था। प्रस्तावना सभी नागरिकों के लिए सामाजिक, आर्थिक और राजनीतिक न्याय दिलाने का वादा करती है। सबके लिए सामाजिक, आर्थिक और राजनीतिक न्याय आंबेडकर के न्याय के विचार के मुख्य आधार हैं। राजनीतिक दर्शन में न्याय को सबसे महत्वपूर्ण सिद्धांत माना जाता है। न्याय के सिद्धांत के बारे में सोचने की विभिन्न धाराएं हैं। न्याय संबंधी विभिन्न अवधारणाएं इस बात पर निर्भर करती हैं कि कब और कहाँ पैदा हुई हैं। प्राचीनकाल में पैदा हुई हैं या आधुनिक काल में, उनका जन्म पश्चिम में हुआ है या पूरब में। न्याय के संबंध में ग्रीक चिन्तन सबसे पुराना और सबसे प्रभावी भी है। प्राचीन राजनीतिक चिन्तन न्याय को एक नैतिक मूल्य के रूप में चिन्हित करता है। इसी के चलते ग्रीक चिन्तन न्याय को नैतिक दर्शन का हिस्सा मानता है। राजा या राज्य को पवित्र शक्ति के रूप में चित्रित किया जाता था और माना जाता था कि इन्हीं में न्याय का वास है। प्लेटो और अरस्तू यह मानते थे कि एक 'न्यायपूर्ण समाज' ही 'अच्छा समाज' होता है। प्लेटो न्याय को बुद्धिमान व्यक्ति के एक नैतिक मूल्य के रूप में देखते थे। उनके अनुसार कोई भी आदर्श राज्य बिना न्याय के संभव नहीं है। अरस्तू न्याय को निष्पक्षता और समता के बराबर ठहराते थे। भारत में राजनीतिक चिन्तन में न्याय को क्रमशः मनु और कौटिल्य की मनुस्मृति और अर्थशास्त्र में देखा जा सकता है। इसमें भी न्याय को एक नैतिक गुण या धर्म के रूप में माना गया था। एक न्यायपूर्ण समाज की जरूरतों को पूरा करने के लिए कानून तैयार किया जाता है। कानून न्यायपूर्ण समाज बनाने के लिए एक प्रक्रिया के रूप में काम करता है। कानून को ठीक तरीके से लागू करने या उसे व्यवहार में उतारना न्यायपूर्ण समाज बनाने की अनिवार्य जरूरत है। हालांकि कानून न्याय का केवल एक पक्ष है। न्याय के अवयव अधिकार और जरूरतें हैं। राबर्ट नोजिक जैसे प्राकृतिक अधिकारों के समर्थक राज्य की कम से कम भूमिका की बात करते हैं। उपयोगितावाद में 'अधिकतम लोगों की अधिकतम खुशी' को न्याय का पैमाना माना जाता है। न्याय के सिद्धांत के विकास में सबसे बड़ा परिवर्तन, जॉन रावल्स का न्याय का सिद्धांत आने के साथ आया। उनका सिद्धांत इस बात पर

\*मधेपुरा, वार्ड नं०-21, जिला-मधेपुरा (बिहार)-852113।



जोर देता है कि मुख्य बात यह है कि कैसे न्याय समाज में मौजूद असमानता की स्थिति का मुकाबला करता है। रावल्स का न्याय का विचार सभी व्यक्तियों का समान तरीके से ध्यान रखने की बात करता है। यहां तक कि प्लेटो भी असमानता पर विचार करते हैं, जब वे कहते हैं कि 'लोकतंत्र समान लोगों और असमान लोगों के बीच एक अलग तरह की समानता (यहां सकारात्मक भेदभाव) बांटता है'। 'निष्पक्षता के रूप में न्याय' का विचार रावल्स के लिए राजनीतिक और नैतिक धारणा दोनों है। इस बात को उन्होंने आधुनिक संवैधानिक लोकतंत्र को ध्यान में रखकर प्रस्तुत किया। डा. आंबेडकर का न्याय का विचार इस मामले में रावल्स से मेल खाता है कि वे भी समाज के भीतर असमानता को ध्यान में रखकर एक न्यायपूर्ण और निष्पक्ष समाज की स्थापना करना चाहते थे। उनके इस विचार ने रावल्स की 'निष्पक्षता के रूप में न्याय' न्याय की अवधारणा को स्वीकार किया। एक अधिवक्ता और अर्थशास्त्री के रूप में परिपक्वता प्राप्त करने और उत्कृष्टता हासिल करने के लिए आंबेडकर को बहुत ही कठिन प्रयास करना पड़ा था। इसका कारण यह था कि जिस समाज में उन्होंने जन्म लिया था, उसमें सामाजिक असमानता मौजूद थी। इस चीज ने उन्हें इस बात का गहरा अहसास कराया कि राजनीतिक और आर्थिक न्याय पाखण्ड ही बना रहेगा, यदि उसके पहले सामाजिक न्याय प्राप्त न कर लिया जाए। वे अन्य सभी प्रकार के क्रान्तिकारी बदलावों से पहले एक बुनियादी बदलाव लाने वाली सामाजिक क्रान्ति चाहते थे। अन्य प्रकार के क्रान्तिकारी बदलावों में राजनीतिक और आर्थिक बदलाव भी शामिल हैं। वलेरियन रोड्रिग्स का एक निबंध 'आंबेडकर एज ए पोलिटिकल फिलासफर्स' है, जिसमें वे आंबेडकर को एक राजनीतिक दार्शनिक के रूप में प्रस्तुत करते हैं। रोड्रिग्स उन मुद्दों को उजागर करते हैं, जिनके लिए जीवन भर डा. आंबेडकर संघर्ष करते रहे। इन मुद्दों में न्याय, स्वतंत्रता, समानता, समुदाय, लोकतंत्र, सत्ता और वैधता है। आंबेडकर के सामाजिक न्याय का विचार अपने में राजनीतिक और आर्थिक न्याय को भी शामिल किए हुए है। आंबेडकर सबसे वंचित लोगों के सामाजिक उत्थान को प्राथमिकता देना चाहते थे। दलितों, अल्पसंख्यकों, महिलाओं और श्रमिकों को आंबेडकर सबसे वंचित तबकों में शामिल करते थे। उनका मानना था कि जाति व्यवस्था, साम्प्रदायिकता, पितृसत्ता और श्रमिकों का औद्योगिक शोषण असमानता पैदा करते हैं और सामाजिक न्याय के मार्ग में बाधा पैदा करते हैं। असमानता के इन स्रोतों के रूढ़ हो जाने और निरंतर बने रहने के चलते डा. आंबेडकर सुझाव देते हैं कि असमानता के शिकार लोगों को सशक्त बनाने के लिए राज्य को सक्रिय भूमिका निभानी चाहिए। आंबेडकरवादी न्याय की आधारशिला स्वतंत्रता, समानता और बंधुता है। डा. अंबेडकर तीखे तरीके से जाति व्यवस्था का विरोध करते हैं। इस विषय पर उनकी सबसे प्रसिद्ध किताब 'जाति का उच्छेद' है। हर जाति का अपना वंशानुगत पेशा होता है। किसी जाति विशेष के एक सदस्य को किसी दूसरी जाति विशेष के पेशे को अपनाने की अनुमति नहीं है। एक जाति द्वारा दूसरी जाति में शादी-विवाह करने और खान-पान पर रोक है। ब्राह्मण को शिक्षा पाने, शिक्षा देने और मंदिरों के अनुष्ठानों को संपन्न कराने का अधिकार है। जाति व्यवस्था को धर्मशास्त्रों का पुरजोर समर्थन प्राप्त है। इसी के चलते आंबेडकर ने कहा था कि 'जिन धार्मिक विचारों पर जाति व्यवस्था आधारित है, उनका उच्छेद किए बिना जाति व्यवस्था को तोड़ना संभव नहीं है'। जाति व्यवस्था स्पष्ट तौर पर स्वतंत्रता, समानता और बन्धुत्व के सिद्धांतों का उल्लंघन करती है। यह एक व्यक्ति से अपने लिए अपना स्वयं का पेशा चुनने के अधिकार को छीन लेती है। एक व्यक्ति की उसी जाति के प्रति निष्ठा होती है, जिसमें वह जन्म लेता है या लेती है।

जाति व्यवस्था के भीतर सहानुभूति और प्रेम के लिए कोई जगह नहीं होती है। जाति व्यवस्था के भीतर निष्पक्ष ढंग से व्यवहार करने के लिए कोई गुंजाइश नहीं होती है। इसी कारण से आंबेडकर आरक्षण को सामाजिक सशक्तिकरण का एक उपाय बताते हैं। आंबेडकर धर्म के खिलाफ नहीं थे। उन्होंने धर्म का पक्ष लेते हुए एडमंड बक्र को उद्धृत किया है। एडमंड बक्र कहते हैं कि एक सच्चा धर्म समाज का आधार होता है। इस पर सभी सच्ची सभ्यताएं टिकी होती हैं। लेकिन हिंदू धर्म को आंबेडकर एक धर्म नहीं मानते थे, क्योंकि यह जाति व्यवस्था पर आधारित है और जाति व्यवस्था न्याय के तीनों तत्वों स्वतंत्रता, समानता और बंधुत्व का निषेध करती है। आंबेडकर मानते थे कि हिंदू धर्म बस आदेशों और निषेधों (नियमों, न कि सिद्धांतों) की संहिता है, जिसे उसने अपने अनुयायियों के लिए जारी किया है। हिंदू समाज का आधार इसका भेदभाव ही है। यह अन्य धर्मों को कैसे सहन कर सकता है, जब वह किसी अन्य जाति से संबंधित हिंदू को ही सहन नहीं कर पाता? हिन्दू समुदाय केवल उसी समय एकजुट होता दिखता है, जब दो अन्य महत्वपूर्ण धार्मिक समुदायों में से किसी एक के खिलाफ दंगा भड़क उठता है। अल्पसंख्यकों के अधिकारों के प्रति आंबेडकर का गहरा सरोकार था। अल्पसंख्यक किन समस्याओं का सामना करते हैं, इस संदर्भ में अपनी राय उन्होंने साइमन कमीशन और तीसरे गोलमेज सम्मेलन में प्रस्तुत अपने ज्ञापन में प्रकट किया है। बहुसंख्यक सम्प्रदाय बहुल इलाके में अल्पसंख्यकों को किन समस्याओं का सामना करना पड़ता है, वह इससे परिचित थे। इसी कारण से उन्होंने व्यस्थापिका, कार्यपालिका और नौकरशाही में अल्पसंख्यकों के उचित प्रतिनिधित्व की मांग की थी।

## संदर्भ ग्रंथ सूची

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# सामाजिक बराबरी एवं आर्थिक सम्पन्नता हेतु ग्रामीण महिलाओं में विद्यालय शिक्षा की आवश्यकता

सुप्रभा रानी\*

वर्तमान समय में असमानता ही देश की बड़ी समस्या बनती जा रही है। हम सभी को मिलकर इसे अब खत्म करना होगा, तभी महिलाओं को सम्मान मिल पाएगा। सामाजिक असमानता, आर्थिक असमानता, शैक्षिक असमानता, क्षेत्रीय असमानता और औद्योगिक असमानता विकास में जहां बाधा बनी है वहीं महिलाओं की उपेक्षा भी हो रही है। सामाजिक असमानता के कारण ही आज समाज में आपसी प्रेम, भाईचारा, मानवता, इंसानियत और नैतिकता खत्म होती जा रही है। व्यक्तिगत स्वार्थ के लिए समाज को जाति और धर्म में बांटा जा रहा है। महिलाओं को जाति के बंधन में बांधा जा रहा है।

महिलाएं कुछ आगे बढ़ी हैं लेकिन अभी स्थिति काफी खराब है। समाज के गरीब लोग जिस हाल में थे आज भी वहीं पे खड़े हैं या फिर और गरीब ही होते जा रहे हैं। आर्थिक न्याय ही सामाजिक न्याय का नींव है। आर्थिक न्याय के बिना हम सामाजिक न्याय की कल्पना भी नहीं कर सकते। यदि वास्तव में हम सामाजिक न्याय के पक्षधर हैं तो हमें आर्थिक न्याय को मजबूत बनाना ही होगा। शैक्षिक असमानता के कारण ही हम समाज में वंचित, उपेक्षित वर्ग की महिलाओं को अच्छी शिक्षा दे पाने में असफल साबित हो रहे हैं। हम जानते हैं कि शिक्षा के बिना किसी व्यक्ति, समाज या राष्ट्र का विकास हो ही नहीं सकता। शिक्षा ऐसी हो जो हमें सोचना सिखाए, कर्तव्य और अधिकार का बोध कराए, हमें हमारा हक दिलाए, समाज और राष्ट्र के प्रति जिम्मेदार बनाए। क्या आज हम समाज के सभी वर्ग की महिलाओं को शिक्षा दे पाने में सफल साबित हो रहे हैं, जो विचार का विषय है। क्षेत्रीय असमानता के कारण ही आज हम देश के विभिन्न भागों खासकर ग्रामीण क्षेत्रों को विकास की मुख्य धारा से जोड़ने में विफल साबित हो रहे हैं। वहीं, महिलाओं का शोषण रुकने का नाम नहीं ले रहा है। तमाम कार्यालयों में अगर एक महिला काम करती है तो पुरुष उसे पैनी नजर से देखते हैं।

यही नहीं उसका उपहास भी उड़ाते हैं। क्या महिला को काम करने का अधिकार नहीं है। अगर वह काम कर सकती है तो उसका उपहास क्यों उड़ाया जाता है। इसके पीछे पुरुष वर्ग के लोग व कुछ कुंठित मानसिकता के लोगों की सोच है जिससे लोग उबर नहीं पा रहे हैं। महिलाएं तो हर क्षेत्रों में आगे बढ़ रही हैं लेकिन अभी भी वे खुद असुरक्षित महसूस कर रही हैं। किसी विभाग में बेटियों को सुरक्षित तभी रखा जा सकता है, जहां का समाज समानभाव से सभी के साथ पेश आए। आज स्थिति ठीक इसके विपरीत हो गई है लोग बहन-बेटियों को इज्जत दे रहे हैं दूसरे की तरफ उपेक्षा की नजर रख रहे हैं। इस तरह की सोच लोगों को बदलनी होगी और महिलाओं को पुरुषों के समान स्थान देना होगा। हाल के दिनों में महिलाओं के साथ बलात्कार, छेड़छाड़, शोषण जैसे अपराधों में तेजी आई है। छोटे शहरों से लेकर बड़े शहरों में दर्ज होने

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वाले मामले सबूत पेश कर रहे हैं। अपने शहर में हर दिन किसी न किसी छोर से छेड़खानी, बलात्कार व हत्या जैसी घटनाएं सुनने को मिलती रहती हैं। ऐसे में हर किसी को अपनी बेटी व बहन समझने की जरूरत है। जब तक लोगों के विचार नहीं बदलेंगे इस तरह की घटनाओं से मुक्ति पाना संभव नहीं है। ऐसे में सबको जागरूक होकर बेटियों के पक्ष में आगे आना होगा ताकि असमानता न आए। बेटे व बेटी में असमानता न आने दें। कभी कभार यह स्थिति आ जाती है कि लोग बेटी होने पर दुःख व्यक्त करते हैं और बेटा होने पर जश्न मनाते हैं। हमारे समाज की असमानता की निशानी है। इसे दूर करने के लिए सभी को अपनी सोच बदलनी होगी। सोच बदलेगी तो असमानता भी दूर हो जाएगी। इसके लिए हमें अपने घर से ही शुरुआत करनी होगी। अपने भाई-बहनों को समझाना होगा।

बचपन से ही उन्हें ऐसे संस्कार देने होंगे जिससे वे घर में ही नहीं बाहर भी नारी का सम्मान करना सीखें। लड़कियों को आत्मरक्षा की परीक्षा अधिक से अधिक देना होगा ताकि अगर कभी ऐसी परिस्थितियां आए तो वह मदद पहुंचने तक वह खुद को सुरक्षित रख पाएं। व्यापक अर्थ में शिक्षा व्यैक्तिक उद्देश्य हमारे सामने आत्मानुभूति के रूप में प्रकट होता है। मनोविज्ञान भी व्यक्तित्व के विकास के व्यापक अर्थ का समर्थन करता है। आधुनिक मनोविज्ञानिक प्रयोगों ने यह सिद्ध कर दिया है कि प्रत्येक बालक एक दुसरे से शारीरिक, मानसिक, सामाजिक तथा संवेगात्मक दृष्टि से भिन्न होता है। यह भिन्नता रुचियों, शक्तियों, विचारों तथा कार्य करने की क्षमता में भी होती है। यही नहीं, प्रत्येक बालक की सामान्य बुद्धि, जीवन के आदर्श तथा कार्य करने की गति करने की गति से भी महान अन्तर होता है। किसी बालक की बुद्धि मन्द होती है, तो किसी की प्रखर। ऐसे ही एक बालक शारीरिक कार्य करने में रुचि लेता है तो दूसरा मानसिक कार्य को करना अधिक पसन्द करता है। इसी प्रकार कोई बालक किसी अमुक कार्य को जल्दी समाप्त कर लेता है तो उसी कार्य को दूसरा बालक देरी से कर पाता है।

इस प्रकार हम देखते हैं की कोई से दो बालक प्रत्येक दृष्टि से एक से नहीं हो सकते। बुद्धि तथा योग्यताओं के इन भेदों को दृष्टि में रखते हुए प्रत्येक बालक के लिए एकसा कठोर पाठ्यक्रम बनाकर सबको एक ही प्रकार की शिक्षा प्रदान करना अपनोवैज्ञानिक है। ऐसा करने से बालकों का समुचित विकास नहीं हो सकता। यदि प्रत्येक बालक के व्यक्तित्व का उत्तम विकास करना है तो व्यक्तिगत विभिन्नता के सिद्धांत को दृष्टि में रखना होगा। अतः प्रत्येक स्कूल का कर्तव्य है कि वह बालक की रुचियों, आवश्यकताओं तथा योग्यताओं को दृष्टि में रखते हुए उसके समक्ष ऐसे अवसर प्रदान करे जिनके आधार पर उसकी मूल-प्रवृत्तियों निखर जायें तथा उसकी समस्त शक्तियों एवं गुणों का समुचित विकास हो कर वह एक उत्तम व्यक्ति बन जाये। दुसरे शब्दों में, शिक्षा की व्यवस्था बालकों की आवश्यकताओं तथा समाज के कल्याण को ध्यान में रख कर होनी चाहिये। माता-पिता भी अपने बालकों को स्कूलों में शिक्षा प्राप्त करने इसीलिए भेजते हैं कि उनके बालक शिक्षा प्राप्त करने के पश्चात जब बड़े होकर समाज में प्रवेश करें तो ये उपयोगी नागरिकों के रूप में समाज के विभिन्न क्षेत्रों में सक्रिय रूप से भाग लेकर अपना-अपना भार स्वयं वहन कर सकें। इससे व्यक्ति तथा समाज दोनों का कल्याण सम्भव है। नन ने इसी विचार की पुष्टि करते हुए लिखा है – " शिक्षा बालक को इस प्रकार से सहायता प्रदान करे कि वह समाज में अथवा मानवीय जीवन को अपनी योग्यतानुसार मौलिक योगदान दे सके।" उपर्युक्त आशय की पूर्ति के लिए नन के मतानुसार समाज, राज्य तथा शिक्षा संस्थाओं को

बालक की रुचियों तथा प्रवृत्तियों को सामाजिक आवश्यकताओं के अनुसार विकसित करना चाहिये जिससे उसके व्यक्तित्व का उच्चतम विकास हो जाये तथा वह बड़ा हो कर आनन्दमय जीवन व्यतीत कर सके। नन का अपनी पुस्तक के द्वितीय अध्याय में शिक्षा के व्यैक्तिक उद्देश्य की पुष्टि करने के लिए जिवविज्ञान का सहारा लेना तथा यह कहना कि प्रत्येक वस्तु अपनी प्रकृति के अनुसार पूर्णता प्राप्त करती है, उसके प्रकृतिवादी होने का संकेत करती है। ध्यान देने की बात है कि नन ने व्यक्तित्व शब्द का प्रयोग इस प्रकार से किया है कि लोग भ्रम में पड़ जाते हैं। वास्तविकता यह है कि कोई भी व्यक्ति स्वयं में पूर्ण नहीं होता। वह समाज में रहता है, समाज का प्रतिनिधित्व करता है तथा समाज का ही अभिन्न अंग है। यदि व्यक्ति को समाज से प्रथक कर दिया जाये तो वह किसी भी प्रकार की उन्नति नहीं कर सकता है। नन के उपर्युक्त कथन से स्पष्ट हो जाता है कि व्यक्तित्व के विकास से उसका तात्पर्य आत्माभिव्यक्ति न होकर आत्म-बोध अथवा आत्माभिव्यक्ति है। आत्माभिव्यक्ति में आत्म-प्रकाशन की भावना प्रधान होती है। इससे व्यक्ति अपनी मूल-प्रवृत्तियों के वशीभूत होकर बिना किसी रोक-टोक के स्वच्छंद रूप से कार्य करता है। वह यह नहीं देखता की उसकी क्रियाओं में समाज का क्या तथा कितनी हानि हो सकती है। इसके विपरीत आत्म-अनुभूति में आत्म वह आदर्श आत्म है जिसकी हम कल्पना करते हैं तथा जिसकी अनुभूति केवल दूसरों की रुचियों को ध्यान में रखते हुए ही की जा सकती है। आत्म-अनुभूति में व्यक्ति समाज की सेवा करना अपना परम कर्तव्य समझता है। उसकी आत्मा को ऐसे कार्यों के करने में सुख और शान्ति प्राप्त होती है जिनसे समाज का लाभ होता है। इस प्रकार व्यापक अर्थ में शिक्षा के व्यैक्तिक उद्देश्य का आशय अतम-अनुभूति है। चूँकि आत्म-अनुभूति से आत्मा का ज्ञान केवल समाज के ही माध्यम से हो सकता है इसलिए व्यक्ति से आशा की जाती है कि यह सामाजिक हितों को ध्यान में रखते हुए अपना अधिक से अधिक विकास करे तथा समाज को यथाशक्ति मौलिक योगदान दे। जे० एम० रौस ने भी इसी विचार की पुष्टि करते हुए लिखा है – “ नन के व्यक्तित्व शब्द का अर्थ उस आदर्श से है जिसको अभी प्राप्त करने के लिए व्यक्ति प्रयत्न कर रहा है। जिसको अभी प्राप्त नहीं किया गया है अपितु प्रयत्न करके प्राप्त किया जा सकता है। नन के विचारधारा के सामान यूकेन ने भी लिखा है शिक्षा में व्यक्तिवाद का समर्थन किया है। परन्तु उसने व्यैक्तिकता को जैविकीय अर्थ से मुक्त करते हुए आध्यात्मिक अर्थ दिया है। यूकेन का कथन है – “ हमारे जीवन का मुख्य कार्य अपने सच्चे स्वरूप को विकसित करना और व्यक्तित्व तथा अध्यात्मिक व्यक्तित्व के परिवर्तन से इस स्वरूप को निखारना होता है। प्रत्येक व्यक्ति के सामने सत्य पूर्ण व्यक्तित्व तथा अध्यात्मिक व्यक्तित्व के निर्माण का काग्य जीवन भर होता रहता है।” यूकेन का अटल विश्वास था कि अध्यात्मिक व्यैक्तिकता तथा व्यैक्तिकता जन्मजात नहीं होती। हम में केवल व्यक्तित्व का निर्माण करने की शक्ति होती है। जे० एम० रौस ने भी यूकेन के इस मत का समर्थन करते हुए लिखा है – “ यूकेन के विश्वास से हम भी सहमत हैं कि जीवन की भांति शिक्षा का उद्देश्य व्यक्तित्व का उन्नयन है।” उपर्युक्त विवरण से स्पष्ट हो जाता है की व्यापक अर्थ में व्यक्तित्व के विकास का अर्थ यह है कि हमारे व्यक्तित्व का पूर्ण विकास हमारे द्वारा दिया गये कर्मों पर निर्भर होता है। शिक्षा के द्वारा हम अपने व्यक्तित्व का इतना ऊँचा उठाये कि हम विश्व की सर्वोच्च सत्ता से साथ एक रूप हो सकें। व्यक्ति के विकास की इस अवस्था को आत्म-साक्षात्कार, आत्मबोध, आत्म-अनुभूति की संज्ञा दी जाती है। इस अवस्था को प्राप्त करने के लिए शिक्षा का उद्देश्य भी व्यैक्तिकता का विकास होना चाहिये

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# भारत में महिलाओं की स्थिति एवं राजनैतिक क्षेत्र में महिलाओं की भागीदारी

डॉ. रोहित कुमार\*

## सारांश ABSTRACT

भारत में महिलाओं की स्थिति हमेशा एक समान नहीं रही है। इसमें समय समय पर हमेशा बदलाव होता रहा है। यदि हम महिलाओं की स्थिति का आकलन करें तो ज्ञात होगा कि वैदिक युग से लेकर वर्तमान समय तक महिलाओं की सामाजिक स्थिति में अनेक तरह के उतार चढ़ाव आते रहे हैं और उसके अनुसार ही उनके अधिकारों में बदलाव भी होता रहा है। इन बदलावों का ही परिणाम है कि महिलाओं का योगदान भारतीय राजनैतिक, आर्थिक, सामाजिक एवं सांस्कृतिक व्यवस्थाओं में दिनो दिन बढ़ रहा है जो कि समावेशी लोकतंत्र व्यवस्था के लिए एक सफल प्रयास है।

1952 के प्रथम आम चुनावों में 22 महिलाएँ जीत कर आयी थीं। 2019 में सत्तरहवीं लोकसभा में सबसे अधिक महिलाएँ चुनी गई हैं। इस लोकसभा में महिलाओं की स्थिति पहले से बेहतर हुई है। आज 23 कैबिनेट मंत्रियों में 6 महिला मंत्री हैं। महिला वोटर्स की संख्या में लगभग 15 प्रतिशत की वृद्धि हुई है। 1995 से 2019 के बीच राजनीति में महिलाओं की भागीदारी में 75 प्रतिशत की वृद्धि हुई। 17 वीं लोकसभा में 78 महिलाएँ चुनकर आयी हैं। राज्य सभा के वर्तमान सत्र में 238 सदस्यों में 21 महिलाएँ। भारतीय संविधान के 73 वें संशोधन में पंचायती राज की बात कही गई। अनुच्छेद 243 डी के अनुसार ग्राम पंचायत में महिलाओं को 1/3 सीटें आरक्षित की गईं। परन्तु आन्ध्रप्रदेश, बिहार, छत्तीसगढ़, झारखण्ड, केरला, महाराष्ट्र, उड़ीसा, राजस्थान, त्रिपुरा एवं उत्तराखण्ड में सरपंचों में 50 प्रतिशत सीटों को महिलाओं का आरक्षित किया है। अब महिलाओं की स्थिति सुधारने के प्रयास कर रहे हैं। सक्रिय राजनीति में महिलाओं की संख्या बढ़ाने के लिए लोकसभा में 33 प्रतिशत महिला आरक्षण का प्रस्ताव लोकसभा में लम्बित है। महिलाओं के वास्तविक प्रतिनिधित्व का अर्थ है कि अलग अलग पृष्ठभूमि वाली महिलाओं को आवाज मिले और इससे राजनीति में नई संवेदना विकसित हो। यह जरूरी है कि लोकतंत्र और नारीवाद के मूल्यों में विश्वास पैदा किया जाये।

## प्रस्तावना

भारत में महिलाओं की स्थिति हमेशा एक समान नहीं रही है। इसमें समय समय पर हमेशा बदलाव होता रहा है। यदि हम महिलाओं की स्थिति का आकलन करें तो पता चलेगा कि वैदिक युग से लेकर वर्तमान समय तक महिलाओं की सामाजिक स्थिति में अनेक तरह के उतार चढ़ाव आते रहे हैं और उसके अनुसार ही उनके अधिकारों में बदलाव भी होता रहा है। इन बदलावों का ही परिणाम है कि महिलाओं का योगदान

\*M.Ed.Ph.D., U.G.C. Net., विभागाध्यक्ष, डी.एल.एड. आदिनाथ कालेज ऑफ एजुकेशन महरा ललितपुर।

भारतीय राजनैतिक, आर्थिक, सामाजिक एवं सांस्कृतिक व्यवस्थाओं में दिनों दिन बढ़ रहा है जो कि समावेशी लोकतंत्र व्यवस्था के लिए एक सफल प्रयास है।

स्वामी विवेकानंद का मानना है कि किसी भी राष्ट्र की प्रगति का सर्वोत्तम थर्मामीटर है वहाँ की महिलाओं की स्थिति। हमें महिलाओं की ऐसी स्थिति में पहुँचाने की कोशिश करनी चाहिए। जहाँ वे अपनी समस्याओं को अपने ढंग से खुद सुलझा सके। हमारी भूमिका महिलाओं की जिदगी में उनका उद्धार करने वाले की न होकर उनका साथी बनने और सहयोगी की होनी चाहिए क्योंकि भारत की महिला इतनी समक्ष है कि वे अपनी समस्याओं को खुद सुलझा सकें कमी अगर कहीं है तो बस इस बात की हम एक समाज के तौर पर उनकी काबलियत पर भरोसा करना सीखें। ऐसा करके ही हम भारत को उन्नति के रास्ते पर ले जा पायेंगे।

महात्मा गांधी जैसे विचारकों का यह स्पष्ट मत था कि अहिंसक साधनों से सामाजिक व राजनीतिक चेतना में पुरुषों की अपेक्षा महिलाओं की भागीदारी अत्यन्त विश्वसनीय और प्रभावी सिद्ध हो सकती है।

वर्तमान समय में भारत में लोकतंत्र है। भारतीय संविधान के द्वारा सभी को समान अधिकार प्राप्त है चाहे वो पुरुष हो या महिला है। भारतीय संविधान के अनुच्छेद 14 के अंतर्गत सभी को समान अधिकार प्रदान किये गये हैं। अनुच्छेद 15 में महिलाओं के स्वतंत्रता के अधिकार की बात कही गई है उन्हें धार्मिक, सामाजिक, आर्थिक एवं सांस्कृतिक कार्यक्रमों में बिना किसी भेदभाव के सम्मिलित होने का अधिकार प्रदान किया गया। भारतीय संस्कृति की ओर जब हम देखते हैं तो हमें अपने गौरवपूर्ण इतिहास में महिलाओं की समाज में मूल स्थिति का भास होता है।

वैदिक काल में भारत में महिलाओं की स्थिति सुदृढ़ थी। समाज में उन्हें पुरुषों के बराबर अधिकार प्राप्त थे। राजदरबार में रानीओं को उचित स्थान प्रदान किया जाता था। बालिकाओं को शिक्षा ग्रहण करने का अधिकार प्राप्त था। उन्हें अपनी इच्छानुसार वर चुनने का अधिकार था। शादी के लिए स्वयंवर आयोजित किये जाते थे। भारतीय इतिहास में सीता, सति अनुसुइया, गार्गी जैसी महिलाओं का उल्लेख मिलता है। कैकई जैसी वीरांगना का भी उदाहरण हमारे सामने है जिन्होंने अपने पति राजा दशरथ के साथ मिलकर युद्ध लड़े और आवश्यकता पड़ने पर उन्होंने अपने प्राणों की परवाह किये बिना अपने पति राजा दशरथ के प्राणों की रक्षा की। जैन और बौद्ध धर्म में माना जाता है कि महिलाओं को पुरुषों की भौति प्रभु आराधना का अधिकार है। वे घर त्याग कर विदुशी बनकर मोक्ष प्राप्त करने के लिए आराधना कर सकती हैं। परन्तु वैदिक काल के अन्त आते आते महिलाओं की स्थिति में बहुत अधिक परिवर्तन हुये और समाज में उनकी स्थिति चार दीवारों के अंदर बन्धनों के भीतर बंधकर रह गई। भारत में समय समय पर बाहरी आक्रामण हुए। उनके साथ उनकी संस्कृति का भी प्रभाव भी भारतीय समाज की जीवन शैली पर भी पड़ा।

मुगलों के आने से भारतीय समाज में महिलाओं की स्थिति कैदी के समान हो गई। उन्हें घर के अंदर ही पर्दे में रहना पड़ा। उनके पढ़ाई, बाहर आने जाने पर प्रतिबन्ध लगाये गये। महिलाओं को जीवन में काफी बदलाव आये। परन्तु मुगलकाल के अंत आते आते महिलाओं की स्थिति में परिवर्तन प्रारम्भ हो चुके थे।

सोलहवीं शताब्दी में भारत में अंग्रेजों का आगमन हुआ। वे भारत में व्यापार के बहाने भारत में आये और धीरे धीरे उन्होंने राजनीति क्षेत्र में हल्केप किया और भारत के शासक बन बैठे। अंग्रेजों की जीवन शैली का प्रभाव भी भारतीय जीवन शैली पर भी पड़ा और भारतीय समाज में महिलाओं की स्थिति के सुधार के



बहुत प्रयास किये जिससे समाज में महिलाओं की स्थिति में काफी सुधार आया। धर्म के नाम पर समाज में महिलाओं को हिंसा का शिकार होना पड़ता था। उन कुप्रथाओं पर कानून बनाकर अंग्रेजों के पूर्ण विराम लगाने के प्रयास किये।

## सती प्रथा

19वीं शताब्दी भारतीय इतिहास में समाज सुधार की रही खास तौर भारतीय समाज में महिलाओं की स्थिति में काफी सुधार हुआ। भारत में सती प्रथा का प्रचलन था। इसमें पति की मृत्यु हो जाने पर पत्नी की पति के साथ चिता में जिन्दा जला दिया जाता था। कुछ महिलाये अपनी ईच्छानुसार सती व्रत लेती थी परन्तु कुछ को उनकी ईच्छा विरुद्ध जबरन सती होने पर मजबूर किया जाता था। इस प्रथा के उन्मूलन के लिए भारतीय समाजसुधारक राजा राम मोहन राय के प्रयास किये। उनके प्रयासों के फलस्वरूप अंग्रेजी सरकार के गर्वनर जनरल लार्ड विलियम बैंटिंग ने सन 1829 में सती प्रथा को रोकने के लिए कानून बनाया जिसके परिणामस्वरूप भारतीय समाज में सती प्रथा का अंत हुआ।

## विधवा पुर्न विवाह

भारतीय समाज में विधवाओं की स्थिति बहुत खराब थी। पति की मृत्यु के पश्चात उन्हें संसारिक सुख भोगने का अधिकार नहीं होता था। उन्हें किसी भी धार्मिक, वैवाहिक एवं शुभ माने जाने वाले कार्यक्रमों में सम्मिलित होने का अधिकार नहीं होता था न ही उन्हें अच्छे भोजन करने का और न ही पुर्न विवाह का अधिकार था। जिस कारण उन्हें दूसरों पर आश्रित होकर अपना जीवन यापन करना पड़ता था। समाज में स्त्री के पुर्न विवाह के लिए 19 वीं शताब्दी में प्रयास शुरू किये। ईश्वर चंद विद्यासागर, महादेव रामदे, दयानंद सरस्वती विधवा पुर्न विवाह का समर्थन किया। ईश्वर चंद विद्यासागर ने अपने इकलौते पुत्र का विवाह एक विधवा से कराया। इनके प्रयासों के परिणामस्वरूप सन 1856 में अंग्रेजी सरकार ने हिन्दू विधवा पुर्न विवाह अधिनियम लागू किया। इस अधिनियम से समाज में विधवाओं को समाज में पुनः सम्मान मिल सका।

## सम्पत्ति का अधिकार

पति की मृत्यु के पश्चात उसकी सम्पत्ति उसकी सम्पत्ति पर उसकी पत्नी का अधिकार होगा। सन् 1937 में सम्पत्ति का अधिकार अधिनियम पारित किया गया। इस अधिनियम से पति की मृत्यु के पश्चात उसकी सम्पूर्ण सम्पत्ति पर उसकी विधवा का होगा और उसकी मृत्यु के पश्चात उसकी सम्पत्ति उसके पुत्र या नाती को जायेगी। पुत्र या नाती न होने के स्थिति में उसकी सम्पत्ति उनके नजदीक के रिश्तेदारों को दी जायेगी।

बाल विवाह—भारतीय समाज में छोटी उम्र में बालक बालिकाओं के विवाह की प्रथा थी जिसे हम बाल विवाह कहते हैं। इस प्रथा के कारण समाज में महिलाओं की सक्रिय भागेदारी नहीं हो पाती थी। और कम उम्र में शादी होने के कारण महिलाओं में शारीरिक विकार उत्पन्न हो जाते। कम उम्र में माँ बन जाती जिसके लिए वे शारीरिक और मानसिक रूप से तैयार नहीं होती। कभी कभी प्रसव के दौरान उनकी मृत्यु भी हो जाती। समाज में इस कुप्रथा का विरोध समाजसेवी ईश्वर चंद विद्यासागर, केशव चंद बोस, एवं महात्मा गांधी

ने किया। सन् 1901 में बड़ौदा राज्य ने बालविवाह रोकथाम अधिनियम पारित किया। इस अधिनियम में विवाह की उम्र का निर्धारण किया गया। विवाह के लिए योग्य लड़की की उम्र 18 वर्ष एवं लड़के की उम्र 21 वर्ष निर्धारित की गई। सन् 1929 में बाल विवाह रोकने के लिए बालविवाह रोक अधिनियम पारित किया। परन्तु समाज के अशिक्षा होने के कारण अब भी इस कुप्रथा पर पूर्ण रूप से रोक नहीं लग सकी है।

### स्वतंत्रता आंदोलन में महिलाओं की भूमिका

लगभग 200 वर्षों की अंग्रेजों की गुलामी के पश्चात् भारत के लोगों में अपनी स्वतंत्रता के लिए छटपटाहट शुरू हो गई और स्वतंत्रता के आंदोलन प्रारम्भ हो गये। हजारों लाखों लोगों ने अपनी स्वतंत्रता के अपना सर्वश निछावर कर दिया। हजारों लोगों ने अपने प्राणों का बलिदान दिया। स्वतंत्रता के इस महाकुम्भ में न केवल पुरुषों ने बल्कि महिलाओं ने भी भाग लिया। महात्मा गांधी जैसे विचारकों का यह स्पष्ट मत था कि अहिंसक साधनों से सामाजिक व राजनीतिक चेतना में पुरुषों की अपेक्षा महिलाओं की भागीदारी अत्यन्त विश्वसनीय और प्रभावी सिद्ध हो सकती है। महात्मा गांधी के इस मत की यथार्थता को स्वतंत्रता के लिए आंदोलन के समय महिलाओं ने सक्रिय रूप से भाग लेकर सिद्ध भी किया। सन् 1889 में भारतीय राष्ट्रीय कांग्रेस के इतिहास में। प्रथम अवसर था जबकि उसके अधिवेशन में बम्बई व कलकत्ता से लगभग 10 महिलाओं ने भाग लिया 1917 में श्रीमती एनी बीसेन्ट, जो कि आइरिश महिला थी, भारतीय राष्ट्रीय कांग्रेस की प्रथम महिला अध्यक्ष बनी। इसके अतिरिक्त एक अन्य महिला, मार्गरेट कोसिन के नेतृत्व में 1917 में ही एक प्रतिनिधि मण्डल तत्कालीन भारत सचिव श्री ई.एस. माण्टेयू व गर्वनर जनरल लॉर्ड चेम्स फोर्ड से भी मिला, जिसके अन्य सदस्यों में एनी बीसेन्ट, सरोजनी नायडू, हीराबाई टाटा, डॉ रोची जिनाराजा दास व डॉ (सुश्री) जोशी आदि थी। इस प्रतिनिधि मण्डल ने महिलाओं के मताधिकार की मांग की। 1917 में स्थापित अखिल भारतीय महिला संघ द्वारा महिलाओं को विधानसभा तथा नगरपालिकाओं के चुनावों में मत देने तथा निर्वाचित होने का अधिकार दिलाने की मांग की। सरोजनी नायडू, मिठान टाटा, हीराबाई टाटा आदि ने महिलाओं के अधिकारों की मांग के लिए ब्रिटेन की यात्रा भी की जिसे ब्रिटिश महिलाओं द्वारा भी समर्थन दिया गया। इसी के परिणामस्वरूप 1919 के भारत शासन अधिनियम में भारतीय महिलाओं को स्थानीय निकायों में निर्वाचित होने तथा मत देने का अधिकार दिया गया। भारत में सबसे पहले सन् 1920 में मद्रास विधानसभा के चुनावों में महिलाओं को मत देने का अधिकार प्रदान किया गया। 1921 में महिलाओं को मुम्बई में स्थानीय निकायों में मत देने का अधिकार दिया गया। सन् 1929 में भारत के सभी निकायों में महिला मताधिकार को मान्यता प्रदान कर दी गई। 1935 के भारत शासन अधिनियम में भारतीय महिलाओं को मत देने व चुनाव लड़ने, दोनों ही अधिकार प्रदान किये गये। सन् 1937 के आम चुनावों में 80 महिलाएं स्थानीय निकायों में निर्वाचित की गई, जो कि अमरीका (140), रूस (130) के पश्चात् विश्व में तृतीय स्थान था। प्रायः स्वतंत्रता आन्दोलन में महिलाओं की सक्रिय भागीदारी का हम गौरवपूर्ण स्मरण करते हैं, किन्तु यह तथ्य ध्यान देने योग्य है कि उस युग में महिलाओं की राजनीतिक सहभागिता, स्वतंत्रता के पश्चात् अपेक्षित राजनीतिक सहभागिता की पृष्ठ भूमि नहीं। बन सकी। यह भी ध्यान देने योग्य बात है कि उस युग में यह सहभागिता साम्राज्यवाद के विरुद्ध संघर्ष में सहभागिता थी, सत्ता में भागीदारी के लिए किसी अन्य वर्ग से प्रतियोगिता को व्यक्त नहीं। करती

थी। जबकि आज राजनीतिक सहभागिता का संदर्भ है राजनीतिक सत्ता और निर्णय प्रक्रिया में समान अधिकार की अपेक्षा के साथ राजनीतिक प्रक्रिया के विभिन्न चरणों में अन्य किसी वर्ग की प्रतिद्वंद्विता के बावजूद भागीदारी। अतः स्वाभाविक रूप से स्वतन्त्रता के उस काल में महिलाओं की सहभागिता के प्रति किसी अन्य सहभागी का प्रतिरोध नहीं था। जबकि आज महिलाओं को अपनी सहभागिता अन्य प्रतिद्वंद्वी और प्रतिरोधक शक्तियों, हितों और परिस्थितियों के विपरीत सुनिश्चित करनी है।

### स्वतंत्रता के पश्चात महिलाओं की सक्रिय राजनीति में भूमिका

अगर आकड़ों की बात करे तो विश्व स्तर पर भारत में सक्रिय राजनीति में महिलाओं की भूमिका में 193 देशों में से 141 वां स्थान है। दुनिया भर के संसदों में 22.6 प्रतिशत महिलाओं की भागीदारी है जिसमें भारत में केवल 12 प्रतिशत है।

सन् 1950 के बाद भारतीय संविधान में। प्रत्येक भारतीय को जो 21 वर्ष (61 वें संशोधन से 18 वर्ष कर दी गई) की आयु पूरी कर चुका हो, बिना किसी भेदभाव के मताधिकार प्रदान किया गया। 1952 के प्रथम आम चुनावों में 17.3 करोड़ मतदाता थे। लेकिन मतदान केवल 46 प्रतिशत हुआ, जिसमें महिलाओं का प्रतिशत 37 था। राजस्थान में कुल महिला मतदाताओं में से 28 प्रतिशत ने अपने मताधिकार का प्रयोग किया। इसके अतिरिक्त भी महिलाओं की स्थिति दयनीय रही। उदाहरण के तौर पर सन् 1952 के आम चुनावों में राजस्थान में चार महिलाओं को विधानसभा व 2 को लोकसभा का टिकिट दिया गया। लेकिन इनमें से एक भी प्रत्याक्षी अपनी जमानत भी नहीं बचा पायी। इन महिला प्रत्याशियों को सर्वाधिक 9.9 प्रतिशत तथा न्यूनतम 2.2 प्रतिशत मत मिले। लोकसभा में 14 तथा राज्यसभा में 16 महिला सदस्य चुनी गईं। सदन की कुल सदस्य संख्या के सन्दर्भ में महिला सदस्यों का प्रतिशत क्रमशः 2.8 प्रतिशत तथा 7.3 प्रतिशत रहा। सन् 1952 से 1998 तक संसद में महिलाओं का प्रतिशत सदैव 10 प्रतिशत से कम ही रहा है। देश के इतिहास में पहली बार ऐसा हुआ है कि लोक सभा में महिलाओं की संख्या 10 प्रतिशत से ज्यादा हो। इससे स्पष्ट होता है कि पुरुषों की तुलना में महिलाओं का राजनीतिक सहभागिता बहुत कम है।

### लोकसभा चुनाव में वर्षवार जीती महिलाओं की संख्या का विवरण

लोकसभा	चुनाव वर्ष	कुल सीटों की संख्या	जीती महिलाओं की संख्या	प्रतिशत
पहली	1952	489	22	4.4
दूसरी	1957	494	27	5.4
तीसरी	1962	494	34	6.7
चौथी	1967	523	31	5.9
पाचवी	1971	521	22	4.2
छठी	1977	544	19	3.4

लोकसभा	चुनाव वर्ष	कुल सीटों की संख्या	जीती महिलाओं की संख्या	प्रतिशत
सातवीं	1980	544	28	5.1
आठवीं	1984	544	44	8.1
नौवीं	1989	529	28	5.3
दसवीं	1991	509	36	7.0
ग्यारहवीं	1996	541	40*	7.4
बारहवीं	1998	545	44*	8.0
तेरहवीं	1999	543	48*	8.8
चौहदवीं	2004	543	45*	8.1
पन्द्रवीं	2009	543	59	10.9
सोलहवीं	2014	543	61	11.2
सत्तरहवीं	2019	541	78	14.4

स्रोत-चुनाव आयोग नई दिल्ली भारत

\* एक नोमीनेटिड सदस्य

सत्तरहवीं लोकसभा में सबसे अधिक 78 महिलाएं चुनी गई हैं। इस लोकसभा में महिलाओं की स्थिति पहले से बेहतर हुई है। आज 23 कैबिनेट मंत्रीओं में 6 महिला मंत्री हैं। महिला वोटर्स की संख्या में लगभग 15 प्रतिशत की वृद्धि हुई है। 1995 से 2019 के बीच राजनीति में महिलाओं की भागीदारी में लगभग 75 प्रतिशत की वृद्धि हुई। राज्य सभा के वर्तमान सत्र में 238 सदस्यों में 21 महिलाएँ। भारतीय संविधान के 73 वें संशोधन में पंचायती राज की बात कही गई। अनुच्छेद 243 डी के अनुसार ग्राम पंचायत में महिलाओं को 1/3 सीटें आरक्षित की गईं। परन्तु आन्ध्रप्रदेश, बिहार, छत्तीसगढ़, झारखण्ड, केरला, महाराष्ट्र, उड़ीसा, राजस्थान, त्रिपुरा एवं उत्तराखण्ड में सरपंचों में 50 प्रतिशत सीटों को महिलाओं का आरक्षित की है।

### विधानसभा चुनाव में महिलाओं की स्थिति

क्र०सं०	प्रदेश का नाम	कुल	महिलाओं की संख्या
01	आन्ध्रप्रदेश	175	20
02	अरुणाचल	60	03
03	असम	126	08
04	बिहार	243	29
05	छत्तीसगढ़	90	13

क्र०सं०	प्रदे का नाम	कुल	महिलाओं की संख्या
06	दिल्ली	70	06
07	गोआ	40	02
08	गुजरात	182	12
09	हरियाण	90	13
10	हिमाचल	68	04
11	जम्मू कश्मीर	87	02
12	झारखण्ड	81	09
13	कर्नाटक	224	09
14	केरला	140	08
15	मध्यप्रदेश	230	21
16	महाराष्ट्र	288	20
17	मणीपुर	60	02
18	मेघालय	60	03
19	मिजोरम	40	0
20	नागालैण्ड	60	0
21	उडीसा	147	08
22	पांडुचेरी	30	02
23	पंजाब	117	06
24	राजस्थान	200	23
25	सिक्किम	32	03
26	तमिलनाडु	234	18
27	तेलांगना	119	06
28	त्रिपुरा	60	03
29	उत्तर प्रदेश	403	41
30	उत्तराखण्ड	70	05
31	पश्चिम बंगाल	294	40

\*2019 से पूर्व चुनाव के अनुसार स्रोत- विभिन्न राज्य की बेबसाइड

उत्तर प्रदेश में सबसे अधिक महिला उम्मीदवार विधानसभा पहुची है।

भारत में पंचायती राज में महिलाओं के लिए राज्यवार सीटों की संख्या (प्रतिशत में) 2017 में चुनाव के आंकड़ों के अनुसार

क्र० स०	राज्य का नाम	महिलाओं की संख्या(मे)
01	झारखण्ड	59
02	राजस्थान	58
03	उत्तराखण्ड	58
04	छत्तीसगढ़	55
05	कर्नाटका	53
06	बिहार	52
07	केरला	52
08	आन्ध्रप्रदेश	50
09	असम	50
10	हिमाचल प्रदेश	50
11	मध्य प्रदेश	50
12	महाराष्ट्र	50
13	सिक्किम	50
14	पश्चिम बंगाल	50
15	मणिपुर	49
16	उड़ीसा	49
17	तेलांगना	45
18	उत्तर प्रदेश	41
19	हरियाणा	37
20	त्रिपुरा	36
21	दादर नागर हवेली	35
22	पंजाब	35
23	जम्मू और कश्मीर	34
24	अरुणाचल प्रदेश	33
25	गोआ	33
26	गुजरात	33
27	तमिलनाडु	33
28	दमन और दीप	29

## उपसंहार

विश्व परिपेक्ष्य में अगर भारत में महिलाओं की समाज एवं राजनीति में सक्रिय भूमिका में स्थिति ठीक नहीं है परन्तु हम अब महिलों की स्थिति सुधारने के प्रयास कर रहे। सक्रिय राजनीति में महिलाओं की संख्या बढ़ाने के लिए लोकसभा में 33 प्रतिशत महिला आरक्षण का प्रस्ताव लोकसभा में लम्बित है। आजादी के पश्चात भारतीय राजनीति में जय ललिता, सुशमा स्वराज, मायावती, ममता बनर्जी, मीरा कुमार, स्मृति ईरानी, सोनिया गांधी, प्रियंका गांधी, रीता बहुगुणा, आदि महिलाओं का विशिष्ट योगदान है। महिलाओं के वास्तविक प्रतिनिधित्व का अर्थ है कि अलग अलग पृष्ठभूमि वाली महिलाओं को आवाज मिले और इससे राजनीति में नई संवेदना विकसित हो। यह जरूरी है कि लोकतंत्र और नारीवाद के मूल्यों में विश्वास पैदा किया जाये।

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7. <https://CITIZENMATTERS.IN/WOMEN-IN-POWER-A-REALITY-CHECK-OF-PARLIAMENT-AND-ASSEMBLIES-10393>

# A study of Indian Tourism Sector Development and Impact of Tourism Sector Economy (Reference to Bihar (Bodh-Gaya))

Kumari Sonam\* and Dr. Jagat Prasad Singh\*\*

## ABSTRACT

Tourism place is the collection of activities, services sector that delivers a travel experience, including transportation, accommodation, establishments, retail shops, entertainment & other hospitality services provided for individuals or groups travelling away from home. In India, the growth of the tourism sector has a multiplier effect in the economic development of the country. Therefore, tourism sector can be instrumental for the sustainable development of international. It has the potential to stimulate other economic sectors through, transport, construction, floriculture etc. Tourism has been making a revolutionary and significant impact on the economic scenario. It has become the fastest growing service sector in the place with great potentials for its further expansion and diversification of an economy sector. Bihar has been distinguished for its spiritual outlook since time immemorial. It is the birth place of two religions, Buddhism also the birthplace. Bihar has always recorded good number of religious tourists from China, Japan, Korea, and Thailand especially in the form of Buddhist pilgrimage. For the promotion of tourism Bihar State Tourism Sector Development was established in 1981.

**Keywords:** *Buddhism, Pilgrimage, Economic Development, Planning*

## INTRODUCTION

Tourism is one of the largest and fast growing tourism sectors in the place; it has the potential to influence the living pattern of communities. It is one of the most important cultural. It is the collection of activities, services sector that deliver a travel experience including transportation, accommodation, entertainment & other hospitality services provided for individuals or groups of travelling away from home. Tourism has been identified as the major export in the place, the multifaceted nature of this sector economic development. The multiplier effect of tourism receipts is completely recognized as spreading to secondary and tertiary sectors of an economy. Tourism consist economic, social, cultural, educational and political significance. Tourism sectors due to the competitiveness of tourism sector between tourism generating nation. Tourism sector creates direct, indirect and induced employment. It produces a vast spectrum of employment from highly qualified and trained mangers of star hotels to room with its faster growth new horizons of employment of the developing place. Tourism in India has a strong relevance to economic development, cultural growth and national integration. The success of any product or services depends on its value for consumers. Specialties and qualities of the products decide the life cycle of the product. Tourism is discussed everywhere in terms of hospitality services. Tourism comprises the activities of persons traveling to and staying in places. Bihar is well known for its glorious past, its association with Buddhism. The government of Bihar has

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come to the consensus that tourism development in the state can change the economic condition of the flood prone poor state. For the promotion and development of tourism sector in the Bihar State, Tourism Development Sector was formed in 1981. Now the Department of Tourism, Government of Bihar has decided to diversify the image of the Bihar State from a pilgrimage destination to a leisure and recreation destination

## REVIEW OF LITERATURE

To the best of our knowledge the importance of the personalities who became individual icon to attract of the people destination places are mainly known for its association with people who were remark in their field. Dacko (2008) elaborated the buying booking behavior of people. Last minute travel by individuals that do not book or purchase such services far in advance, but rather book purchase anywhere from two & three hrs in advance of actual travel or tourism service use is regularly increasing. Stokes (2008) described events tourism sector the definition from (1997) as the planning, development. A strategy is an integrated set of policies and programs intended to achieve the vision and goals of the destination public sector agencies and others engaged in strategy formation to reflect upon and enhance their practices. It also gives cause for public sector events agencies to deliberate about their current with collaborative strategy models being advocated for all forms of tourism sector. Consideration of alternative strategy schools in events tourism sector the adoption of a mixed approach in line with different subsets of activity may suggest different types of engagement. Stokes (2007) suggested establishing the concentrate on the major events sectors. There is a very high level of investment in tourism sector of key events into the domestic and international Husain (2007) focused on the issues related to growth of tourism sector of accommodations and suggests tourism economically viable and ecologically sustainable and which can be achieved only through appropriate & effective promotional strategy. Bihar secured itself as a distinct status with individuality on the same footing as that of the more important provinces in the place. After independence Bihar has shown growth, Prasad (2007) explained the scenario of the Bihar State with economic development and especially tourism sector pilgrimage tourism in Bihar. Tourism in Bihar is growing and Bihar Government is planning to diversify the tourism.

## METHODOLOGY

The present study is exploratory in nature. The paper aims at developing a competitive tourism policy and marketing strategy for the Bihar State Tourism Development Economic Sector.

The study covers the period of ten years approx from 2001 to 2010. Editing, classification and tabulation of the data which has been collected from the secondary sources have been done as per the requirement of the study.

The study is based on secondary data. For this purpose alongside books, study been done. Brochures and documents strategy of Tourism Government of India have been gathered relevant information.

Collected data has been edited, classified, tabulated, and analyzed by using graphs and trend analysis has beendone.

## OBJECTIVE

The objective of the study is to analyze the tourism sector establish the state as a unique destination.

## HYPOTHESIS

Bihar indicates a rich heritage inherited from various dynasties & great personalities. The state has an abundance of historical places, Religious Places, Archeological Sites and forts which can be suitably renovated and opened up for tourism. The archeological & historical value of this heritage still remains to be explored & recognized in the international scenario although there is an inflow of foreign tourists in the present situation. The Ganga River, all along its stretch offers potential for water based sports & riverfront activities. These features have a great potential in Bihar as they will introduce a variety of recreational facilities to tourists and will lead to water based tourism. These features if properly developed will definitely attract a lot of tourists to the state.

## TOURIST PLACE IN BIHAR

Bihar is famous for religious tourism and cultural heritage sites. Historical importance of Bihar has been established again with the discovery of 'biggest ever Buddhist Stupa' at Vaisali by the Archeological Survey of India. The most important sites are Bodh-Gaya, Rajgir, Nalanda, Valmikinagar, Maner sharif, Motihari etc. On the basis of the association of the attraction with various sects, these can be broadly classified as Religious Tourism Sector in Bihar.

## CONCLUSION

Tourism Sector in Bodh Gaya is growing and it has vast potential for generating employment and earning large amount of foreign exchange besides giving a fillip to the country's overall economic and social development. But much more remains to be done. Eco-tourism needs to be promoted so that tourism in India helps in preserving and sustaining the diversity of the India's natural and cultural environments. Tourism in India should be developed in such a way that it accommodates and entertains visitors in a way that is minimally intrusive or destructive to the environment and sustains & supports the native cultures in the locations it is operating in. Moreover, since tourism is a multi- dimensional activity, and basically a service industry, it would be necessary that all wings of the Central and State governments, private sector and voluntary organizations become active partners in the Endeavour to attain sustainable growth in tourism if India is to become a world player in the tourism industry.

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# A Study of Impact and suggestions of GST on Retail Trade in India

Anamika Kumari\* and Pawan Kumar Sharma\*\*

## ABSTRACT

GST from July 1st 2017, its impact on various sectors in India. Many retail trade in organized and unorganized segments have implemented GST which seems to improve Indian economy by implementing the practices of new tax which has overridden the present taxation system. Keeping this backdrop in mind, the paper addresses the broad perspective of GST in present scenario of retail trade and the implementation of GST across product category in retail.

In the area of economic expectations, the existing indirect tax regime of multiple levies across sectors of production is reported to be leading to distortions in the allocation of resources as well as production inefficiencies. Non recoverable taxes built into the costs are making the Indian products more expensive than their global competitors and therefore affecting competitiveness. Therefore GST is expected to provide boost to exports by mitigating costs which could increase exports in the range of 3.2 to 6.3 per cent. The broad objectives behind introducing a comprehensive GST in India is to harmonize and consolidate multiple indirect taxes in India and make India a common national market by widening the tax base and cutting down exemptions; mitigate cascading and double taxation and promote voluntary compliances through the lowering of overall tax burden on business and end consumers

**Keywords:** Ahmad Ehtishan and Satya Poddar (2009), "Goods and Services Tax Reforms and Inter governmental Consideration in India", Working Paper No.1, Department of Economic Affairs, Ministry of Finance, Govt, of India.

## INTRODUCTION

Introduction of From July 1st, 2017, GST has merged both centre and state GST system across nation. This new tax regime which has cascading effects on the economy which seems to be testing time for India for ease of retail trade in the supply chain systems. GST has become buzzword across the nation, which has created a sense of transformation of retail trade in various sectors. In retail industry, retail trade has undergone dramatic changes both in organized and unorganized retailing of India. As it is highly fragmented in nature, the country is going to experiment of GST with new tax regime which has cascading effects on the economy. In this context, Retailers are facing challenges in terms of handling merchandise across categories which in turn has effect on their bottom line of retail trade. According to various sources of retail trade in the definition holds as follows GST is defined as a new tax regime that is currently levied on products and services across India. Further, it is a uniform indirect tax which has replaced many of taxes such as Excise duty, service tax, additional duties of excise and custom duty taxes and surcharges on products on services. GST found retail trade in academic literatures GST and retail tradestores.

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## REVIEW OF LITERATURES

This study incorporates retail trade academic literatures pertaining to macro and micro levels of retail trade as presented below: The prospect of GST in various states has tax implications i.e., comprehensive tax levied at each stage of production and it is found through research. GST including India. Further, it is beneficial to customers as it reduces the financial burden of taxation.

M. Khan (2012) have mentioned that the significance of Products and GST in India and its prospects to have healthy competition in present situation and suggests that it brings transparency in taxation and addresses global perspectivesateachstateofIndiaHowever,inthestudymadebyS.Mukherjee

(2015) there are dark side of cascading effects of tax regime. Further, study has discussed on implications with the current taxation with State and Central Government with concurrent effects of taxation. Broadly, it is classified into two heads namely GST Design and Structure and GST Administration and Institutional. There are several challenges faced by Government in order to resolve issues on Tax administration between Central and State across state tax. In fact provides opportunities to the concept of Make in India which would attract new foreign investments K.R (2016). Further, GST provides wide coverage of input tax credit service tax and efficient formulation of GST would lead to expansion of retail trade for Centre and State governments through widening of tax base systems. A. Khurana (2016). In the similar line P. Chaurasia et. al. (2016) have mentioned that in India, the unified tax system will take the form of a Dual GST to be levied both by centre and state government. Further, study concludes that there is improvement in Indian economy in terms of Gross Domestic Product though GST is in nascent stage. Retail Trade academic literatures indicate that in India, GSTistaxonbenefitsfromretailtradechannelfrommanufactureretoretailchain

A. Joseph (2015) Further, it is tax levied at each stage of retail trade which is set to integration of tax at state level to boost overall growth of Nation. The implementation of GST will lead to eradication of taxes that currently existed such as CST, State level sales tax, stamp duty, tax on transportation on retail trade products and services etc., In short, GST is a comprehensive tax levied on each stage.

## METHODOLOGY

The study is exploratory in nature and secondary data was collected through available literatures in referred research work.

## OBJECTIVES OF THE STUDY

GST retail trade practices. GST System in India GST has been implemented in India which consists of two components. State GST the present taxes such as excise duties, service tax, custom duty etc., have been merged under GST. The taxes such as sales tax, entertainment tax, Value Tax and others will be included in GST. Further, GST will be levied on distribution and consumption of Services, movements of Products and Imports of Products.

## IMPLEMENTING GST SYSTEM

Implementing of GST system has retail trade in India to face big challenges to switch over to the new tax regime to be implemented, broadly, there are several challenges given below that gives brief idea to the retail trade fraternity across the nation to be aware of GST.

## IMPLEMENTATION OF GST ININDIA

GST, the availability of real estate in terms of location and sizes has been a retailers as it is understood that lease rentals in marquee areas in stores command a high premium price and have

adversely impacted the retailers' prevailing thin margins and break even is affected. In broader sense, poorly developed infrastructure in the domain of supply chain management, warehousing and electrical and electronic equipments in small cities is a big hurdler for retailer's oughtto tackles theissues.

## SUGGESTIONS OF GST ON RETAIL TRADE IN INDIA

In this chapter the investigator presents the suggestions emerging from the study. Analysis of primary data is presented first findings based on secondary data. At the end, major suggestions are presented.

On the basis of the findings of the present research and observation from the study, the following measures have been suggested for the improvement of the Indian tax system.

- In India, huge money is being spent for various subsidy schemes. New measures to control these subsidies to be implemented at all levels of administration for effective utilization of taxmoney.
- Globalise economic environment has significantly impacted the retail trade of the corporate in India. This was confirmed by the respondent-corporate during the study and majority approx 77% of the participants agreed to the abovepoint.
- In facing globalisation challenges the retail trade world still requiresa significant support from the Indian Government. 89% of the respondent- retail trade still demand this. This is also endorsed by about approx 90% of the respondent-taxexperts.
- The introduction of GST has been a much awaited tax reform for the retail trade and industry in India. The results on GST demonstrated a unanimous consensus among the retail trade community that GST would be beneficial to the Indian economy. The lack of significant progress for implementation of GST during last couple of years has created a sense of despondency amongst retailtrade.
- Majority of the respondent retail trade are of the opinion that E-Commerce facilitates better compliance of tax requirements. Among the respondent-tax experts approx 82% also support the concern of retailtrade.

## CONCLUSION

A study has brought out the feelings and anticipations of the two important stake holder's vis-à-vis tax system; retail trade and tax-experts. In the present day economic order taxation plays a crucial role and in relation to taxation system, trade sector is a significant stake-holder. The study is successful in exploring the demands of globalisation in order to be successful in global environment.

As GST is being implemented in India, it becomes necessary for the organizations to understand the benefits and thrive hard to execute their businesses with various price-tax equations which have undergone severe changes both positively and negatively. Having this background in mind, the following are list of sectors which have undergone gains and loss after implementation ofGST.

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# Impact of Direct Benefit Transfer (DBT) Policy on the Delivery Mechanism of Government of Bihar. A Case Study of Mukhya Mantri Cycle Yojana in the Schools of Nawada District (Bihar)

Astik Bharti\* and Dr. Suresh Sah\*\*

## ABSTRACT

Bihar that aimed to reduce the gender gap in +2 School enrollment by providing girls who continued to +2 School with a cycle that would improve access to school. Using data from a large representative household survey, we employ a triple difference approach exposed to the Cycle program increased girls' age appropriate enrollment in +2 School by approx 40% and also reduced the gender gap in age appropriate +2 School enrollment by approx 50%. Parametric and non parametric decompositions of the triple difference estimate as a function of distance to the nearest +2 School show that the increases in enrollment mostly took place in villages where the nearest +2 School was further away, suggesting that the mechanism for program impact was the reduction in the time and safety cost of school attendance made possible by the cycle. We find that the Cycle program was much more cost effective at increasing girls' enrolment than comparable conditional cash transfer programs other side, suggesting that the coordinated provision of cycles to girls may have generated externalities beyond the cash value of the program, including improved safety from girls cycling to school and changes in patriarchal social norms that proscribed female mobility outside the village, which inhibited female +2 School participation.

**Keywords:** conditional transfers, school access, gender gaps, bicycle, girls' education, female empowerment, India, Bihar.

## INTRODUCTION

The Government of India has announced the Direct Benefits Transfer initiative with the aim of ensuring better and timelier delivery of benefits to the people. This marks a paradigm shift, where the state is explicitly taking responsibility to ensure that welfare schemes and basic entitlements reach the intended beneficiaries much more effectively than at present.

The DBT programme aims that entitlements and benefits to people can be transferred directly to them through biometric- based Aadhaarlinked bank accounts, thus reducing several layers of intermediaries and delays in the system. The last mile of the initiative is the most important the system will allow actual disbursements to take place at the doorstep of the beneficiaries through a dense, interoperable network of business correspondents using biometric micro ATM machines. Thus, the yardstick of success is not going to be that the money has reached a bank account, but that it has

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reached the hands of the intended beneficiary a student, a pensioner, a widow, an elderly person, a disabled person, a poor family.

There are several dimensions to this, first, the link to Aadhaar and the use of biometrics ensures that the problems of “duplicates” i.e. the same person getting the benefit more than once, and “ghosts” i.e. a non-existent person getting the benefit, are addressed. Second, it makes it possible for money to reach the intended beneficiaries directly and on time so, for example, pensions, which reach the beneficiaries once every four to six months in many parts of India, can now reach their bank account on the first of every month. Third, a dense BC network on the ground with micro ATM will allow payments to happen at peoples doorsteps, ensuring that the poor get the same level of service that the rich and middle-class in India get. Fourth, as it is a platform based on an open architecture, State governments can use this platform as much as the Central government. This is important, because this programme is viewed as a cooperative endeavour between the Centre and the states will have a critical role to play fifth, the potential benefit to internal migrants who send remittances to their families. Seventy percent of these remittances are today channeled through informal (and illegal) channels which impose high costs on them. The Aadhaar-based micro ATM network can ensure that remittances take place instantly and at much lower cost to migrants.

Direct Benefits Transfer’ or ‘DBT’ means direct transfer of the cash to the beneficiary’s bank account. The Central Government wants the money to go only to the beneficiary. Under DBT there is no scope left for some corrupt people to pocket the money meant for beneficiaries by fraudulent means. There are corrupt officers who demand ‘commission’ to give the beneficiary their entitlement. Now this cannot happen because money will be directly deposited to your bank account. Also in this case there is no scope for duplication. So it is ‘Aap Ka Paisa Aap Ke Haath’. DBT will be expanded to include post office and schemes run through Post office Accounts from 1<sup>st</sup> of October 2013. So then you can get DBT to be transferred to your postal account as well. When this is done, the beneficiary can get his/her money from any Post office throughout the country. The Central Government is also deputing what are called ‘banking correspondents’. They are representatives of banks who help villagers open bank accounts. The Banking Correspondent carries a small machine called ‘Micro ATM’ with him. The villager gives his/her thumb impression and his/her account is opened after verification and thereafter money can be withdrawn.

## REVIEW OF LITERATURE

Many studies have been developed on DBT in India and abroad. Some of which are below:

Fathima (2014) pointed out that central government of India would fetch fruitful results to the Indian economy provided proper implementation is made. This will not only make inflow of cash to the weaker sections but also strengthen the bank penetration to the remote and backward areas of India.

Farhina Sardar Khan (2014) argued that the initiative steps taken by the government of India for introducing direct cash transfer to the beneficiary personal savings account is in itself a milestone in the history of economic yet a lot of work is still needed to make it flawless in its implementation.

Guy Standing (2013) mentioned in his study that direct cash benefits can be a valuable part of social policy for the future, reducing poverty, economic insecurity and income inequality, while helping economic growth in low-income areas across India. But the design and how they are rolled out will determine whether the reformers succeed or not. Let us be strategic and wise.

Karen Macours (2013) stated that adequate evidence from the studies has substantiated the argument that cash transfer has helped to break the poverty cycle by enabling human capital formation among the youth of the poor families.



Narendar Pani (2013) mentioned about the case that has been made out for the direct cash transfer of subsidies is so striking in its simplicity that it appears self-evident. When a subsidy is transferred directly into a bank account there is very little scope for leakage between the transferring authority and the bank account.

Partha Mukhopadhyay (2013) studied that the real potential lies in shifting thinking from targeting to traceability and mitigating transactional instrumentalism in market transactions.

Palanithurai (2013) stated that the people of India have less awareness about this scheme. People who are living in the rural and remote villages are totally unaware from the decision taken at the capital. They are not being provided the necessary background data and detailed information about the various programs and schemes implemented by the government.

Partha Mukhopadhyay (2013) mentioned in his study that Ghost beneficiaries are another form of leakage but since this is a core contribution of Aadhaar's biometric de-duplication process, it is useful to consider it separately. Aadhaar can help to reduce leakage in the form of 'ghost beneficiaries', who are not ineligible real people but completely fictitious persons, who exist only in the paper records of the officials administering the scheme. The imperative to match a biometric to each beneficiary would weed out such fictitious records and thus reduce leakage.

Pravakar Sahoo (2013) says that given the advantages of DBT, the initiative of the government of India is a welcome step. It is expected to be a game changer in the Indian economy to bring down poverty ratios as well as inequality. However, before launching the scheme in full scale across states, it needs to be properly thought out in terms of supporting infrastructure, institutions and monitoring mechanism.

Suyash Rai (2013) analyzed that as long as operation is satisfactory, the basic direct cash transfer scheme that has initiated, and the direct non-cash transfer of welfare based on Aadhaar based verification, are good thoughts.

## METHODOLOGY

This research work is mainly based on primary data but we have to take into account some secondary data also to examine the impact of DBT on delivery mechanism with regard to cycles students.

Primary Data Collection: Various stake holders such as students, guardians, teachers, local public representative and officials will be interviewed for above purpose. Quantitative tools have to be taken into account to analyze the primary data. However, statistical technique will also be adopted to put the data in systematic tabular form. The data will be collected through field survey with the help of structured schedule and at least 200 respondents including above mentioned stake holders will be interviewed during the course of field survey in Nawada District

## OBJECTIVE OF THE STUDY

- To study about benefit of DBT particularly in schools of Nawada district for purchasing of cycle for students.
- To study about leakage of DBT in Nawada District in general and schools in particular.
- To study about efficiency and Mechanism of DBT delivery system.
- To study the problems of students in opening bank account.
- To study about elimination of middlemen in such affairs.
- To study about complexities of record keeping for delivery of cycles.
- To study about reduction in time and administrative cost in the distribution of cycle.
- To study about awareness regarding DBT System.

- To study view of Guardian, Teachers and Students regarding DBT.
- To make a suggestion regarding policy prescription for better management of DBT.

## HYPOTHESIS

- (i) DBT system helps in eliminating corruption in the distribution of cycle in the school.
- (ii) DBT system takes minimum time period in transferring the amount to the account of beneficiaries (SchoolStudents)
- (iii) There are fake cases on records that get benefit through DBT.

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# Nyāyacaturgranthikā

Sania Gupta\* and Akash Awasthi\*\*

In this article we are going to deal with what is Nyāyacaturgranthikā? How it helps in the exploration of Nyāyasūtras of Akṣapāda. The founding text of the early school the Nyāyasūtras of Akṣapāda (ca.150 AD), outlines fundamental doctrines, themes, and modes of argumentation. The aim of this paper is to search how Nyāyacaturgranthikā helps in imparting true wisdom of Nyāyasūtras and how purusa can attain niḥśreyasaḥ (ultimate goal) ingeneral.

Nyāya darśanas of Akṣapāda, also known as Gautama, comes first in the six systems of philosophy grouped under the category of Āstika Darśanas (believed in the authority of Vedas). The Nyāya is identified with logic and epistemology, field in which it made substantial contributions to Indian thought. Though it is sometimes coupled with Vaiśeṣika darśanas and considered as a unified or even a single system, it has its own unique features. Vaiśeṣikas often considered the sister science (śāstra) of Nyāya. Hence it has been called Nyāyavidyā, Tarkaśāstra, Vādaavidyā and the science of reasoning. The early school of Nyāya is represented principally by works on Nyāyasūtras of Akṣapāda on which a series of four commentaries are documented, called the Nyāyacaturgranthikā, on the sūtra. Vātsyāyana, the famous commentator of the Nyāya-sūtras explains nyāya as the examination of objects by means of proofs. Uddyotakāra, the next important author of the Nyāya School who declares his motive while uniting his Nyāya-bhāṣya-vārttika for removing the ignorance of bad logicians. His vārttika was a defence of Vātsyāyana against the attack of Dignāga. Vācaspati Miśra in his Nyāya-vārttika-tātparyaṭikā identifies Dignāga and others with bad logicians. Vācaspati's aim was to amplify & vindicate the Nyāya theism against the rival criticisms and reputation of anti-theistic schools. To Udayana goes the credit of making theism, one of the chief doctrines of the Nyāya-Vaiśeṣika system. Thus the *Nyāya darśanas* of *Akṣapāda* gave rise to the four important expository texts: the Bhāṣya of Pakṣilasvāmin, the Vārttika of Uddyotakāra, the Tātparyaṭikā of Vācaspati Miśra, and Pariśuddhi of Udayana<sup>1</sup>. Since the last two commentaries have been wholly ignored by modern scholars, they are studied here, as part of the Nyāyacaturgranthikā, in a systematic way for the first time. Most specifically, all four commentaries on the first Nyāyasūtras are translated and explored from several vintage points. It is stated in the first Nyāyasūtras that, by knowing the true nature of the sixteen Nyāya categories, one attains the highest good or liberation<sup>2</sup>. The commentaries on this sūtra accordingly explore in what true knowledge consists and how Nyāya functions as soteriological science. These four compositions are eulogised as the Nyāyacaturgranthikā and along with the aphorism of Akṣapāda, they are regarded as 'Pancaprasthāna-nyāya- śāstra' in western India. The commentators collectively argue that Nyāya alone, as analytics (ānvīkṣikī), validates the means of knowledge through which all true knowledge is derived. Since it also validates the authority of Vedas, which are the basis of Hindu orthodoxy, and teaches soteriological doctrines consistent with them, it is at once the science of reasoning par excellence and orthodoxy soteriological inorientation.

The Nyāya-sūtra by Akṣapāda Gautama is notable for focusing on knowledge and logic, and making no mention of Vedic rituals<sup>3</sup>. It covers a wide range of topics, including Tarka-vidyā, the science of debate or vādā-vidyā, the science of discussion. The Nyāya-sūtras are related to but extend the Vaiśeṣika epistemological and metaphysical system. It set the foundation for

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Nyāya tradition of the empirical theory of validity & truth, opposing uncritical appeals to intuition or scriptural authority. In *Tattva-cintāmaṇi*, also known as *Pramāṇa-cintāmaṇi* (“A thought-jewel of valid knowledge”) is a treatise in Sanskrit text. Gangeśa in this treatise introduced a new era in the history of Indian logic. *Tattvacintāmaṇi* of Gangeśa is the text identified as the standard work of the modern period in the history of Indian logic. Further, the earliest commentary extant on the *Nyāyasūtras* is *Nyāya-bhāṣya* by Vātsyāyana or Pakṣilasvāmin. In these are references to previous logicians designated as *śeṣa* (some) etc.

1. Satischandra Vidyabhushan (1920). *A history of Indian Logic*. Delhi: Motilal Banarsidas, Pg. 118
2. Akṣapāda Gautama (c. 6th-2nd century), *Nyāya-sūtra*. Pg. 16
3. Jeaneane Fowler (2002), *Perspectives of Reality: An Introduction to the Philosophy of Hinduism*, Sussex Academic Press, Pg. 129; Quote: “In focusing on knowledge and logic, Gautama’s sūtras made no mention of vedic ritual”.

Vātsyāyana explains *nyāya* as the examination of objects by means of proofs. According to him, inference based on perception and verbal testimony is called ‘*Nyāya*’ (reasoning). It is also called ‘*ānvīkṣikī*’ because it consists in the reviewing of an object previously recognised by perception and verbal testimony. The *Nyāya-bhāṣya* was separated from the *Nyāyasūtras* by at least two centuries, as we find in it the explanation of certain terms which became almost unintelligible at the times. The *Nyāya-bhāṣya-vārttika* is the only work by Uddyotakāra. It explains, true to the definition of *vārttika*, nearly every word of the *Nyāya-bhāṣya*, adds fresh elements and sometimes criticizes the earlier position. In this work, it is claimed, the original views of Akṣapāda, the father of *Nyāya*, have been rescued from the onslaught of ‘bad logicians’. Vācaspati subsequently identifies these ‘bad logicians’ with Nāgārjuna, Vasubandhu and Dignāga. Concerning doubt, liberation, fallacies, refutation of the Buddhist theories of momentariness, difference theory of meaning of general words, relation of part and whole, and etc., clear philosophical advancement is evinced in the *Vārttika*. Moreover, Vācaspati Miśra in *Nyāya-vārttika-tātparyāṭikā* mentions four schools of Buddhist Philosophy, the *Madhyamika*, *Vijnāna-vāda*, *Sautrāntika* and the *Vaiśiṣṭika* including the doctrine of the *Vātsīputrīya* sect and repeatedly criticises Dignāga and Dharmakīrti.

The *Nyāyacaturgranthikā* affords a unique and integral perspective on the development of early *Nyāya* and of Indian Philosophical thought in general. The *sūtras*, *bhāṣya* and *vārttika* have received ample scrutiny. Most studies of early *Nyāya* focus, quite properly, on these works; they contain the oldest material and document the formative stage of school.

The highest good is attained when one has rightly understood the real nature of pain along with its causes i.e. ignorance, desire as leading to pain, true knowledge which destroy pain through scientific treatise and thus highest good is attained. When ‘true knowledge’ is attained ‘wrong notions’ the ‘defects’ disappear, the disappearance of ‘defects’ is followed by the disappearance of ‘activity’, when there is no activity there is no birth, on the cessation of birth there is cessation of pain, cessation of pain is followed by final release, which is highest good.

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6. Udayana, *Tātiārya-Pariśuddhi* (10th century).
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- 2 Akṣapāda Gautama(c. 6th-2nd century), Nyāya-sūtra. Pg.16
- 3 Jeaneane Fowler(2002), Perspectives of Reality: An Introduction to the Philosophy of Hinduism, Sussex Academic Press, Pg.129; Quote: "In focusing on knowledge and logic, Gautama's sūtras made no mention of vedic ritual".

# कामकाजी महिलाएँ एवं इनका वित्तीय प्रबंधन: विस्तृत अध्ययन

रूपा कुमारी\*

## प्रस्तावना

‘स्त्री’ सदा-सर्वदा से समाज के हर बुद्धिजीवी के सामने एक ऐसा ज्वलंत प्रश्न रहा है, जिसका उत्तर पूरी संतुष्टि के साथ देना किसी संभव नहीं हो पाया। पिछली सदी महिला सशक्तिकरण की सदी रही। साहित्यकारों, समाजशास्त्रियों, राजनीतिज्ञों, अर्थशास्त्रियों इत्यादि सभी बुद्धिजीवियों ने महिला सशक्तिकरण के अनेकों उपाय सुझाए हैं। इन सब उपायों में, मेरी दृष्टि में महिलाओं का आर्थिक सशक्तिकरण सबसे कारगर उपाय है। महिलाओं ने भी इस दिशा में कदम आगे बढ़ाये हैं। अपने आर्थिक सशक्तिकरण के हलए मिलने वाले मौकों को उन्होंने हाथों-हाथ लिया और हर क्षेत्र में स्वयं को सिद्ध किया है। इस शोध के माध्यम से इसी बात को परखने का प्रयास किया गया है आर्थिक रूप सशक्त महिलाएँ अपने वित्तीय प्रबंधन के प्रति कितनी जागरूक है।

पिछले दशकों में महिलाएँ सामाजिक, राजनैतिक और आर्थिक रूप से सशक्त हुई हैं। पिछली सदी महिला जागरण की सदी रही है। 20 वीं सदी महिला सशक्तिकरण की दिशा में मील का पत्थर साबित हुई है। आज स्कूल, कॉलेज में जाने वाली लड़कियों की संख्या में उत्तरोत्तर वृद्धि दर्ज की जा रही है। महिलाओं एक बड़ा तबका घर की चारदीवारी और अन्य सामाजिक बंधनों को तोड़ कर बाहर निकल रही है। सरकार, महिलाओं को कामकाजी क्षेत्र में आगे बढ़ने के लिए समुचित अवसर प्रदान कर रही है। सरकारी नौकरियों में भी महिलाओं की भागीदारी सुनिश्चित करने के लिए विशेष अवसर प्रदान किए जा रहे हैं। निजी क्षेत्र में भी महिलाओं की भागीदारी पिछले दो दशकों में बढ़ी है। आज एयर होस्टेस, नर्स, हॉस्पिटैलिटी, बी. पी. ओ., ऑफिस डेस्क मैनेजर आदि कुछ ऐसे क्षेत्र हैं जो महिलाओं का लगभग वर्चस्व स्थापित है। इन सभी क्षेत्रों में महिलाओं का लगभग एकाधिकार है।

निजी क्षेत्र की दिग्गज कम्पनियों जैसे आई.सी.आई.सी.आई. बैंक, पेप्सिको, विनती आर्गेनिकस, बायोकॉन आदि की बॉस महिलाएँ। इन सभी कंपनियों को कुशलतापूर्वक चला कर, महिलाएँ अपना लोहा मनवा चुकी हैं और सिद्ध कर चुकी हैं कि यदि मौका मिलेगा तो औरत भी किसी से कम नहीं है। भारत के उच्चतम न्यायालय का मानना है कि औरतों का आर्थिक सशक्तिकरण की जरूरत है। परन्तु वर्जनाओं को तोड़कर घरे से बाहर नकल चुकी महिलाएँ, अभी भी वित्तीय मामलों के प्रबंधन में, पुरुषों पर निर्भर हैं। आर्थिक रूप से सशक्त महिलाएँ अपने वित्तीय प्रबंधन के बारे में क्यया सोचती हैं ओर कितनी कुशलता से महिलाएँ अपना वित्तीय प्रबंधन कर पाती हैं, इसी का पता लगाने के लिए दिल्ली-एन.सी.आर. की लगभग 700 कामकाजी महिलाओं पर, एक प्रश्न श्रृंखला के माध्यम से सर्वेक्षण किया गया, जिसके निम्न परिणाम निकल कर सामने आए:-

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1. कामकाजी महिलाओं का लगभग 30% सरकारी क्षेत्र में, 14 महिलाएँ अर्द्ध-सरकारी क्षेत्र में और शेष 56% महिलाएँ निजी क्षेत्र में कार्यरत हैं।
2. सरकारी और अर्द्ध-सरकारी क्षेत्र में काम करने वाली 44% महिलाओं में से 12% महिलाएँ समूह 'ख' 56% महिलाएँ समूह 'ग' 28% महिलाएँ समूह 'घ' और केवल 4% महिलाएँ समूह 'क' में कार्यरत हैं।
3. कामकाजी महिलाओं की औसत आयु वर्ग 31-41 वर्ष के बीच है।
4. कामकाजी महिलाओं का 45% अभी अविवाहित हैं।
5. कामकाजी महिलाओं में से 78% को वेतन बैंक खाते में और शेष 22% को वेतन हाथ में मिलता है।
6. लगभग 80% महिलाओं को बैंकिंग की पूर्ण या आंशिक जानकारी है। 20% महिलाएँ बैंकिंग व्यवस्था में जैसे पैसे निकलना, जमा करना, बैंक के फार्म भरना आदि के लिए लोगों पर निर्भर है। इसके लिए वे या तो घर से किसी को साथ लेकर जाती हैं या बैंक में ही किसी से अपना यह काम करा लेती है।
7. कामकाजी महिलाओं में केवल 16% को वित्तीय उपकरणों जैसे म्युचुअल फण्ड, शेयर बाज़ार सावधि जमा, बीमा इत्यादि की जानकारी है। इन 16% में से 80% महिलाएँ की आयु 40 से कम है।
8. लगभग 93% महिलाएँ अपने वित्तीय प्रबंधन के लिए अपने पति, भाई या पिता पर निर्भर करती हैं।
9. कामकाजी महिलाओं में से केवल 17% महिलाएँ ही अपने भविष्य की बचत योजनाओं में सक्रिय भूमिका निभाती है। परंतु इन 17% महिलाओं में से भी अधिकतर अपने वित्त संबंधी नीतियों में अपने पति, भाई या पिता की सलाह को ही प्राथमिकता देती हैं। शेष 83% महिलाएँ अपने भविष्य की बचत योजनाओं से जुड़े निर्णय पूरी तरह से अपने पति भाई या पिता पर छोड़ देती हैं।
10. सर्वेक्षण में 86% महिलाएँ मानती हैं कि उन्हें वित्तीय उपकरणों में दिलचस्पी है और वे इसमें सक्रिय भूमिका निभाना चाहती हैं। वे इस बारे में सोचती तो हैं परंतु घर के कामकाज और घरेलू जिम्मेदारियों से उन्हें फुर्सत नहीं मिलती। जबकि 70% महिलाएँ साथ में यह भी स्वीकार करती हैं कि वित्तीय प्रबंधन, सर दर्द का काम है वह इसे बिल्कुल नहीं करना चाहेंगी।

उपरोक्त सर्वेक्षण से यह तो स्पष्ट है कि महिलाएँ किसी से कम नहीं हैं। उन्होने जीवन के प्रत्येक क्षेत्र में अपना लोहा मनवाया है और अपनी योग्यता को सिद्ध किया है। परंतु आज भी महिलाएँ, आर्थिक रूप से पूर्णरूपेण आज़ाद नहीं हो पाई हैं। उच्चतम न्यायालय का मानना है कि महिलाओं वास्तविक सशक्तिकरण तभी होगा जबकि ने उन्हें प्राप्त अधिकारों का लाभ उठा पाएँ और साथ ही आर्थिक रूप से सशक्त हों। अपने वित्तीय प्रबंधन के लिए आज भी महिलाएँ पुरुषों पर ही निर्भर हैं।

इसी रेखांकित करती हुई प्रसिद्ध साहित्यकार **रमणिका गुप्ता** लिखती हैं— **“अब स्त्रियों को अपनी चुप्पी खुद की तोड़नी होगी। घर परिवार की इज़त-सम्मान के छद्म से बाहर निकलना होगा।”**

महिलाओं को अपनी क्षमताओं को पहचानना होगा। जब महिलाएँ घर की चारदीवारी से बाहर निकल कर अपने लिए एक अलग मकाम बना सकती हैं, तो उन्हें अपने वित्तीय प्रबंधन से जुड़े निर्णय भी स्वयं ही करने चाहिए। महिलाओं को अपनी निर्णय लेने की योग्यता और क्षमता को स्वयं पहचानना होगा। उन्हें अपना वित्तीय प्रबंधन स्वयं करना सीखना होगा। इसके लिए एक या दो नहीं वरन स्त्रियों को एक समूह

के रूप में प्रयास करना होगा। सामूहिक प्रयास से आशातीत सफलता मिलने की संभावना अधिक रहती है—“जब एक या दो महिलाएँ परंपराओं को तोड़ने का प्रयास करती हैं तो उन्हें अपेक्षित सफलता नहीं मिलती, पर जब स्त्रियों का पूरा समूह विरोध में उतर आता है तो समाज को उनके आगे झुकना ही पड़ता है।”

स्त्रियों को सामाजिक संसाधनों पर अपना नियन्त्रण करना होगा। सामाजिक संसाधनों पर अपने नियन्त्रण के कारण ही पुरुष स्वयं को प्रकृति और समाज में उत्कृष्ट समझते हैं। इन्हीं संसाधनों के प्रबंधन की क्षमता को स्त्रियों को खुद में विकसित करना है— “स्त्री को सभी संसाधनों पर अपना नियन्त्रण रखना होगा। ये संसाधन हैं- भौतिक, मानवीय, बौद्धिक, आर्थिक और आत्मिक। स्त्री को अब स्वयं मूल्यों को तय करने की शक्ति रखनी होगी।”

महिलाएँ सदियों से घर का बजट कुशलतापूर्वक प्रतिबंधित करती आई हैं। वे घरेलू वित्तीय प्रबंधन में सिद्धहस्त हैं। अपने भविष्य के निवेश के लिए भी, उन्हें हिचकिचाहट महसूस नहीं करनी चाहिए— “जो स्त्री घर का सुचारु रूप से संचालन कर सकती हैं, कोई कारण नहीं है कि वह विश्व का संचालन न कर सके, क्योंकि घरों में ही पालित होकर यह विश्व इतना बड़ा हुआ है।”

वित्तीय सेहत भी उतनी ही महत्वपूर्ण है, जितना घरेलू काम-काज और परिवार। यदि वे आवश्यकता महसूस करें तो वित्तीय प्रबंधन के लिए किसी वित्तीय सलाहकार की सहायता ली जा सकती है। घर के लोगों से भी सहायता लेने में कोई बुराई नहीं है, अंतिम निर्णय महिलाओं को अपने विवेक से ही करना चाहिए। उन्हें पुरुषों पर अपनी निर्भरता कम करनी होगी। उन्हें अपने-आप में यह विश्वास जगाना होगा कि वित्तीय प्रबंधन इतना मुश्किल भी नहीं है। वित्तीय प्रबंधन पूरी तरह से महिलाओं के हाथ में आते ही, महिला सशक्तिकरण एक नए युग में प्रवेश करेगा ऐसा मेरा ध्रुव विश्वास है।

### संदर्भ ग्रंथ सूची

1. योजना मासिक पत्रिका जनवरी से दिसंबर अंक 2017 से 2018 अंक।
2. कुरुक्षेत्र मासिक पत्रिका जनवरी से दिसंबर अंक 2017 से 2018 अंक।
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## भारत में महात्मा गाँधी की पहली पाठशाला: चंपारण

डॉ. सुरेश कुमार\*

15 अप्रैल, 1917 की काली स्याह रात। मुज़फ़्फ़रपुर रेलवे स्टेशन पर पटना से आई एक ट्रेन रुकती है। राज कुमार शुक्ल के साथ एक मुसाफिन ट्रेन से उतरता है। मुज़फ़्फ़रपुर के एक डिग्री कॉलेज में इतिहास के प्रोफ़ेसर आचार्य जेबी कृपालनी अपने छात्रों के साथ उसका स्वागत करने स्टेशन आए हुए हैं। उनके हाथों में लालटेनों हैं, लेकिन वो तब भी अपने मेहमान को ढूँढ़ नहीं पाते, क्योंकि वो तीसरे दर्जे में सफर कर रहा है। इस शख्स का नाम मोहनदास करमचंद गाँधी है।



चित्र: रेलवे के तीसरे दर्जे में सफर करते महात्मा गाँधी।

क्या वजह है कि ये शख्स गुजरात से दो हजार किलोमीटर की दूरी तकय कर वहाँ पहुंचा था। गाँधी शांति प्रतिष्ठान के अध्यक्ष कुमार प्रशांत बताते हैं, “गाँधीजी चंपारण जाने से पहले गोपालकृष्ण गोखले को दिए गए उस वचन की पूर्ति में लगे हुए थे जिसमें उन्होंने कहा था कि मुंह बंद कर और आँख खुली रख एक साल भारत को सिर्फ देखो। इस पूरी कवायद के बाद गाँधीजी के सामने सवाल था कि अब तक जो भारत में उन्होंने देखा और जो उन्होंने दक्षिण अफ्रीका में किया, उसके बाद उनकी भूमिका क्या बनाती है”

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चित्र:- जेबी कृपलानी के साथ के साथ महात्मा गाँधी।

“ऐसे समय में राज कुमार शुक्ल नाम के एक व्यक्ति कांग्रेस के अधिवेशन में पहुंचते हैं।” उनको लगता है कि कांग्रेस के मंच से जितने लोग भाषण देते हैं, उनमें से ये आदमी कुछ अलग तरीके का है। वो गांधीजी से मिलते हैं और उन्हें चंपारण के किसानों की दयनीय हालत के बारे में बताते हैं।”

### कैसे पहुंचे चंपारण?

“गांधीजी कई बार उन्हें टालते हैं क्योंकि वो न तो बिहार को जानते हैं और न ही उन्होंने चंपारण का नाम सुना है। भारत के किसानों से उनका कोई संपर्क नहीं है और नील की खेती के बारे में भी उन्हें कुछ पता नहीं है। लेकिन राज कुमार शुक्ल उनके पीछे पड़े रहते हैं और उनसे बार-बार चंपारण चलने के लिए कहते हैं।”

“उनसे एक तरह से पीछा छुड़ाने के उद्देश्य से गाँधी उनसे कहते हैं, मैं कोलकाता जा रहा हूँ। आप भी वहाँ पहुंचिए। वहाँ से मैं आपके साथ चंपारण चलूंगा। राज कुमार शुक्ल कोलकाता पहुंच जाते हैं और उनको वहाँ से ले कर पटना के लिए चल पड़ते हैं। गांधीजी चंपारण जाने के लिए तैयार हुए, इससे बेहतर ये होगा कहना कि जो ऐतिहासिक शक्तियाँ तैयार हो रही थी, उन्होंने ठेल कर उन्हें चंपारण पहुंचा दिया।”

मुज़फ्फरपुर में रह रहे आचार्य कृपलानी जब साढ़े नौ बजे क्लब से अपने हॉस्टल लौटते हैं तो अपनी मेज़ पर एक टेलीग्राम रखा पाते हैं, जिसमें लिखा है कि अब से कुछ घंटे बाद गाँधी वहाँ ट्रेन से पहुंचने वाले हैं। कृपलानी समझ नहीं पा रहे हैं कि इतने बड़े आदमी का स्वागत वो किस तरह से करें?

कृपलानी अपनी आत्मकथा, 'माई टाइम्स' में लिखते हैं, "दरभंगा के एक ब्राह्मण छात्र ने सलाह दी कि इतने बड़े आदमी का स्वागत हिंदू रीति से आरती उतार कर करना चाहिए। मैंने वो बात मान ली। छात्रों ने आसपास के बगीचों से बहुत सारे फूल तोड़ डाले। आरती के लिए हर चीज़ जमा हो गई सिवाय नारियल के।"

### आरती उतारी गई

"इतनी रात उसे बाज़ार से तो मंगवाया नहीं जा सकता था, क्योंकि सारी दुकानें बंद हो चुकी थीं। हमारे बगीचे में एक नारियल का पेड़ था। सवाल उठा कि उस पर चढ़े कौन? कोई भी सामने नहीं आया। आखिर में मैं खुद नारियल के पेड़ पर चढ़ा और कई हरे नारियल तोड़ कर नीचे उतरा।"

जब गाँधी मुज़फ़्फ़रपुर के स्टेशन पर उतरते हैं तो उनके हाथ में एक कपड़े से बंधे कुछ कागज़ हैं। शुक्ल के हाथ में उनका एक छोटा सा बिस्तरबंद है। गाँधी की आरती उतारी जाती है, लेकिन कृपलानी नोट करते हैं कि गाँधीजी को ये सब रास नहीं आ रहा।

कृपलानी आगे लिखते हैं, "उसी ट्रेन से मेरा एक ज़मींदार दोस्त भी उतरा, स्टेशन पर उसकी बग्घी उसका इंतज़ार कर रही थी। मैंने उससे अनुरोध किया कि वो अपनी बग्घी हमें दे दे ताकि हम उस पर गाँधीजी को बैठाकर मेरे घर ले जा सके।"



चित्र: बग्घी में बैठे महात्मा गाँधी

"जब हम बग्घी के पास पहुंचे तो हमने देखा कि लड़कों ने उसमें जुते घोड़े हटा दिए थे और वो उसमें गांधीजी को बैठाकर उसे खुद खींचने के लिए तैयार थे। जब गाँधीजी ने ये देखा तो वो बोले कि वो इस बात के लिए कतई राज़ी नहीं होंगे कि लोग उन्हें इस तरह खींच कर ले जाएं।"

“अगर आप ऐसा करेंगे तो मैं पैदल ही चलना पसंद करूंगा। मैंने लड़कों से कहा कि वो इस पर ज्यादा जोर नहीं दें। जब हमारी बग्घी चली तो मुझे घोड़ों के हिनहिनाने की आवाज़ नहीं सुनाई दी। मैं उसी समय समझ गया कि लड़कों ने गाँधीजी की बात नहीं मानी थी।”

### राजेंद्र प्रसाद के घर पर

“उस ज़माने में बिहार में इस तरह की बग्घियाँ होती थीं कि अंदर बैठा शख्स नहीं देख पाता था कि उसे कौन चला रहा है? जब हम हॉस्टल पहुंचे तो गाँधीजी को पता चला कि लड़कों ने किया क्या है। वो बहुत नाराज़ हुए और बोले आपने मेरे साथ धोखा किया है।”

अब ज़रा गाँधी के कोलकाता से पटना पहुंचने की कहानी भी जान लीजिए। कुमार प्रशांत बताते हैं, “गाँधी राज कुमार शुक्ल के साथ पटना स्टेशन पर उतर तो जाते हैं लेकिन शुक्ल को समझ नहीं आता कि रात में गाँधी को ठहराए कहाँ? उनका मुकदमा लड़ रहे एक वकील पटना में रहते हैं, वो गाँधीजी को उनके यहाँ ले जाते हैं।”



चित्र: राजेन्द्र प्रसाद, महात्मा गाँधी और सरदार बल्लभ भाई पटेल एक साथ

“जब वो उनकी कोठी पर पहुंचते हैं तो बाहर एक नेम प्लेट देखते हैं जिस पर राजेंद्र प्रसाद लिखा हुआ है। पता चलता है कि राजेंद्र प्रसाद तो घर पर नहीं हैं, पुरी गए हुए हैं। जब शुक्ल कहते हैं कि ये हमारे मेहमार हैं। उनको यहाँ ठहराना है तो नौकर लोग बरामदे में उस जगह उन्हें बिस्तर बिछाने की जगह दे देते हैं, जहाँ मुक्किलों को ठहराया जाता है।”

गाँधी के पौत्र राजमोहन गाँधी उनकी जीवनी मोहनदास में लिखते हैं, “राजेंद्र प्रसाद के नौकरों को गाँधी वेशभूषा से संभ्रांत व्यक्ति नहीं लगते हैं, इसलिए वो गाँधी को न तो कुएं से पानी निकालने की इजाज़त देते हैं और न

ही घर के अंदर का शौचालय इस्तेमाल करने देते हैं। तभी गांधी को ध्यान में आता है कि उनके साथ लंदन में पढ़ने वाले मज़हरूल हक इसी शहर में रहते हैं। वो उन तक संदेशा भिजवाते हैं और वो खुद उन्हें लेने अपनी कार में पहुंचते हैं।”

मज़हरूल हक की गाँधी को मुज़फ्फरपुर जाने वाली ट्रेन में बैठाते हैं। चंपारण में गाँधी जी की उपस्थिति मात्र ही नील की खेती करने वाले किसानों में एक खास तरह की उमंग भर देती है। लेकिन नील की खेती करने वाले अंग्रेज़ प्लार्टर्स उनसे इतने क्षुब्ध होते हैं कि उन्हें अगले ही दिन चंपारण छोड़ने का नोटिस पकड़ा दिया जाता है।

### जिला छोड़ने का आदेश

कुमार प्रशांत बताते हैं, “गाँधीजी जब चंपारण पहुंचते हैं तो वे नौसिखिया आदमी नहीं हैं। वो परिपक्व हैं और दक्षिण अफ्रीका की बहुत बड़ी लड़ाई में विजयी हो कर भारत आए हैं। जिस तरह की परिस्थिति वो चंपारण में पाते हैं, इसकी तरह के हालातो से वो दक्षिण अफ्रीका में भी दो चार हो चुके हैं।”

“वो आने से पहले ही इस बात की तैयारी कर चुके हैं कि वहाँ पहुंचते ही उन्हें वहाँ से निकाल दिया जाएगा। वावे अपना बयान भी बना कर आए हैं कि अगर उन्हें निकाला जाएगा तो उन्हें क्या करना है।”

“जब उन्हें नोटिस मिलता है तो वो चंपारण के किसी दूर इलाके में हाथी पर बैठे जा रहे हैं। हाथी पर ज़िंदगी में पहली बार बैठे हैं। बड़ी मुश्किल से अपने को संभाले हुए हैं। तभी पीछे से एक व्यक्ति साइकिल पर आता है और उन्हें नोटिस पकड़ाता है कि उन्हें ज़िला छोड़ देना चाहिए।”

“वो तुरंत उस व्यक्ति के साथ चल देते हैं। वो उनसे कहता है कि पावती पर दस्तखत कर दें। उसी कागज़ के पीछे वो ज़िला मजिस्ट्रेट को चिट्ठी लिख देते हैं। उसमें वो लिखते हैं कि मेरे लिए संभव नहीं है कि मैं आपके ”



चित्र:- जिला छोड़ कर नहीं जाने पर अड़े बापू।

18 अप्रैल को जब गाँधी चंपारण के मुख्यालय मोतीहारी की अदालत में पेश होते हैं तो साफ-साफ कहते हैं, “ऐसा नहीं है कि कानून में मेरी आस्था नहीं है, लेकिन उनकी अंतरात्मा की आवाज़ कानून से कहीं बढ़ कर है।”

गाँधी के जीवनीकार राजमोहन गाँधी बताते हैं, “गाँधी का अदालत में दिया गया वक्तव्य पूरे भारत में एक बड़ी खबर बनता है। अहमदाबाद में गुजरात क्लब में जब राव साहेब हरिलालभाई इस खबर को पढ़ते हैं तो अपनी कुर्सी से उछल पड़ते हैं.... और उनके मुँह से निकलता है..... से असली आदमी है..... हमारा नायक है और बहुत बहादुर भी।”

### मिला बापू का नाम

चम्पारण में ही गाँधी को नया नाम मिलता है, ‘बापू’। कुमार प्रशांत बताते हैं, “चंपारण में दरअसल सत्याग्रह तो हुआ ही नहीं था। एक भी जूलूस नहीं निकला, एक भी धरना नहीं हुआ। कहीं नारा लगाने की जरूरत भी नहीं पड़ी।”

“गाँधीजी समस्या की जड़ तक पहुंचने के लिए कुछ लोगों से बात करते हैं और उसको रिकार्ड में लाते हैं ताकि हर चीज़ का कागज़ी सबूत रहे उनके पास। वो लोगों का बयान दर्ज करने का काम शुरू करते हैं जिससे अंग्रेज़ दहशत में आ जाते हैं।”



चित्र:- आम लोगों का दुख दर्द सुनते बापू।

एक मार्के की बात है कि सच्चाई को दर्ज करने में भी बहुत ताकत होती है। प्रशासन को जैसे ही पता चलता है कि बयान दर्ज हो रहे हैं, वो लोग घबराने लगते हैं कि ये क्या हो रहा है? फिर वो वहाँ पर एक दरोगा को बैठा देते हैं।

“गाँधीजी उसके लिए कुर्सी की व्यवस्था करवाते हैं और कहते हैं कि वो भी सुनेगा और देखेगा कि कौन क्या कर रहा है। गाँधीजी को न भाषा समझ में आती है, न वो हिंदी ठीक से बोल पाते हैं। सारे सरकारी दस्तावेज़ कैथी भाषा में हैं।”



“राजेंद्र बाबू जैसे उनके साथ के वकील उनके पूछते हैं कि उनके लिए वो क्या कर सकते हैं? गांधी कहते हैं न तो मुझे अपनी वकालत की ज़रूरत है और न ही आपकी अदालत की। मुझको तो आपसे क्लर्कों का काम लेना है।”

### गाँधी के बदलाव का तरीका

“जो ये लोग बोल रहे हैं, उसको दर्ज करे और जो मैं नहीं समझ पा रहा हूँ, वो मुझे समझाए। इससे एक पैसा माहौल गढ़ता चला जाता है कि शासन तंत्र हड़बड़ा जाता है और उसकी इसकी समझ में नहीं आया कि इस शख्स से कैसे निपटा जाए।”

चंपारण में गाँधी किसानों की लड़ाई तो लड़ ही रहे हैं, सामाजिक दूरियों को भी पाटने की कोशिश कर रहे हैं। वो आग्रह करते हैं कि सबकी रसोई एक जगह बने। हर बड़ा शख्स अपने साथ एक सेवक या रसोइया लेकर आया हुआ है। गाँधी इसे अनावश्यक बताते हैं।

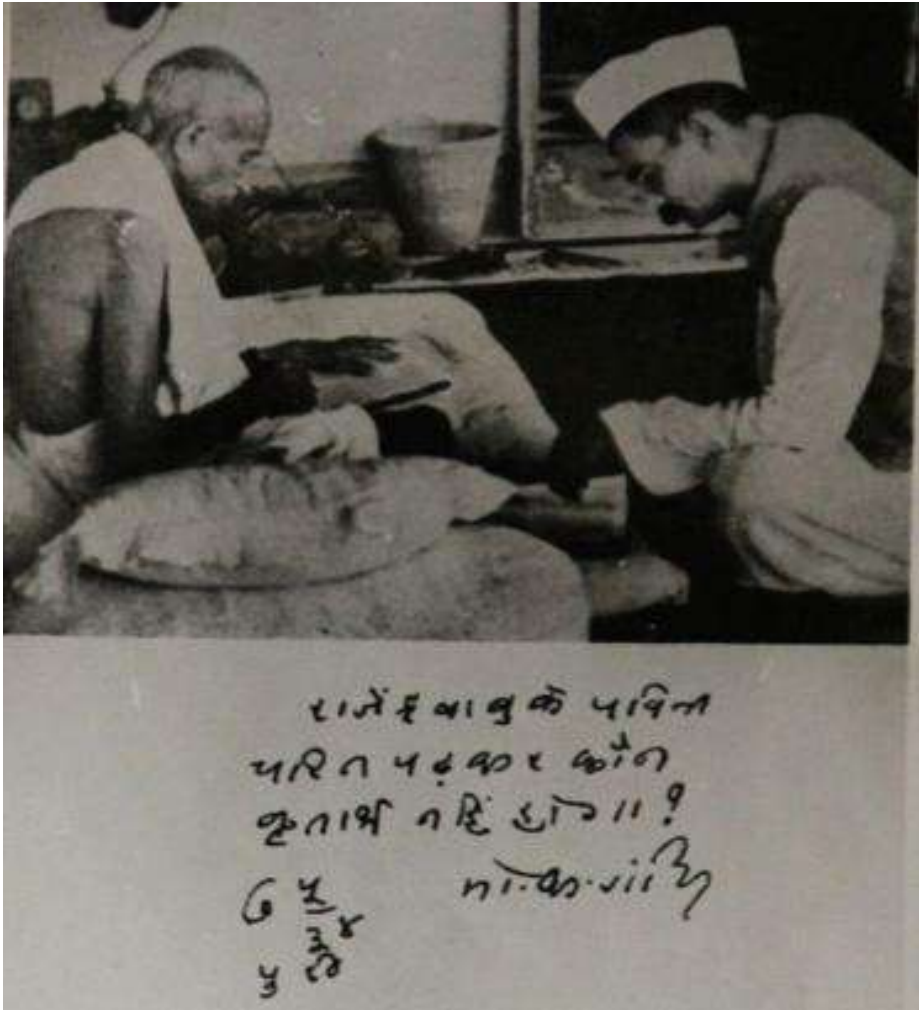


चित्र:- अंग्रेज़ अधिकारी के साथ बापू

डाक्टर राजेंद्र प्रसाद अपनी आत्मकथा में लिखते हैं, “गाँधीजी के साथ रहने की वजह से हमारी”रोज़मर्रा की ज़िंदगी में ज़बरदस्त बदलाव आ गया। मैं जाति नियमों का बहुत कड़ाई से पालन करता था और गैर ब्राह्मण के हाथ कास लुआ कुछ भी नहीं खाता था। धीरे-धीरे हम सब लोग साथ खाना खाने लगे।”

“एक एक कर हमने सारे नौकर वापस भेज दिए। हम अपने कपड़े खुद धोते, कुएं से खुद पानी निकालते और अपने बर्तन भी खुद ही साफ करते हैं। अगर हमें पास के गाँव में जाना होता तो हम पैदल ही जाते। ट्रेन में हम तीसरे दर्जे में सफर करते। हमने बिना पलक झपकाए अपने जीवन के सारे एशो-आराम छोड़ दिए थे।”

गाँधी के साथ काम करने वाले लोग चंपारण में उनकी निजी जिंदगी को भी आश्चर्य के साथ देख रहे हैं। आचार्य कृपलानी अपनी आत्मकथा 'माई टाइम्स' में लिखते हैं, "गाँधी अपना निजी काम खुद करते थे। यहाँ तक कि अपने कपड़े भी खुद अपने हाथ से धोते थे। अपने कपड़ों के बारे में वो बहुत संवेदनशील होते थे।"



चित्र:- महात्मा गाँधी और राजेंद्र प्रसाद साथ में बैठे हुये।

“अगर उनकी टोपी पर एक मामूली सा दाग भी रह जाए तो वो उसे नहीं पहनते थे और अगले दिनों दोबारा उसे धोते थे। मैंने गाँधीजी से ही धोती सीख था, लेकिन वो उनकी तरह दागरहित नहीं होती थी।”

गाँधी के प्रयासों का परिणाम होता है कि किसानों की समस्याओं के लिए 'चंपारण एग्रेसिव कमेटी' बनाई जाती है। गाँधीजी भी इसके सदस्य बनाए जाते हैं। इस समिति की सिफारिश के आधार पर तिनकठिया व्यवस्था समाप्त कर दी जाती है। किसानों के लगान में कमी लाई जाती है और उन्हें खतिपूर्ति का धन भी मिलता है।



कुमार प्रशांत बताते हैं, “मैं कहूँगा कि चंपारण गांधीजी की भारत में पहली पाठशाला थी। यहाँ गाँधीजी की पढ़ाई हुई। यहाँ से ही इस देश के लोगों और उनकी सादगी और सरलता की ताकत को उन्होंने पहचाना। आप जीवन में एक ठौर दूढ़ते हैं, जहाँ पैर टिका कर आगे बढ़ते हैं। गाँधीजी के राजनीतिक जीवन का एक ठौर था।”

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# Organochlorine Pesticides in Consumer Fish and Mollusks of Liaoning Province, China: Distribution and Human Exposure Implications

Dr. Rani\*

## ABSTRACT

Fish and mollusk samples were collected from markets located in 12 cities in Liaoning province, China, during August and September 2007, and 22 organochlorine pesticides (OCPs) were detected. DDT, HCH, endosulfan, chlordane, and HCB were the dominating OCPs, with mean concentrations and ranges of, respectively, 15.41 and 0.57 to 177.56 ng/g, 0.84 and below detection limit (BDL) to 22.99 ng/g, 1.31 and BDL to 13.1 ng/g, 1.05 and BDL to 15.68 ng/g, and 0.63 and BDL to 9.21 ng/g in all fish and mollusk samples. The concentrations of other OCPs generally were low and were detectable in a minority of samples, reflecting the low levels of these OCPs in the study region. In general, OCP concentrations were obviously higher in fish than in mollusks, and higher in freshwater fish than in marine fish, which indicated, first, that freshwater fish are more easily influenced than seawater fish and mollusks by OCP residues in agricultural areas and, second, that there are different biota accumulation factors for OCPs between fish and mollusk. To learn the consumption of fish and mollusk, 256 questionnaires were sent to families in 12 cities of Liaoning province. Using the contamination data, average estimated daily intakes of OCPs via fish and mollusk consumption were calculated, which were used for exposure assessment. The public health risks caused by exposure to OCPs in the course of fish and mollusk consumption were compared to noncancer benchmarks and cancer benchmarks.

Persistent organic contaminants (POCs) are among the agrochemicals and technochemistry that have been used extensively for decades in China. These compounds include organochlorine pesticides (OCPs), PCBs, PBDEs, and PCDDs. Since the 1950s, many such substances have been brought into use in large quantities in China, such as DDT and HCH; consequently, pollutant discharge to the environment has grown rapidly and caused undesirable side effects. The environmental behavior of OCPs and PCBs has been investigated

for many years. As early as 1962, Rachel Carson's *Silent Spring* concluded that DDT and other pesticides, designated OCPs today, had insidious effects, harmed birds and other animals and had contaminated the entire world food supply.

Food consumption represents an important pathway for exposure to contaminants from a variety of sources, including pesticide application and industrial processing. Recent studies have indicated that exposures to contaminants in food may pose a public health risk (NRC 1993; MacIntosh et al. 1996). For example, MacIntosh et al. (1996) found that some portion of the adult population may be exposed to individual contaminants in food at concentrations above thresholds of concern. Reports from the U.S. National Research Council of the National Academy of Sciences (NRC) and

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the Environmental Working Group have also found that pesticide exposures to children could be high enough to cause immediate adverse health outcomes (NRC 1993; Wiles et al. 1998).

Assessments of risks to human health have been undertaken worldwide to examine the potential health risk due to exposure to toxic contaminants in various environmental media and foodstuff (NRC 1993). Large-scale farming and increasing market demand for seafood products should focus more attention on the health consequences via seafood consumption, because historical discharge and possible new sources of OCPs are likely to impact adversely the quality of seafood products. This study comprehensively investigates OCP contamination in fish and mollusks in Liaoning province, China. The data enabled us to assess risks related to consumption of the target fish and mollusk products. The goal of this work is to provide baseline information on levels of OCP residues in fish and mollusks in the study area and estimated dietary exposures to certain pesticides through selected food samples that are representative of the diet of the people in the study area.

## METHODOLOGY

### Sample Collection

Fish and mollusk samples were collected from markets in 12 cities in Liaoning province, northeastern China, during August and September 2007; the locations of sampling sites are shown in Fig. 1. For fish samples, a clean and acetone-rinsed bistoury was used to take off haslets and muscle, which were then packed in a solvent-rinsed glass bottle with a Teflon-lined cap; for mollusk samples, edible parts of shells were cut off with an acetone-rinsed bistoury and packed in a solvent-rinsed glass bottle with a Teflon-lined cap. All samples were stored at  $-20^{\circ}\text{C}$  until required for extraction.



Fig. 1

## LOCATION OF SAMPLING SITES

A total of 259 fish (111 marine fish and 148 freshwater fish) and 444 mollusk individuals were collected; sample species included three marine fish [hairtail (*Trichiurus haumela*), small yellow croaker (*Pseudosciaena polyactis*), and Spanish mackerel (*Scomberomorus niphonius*)], four freshwater fish [bighead carp (*Aristichthys nobilis*), common carp (*Cyprinus carpio*), silver carp (*hypophthalmichthys molitrix*), and crucian carp (*Carassius auratus*)], and four marine mollusks [oyster (*Crassostrea gigas*), mussel (*Mytilus edulis*), clam (*Ruditapes philippinarum*), and scallop (*Chlamys farreri*)]. For fish samples, one individual was treated as one sample, and for mollusk samples, three individuals were treated as one sample. So the final quantities of samples for marine fish, freshwater fish, and mollusks were 111, 148, and 148, respectively. Information on samples, by species, including numbers, length/height, ages, habitat use, and feeding ecology, are given in Table 1.

Table 1  
Information on fish and mollusk samples

Species	Scientific name	No.	Length/height <sup>a</sup>	Age	Lipid content (%)	Habitat
Marine fish						
Hairtail	<i>Trichiurus haumela</i>	37	65 ± 18	3–4	2.15 ± 1.07	Oceanic
Small yellow croaker	<i>Pseudosciaena polyactis</i>	37	12 ± 4	2–3	1.87 ± 0.92	Oceanic
Spanish mackerel	<i>Scomberomorus niphonius</i>	37	31 ± 6	2–4	2.00 ± 1.00	Oceanic
Freshwater fish						
Bighead carp	<i>Aristichthys nobilis</i>	37	45 ± 10	3–5	1.62 ± 0.86	Potentially
Common	<i>Cyprinus carpio</i>	37	35 ± 8	2–4	1.92 ± 0.97	Potentially

## EXTRACTION AND ANALYSIS

Five grams of homogenized sample and 10 g of anhydrous sodium sulfate were accurately measured into a precleaned extraction thimble, spiked with a surrogate standard mixture of CB155 and D8-*p,p'*-DDT (purchased from Supelco, USA). After sufficient mixture, the samples were then Soxhlet extracted for 18 h with 200 ml mixed solvent (hexane/acetone, 1:1, v/v). Ten percent of the extracts were used to determine lipid content gravimetrically (results according to species are given in Table 1); the remaining extracts (90%) were bathed three times using 98% H<sub>2</sub>SO<sub>4</sub> and rotary-evaporated to 1 ml. Extracts were passed through a 5.5-g silica gel column (Silica 60; Merck, Germany), after pre-rinse with 25 ml of hexane, eluted with 25 ml of hexane for PCBs, HCB, and

aldrin, and 50 ml of a hexane/dichloromethane mixture (1:1, v/v) for other OCPs. Elutions were rotary-evaporated to 2 ml and then reduced to 1 ml under a gentler nitrogen gas flow. All OCPs were quantified with GC-ECD (Agilent 6820). DB-5 MS of 0.25-mm ID and 30-m length was used for analysis of OCPs. The column oven temperature was programmed at an increasing rate of 15°/min from an initial temperature of 80°C to a temperature of 160°C and then, at a rate of 3°/min, to 280°C (5-min hold). Injector and ECD temperatures were 250 and 300°C, respectively.

## QUALITY ASSURANCE/QUALITY CONTROL

A mixture of 22 OCP standards, including  $\alpha$ -HCH,  $\beta$ -HCH,  $\gamma$ -HCH,  $\delta$ -HCH, HCB, *p,p'*-DDT, *o,p'*-DDT, *p,p'*-DDE, *o,p'*-DDE, *p,p'*-DDD, *o,p'*-DDD, *cis*-chlordane (CC), *trans*-chlordane (TC), *trans*-nonachlor (TN),  $\alpha$ -endosulfan,  $\beta$ -endosulfan, endosulfan sulfate, heptachlor, heptachlor epoxide (isomer  $\beta$ ), aldrin, endrin, and dieldrin, was purchased from Supelco, Inc. (USA).

All samples were spiked with a labeled recovery standard containing CB155 and D8-*p,p'*-DDT prior to extraction. The surrogate standards of CB155 and D8-*p,p'*-DDT recoveries were  $89 \pm 18$  and  $105 \pm 16$ , respectively. Spike and blank samples were included at a rate of 1 for every 10 samples extracted, and the average spike recoveries fell in the range of 75–98%, except for *p,p'*-DDE (63%). The instrument detection limits (IDLs) were determined by assessing the injection amount that corresponded to a signal-to-noise ratio of 3:1. For  $\alpha$ -HCH,  $\beta$ -HCH,  $\gamma$ -HCH,  $\delta$ -HCH, HCB, aldrin, CC, TC,  $\alpha$ -endosulfan, *trans*-nonachlor, and *p,p'*-DDE, IDL values were 1 pg, and the values for other OCPs reached 5 pg. Results are reported only if the signal exceeded three times the baseline noise. All blanks were below the IDL.

## RESULTS AND DISCUSSION

### Analysis of General Contamination

Preliminary analysis indicated that DDT (sum of *p,p'*-DDT, *o,p'*-DDT, *p,p'*-DDE, *o,p'*-DDE, *p,p'*-DDD, and *o,p'*-DDD), HCH (sum of  $\alpha$ -HCH,  $\beta$ -HCH,  $\gamma$ -HCH, and  $\delta$ -HCH), endosulfan (sum of  $\alpha$ -endosulfan,  $\beta$ -endosulfan, and endosulfan sulfate), chlordane (sum of *cis*-chlordane, *trans*-chlordane, and *trans*-nonachlor), and HCB were the predominant and ubiquitous OCPs residues in the fish and mollusk samples. The mean concentrations, concentration ranges, and occurrences of these organochlorine pesticides by species are listed in Table 2.

In all samples (including fish and mollusks), DDT concentrations ranged from 0.57 to 177.56 ng/g [all normalized to wet weight (ww) except where indicated], and occurrence frequencies were 100%. The concentration ranges and occurrence frequencies, respectively, of HCH, endosulfan, chlordane, and HCB were BDL (below detection limit) to 22.99 ng/g and 95%, BDL to 13.1 ng/g and 67%, BDL to 15.68 ng/g and 40%, and BDL to 9.21 ng/g and 53%, respectively; details are discussed in the following. For other OCPs, such as heptachlor, heptachlor epoxide, aldrin, endrin, and dieldrin, the occurrence frequencies were 5, 11, 4, 3, and 3% (Table 3), respectively; this is not discussed further here, because only a small portion of the samples was analyzed. The residue levels of these seldom detected OCPs are also listed in Table 3.

## ANALYSIS OF OCP CONCENTRATIONS

### DDT

DDT showed the highest concentration of all OCPs analyzed. Concentrations of DDT were 1–2 orders of magnitude higher than those of HCH, endosulfan, chlordane, and HCB. Higher concentrations of DDT in fish and mollusks have also been reported by other groups (Nakata et al.



Table 2

Concentrations [mean  $\pm$  SD (range) ng/g, ww] and occurrences ( $n$ =) of major detected pesticides in Liaoning province

Species	<i>p,p'</i> -DDT	<i>o,p'</i> -DDT	<i>p,p'</i> -DDE	<i>o,p'</i> -DDE	<i>p,p'</i> -DDD
Hairtail	3.51 $\pm$ 3.38 (BDL-11.4) $n$ = 36	3.94 $\pm$ 5.59 (BDL-32.11) $n$ = 36	4.96 $\pm$ 10.19 (BDL-60.6) $n$ = 33	3.91 $\pm$ 10.92 (BDL-65.2) $n$ = 36	3.38 $\pm$ 10.68 (BDL-65.65) $n$ = 35
Small yellow croaker	3.52 $\pm$ 2.98 (0.24-9.79) $n$ = 37	4.06 $\pm$ 8.84 (BDL-54.99) $n$ = 36	5.70 $\pm$ 32.65 (BDL-128.26) $n$ = 34	3.01 $\pm$ 6.53 (BDL-40.00) $n$ = 35	3.84 $\pm$ 8.40 (BDL-51.5) $n$ = 36
Spanish mackerel	4.31 $\pm$ 12.94 (0.07-80.29) $n$ = 37	2.79 $\pm$ 1.89 (0.13-9.43) $n$ = 37	6.94 $\pm$ 11.23 (BDL-51.2) $n$ = 35	2.99 $\pm$ 8.82 (BDL-54.10) $n$ = 35	2.44 $\pm$ 6.55 (BDL-39.86) $n$ = 32
Bighead carp	6.17 $\pm$ 19.89 (BDL-111.83) $n$ = 36	5.07 $\pm$ 7.27 (0.09-35.5) $n$ = 37	9.29 $\pm$ 22.04 (BDL-98.7) $n$ = 34	4.86 $\pm$ 7.21 (BDL-39.86) $n$ = 34	3.02 $\pm$ 3.13 (BDL-12.94) $n$ = 32

2002; Yang et al. 2006; Guo et al. 2007; Wang et al. 2007) in other regions of China, which indicates that these pollutants are ubiquitous in the biosphere of China. Two possible reasons for the higher DDT concentrations in the study area are the heavy historical usage and the existence of a potential new source. DDT was in widespread use in China from the 1950 s to 1983 (Li et al. 1999), and a recent study reported that DDT is still being produced in China for use in malaria control and is also present as an impurity in dicofol, an insecticide currently used in China (Qiu et al. 2005). The mean concentration of DDT in all fish samples was 18.75 ng/g in this study, higher than the 6 ng/g reported by Meng et al. for Guangdong province, China (2007). The DDT concentrations in fish and mollusk

Table 3  
Minor detected organochlorine pesticide residues and their occurrence in fish and mollusks

Compound	Marine fish		Fresh water fish		Marine mollusk	
	Range	Occurrence	Range	Occurrence	Range	Occurrence
Heptachlor	BDL– 128	3	BDL– 0.98	7	BDL– 0.76	8
Heptachlor epoxide	BDL– 0.98	13	BDL– 0.91	17	BDL– 0.97	13
Aldrin	BDL– 0.20	6	BDL– 0.91	5	BDL– 0.97	5
Endrin	BDL– 0.34	2	BDL– 0.98	8	BDL– 0.11	1
Dieldrin	BDL– 0.76	4	BDL– 0.19	5	BDL– 0.96	4

Note: Total numbers of samples are 111, 148, and 148 for marine fish, freshwater fish, and marine mollusks, respectively

samples ranged from 0.84 to 212.16 ng/g in Dalian, China (Yang et al. 2006), and from 0.5 to 220 ng/g in Xiamen, China (Klump et al. 2002); these values are comparable to our concentrations, which ranged from 0.57 to 177.56 ng/g. DDT concentrations in fish from around the world have been reported (Kannan et al. 1995; Sapozhnikova et al. 2004; Yim et al. 2005; Darnerud et al. 2006). Generally, the median concentration of DDT (18.54 ng/g) in Liaoning province was lower than that in Vietnam (26 ng/g), Indonesia (28 ng/g), and Australia (22 ng/g) but higher than that in India (15 ng/g), Thailand (6.2 ng/g), Papua New Guinea (0.43 ng/g) Solomon Islands (4.8 ng/g), Korea (8.96 ng/g), Sweden (7.02 ng/g), and Salton Sea, USA (17.6 ng/g). It is known that DDT can be biodegraded to DDE under aerobic conditions and to DDD under anaerobic conditions, and a value of  $\text{DDT}/(\text{DDE} + \text{DDD}) > 1$  can be used as an indicator of possible new sources. In this study, the median value of  $\text{DDT}/(\text{DDE} + \text{DDD})$  was 0.48, and it was  $> 1$  in 26% of samples. The results suggest that DDT concentrations in fish and mollusks are mainly due to historical use, but point sources of DDT exist currently in the study areas.

## HCH

The HCH concentration ranged from BDL to 22.99 ng/g in all fish and mollusk samples in this study; this range is comparable to that reported in fish in Guangdong province (0.13–24.06 ng/g) (Meng et al. 2007) but wider than those reported in other areas of China, including Dalian (fish and mollusks, 0.15–4.25 ng/g), Tianjin (fish and mollusks, 0.35–0.54 ng/g), Shanghai (fish and mollusks, 0.044–2.64 ng/g) (Yang et al. 2006), and Zhoushan (fish,  $< 0.1$  ng/g) (Jiang et al. 2005). In the case of fish samples, the mean value (1.02 ng/g) in this study was similar to those in Sweden (0.96 ng/g) (Darnerud et al. 2006), Thailand (0.82 ng/g), Australia (0.34 ng/g), Indonesia (0.73 ng/g), Papua New Guinea (0.57 ng/g), the Solomon Islands (0.53 ng/g) (Kannan et al. 1995), and Korea (0.94 ng/g) (Yim et al. 2005) but lower than those in India (28 ng/g) and Vietnam (1.8 ng/g) (Kannan et al. 1995). Historically, the quantity of technical HCH used in China (4500 kt) was much higher than that of DDT (270 kt) (Li et al. 1998, 1999, 2001), but according to the residue

data, a much lower concentration of HCH was observed. There could be two reasons for this: first, HCH has a higher biodegradability and a lower lipophilicity than DDT (Guo et al. 2007); and second, DDT has been released to the environment since 1983 due to the use of dicofol and other purposes (Qiu et al. 2005).

## CHLORDANE

As an insecticide, chlordane has been widely used in China for termite control (Zhao 2005). In this study, the occurrence frequencies of chlordane were 42% in fish, ranging from BDL to 15.68 ng/g, with a mean concentration of 1.25 ng/g, and 36% in mollusks, ranging from BDL to 10.82 ng/g, with a mean concentration of 0.71 ng/g. The mean concentration in mollusk was comparable to those reported in Dalian (0.82 ng/g) (Yang et al. 2006) and Fuzhou (0.96 ng/g) (Monirith et al. 2003) and lower than those in Zhenjiang (3.48 ng/g), Shanghai (3.74 ng/g), Xiamen (2.02 ng/g), and Shenzhen (1.43 ng/g) (Monirith et al. 2003). Compared to other countries, the mean concentration in fish (1.25 ng/g) was higher than that in Vietnam (0.11 ng/g), Papua New Guinea (0.37 ng/g), Indonesia (0.45 ng/g), Solomon Islands (0.57 ng/g), but lower than India (2.4 ng/g), Thailand (2.6 ng/g), and Australia (51 ng/g) (Kannan et al. 1995).

## HCB

HCB was used principally as an intermediate to produce pentachlorophenol (PCP) and Na-PCP in closed systems (Hu et al. 2007). The occurrence frequencies of HCB were 53% in fish, ranging from BDL to 9.21 ng/g, with a mean concentration of 1.66 ng/g; these values were much higher than those in other regions of China reported by Monirith et al. (2003), and also higher than those in other countries reported by Kannan et al. (1995), but much lower than those in Australia [range, <0.01–60; mean, 4.2 ng/g (Kannan et al. 1995)].

## ENDOSULFAN

Technical endosulfan, which consists of  $\alpha$ - and  $\beta$ -isomers, is one of the few cyclodiene pesticides that is still used extensively throughout the world to control a number of insects on crops. In the environment, the cyclic sulfite group of endosulfan can be oxidized to the corresponding sulfate (endosulfansulfate) (Chandler et al. 1991; Guerin et al. 1992; Kathpal et al. 1997), which is persistent than its parents (Guerin 2001). In China, endosulfan is currently used as pesticide for cotton, wheat, tea, tobacco, and apple tree (Jia et al. 2009). As for all samples (include fish and mollusks), endosulfan concentrations varied from BDL to 13.1 ng/g, with a mean value of 1.50 ng/g, and the occurrence frequency was 67%. Due to the rarity of reports on endosulfan in fish and mollusk, few comparable data are available. It was reported that the endosulfan concentration in sea food from Guangdong province, China, ranged from 0.04 to 1.89 ng/g (Guo et al. 2007), much lower than that in this study. According to the report by Jia et al. (2009), compared to Guangdong province, endosulfan was more comprehensively used in Liaoning province, due to the need for control of insects on cotton and apple; we conclude that the greater usage led to the higher concentrations in fish and mollusks in Liaoning province.

## COMPARING OCPS IN DIFFERENT FISH AND MOLLUSK SPECIES

Toxic chemicals released to the environment from point sources such as industrial and municipal discharges and from nonpoint sources such as agricultural runoff and atmospheric deposition have contaminated surface



waters across China. Many chemical pollutants concentrate in fish and mollusks by accumulating in fatty tissues or selectively binding to fish muscle tissue. Even extremely low concentrations of bioaccumulative pollutants detected in water or bottom sediments may result in accumulation in fish and shellfish. Thus aquatic organisms are commonly used for environmental monitoring of pollutants such as heavy metals, OCPs, and polychlorinated biphenyls (PCBs). In the aquatic system, fish and mollusks are on different positions in the food chain, thus different fish and mollusk species may lead to different OCPs concentration. Figure 2 displays the mean concentration of OCPs in various fish and mollusk species, which were divided into three groups (I is marine fish, II is freshwater fish, and III is mollusks). In general, OCP concentrations were obviously higher in fish than in mollusks and higher in freshwater fish than in marine fish. These results indicate that OCP accumulation is greater in freshwater fish than in marine fish and mollusk. This probably reflects the impact of contaminant discharge from Liaoning province in northern China. Typically, seawater fish and mollusks are cultured in intertidal zones, small bays, and shallow seas, while freshwater fish are raised in ponds, lakes, reservoirs, and river channels, which are close to agricultural areas. Freshwater fish may be more easily influenced than seawater fish and mollusks are by OCP residues in agricultural areas. In addition, fish are at the top of the food chain in the aquatic system, so due to the biotaaccumulation feature of OCPs, fish suffer compound accumulation more easily than mollusks; our results reflect these characters.

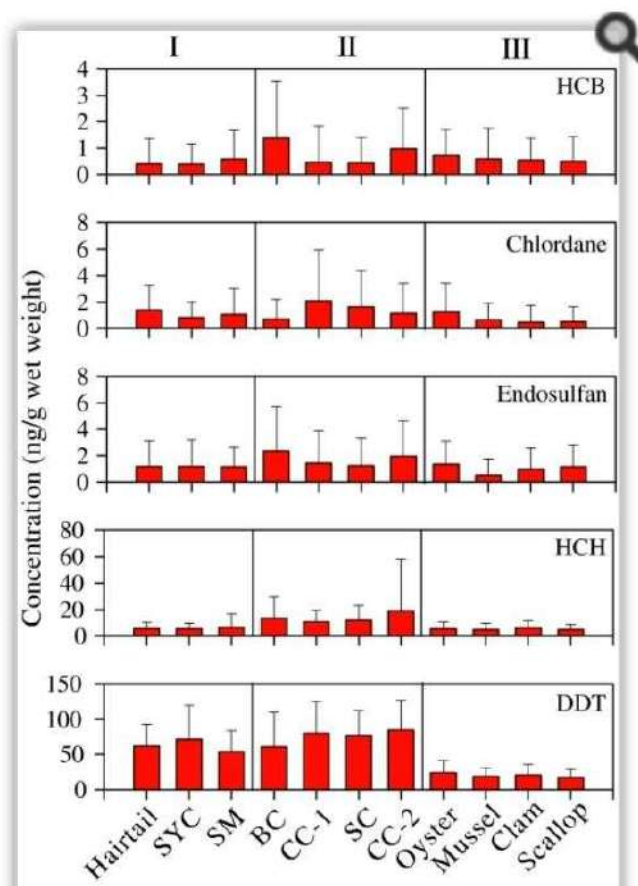


Fig. 2

## ESTIMATING EXPOSURE

The analysis estimates exposure to specific contaminants via foods by combining data on contaminant concentrations in foods, which is commonly used to assess human risk. The acceptable daily intake (ADI) recommended by the Food and Agriculture Organization and World Health Organization (FAO/WHO) is usually used to assess human exposure to target contaminants, without consideration of different eating habits and consumption rates. To estimate individual exposure from fish and mollusks, we calculated the estimated daily intake (EDI; ng/kg body weight/day) of OCPs by the following equation:

$$EDI = \frac{FDC \times CC}{BW}$$

1

where FDC is food daily consumption, CC is the mean contaminant concentration of OCPs, and BW is body weight, for which 60 kg is typical (IPCS 2006).

To determine the consumption of fish and mollusk, 256 questionnaires were sent to the families in 12 cities of Liaoning province. The questionnaires included the information number of people, consumption frequencies and quantities consumed of these foods (researched in this paper), and data on consumption of other fish and mollusks. After statistical calculations, we got the general consumption information on these foods in Liaoning province, and the results are presented in Table 4. Amounts consumed ranged from 20.45 to 50.12 g/day, with a mean value of 34.08 g/day, for marine fish, from 23.45 to 1.35 (mean = 32.78) g/day for freshwater fish, and from 13.24 to 38.47 (mean = 24.12) ng/day for mollusks. The consumption data arrived at are a little lower than the average consumption value of fishery food from the China Statistical Yearbook [38.90 g/day (NBSC 2008)].

**Table 4**  
Consumptions (g/day) of fish and mollusk according to city in Liaoning province

City	No. of questionnaires	Marine fish	Freshwater fish	Mollusk
Dalian	21	48.33 (70%)	23.45 (91%)	29.25 (75%)
Yingkou	22	42.15 (81%)	30.12 (89%)	33.69 (63%)
Dandong	18	50.12 (76%)	32.15 (93%)	38.47 (68%)
Anshan	23	28.14 (78%)	30.12 (83%)	24.13 (70%)
Panjin	22	35.68 (85%)	25.46 (93%)	30.45 (62%)
Benxi	23	35.36 (69%)	36.15 (85%)	18.53 (65%)
Fushun	21	21.63 (72%)	34.66 (87%)	16.46 (71%)

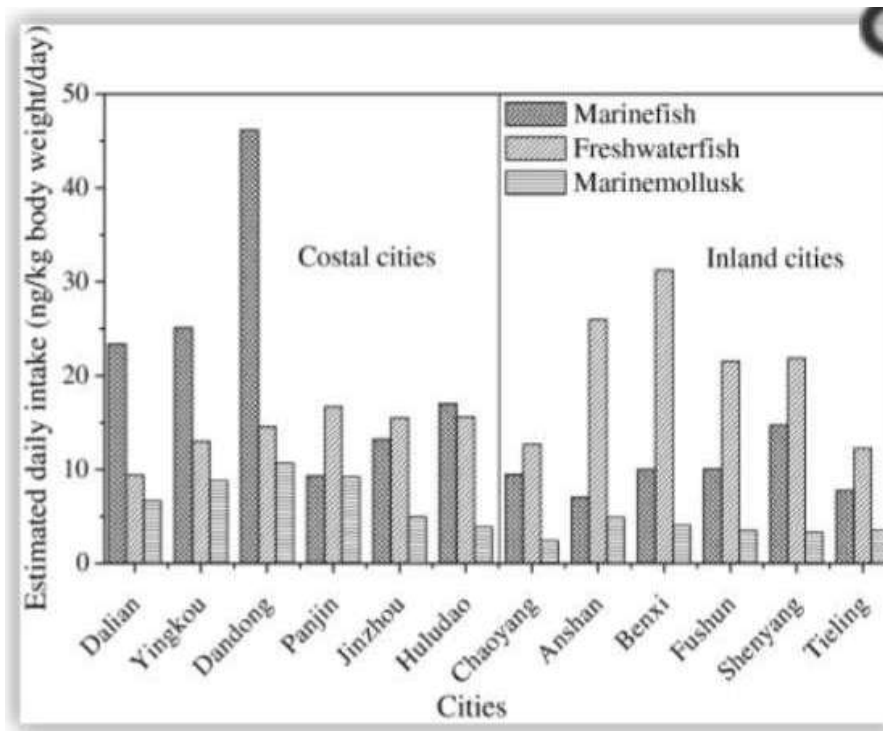
Using the data from the present study, we calculated average EDIs of OCPs via fish and mollusk consumption; OCP concentrations use the mean value of marine fish, fresh water fish, and mollusk

samples. As reported in Table 5, DDT clearly had the highest EDI values and also the highest values of OCPs for human exposure. In general, it showed the highest level of human exposure to OCPs through freshwater fish consumption, followed by marine fish and marine mollusks. Potential public health risks from exposure to OCPs by fish and mollusk consumption were assessed using two benchmark concentrations. A benchmark concentration represents the daily concentration below which there is a high probability of no adverse health effect. This is different from a benchmark dose, which is a statistically derived value used in setting a reference dose for noncancer health effects. The first benchmark concentrations were U.S. Environmental Protection Agency (EPA) Reference Dose (RfD) values, which were used for noncarcinogenic effects. The second benchmark concentrations were carcinogenic effects, which were derived using U.S. EPA cancer slope factors and represent exposure concentrations at which lifetime cancer risk is 1 in 1 million (USEPA 2006). The benchmark concentration is an estimate, with an uncertainty spanning perhaps an order of magnitude, of the daily exposure of the human population that is likely to be without appreciable risk of deleterious effects during a lifetime (USEPA 1990). Different benchmark concentrations of OCPs are also reported in Table 5. In this study, none of the EDI values for OCPs exceeded the benchmark concentration, which suggests that these aquatic foods are safe to consume based on their contributions to the EDI of organic contaminants. Despite the risk assessment results showing that it is safe, the potential health risk associated with consumption of these products cannot be neglected. The widespread distribution and higher concentrations of certain compounds deserve further monitoring.

**Table 5**  
Human exposures and benchmark concentrations for contaminants in fish and mollusk

Compound	Species	Estimated daily intake (ng/kg body weight/day)	Noncancer benchmark concentration (ng/kg body weight/day) <sup>a</sup>	Cancer benchmark concentration (ng/kg body weight/day) <sup>b</sup>
HCH	Marine fish	0.33	300	1354
	Freshwater fish	0.74	300	1408
	Marine mollusk	0.21	300	1914
DDT	Marine fish	14.79	500	5178
	Freshwater fish	18.64	500	5383
	Marine mollusk	5.34	500	7316
Endane	Marine fish	0.61	500	5030

To assess geographical exposure, human exposures were calculated based on cities by association with concentration and consumption data. According to the locations, we divided the 12 cities into inland (including Chaoyang, Anshan, Benxi, Fushun, Shenyang, and Tieling) and coastal (included Dalian, Yingkou,



Dandong, Panjin, Jinzhou, and Huludao). In general, there was higher exposure to OCPs by consumption of freshwater fish in inland cities than in coastal cities, and the results were reversed for consumption of marine fish and mollusks (Fig. 3 presents the human exposure to DDT in 12 cities in Liaoning province), which reflects the different compositions of aquatic products consumed in different cities. We also calculated the total exposure of these foods, and one-way analysis (ANOVA) was used to assess the different exposure between coastal cities and inland cities; at the 0.05 level, there was no significant difference between them. The conclusion was that, in geographical terms, residents of both inland and coastal regions were subjected to the same total exposure to OCPs by consumption of fish and mollusks.

Some limitations associated with exposure analysis can lead to uncertainty in the total risk. For example, our risk analysis did not consider different ages, and childhood exposure may have a greater probability of producing tumors than exposure in adulthood. The use of mean fish and mollusk contaminant concentrations to estimate exposure is another limitation that could underestimate risk if an individual regularly consumes fish and mollusks from a contaminated water body. In addition, human body weight and possible interactions among different toxic chemicals could lead to uncertainties. Our study, however, provides a clear picture of the distribution of OCPs in fish and mollusks and a risk assessment of human exposure in Liaoning province, China.

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# A Study on Women Education in India

Dr. Parwati Kumari\*

## ABSTRACT

The basic unit of society is a woman. As women makes a family, family makes a home and homes make a society. So we should never think that a society would come into existence without the contribution of women. The complete responsibility lies on the shoulders of the male to educate and encourage the females to step forward and to play their role in developmental processes of the family. It is also crucial for women access to the legal system. Education is a critical input in human resource development and is essential for the country's economic growth. This study conducts a study on women education in India.

## INTRODUCTION

Women are the inherent part of our society and cannot be neglected due to their less power and authority. They are created as a companion for men and men have to make her walk with them in the course of life. The Indian female's role and behaviors are defined by laws and as such are given divine sanction. She plays roles as a mother, a sister, a daughter, a wife. They play their roles with great responsibilities in upbringing of a healthy solid society, but she is in our so called modern world, still living in chains.

The basic unit of society is a woman. As woman makes a family, family makes a home and homes make a society. So we should never think that a society would come into existence without the contribution of women. We all know that without education, no development is possible. Here we have forgotten that the very first and best school of a child is its mother's lap. A good healthy society doesn't automatically emerge on its own and stands firm but it needs to be emerged and for its emergence women play a pivotal role.

The role of Indian women in their families revolves around well-established conventions of male supremacy and female sub-ordinance. Here the complete responsibility lies on the shoulders of the male to educate and encourage the females to step forward and to play their role in developmental processes of the family. Women are not only for home-making and child-rearing but they must also be given chance to put their hands a little forward in building up of a good solid society.

## WOMEN'S EDUCATION

Women education in India plays a key role in the social and economic development of the country. Educating a woman uplifts her life as well as the quality of her life and her entire family. It is a fact that any educated woman will definitely support the education of her children especially a girl child and provide a better guidance to her children. An educated woman will easily imbibe an independent and progressive outlook in her children. More importantly, an educated woman in a society like India will assist in reducing the infant mortality rate and control the blossoming of the population. empowerment. Because of the negative perception of women in India, this article examines

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reasons behind the neglecting of women education, importance of women education, importance of women education in India and what the Indian government is doing to reverse the situation.

Women have a much lower literacy rate than men. Far fewer girls are enrolled in the colleges and many of them drop out. In the patriarchal setting of the Indian family, girls have lower status and fewer privileges than boy children. A conservative cultural attitude prevents some girls from attending colleges. Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level.

The education of women in India plays a significant role in improving livings standards in the country. A higher women literacy rate improves the quality of life both home and outside of home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate.

## OBJECTIVES OF THE STUDY

The researcher has framed the following objectives to analyze the study area

1. To study the history of women education.
2. To analyze the problems of women education.
3. To study the importance of women education
4. History of women education

“Go where no one else will go, do what no else will do”

– Mary Lyon

Before and after Independence, India has been taking active steps towards women’s status and education. The 86th Constitutional Amendment Act, 2002, has been a path breaking step towards the growth of education, especially for females. According to this act, elementary education is a fundamental right for children between the ages of 6 and 14. The government has undertaken to provide this education free of cost and make it compulsory for those in that age group. This undertaking is more widely known as Sarva Shiksha Abhiyan (SSA).

Since then, the SSA has come up with many schemes for inclusive as well as exclusive growth of Indian education as a whole, including schemes to help foster the growth of female education.

## THE MAJOR SCHEMES ARE THE FOLLOWING:

- Mahila Samakhya Programme: This programme was launched in 1988 as a result of the New Education Policy (1968). It was created for the empowerment of women from rural areas especially socially and economically marginalized groups. When the SSA was formed, it initially set up a committee to look into this programme, how it was working and recommends new changes that could be made.
- Kasturba Gandhi Balika Vidyalaya Scheme(KGBV): This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for females is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) females.
- National Programme for Education of Girls at Elementary Level (NPEGEL): This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the “hardest to reach girls”. This scheme has covered 24 states in India. Under the NPEGEL, “model schools” have been set up to provide better opportunities to girls.

One notable success came in 2013, when the first two girls ever scored in the top 10 ranks of the entrance exam to the Indian Institutes of Technology (IITs). Sibbala Leena Madhuri ranked eighth, and Aditi Laddha ranked sixth.

Until recently, women have largely been excluded from the educational system. It may surprise you to know that while Harvard opened in 1636, the first college to admit women did not do so for another 200 years. Women did not begin attending college in equal numbers to men until as recently as 1980. Education is something women today often take for granted and they do not think about all of the hard work it took to attain right to education. In the past, women with little education often believed that they were not capable of things like participating in politics, having a career or even owning property. Women who were lucky enough to have received a quality education were more likely to be pioneers in civic activism and make history by understanding the history of women's education one is able to better appreciate how far we have come and the extraordinary women who got us here.

## REVIEW OF LITERATURE

“When 10% more girls go to school, a country's GDP increases on average by 3% -Ayni Education International

The Oxford Dictionary defines women problem solving technique as “Efforts to make life worth living for women students”. Their efforts have their origin either in some statute formed by the state or in some local custom or in a collective agreement or in the woman student's own initiative. (1)

According to Mbagwu and Ekwelum (2006), the increased need for women education was first expressed during the oil boom era of the 1970s in Nigeria which led to the establishment of many universities in the country. Interest in continuing education or part time programme is accentuated by the desire to acquire knowledge, skills and values that would enable recipient cope with every day changes in the environment or social milieu in which the individual finds herself.(2)

(Phillips, 2002) says that the influx of the new technologies may also have a detrimental impact on the number of female staff employed to work in distance teaching environments. If women are disadvantaged when it comes to training opportunities in the use of the new technologies, this may result in fewer women being employed as teachers/tutors in institutions that deliver courses through technology. She also summarizes that poor, rural women tend to be very busy, with both housework and family responsibilities, as well as often trying to take out a living, or supplement their family's income.(3)

## IMPORTANCE OF WOMEN'S EDUCATION

“To educate a girl is to reduce poverty”

– Former UN secretary General Kofi Annan`

Education has been of central significance to the development of human society. It can be the beginning, not only of individual knowledge, information and awareness, but also a holistic strategy for development and change. Education is very much connected to women's ability to form social relationships on the basis of equality with others and to achieve the important social good of self-respect. It is important, as well, to mobility (through access to jobs and the political process), to health and life (through the connection to bodily integrity). Education can allow women to participate in politics so they can ensure that their voices and concerns are heard and addressed in the public policy. It is also crucial for women to have access to the legal system. Education is a critical input in human resource development and is essential for the country's economic growth.

## Benefits of women's education

Apart from the acquisition of knowledge and values conducive to social evolution, education also enables development of mind, training in logical and analytical thinking. It allows an individual to acquire organizational, managerial, and administrative skills. Moreover, enhanced self-esteem and improved social and financial status within a community is a direct outcome of education. Therefore, by promoting education among women, India can achieve social and human development, and gender equality. A large number of empirical studies have revealed that increase in women's education boosts their wages and that returns to education for women are frequently larger than that of men. Increase in the level of female education improves human development outcomes such as child survival, health and schooling. Lower female education has a negative impact on economic growth as it lowers the average level of human capital.

Education has the significant inverse relationship with poverty because it provides employment opportunities and rejects poverty. The inclusion of trained and education women workforce will not only ensure women's welfare, it will also increase the overall productivity of the workforce due to more competitiveness. Hence, the developmental and feminist economists argue that it is desirable for the government to allocate more resources towards women's education, as it is going to benefit the whole society. The other hurdles are gender disparity in education in India, socioeconomic hurdles, insurgency hurdles.

## Learning and education

“Systematically modify the behavior or attitude”

Learning and training effects are fundamental in the development of positive attitude towards learning among individuals. If proper learning and training have been acquired counselors of adults should engage in promoting their interests and inclinations along positive dimensions. In all, there is the need for the counselors to endeavour help the women stimulate and sustain positive attitude towards their learning. Of course, counseling of the learners should not be done in a vacuum. That is, the adult counselors must also appreciate the level of educational achievement of the women so that she can determine appropriate approaches, and techniques that will enhance their learning outcome and the realization of her counseling objectives. Based on the peculiarities or prevailing circumstance, the counselor must seek to achieve a high level of cognitive affective and instrumental relations with the women, so that they can easily understand and appreciate the nature of their circumstances and the influence acquired. It will be very easy to organize programmes that would be used of “systematically modify the behavior or attitude” they have developed towards their learning and education.

## DATA OF WOMEN EDUCATION

Census of India, 2001 indicates that only 54% women are literate as compared to 76% men (female literacy was 39% in Census 1991). Female literacy is highest in Kerala (88%) and lowest in Bihar (33%). The Adult Literacy rate of females (aged 15 yrs and above) is 48% in 2001 against 73.4% for adult males. However, 14.6% females and 17.4% males are literate without any formal education.

## PROBLEMS OF WOMEN EDUCATION

Problems with family interventions also arise when parents are not interested continue to support women higher education. Other family factors such as child rearing issues, emotional needs of parents, and family structure size can contribute to the problems of family intervention.

## Woman Suffrage and the Home

It is still not being realized that there is definite connection between education, good motherhood and efficient house management. The management of millions of household and the upbringing of millions of children in thus is the hands of illiterate women. It is here that a change is required if our democratic and socialistic intensions are not to remain amere pretence. People can be motivated to have their children educated only if educational system is directly linked with economic and social development. As longas our education remains oblivious of the felt needs of people to solve their immediate problems and on the contrary, actually alienates them from their natural, social and cultural surroundings, they will rightly resist sending their children to school. It is the area of primary education, especially in rural areas, which should be given maximum attention. Primary education for both girls and boys is what we should be concerned about while planning our policies and allocation funds. It is this sector of our education structure that gets neglected in favor of all sorts of institutes of 'higher learning' and 'research' of a kind that are neither relevant nor pertinent to our pressing problems. The role of women outside home is becoming an important and even essential feature of our present day reality.

It sets forth the belief that the Suffrage movement strikes a blow squarely at the home and the marriage relation, and that the ballot is demanded by its most representative leaders for the purpose of making woman independent of the present social order. It argues that communism is the natural ally of Suffrage, and that, as homes did not spring out of the ground, they will not remain where men and women alter the mutual relations out of which the institution of home has slowly grown.

## Woman suffrage and sex

It alludes briefly to the social evil, and then discusses the Suffrage ideas in regard to sex as explained by both their older and more recent writers. It discusses the disabilities of sex in relation to the suffrage-the difficulties in the way of jury duty, police duty, and office holding -and draws the conclusion that the fulfillment of such necessary work of the voting citizen is practically impossibility for woman, and has been formed to be so in the Western States. Many students start their studies academically unprepared for higher education. Poor basic and secondary education, combined with a lack of selection in the academic system, lie at the root of this problem. Yet rarely does an institution respond by creating remedial programs for inadequately prepared students.

Woman's relation to the Republic is as important as man's. Woman deals with the beginnings of life; man, with the product made from those beginnings; and this fact marks the difference in their spheres, and reveals woman's immense advantage in moral opportunity. It also suggests the incalculable loss in case her work is not done or ill done. In a ruder age the evident value of power that could deal with developed force was most appreciated; but such is not now the case. It lies with us to prove that education, instead of causing us to attempt work that belongs even less to the cultivated woman than to the ignorant, is fitting us to train up statesmen who will be the first to do us honour.

If our ideals are mistaken or unworthy, then there will be ultimately no republic for men to govern or defend. When women are Buddhists, the men build up an empire of India. When women are Mohammedans, the men construct an Empire of Turkey. When women are Christians, men can conceive and bring into being a Republic like the United States.

## IMPLICATIONS FOR ADULT WOMEN COUNSELING AND EDUCATION

The challenges women encounter can undoubtedly affect their attitude towards learning since the low achievement of some of them is traceable to these challenges. It is obvious that the individual finds pleasure and meaning of life when they make progress in terms of achieving their goals and

desires. The challenges women face demand for a kind of intervention that would enable them maximize their participation and achieve the desired goal or objectives. From this understanding, it will not be difficult for adult education facilitators and counsellors to make smooth achievement in terms of helping their clients (i.e. the women) achieve their objectives of participating in continuing their education. The counselors and teachers are expected to understand the challenges of women and the prevailing situations which may, influence the attitude of the women towards learning and level of achievement. To facilitate the attainment of this counseling goal, the counselors must organize their activities in the language that is common to their adult women learners.

## CONCLUSION

“Marriage can wait, Education cannot”

– Khaled Hosseini

In conclusion, education access and participation in Ghana is stratified by four equity concerns: Gender based disparity, socioeconomic status, spatial disparity, and program-based disparity.

The opportunities of women in many sectors of the Indian economy have been improved by the provision of educational opportunities for girls and the acceptance of women's rights in the workplace, but female representation in the economy still remains low. The study suggested that women are hindered by both internal and external barriers which keep them from advancing to leadership. Internal barriers included the effects of socialization and sex stereotyping. External barriers derived from the structure of the education system that locked women into low-power, low visibility, dead-end jobs, and limited their performance and opportunities as a result.

Women educational administrators' advancement was further impeded by the cultural imperatives of male dominance and suppression. A study of choices for career development made by female student in India confirmed the many barriers women must overcome before assuming leadership roles in the education system, including family commitments, low self-esteem, and lack of opportunity and encouragement within the educational administration system. Nevertheless, the case studies suggest a number of measures for the provision of technical assistance by international organizations in:

1. Capacity building in establishing measures to promote women's opportunities in education
2. Training of trainers in promotion of gender equity.
3. Preparation of training materials for increasing gender awareness at all levels.
4. Facilitating the participation of women education, field staff, scientists, academic personnel and policy makers in conferences, workshops and exchange visits.
5. Facilitating information exchange and networking on women and development and gender issues.

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# Visceral Leishmaniasis Eradication is a Reality: Data from a Community-based Active Surveillance in Bangladesh

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## ABSTRACT

More than **20** million people in Bangladesh are considered at risk of developing visceral leishmaniasis (**VL**). A community-based active surveillance was conducted in eight randomly selected villages in a highly endemic area of Bangladesh from **2006** to **2008**. A total of **6,761** individuals living in **1,550** mud-walled houses were included in the active surveillance. Rapid **rK39** dipstick tests were conducted throughout the study period to facilitate the case diagnosis. Individuals with previous or current clinical leishmaniasis were identified on the basis of the case definition of the VL elimination program. Untreated cases of suspected VL were referred to the hospital for treatment. Socioeconomic and environmental information including bed net use was also collected. In **2006**, the annual incidence of clinical leishmaniasis in the study area was **141.9** cases per **10,000** population, which was significantly increased by the following year owing to community-based active surveillance for case detection and reporting. However, early case detection and early referral for treatment led to a significant decrease in incidence in **2008**. This study suggests that community-based active surveillance using a simple diagnostic tool might play a role in achieving the goal of the VL elimination program.

**Keywords:** visceral leishmaniasis, active surveillance, rK39 dipstick test, risk factors, Bangladesh.

## INTRODUCTION

Visceral leishmaniasis (**VL**), or kalaazar, is one of the most neglected tropical diseases in the world, affecting the poorest segments of rural populations. In the Indian subcontinent, VL was almost eliminated as a collateral effect of the malaria eradication program during the 1960s, which was largely based on the widespread use of DDT residual spraying [1]. A resurgence of the disease occurred during the late **1970s**, when large-scale use of DDT was stopped [2]. According to the Directorate General of Health Services in Bangladesh, a total of **70,170** VL cases were reported throughout the country during the previous 10 years (**1999–2010**). However, these official figures are thought to grossly underestimate the real situation.

The unique anthroponotic features of VL in the Indian subcontinent, including *Phlebotomus argentipes* as the only vector, humans as the only reservoir, and a defined geographical area, make the disease a potential candidate for elimination [3]. Knowledge of this possibility led to the signing of a memorandum of understanding in **2005** by Bangladesh, India, and Nepal to eliminate VL by reducing the incidence of the disease to less than one case per **10,000** population by **2015**. Early case detection and treatment together with integrated vector management are the main strategic

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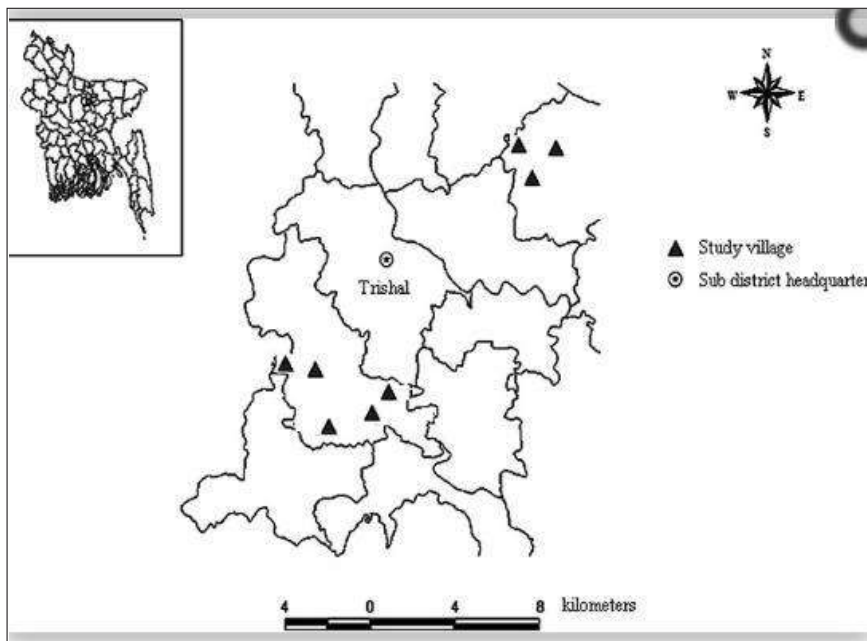


pillars of the VL elimination program. However, delays in case detection and treatment remain a problem in the control of VL despite some advancement in diagnostics and treatment.

The objective of this study was to provide information regarding the VL burden in endemic communities of Bangladesh in the early phase of the eradication program and to identify some of the risk factors associated with VL in these areas. The results of this study might help to demonstrate the potential of active surveillance as an important element of the VL elimination program.

## MATERIALS AND METHODS

Mymensingh is the most endemic district for VL in Bangladesh. Every year, more than **60%** of the total VL cases reported in Bangladesh are from this district. The present study was conducted in Trishal, one of the highest VL case-reporting subdistricts of Mymensingh. Trishal consists of **12** unions with an area of **339 km<sup>2</sup>** and **80,000** households comprising a total population of **372,000** (*according to the 2001 census*).



**Fig:-1 : Study Village and Area**

Two unions of the Trishal subdistrict were chosen for the study because they had the highest incidence of VL according to hospital data for **2003**. From these two unions, eight villages were further selected (**Fig. 1**). The villages were selected by multicenter random sampling. All the inhabitants living in mud-walled houses were included in the study.

At the beginning of the study, individuals from each selected household were invited to participate in the community-based active surveillance starting in August **2006**. Children aged less than three years were excluded from the study because VL is both difficult to diagnose in small children and is also still uncommon in this age group. Field research assistants completed a household roster and recorded individuals with VL in the household within the previous one year as per the study case



definition stated below. Untreated VL suspected cases were referred to the government hospital for further confirmation and appropriate case management. Information on demographic, socioeconomic, and educational status and mosquito-control measures was also collected.

To facilitate case management, the rapid **rK39** dipstick test was performed for the maximum number of individuals available at the beginning of the study (**Kalazar Detect®; InBios International, Seattle, WA, USA**). According to a recent meta-analysis study, the average sensitivity and specificity of **rK39** dipstick test was **92%** and **95%** respectively [4]. Rapid **rK39** dipstick tests were performed at one-year intervals for two consecutive years (**in 2007 and 2008**) for suspected VL cases. A person with fever  $\geq 2$  weeks and splenomegaly was considered a “**suspected VL case.**” **RK39**-positive individuals with signs and symptoms of VL were considered as “**probable cases of VL**” and referred to the nearby government hospital for further confirmation and treatment. **RK39**-positive persons without any signs or symptoms were considered “**asymptomatic VL patients**” and advised to contact the health workers working in the villages for study purposes. In the event of any subsequent complaint of VL symptoms, an additional test was performed and probable VL patients were referred to the government hospital. Field research assistants conducted home visits on holidays and in the early morning and late evening on working days. At least one home visit was conducted every month in each village. More frequent home visits, i.e., at least one home visit every two weeks, were conducted during the summer (**April through September**). Copies of the treatment record sheets of VL patients were collected from the corresponding government hospital in order to identify patients missing from those referred to the hospital by the field assistants. In such cases, field staff visited the missing patients houses and assisted them in reporting to the hospital. This longitudinal prospective cohort study was part of a community-based intervention study with a biopesticide (**neem oil**) [5].

IBM SPSS version **20.0** software was used for the statistical analysis. The general characteristics of the study subjects and households were summarized as the frequency for categorical variables. Age of the study subjects was categorized into three groups, **3–14 years**, **15–45 years**, and **>45 years**, according to a previous study in Bangladesh which demonstrated high prevalence of VL among younger (**<45 years old**) people [6]. The incidence of VL was calculated for each year (**2006, 2007, and 2008**). Univariate analysis of the association between VL incidence and potential risk factors was conducted using a modified Poisson regression analysis with a robust error variance procedure [7]. Cochran-Mantel-Haenszel (**CMH**) statistics were then conducted to measure the relationships between each pair of VL incidence-related variables identified from univariate analysis. A final multivariate model was constructed to determine the relative associations between VL incidence and each significant variable while adjusted for other covariates. Sex was also included in the final multivariate model according to evidence shown in a previous study [8]. The significance level was set at  $p < 0.05$  for all tests. The results were expressed as the relative risk (**RR**) and **95%** confidence interval (**CI**).

## THE FOLLOWING STUDY CASE DEFINITIONS WERE USED:

Clinical/confirmed leishmaniasis cases (**past cases**): patient diagnosed with illness characterized by  $\geq 2$  weeks of fever and at least one of the following: splenomegaly, skin darkening, and/or weight loss, plus a history of treatment with either sodium stibogluconate or pentamidine with clinical resolution of the symptoms; or with *Leishmania* amastigotes demonstrated in bone marrow or splenic aspirate or tissue over the past one year and documented in the medical records.

BClinical/confirmed leishmaniasis cases (**current cases**): patient diagnosed with illness characterized by  $\geq 2$  weeks of fever and at least one of the following: splenomegaly, skin darkening, and/or weight loss; or with *Leishmania* amastigotes demonstrated in relevant aspirate or tissue, and/or a positive **rK39** dipstick result.

## ETHICAL APPROVAL

The protocol was approved by the icddr,b Research and Ethical Review Committee. Informed consent was obtained from all adult participants and from a parent or guardian of all participating children.

### Results

A total of **1,550** mud-walled houses accommodated **6,955** inhabitants in the study villages. Household interviews were successfully completed for all mud-walled houses. Active disease surveillance was conducted for **6,761** individuals aged  $\geq 3$  years in **2006**. Table 1 shows the individual and household characteristics of the study subjects. Most of the inhabitants (**99.7%**) had been living in the study area for more than three years. About one third (**34.7%**) were children aged less than **15** years. The average number of household members *was 4 (SD = 2)* and the average household yearly income was US **\$526.0 (SD = 333.6)**. More than **70%** of the household heads were illiterate, and only **12.2%** had completed  $\geq 5$  years of institutional education. The majority of households (**59.5%**) owned land and at least one domestic animal (**72.9%**). Only **23.4%** households used some kind of mosquito-control measures; however, most of them (**74.1%**) were irregular in implementing those measures. Although **92.1%** of the households used bed nets, only **23.8%** of them did so regularly. **Table-2** shows the incidence of clinical leishmaniasis from **2006** through **2008**. In **2006**, **96** individuals were identified as having clinical leishmaniasis. In **2007**, the number of reported clinical leishmaniasis cases was substantially increased over that of the previous year (**RR = 1.38; 95% CI = 1.07–1.79**). However, the incidence of clinical leishmaniasis in **2008** was significantly lower than in **2006 (RR = 0.19; 95% CI = 0.12–0.32)**.

**Table 1.**

Characteristics of the study subjects (n = 6761) and households (n = 1550)

	No.	Percentage
Age, years (n = 6761)		
3-14	2344	34.7
15-45	3365	49.8
>45	1052	15.6
Sex (n = 6761)		
Male	3429	50.7
Female	3332	49.3
Education of household head, years (n = 1550)		
0	1129	72.9
1-5	232	15.0
>5	189	12.2

**Table 2.**

Incidence of clinical leishmaniasis in the study area

	No.	Incidence (per 10,000)	Relative risk (RR) (95% CI)
Clinical leishmaniasis in 2006	96	141.9	reference
Clinical leishmaniasis in 2007	133	196.7	1.38* (1.07–1.79)
Clinical leishmaniasis in 2008	19	28.1	0.19** (0.12–0.32)

\* $p < 0.05$ , \*\* $p < 0.001$ 

**Table-3** shows the results of the Poisson regression analyses for variables significantly associated with clinical leishmaniasis. It was found that VL incidence was significantly different among the three age groups (**likelihood ratio  $\chi^2 = 14.78$ ,  $df = 2$ ,  $p = 0.001$** ). The younger age group (**3–14 years**) was **2.17** times more at risk of developing VL than the older age group of **>45 years** ( **$RR = 2.17$ ;  $95\% CI = 1.39–3.37$ ,  $p = 0.001$** ); but the age group of **15–45 years** showed borderline significance compared to the older age group of **>45 years** ( **$RR = 1.55$ ;  $95\% CI = 0.99–2.41$ ,  $p = 0.055$** ). Male participants tended to develop VL more frequently (**4.1%**) than female participants (**3.2%**), but the difference was not statistically significant ( **$RR = 1.26$ ;  $95\% CI = 0.98–1.61$ ,  $p = 0.066$** ). People living without electricity in their homes were at a higher risk of developing VL than people who did have it ( **$RR = 3.40$ ;  $95\% CI = 1.76–$**

**6.59**,  $p < 0.001$ ). Similarly, people who never used mosquito-control measures or bed nets while sleeping were more prone to VL than those who had at least some habit of using a bed net or other mosquito-control measure ( **$RR = 1.49$ ;  $95\% CI = 1.09–2.06$ ,  $p = 0.013$ , and  $RR = 2.02$ ;  $95\% CI = 1.44–2.84$ ,  $p <$**

**0.001, respectively**). The other variables, i.e., education of household head, having own land, having domestic animal, and having cattle shed on the premises, were not found to be significantly associated with clinical leishmaniasis (**data not shown**).

The younger age group (**3–14 years**) implemented fewer mosquito-control measures than the older age group **>45 years** (**24.8% and 27.6% respectively,  $p = 0.082$** ). Moreover, the male younger age group used fewer mosquito-control measures than the female younger age group (**24.5% and 25.2% respectively,  $p = 0.372$** ). On the other hand, use of bed nets was slightly higher among male than female participants (**92.2% and 91.9% respectively,  $p = 0.695$** ). However, these associations were not statistically significant. Nor was a significant association found between using a bed net and implementation of mosquito-control measures ( **$p = 0.068$** ). A significantly positive association was found between having electricity in the house and implementing mosquito-control measures ( **$p < 0.001$** ) and between having electricity in the house and using a bed net ( **$p < 0.001$** ).

**Table 3.**

Factors related to clinical leishmaniasis

	Clinical leishmaniasis No. of cases	Univariate analysis <sup>†</sup> Mul	
		RR (95% CI)	
Age, y			
3–14	111	2.17 (1.39–3.37)**	2.17
15–45	114	1.55 (0.99–2.41)	1.59
>45	23	reference	
Sex			
Male	140	1.26 (0.98–1.61)	1.26
Female	108	reference	
Have electricity in the house			
No	239	3.40 (1.76–6.59)***	2.99
Yes	9	reference	

**Table-3** shows the result of multivariate Poisson regression analysis of the final model adjusted for all the covariates with a  $p$  value of  $< 0.05$  in the univariate analysis. After adjustment, the age group of **15–45** years became statistically significant ( $RR = 1.59$ ;  $95\% CI = 1.02–2.47$ ,  $p = 0.040$ ). The association between having electricity and clinical leishmaniasis was slightly attenuated, but still remained significant ( $RR = 2.99$ ;  $95\% CI = 1.56–5.75$ ,  $p = 0.001$ ). A similar result was found for use of mosquito-control measures ( $RR = 1.41$ ;  $95\% CI = 1.03–1.92$ ,  $p = 0.031$ ) and use of bed net ( $RR = 1.96$ ;  $95\% CI = 1.40–2.75$ ,  $p < 0.001$ ).

## DISCUSSION

The results of this study suggested that VL was underreported in **2006** through the existing passive case detection system. The increased incidence of clinical leishmaniasis in **2007** indicates that community-based active surveillance using a simple diagnostic tool (*rK39 dipstick test*) can substantially increase the level of case reporting. Early case reporting and referral for treatment could significantly reduce the source of infection within the community, which resulted in the notably decreased incidence of clinical leishmaniasis in **2008**. In South Asia, as in Bangladesh, delays in case detection and treatment remain a problem in the control of VL. The median delay from onset of fever to treatment was reported to be about four months [9–11]. Moreover, the number of people exposed to infection or infected without any symptoms has important implications in disease transmission. Therefore, early diagnosis with active surveillance and early treatment are essential not only to cure the VL patient but also to decrease the infection reservoir. The rapid *rK39* dipstick test has shown high sensitivity and specificity in detecting VL infections on the Indian subcontinent [12]. The World Health Organization (*WHO*) currently recommends it as the best available diagnostic tool for VL for

use at health facilities in remote areas. Thus, this kind of simple diagnostic tool may improve active surveillance programs by facilitating case management.

Although this study was not designed for comprehensive risk factor analysis, we tried to identify some of the factors associated with clinical leishmaniasis. This study found that the children (**3–14 years old**) of these communities were at a higher risk of developing VL than the older age group of **>45** years, as in other endemic areas of Bangladesh [6]. It was also found that male cases of VL were more frequent than female cases, although the difference was not statistically significant. A recent study in Nepal found that male participants had a significantly higher risk of developing VL than female participants [8]. Other studies in Bangladesh and India did not find any association between sex and VL incidence [6, 13]. Traditionally, men in the countryside keep the upper part of their body exposed and wear fewer clothes than women, particularly in the summer months, which might make them more vulnerable to bites by the sandfly vector. We also found that the use of some mosquito-control measure, e.g., smoke and mosquito coil, provided protection against VL. However, very few households reported implementing such measures regularly. Moreover, people in the younger age group, especially young males, used fewer mosquito-control measures than people in the older age group, which might also make them more susceptible to the sandfly bite.

Previous epidemiologic studies on the Indian subcontinent found bed nets to be a protective factor against VL [6, 9], which is also supported by our findings.

More than 90% of households in the study villages reported using bed nets at night. This high percentage suggested that bed nets were already widely implemented in Bangladeshi communities. However, only **23.8%** of the households reported using bed nets regularly. Previous studies in this subcontinent region demonstrated that insecticide-treated bed nets were a favorable option for vector management [14, 15]. Therefore, health education programs regarding personal protection measures followed by provision of insecticide-treated bed nets promise to be a highly effective prevention intervention in the endemic community.

VL is known as a disease of the poorest people on the Indian subcontinent [16]. Although determining the relationship between poverty and VL involves multiple factors [17], poverty has been found to be associated with VL in previous studies conducted in this region [9, 10]. In the present study, having electricity in the household, which may constitute an indicator of better socioeconomic status, was found to reduce the risk of developing VL. Previous studies in Nepal [8, 9] and Bangladesh [6] found that ownership of cattle was strongly protective against VL. Another study in India found that illiteracy was associated with VL risk [13]. However, in the present study, neither cattle ownership nor illiteracy of the household head was associated with VL incidence in the univariate analysis and thus was not included in the multivariate analysis.

This study was part of a community-based intervention study with neem oil. Neem oil was not found to be effective in the control of VL; in fact the VL incidence was slightly higher in the intervention area. Probably the result was confounded by other variables such as better socioeconomic condition and higher rate of using mosquito-control measures including bed nets in the control area. Thus, neem intervention was not included in the analysis. In this study, we did not report some of the important factors of recent interest, such as immunogenetic factors, dietary indicators, and nutritional status, which might influence the susceptibility of a host to the development of VL infection [6, 18]. Availability of a highly sensitive and specific rapid diagnostic test (*rK39*), an increasing number of treatment options, and the unique anthroponotic features of the sandfly vector make VL a potential candidate for elimination. However, massive efforts in community-based active disease surveillance coupled with scaled-up personal protection measures and integrated vector management interventions are required to achieve the goal of the VL elimination program.

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## बाबू वीर कुंवर सिंह : 1857 क्रांति के योद्धा एवं सम्पूर्ण नायक

डॉ. सुरेश कुमार\*

अंग्रेजों के खिलाफ 1857 की क्रांति के योद्धा वीर कुंवर सिंह ने अंग्रेजों को खदेड़कर जगदीशपुर में अपना झंडा फहराया था।



चित्र: बाबू वीर कुंवर सिंह

23 अप्रैल 1857 को वीर कुंवर सिंह ने जगदीशपुर के अपने किले पर फतह पाई थी और ब्रिटिश झंडे यूनियन जैक को उतारकर अपना झंडा फहराया था। उससे एक दिन पहले यानि 22 तारीख को उन्होंने युद्ध शुरू किया था। इसी युद्ध के दरम्यान वह गंगा नदी पार करते समय अपने पलटन के साथ ईस्ट इंडिया कंपनी के सैनिकों से घिर गए थे, उस ट्रूप का कमांडर डगलस था। एक सैनिक की गोली बायीं बांह में लगी। तब कुंवर सिंह की उम्र 80 वर्ष

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थी। गोली की वजह से इन्फेक्शन ना हो जाए और अंग्रेजों की गोली अपने शरीर में रखना उनके लिए अपमान लगा, इसलिए उन्होंने अपने तलवार से अपनी बांह काट कर गंगा को अर्पित कर दी और फिर दुश्मनों से एक हाथ से लड़े। उनकी वीरता और युद्ध कौशल का अनुमान इस बात से ही लगाया जा सकता है कि उन्होंने एक हाथ से लड़कर अंग्रेजों को खदेड़ दिया और अपने किले पर वापस कब्जा कर लिया, ऐसा अपने जीवन काल में करने वाले वह पहले रियासत के राजा हैं।

कुंवर सिंह का जन्म नवम्बर, 1777 में शाहाबाद (अब भोजपुर बिहार) के उज्जैनिया राजपूत वंश के रियासतदार महाराजा साहबजादा सिंह और महारानी पंचरतन देवी के यहां हुआ था। उनके पिता की सन् 1826 में मृत्यु के बाद वह जगदीशपुर के तालुकदार बन गए। उनके दोनों भाइयों अमर सिंह और हरे कृष्णा सिंह जो उनके सिपहसालार भी थे, वे उनको अंग्रेजों के खिलाफ हर युद्ध में साथ दिया।

## कुंवर सिंह एक प्लांड हीरो थे

कुंवर सिंह एक एक्सीडेंटल हीरो नहीं थे बल्कि वह एक प्लांड हीरो थे, ऐसा मानना है निर्मल सिंह का जो पिछले 22 वर्षों से कुंवर सिंह की वीरगाथा और भारतीय इतिहास में उनके गौरवमयी योगदान को देश दुनिया में पहुंचाने के लिए कार्यरत हैं और वीर कुंवर सिंह फांडेशन चलाते हैं। वह हर साल 23 अप्रैल को दिल्ली में विजयोत्सव दिवस मानते हैं, उन्होंने राष्ट्रपति भवन से लेकर पार्लियामेंट तक वीर कुंवर सिंह की गौरवगाथा पहुंचाई है। टाइम्स नाउ के लिए मनोज भावुक से बातचीत में वह कहते हैं कि बाबु कुंवर सिंह ने अंग्रेजों के खिलाफ युद्ध शुरू करने की तैयारी 1846 में ही शुरू कर दी थी। वह सोनपुर के प्रसिद्ध मेले को अपनी युद्ध की रणनीतियों के लिए मंत्रणा करने हेतु इस्तेमाल करते थे, ताकि अंग्रेजों के खबरियों को शक नह हो। वह गुर्रिला युद्ध शैली में काफी कुशल थे जिसका प्रयोग उन्होंने सैनिक क्रांति में किया। निर्मल सिंह को इस बात का दुख है कि 80 की उम्र के बूढ़े हीरो जो जवानों से कई गुना तेज और ताकतवर थे, उनको वह सम्मान और लोकप्रियता अब तक नहीं मिल पाई है जिसके वह हकदार थे। उनकी सरकार से मांग है कि राजधानी दिल्ली में 1857 के महान क्रांति के सभी अनसंग हीरोज के लिए एक संग्रहालय बनाया जाये।

## कुंवर मॉडल क्या है?

अखिल भारतीय इतिहास संकलन समिति के अध्यक्ष डॉ. बालमुकुन्द पाण्डेय टाइम्स नाउ के लिए मनोज भावुक से बताते हैं कि कुंवर सिंह किसानों के भी नेता थे। उन्होंने जब देखा कि युवा किसानों को जबरन अंग्रेजी सरकार सेना में भर्ती कर रही है और इस वजय से गांव के गांव बर्बाद होते जा रहे हैं तो उन्होंने यहीं से अंग्रेजों के खिलाफ संघर्ष करना शुरू किया। उनके साथ ज्यादातर बिंध और मल्लाह थे, क्षत्रियों ने उनका कम साथ दिया। भारतीय इतिहास अनुसन्धान परिषद् ने उनके ऊपर पुस्तक भी प्रकाशित की है।

वरिष्ठ पत्रकार निराला बिदेसिया ने बताया कि जैसे राजा रणधीर सिंह के शासन-रैली की चर्चा की जाती है वैसे ही कुंवर सिंह जी के रियासत की भी शासन पद्धति काफी आधुनिक और लोकतांत्रिक थी। उनके इस शैली को हम कुंवर मॉडल कहते हैं। उनके दरबार में एक सुगठित तंत्र था, जिसमें कैबिनेट था औ उसका नेतृत्व करने के लिए लोग थे। उनके कैबिनेट में हर वर्ग, हर जाति से लोग अपनी क्षमता और कार्य-शैली के आधार पर चुने गए थे। वहां रियासत होने अर्थात राजतन्त्र होने के बावजूद भी लोकतंत्र था, सामाजिक समरसता और बराबरी थी, ऐसा कुछ था कुंवर मॉडल।

## कुंवर सिंह की प्रेम कहानी को लेकर विवाद क्यों है?

कई लोग कुंवर सिंह के जीवन में धर्मन बाई का जिक्र नहीं आने देते और उसको लोकमानस की कल्पना कहते हैं लेकिन उनके प्रेम-जीवन पर गहन अध्ययन करने वाले निराला बिदेसिया जी इसका विरोध करते हैं। उनका मानना है कि कुंवर सिंह

को लोगों ने केवल योद्धा की छवि दी है, उनके व्यक्तित्व के एक पक्ष को दिखाया है, कुछ लोग उनकी शासन-शैली का भी जिक्र करते हैं लेकिन उनका जो पावन प्रेम का अद्भुत पक्ष था उसे छुपाया गया। जबकि मेरे विचार से हीरो केवल योद्धा होकर पूर्ण-नायक नहीं हो सकता यदि उसके चरित्र में प्रेम की झलक न दिखे। यह बात होनी चाहिए कि कुंवर सिंह एक ऐसे नायक थे जिन्होंने ना केवल जीवन भर अंग्रेजों से स्वराज्य के लिए संघर्ष किया अपितु प्रेम भी किया और बिना छिपाए हुए किया। यह उनकी शख्सियत को सम्पूर्ण नायक बनाता है।

## कुंवर सिंह का जिक्र लोकगीतों में

कुंवर सिंह ऐसे नायक थे जिन्हें लोक भाषा के गीतों में ही नहीं वरन लोकगीतों में जगह मिली, जिसे समूह और काल-खंड बनाता है और गाता है। कुंवर सिंह भोजपुरी के ऋतु-गीतों और जातीय-गीतों में अवसर विद्यमान है। उनके वीरता और अंग्रेजों से लोहा लेने वाली गाथा को अलग-अलग विधाओं में गाया जाता है। उनके साथ अमर सिंह का भी जिक्र होता है। डुमराव के राजा का भी जिक्र होता है जिन्होंने अंग्रेजों से साठ-गाठ करके कुंवर सिंह को धोखा दिया था। जैसे, होली के फगुआ में-

“बाबू हो कुंवर सिंह तेगवा बहादुर, बंगला में उडेला अबीर, आहो लाला बंगला में उडेला अबीर”

‘पंवरिया’ मुसलमानों की एक जाति होती है वह भी एक लोकगीत अमूमन गाते हैं-

“भोजपुर में डुमराव बसेलें, उहो बाड़े फिरंगिये नूं..... सब बिसेन मिली घुस लुकईले, बाबू पडलें अकेले नूं।”

ऐसे और भी कई लोकगीत की विधाएं जैसे धोबिया गीत, विरहा पंवारा, कबड्डी के बाले, कजरी आदि में उनकी वीर-गाथाओं का जिक्र है। छपरा की रहने वाली और लोकगायक उदयनारायण सिंह की बेटी तीस्ता भी बाबू कुंवर सिंह की गाथा गाने के लिए मशहूर थी। वह देश-विदेश में उनकी वीर-गाथा को अपनी टीम के साथ अलग-अलग शैलियों में गाकर और भाव-भंगिमाओं के साथ नृत्य करके प्रस्तुत करती थी। दुर्भाग्यवश उसके असमय निधन के बाद वह जगह खाली हो गया। वही एकमात्र कलाकार थी। किन्तु उसके पिता ने हार नहीं माना और अब उसकी छोटी बहन सृष्टि यह काम कर रही है।

## कुंवर सिंह पर फिल्म

काफी खोज और पृष्ठताछ के बाद यह पता चला कि कुंवर सिंह पर कोई भी फिल्म किसी भी भाषा में नहीं बनी है। यद्यपि एक डॉक्यूमेंट्री बनी है। गौरतलब हो कि भोजपुरी की शुरुआत में सबसे पहले कुंवर सिंह पर ही फिल्म बनाने की बात चली थी। कई बार योजनायें भी बनीं और स्क्रिप्ट भी लिखी जाने लगीं कुछ भी मूर्त-रूप न ले सका और 1962 में गंगा मैया तोहे पियरी चढ़ईबो’ बन कर रिलीज हो गयी। कई लोग बताते हैं कि बॉलीवुड के बड़े प्रोडक्शन हाउसेस में और बिहार के सम्बन्धित फिल्मी हस्तियों से इस विषय पर फिल्म बनाने के लिए चर्चा की गई लेकिन किसी ने इतने गौरवशाली योद्धा की कहानी रूपहले परदे पर लाने को सोचा ही नहीं।

वीर कुंवर सिंह को जानने वाले, उनसे प्रेरित होने वाले, उनपर गर्व महसूस करने वाले कितने ही लोग इस आशा में हैं कि जैसे बूंदेलों-हरबोलों के मुंह सुन-सुन कर देश दुनिया ने रानी लक्ष्मीबाई को जाना, सराहा, गुमान किया और फिर सुभद्रा कुमारी चौहान ने कविता लिखी और बॉलीवुड और टीवी जगत ने फिल्में और सीरियल बनाए, वैसे ही बिहार के जनमानस में अंकित बाबू वीर कुंवर सिंह की गाथा को कब राष्ट्रीय और अंतरराष्ट्रीय स्तर पर वह ख्याति मिलेगी जिसकी उनकी शख्सियत हकदार है।

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# भारत में वामपंथी विचारधारा का उद्भव और आंदोलन : एक ऐतिहासिक सर्वेक्षण

डॉ. सुजीत कुमार निराला\*

20वीं सदी के दूसरे दशक के बाद भारत में एक शक्तिशाली वामपक्ष का उदय हुआ। मार्क्सवाद और दूसरे समाजवादी विचार बहुत तेजी से फैले। राजनीतिक दृष्टि से इस शक्ति की अभिव्यक्ति कांग्रेस के अंदर एक वामपंथ के उदय के रूप में हुई, जिसने राष्ट्रीय मुक्ति संघर्ष की धारा को दलितों – शोषितों की सामाजिक आर्थिक मुक्ति की धारा के नजदीक लाने का कार्य किया। इन नीय प्रवृत्ति के नेता जवहारलाल नेहरू और सुभाषचन्द्र बोस थे। इस वामपंथ ने अपना ध्यान साम्राज्यवाद विरोध संघर्ष तक ही सीमित नहीं रखा, बल्कि पूंजीपतियों और जमींदारों के आंतरिक वर्गीय शोषण का सवाल भी उठाया। धीरे-धीरे वामपक्ष में दो ताकतवर दल उभरे – भारतीय कम्युनिस्ट पार्टी (C.P.I.) और कांग्रेस समाजवादी पार्टी (C.P.I.)।

## भारत में वामपंथी विचारधारा

भारत में वामपंथी विचारधारा प्रथम विश्व युद्ध के पश्चात् राजनैतिक तथा आर्थिक परिस्थितियों के कारण उभरी और यह अनिवार्य रूप से राष्ट्रवादी आन्दोलन के साथ संलग्न हो गयी। भारत में वामपंथी आन्दोलन के उदय के प्रमुख कारण निम्न थे—

1. रूसी क्रान्ति का प्रभाव इसके पीछे मुख्य प्रेरक शक्ति थी। 1917 ईस्वी के 7 नवम्बर को लेनिन के नेतृत्व में बोल्शेविक पार्टी (**कम्युनिस्ट पार्टी**) ने जार के राजशाही शासन को उखाड़ फेंका और पहले समाजवादी राज्य की स्थापना की घोषणा की। रूस के नये समाजवादी शासकों ने चीन और एशिया के अन्य भागों में अपने उपनिवेशवादी अधिकारों को छोड़ने की घोषणा की। लोगों को प्रेरणा मिली कि यदि आम जनता यानी मजदूर, किसान और बुद्धिजीवी वर्ग संगठित होकर जारे के शक्तिशाली साम्राज्य का तख्ता पलट सकते हैं और ऐसी सामाजिक व्यवस्था कायम कर सकते हैं, जिसमें एक आदमी दूसरे का शोषण नहीं करता, तब ब्रिटिश साम्राज्य से संघर्ष करने वाली भारतीय जनता भी ऐसी कर सकती है। इस प्रकार लोग मार्क्स के क्रान्तिकारी विचारों से रोमांचित हो गये।
2. प्रथम विश्व युद्ध के बाद देश की आर्थिक स्थिति बहुत शोचनीय हो गयी। दैनिक आवश्यकताओं की वस्तुओं के मूल्य बहुत बढ़ गये। व्यापारियों की कालाबाजारी तथा अफसरों की बेईमानियों के कारण देश में अकाल की स्थिति उत्पन्न हो गयी। इस प्रकार लोगों के सामने साम्राज्यवाद और पूंजीवाद का घिनौना रूप प्रकट हो गया।
3. गाँधी के **असहयोग आन्दोलन** में भाग लेने वाले बहुत सारे नौजवान इसके नतीजों से खुश नहीं थे और गांधीवादी नीतियों, विचारों और यहाँ तक कि वैकल्पिक स्वराजवादी कार्यक्रमों से भी संतुष्ट

\*बाबा साहब भीमराव अम्बेडकर बिहार विश्वविद्यालय, मुजफ्फरपुर (बिहार)।

नहीं थे। इसलिए मार्गदर्शन के लिए उन लोगों ने अपना रूख समाजवादी विचारों की ओर मोड़ा। शिक्षित मध्यम वर्ग का अंग जो अंग्रेजी की उदरवादी नीति में विश्वास खो बैठा था और जिसे बेकारी स्पष्ट सामने दिखती थी, वह भी अब इस ओर खींच गया।

4. आगे चलकर 1929 ईस्वी की विश्वव्यापी मन्दी ने भी यह स्पष्ट कर दिया कि इस दौड़ में भी समाजवादी देशों में निरंतर प्रगति हो सकती है। उल्लेखनीय है कि रूस इस मन्दी की चपेट से न सिर्फ अलग था, बल्कि उसकी प्रगति दर भी ऊँची थी।
5. परन्तु इन सबके ऊपर जवाहरलाल नेहरू ऐसे व्यक्ति थे, जिन्होंने **राष्ट्रीय आन्दोलन** को समाजवादी दृष्टि प्रदान की और 1929 ईस्वी के बाद भारत में वे समाजवाद और समाजवाद विचारों के प्रतीक बन गये और घोषणा की कि यदि आम आदमी को आर्थिक मुक्ति हासिल होती है, तभी राजनैतिक मुक्ति सार्थक हो सकती है। इस प्रकार नेहरू ने युवा राष्ट्रवादियों की एक समूची पीढ़ी को मोड़ा और समाजवादी विचारों को आत्मसात् करने में उनकी मदद की।

### साम्यवादी विचार का उद्भव

1920-21 ईस्वी के दौरान पूर्वी उत्तर प्रदेश के किसान आन्दोलन के समय आर्थिक मुद्दों में नेहरू की रुचि बढ़ी। 1922 ईस्वी में जेल में उन्होंने साम्यवादी विचारों का अध्ययन किया। 1927 ईस्वी में ब्रुसेल्स में **“उपनिवेशवादी दमन और साम्राज्यवाद”** के विरोध में आयोजित अंतर्राष्ट्रीय कांग्रेस में वे समूचे विश्व के साम्यवादियों तथा उपनिवेशवाद के खिलाफ लड़ने वाले योद्धाओं के सम्पर्क में आये। उन्होंने अपने विचारों को तार्किक अंजाम देने के लिए सुभाषचन्द्र बोस के साथ सहयोग का हाथ बढ़ाया। 1929 ईस्वी के कांग्रेस के लाहौर अधिवेशन में नेहरू ने घोषणा की कि, **“मैं समाजवादी और लोकतन्त्रवादी हूँ और राजाओं और राजकुमारों में मेरा विश्वास नहीं है, मेरा उस व्यवस्था में भी विश्वास नहीं है जो उद्योगों में आधुनिक राजाओं को जन्म देते हैं।”** 1936 ईस्वी के लखनऊ कांग्रेस में उन्होंने समाजवाद के प्रति अपनी प्रतिबद्धता जताते हुए स्पष्ट शब्दों में कहा कि **“मुझे पक्का विश्वास हो चला है कि विश्व की और भारत की समस्याओं के समाधान की एकमात्र कुंजी समाजवाद है। मैं जब इस शब्द का इस्तेमाल करता हूँ तो अस्पष्ट मानवतावादी अर्थ में नहीं, बल्कि वैज्ञानिक और आर्थिक अर्थ में करता हूँ, जिसके अंतर्गत काफी व्यापक और क्रांतिकारी परिवर्तनों की जरूरत होती है।”** लेकिन समाजवादी के प्रति नेहरू की प्रतिबद्धता का एक विशेष ढांचा था, जिसमें राजनीतिक और साम्राज्यवाद विरोधी संघर्ष को तब तक प्रमुख स्थान दिया गया था जब तक भारत पर विदेशी शक्ति का शासन था। नेहरू ने 1936 ईस्वी में समाजवादियों से कहा था कि उन्हें दो बातों ने प्रभावित किया है। वे हैं राजनीतिक स्वतंत्रता एवं सामाजिक स्वतंत्रता, जिनका प्रतिनिधित्व क्रमशः कांग्रेस और समाजवाद करता है। तथा इन दोनों को मिलाना ही समाजवादियों की सबसे प्रमुख समस्या है। इसजिए नेहरू ने कोई ऐसा संगठन बनाने का प्रस्ताव नहीं माना जो कांग्रेस से अलग अथवा उससे स्वतंत्र हो। मुख्य काम था कांग्रेस को प्रभावित करना अथवा पूरी तरह से उसका समाजवादी दिशा में रूपांतरण करना और इस लक्ष्य को कांग्रेस के झंडे के नीचे रहकर और किसानों तथा मजदूरों को इस संगठन में शामिल करके ही सर्वोत्तम रूप से पाया जा सकता था।

## समाजवादी और कम्युनिस्ट के दल

वास्तव में नेहरू वामपंथी विचार वाले लोगों को राष्ट्रीय आन्दोलन की मुख्य धारा से अलग एक भिन्न संप्रदाय बनने देने नहीं चाहते थे। इस तरह बीसवीं सदी के दूसरे दशक में सारे देश में समाजवादियों और कम्युनिस्टों के दल अस्तित्व में आये। मुम्बई में श्रीपाद अमृत डांगे ने 'गाँधी और लेनिन' नाम का पर्चा प्रकाशित किया तथा पहले समाजवादी साप्ताहिक 'दि सोशलिस्ट' की शुरुआत की। मुजफ्फर अहमद ने बंगाल में 'नवयुग' निकाला और कवि काजी नजरूल इस्लाम की सहायता से 'बंगाल' का प्रकाशन किया। पंजाब में गुलाम हुसैन ने कुछ अन्य लोगों के साथ मिलकर 'इन्कलाब' का प्रकाशन किया। मद्रास में एम. सिंगारवेलु ने "लबेर किसान गजट" की स्थापना की। इसके अलावा जवाहर लाल नेहरू और सुभाषचन्द्र बोस ने पूरे देश का दौरा किया। अपने दौरों में उन्होंने साम्राज्यवाद, पूंजीवाद और जमींदारी प्रथा की आलोचना की और समाजवादी विचारधारा को अपनाने की शिक्षा दी। भगत सिंह और चन्द्रशेखर आजाद ने नेतृत्व वाले अतिवादी क्रान्तिकारी भी समाजवाद की ओर झुके। इस प्रकार भारत में वामपंथी आन्दोलन की दो मुख्य धाराएं विकसित हुईं:—

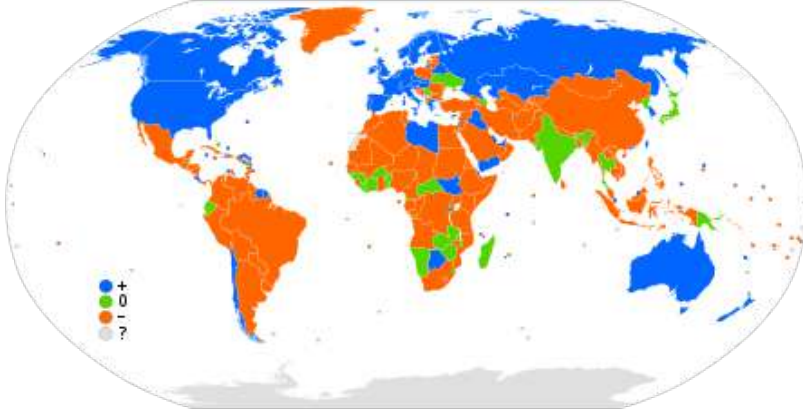
**प्रथम, (Communism)** साम्यवाद जो कि अन्तर्राष्ट्रीय आन्दोलन के भाग के रूप में उभरा और जिसको कामिन्टर्न, जो कि रूस का अन्तर्राष्ट्रीय साम्यवादी संगठन था, नियंत्रित करता था और दूसरा कांग्रेस सोशलिस्ट दल, जो कि भारतीय राष्ट्रीय कांग्रेस का वामपंथी दल था और लोकतांत्रिक समाजवाद को मानता था। ये दोनों ही आन्दोलन भारत में प्रचलित साम्राज्यवाद विरोधी भावनाओं पर अवलम्बित थे।

## संदर्भ ग्रंथ सूची

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# मानव प्रवास के कारण, प्रभाव और नुकसान : एक भौगोलिक विश्लेषण

डॉ. अनिल कुमार सिंह\*



चित्र:- सन् 2018 में प्रव्रजन की दर : धनात्मक (नीला), ऋणात्मक (नारंगी), अपरिवर्तित (हरा), जिसके आँकड़े नहीं हैं (शूरा); धनात्मक प्रव्रजन (positive net migration rate) का अर्थ है कि किसी क्षेत्र में एक वर्ष में आने वालों की संख्या उस क्षेत्र से बाहर जाने वालों की संख्या से अधिक है।

मनुष्य स्थायी या अस्थायी रूप से एक स्थान से दूसरे स्थान आवागमन करते हैं। अक्सर आवागमन लम्बी दूरी का ही होता है। वह अपने देश से दूसरे देश तक ही नहीं बल्कि आन्तरिक पलायन भी करते हैं क्योंकि ज्यादातर लोग अपने देश में रहना पसन्द करते हैं। मानव पालन पूरे विश्व में एक समान है। प्रवास एक व्यक्ति के रूप में, परिवार, विशाल समूह के रूप में होता है।

## मानव पलायन के प्रकार

पूरे विश्व में मानव पलायन मुख्यतया दो प्रकारों का होता है जो निम्नलिखित हैं—

1. **घरेलू पलायन या आंतरिक पलायन** – यानि देश के भीतर के लोगों का एक से दूसरे खंड में आवाजाही होना।
2. **अंतरराष्ट्रीय पलायन** – लोगों का एक देश से दूसरे देश में आवाजाही होना। घुमंतू लोगों के मानव पलायन नहीं माना जाता है, क्योंकि ये एक स्थान में बसने का इरादा नहीं रखते। ये लोग मौसम के अनुसार एक स्थान से दूसरे स्थान जाते हैं। अल्प कालीन चालन जैसे; यात्रा, पर्यटन, तीर्थ या लघुकरण पलायन में सम्मिलित नहीं किया जाता। जो लोग नए इलाके में पलायन करते हैं उन्हें प्रव्रचक कहते हैं।

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2011 वर्ल्ड बैंक के पलायन रिपोर्ट के मुताबिक 21.5 करोड़ से अधिक लोग यानी दुनिया की 3% आबादी अपने जन्म स्थान के देश से बाहर रहते हैं। मानव पलायन के दो कारण हैं।

1. **पुश फैक्टर** (धक्का कारक)
2. **पुल्ल फैक्टर** (खींचने के कारक)

यह वह कारक है जो मनुष्य को प्रवाह होने के लिए धक्का या अपनी ओर खींचता है। पुल्ल और पशु कारक चुम्बक के उत्तर और दक्षिण दिशा की तरह हैं, अगर इन दो दिशाओं को आमने-सामने रखे तो यह आपस में चिपक जाता है और समान दिशा में रखे तो एक-दूसरे से अलग हो जाते हैं।

1. **पुश फैक्टर (धक्का कारक)** यह कारक मनुष्य को अपने देश से प्रवास करने के लिए मजबूर करता है।

पशु फैक्टर विभिन्न प्रकार के होते हैं। ये हैं—

- A. बेरोजगारी।
- B. कम निजी अवसर
- C. प्राकृतिक असंतुलन के कारण।
- D. राजनैकित प्रभाव और भय।
- E. भेद-भाव।
- F. प्रदूषण।
- G. अनुचित पाठशाला।

## बेरोजगारी

जब देश में कार्य करने वाली जन शक्ति अधिक होती है किंतु काम करने के लिए राजी होते हुए भी बहुतों को प्रचलित मजदूरी पर कार्य नहीं मिलती, तो उस विशेष अवस्था को 'बेरोजगारी' (*Unemployment*) की संज्ञा दी जाती है। ऐसे व्यक्तियों का जो मानसिक एवं शारीरिक दृष्टि से कार्य करने के योग्य और इच्छुक हैं परंतु जिन्हें प्रचलित मजदूरी पर कार्य नहीं मिलता, उन्हें 'बेकार' कहा जाता है।

## व्याख्या

मजदूरी की दर से तात्पर्य प्रचलित मजदूरी की दर से है और मजदूरी प्राप्त करने की इच्छा का अर्थ प्रचलित मजदूरी की दरों पर कार्य करने की इच्छा है। यदि कोई व्यक्ति उसी समय काम करना चाहे जब प्रचलित मजदूरी की दर पंद्रह रूपए प्रतिदिन हो और उस समय काम करने से इनकार कर दे, जब प्रचलित मजदूरी बारह रूपए प्रतिदिन हो, ऐसे व्यक्ति को बेकार अथवा बेरोजगारी की अवस्था से अस्त्र नहीं कहा जा सकता। इसके अतिरिक्त ऐसे भी व्यक्ति को बेकार अथवा बेरोजगारी से त्रस्त नहीं कह सकते जो कार्य तो करना चाहता है परंतु बीमारी के कारण कार्य नहीं कर पाता। बालक, रोगी, वृद्ध तथा असहाय लोगों को "रोजगार अयोग्य" (*unemployables*) तथा साधु, पीर, भिक्षमंगे तथा कार्य न करने वाले जमींदार, सामंत आदि व्यक्तियों को पराश्रयी कहा जा सकता है।

## बेरोजगारी की हानियाँ

बेरोजगारी होने पर हम सरकार पर दायित्व होते हैं सरकार बेरोजगार युवाओं के ऊपर बहुत धन व्यय करती है जैसे गेहूँ को ₹18 में खरीद कर ₹1.5 में देती है। जिससे सरकार का बहुत नुकसान होता है।

## कारण एवं भेद

बेरोजगारी का अस्तित्व श्रम की माँग और उसकी आपूर्ति के बीच स्थिर अनुपात पर निर्भर करता है। बेरोजगारी के दो भेद हैं – असंतुलनात्मक (*फ्रिक्शनल*) तथा ऐच्छिक (*वालंटरी*) असंतुलनात्मक बेरोजगारी श्रम की माँग में परिवर्तन के कारण होती है।

ऐच्छिक बेरोजगारी का प्रभाव उस समय होता है जब मजदूर अपनी वास्तविक मजदूरी में कटौती को स्वीकार नहीं करता। समग्रतः बेरोजगारी श्रम माँग और पूर्ति के बीच असंतुलित स्थिति का प्रतिफल है।

प्रोफ़ेसर जे.एम. कीन्स "अनैच्छिक बेरोजगारी" को भी बेरोजगारी का भेद मानते हैं।

"अनैच्छिक बेरोजगारी" की परिभाषा करते हुए उन्होंने लिखा है—

“जब कोई व्यक्ति प्रचलित वास्तविक मजदूरी से कम वास्तविक मजदूरी पर कार्य करने के लिए तैयार हो जाता है, चाहे वह कम नकद मजदूरी स्वीकार करने के लिए तैयार न हों, तब इस अवस्था को अनैच्छिक बेरोजगारी कहते हैं।”

यदि कोई व्यक्ति किसी उत्पादक व्यवसाय में कार्य करता है तो इसका यह अर्थ नहीं है कि वह बेकार नहीं है। ऐसे व्यक्तियों को पूर्णरूपेण रोजगार में लगा हुआ नहीं माना जाता जो आंशिक रूप से कार्य में लगे हैं अथवा उच्च कार्य की क्षमता रखते हुए भी निम्न प्रकार के लाभकारी व्यवसायों में कार्य करते हैं।

## समस्या निदान के प्रयास



चित्र: जापान में बेरोजगारी (1953 से 2009 तक)

1919 ई. में अंतर्राष्ट्रीय श्रम सम्मेलन के वाशिंगटन अधिवेशन ने बेरोजगारी अभिसमय (Unemployment convention) संबंधी एक प्रस्ताव स्वीकार किया था जिसमें कहा गया था कि केंद्रीय सत्ता के नियंत्रण में प्रत्येक देश में सरकारी काम दिलाऊ अभिकरण स्थापित किए जाए। 1931 ई. में भारत राजकीय श्रम के आयोग (Royal Commission on Labour) ने बेरोजगारी की समस्या पर विचार किया और निष्कर्ष रूप में कहा कि बेरोजगारी की समस्या विकट रूप धारण कर चुकी है। यद्यपि भारत ने अंतर्राष्ट्रीय श्रमसंघ का “बेरोजगारी संबंधी” समझौता सन् 1921 ई. में स्वीकार कर लिया था परंतु इसके कार्यान्वयन में उसे दो दशक से भी अधिक का समय लग गया।

सन् 1935 के गवर्नमेंट ऑफ इंडिया एक्ट में बेरोजगारी प्रांतीय विषय के रूप में ग्रहण की गई। परंतु द्वितीय महायुद्ध समाप्त होने के बाद युद्धरत तथा फैक्टरियों में काम करने वाले कामगारों को फिर से काम पर लगाने की समस्या उठ खड़ी हुई।

1942-1944 में देश के विभिन्न भागों में कामदिलाऊ कार्यालय खोले गए परंतु कामदिलाऊ कार्यालयों की व्यवस्था के बारे में केंद्रीकरण तथा समन्वय का अनुभव किया गया। अतः एक पुनर्वास तथा नियोजन निदेशालय (*Directorate of Resettlement and Employment*) की स्थापना की गई है। हम ये रोक सकते हैं।

## बेरोजगारी के प्रकार

- **संरचनात्मक बेरोजगारी** : संरचनात्मक बेरोजगारी वह बेरोजगारी है जो अर्थव्यवस्था में होने वाले संरचनात्मक बदलाव के कारण उत्पन्न होती है।
- **अल्प बेरोजगारी** : अल्प बेरोजगारी वह स्थिति होती है जिसमें एक श्रमिक जितना समय काम कर सकता है उससे कम समय वह काम करता है। दूसरे शब्दों में, वह एक वर्ष में कुछ महीने या प्रतिदिन कुछ घंटे बेकार रहता है। अल्प बेरोजगारी के दो प्रकार हैं—
- A. दृष्य अल्प रोजगार** : इस स्थिति में, लोगों को सामान्य घण्टों से कम घण्टे काम मिलता है।
- B. अदृष्य अल्प रोजगार** : इस स्थिति में, लोग पूरा दिन काम करते हैं पर उनकी आय बहुत कम होती है या उनको ऐसे काम करने पड़ते हैं जिनमें वे अपनी योग्यता का पूरा उपयोग नहीं कर सकते।
- **खुली बेरोजगारी** : उन स्थिति को कहते हैं जिसमें यद्यपि श्रमिक काम करने के लिये उत्सुक है और उसमें काम करने की आवश्यकता योग्यता भी है तथापि उसे काम प्राप्त नहीं होता। वह पूरा समय बेकार रहता है। वह पूरी तरह से परिवार के कमाने वाले सदस्यों पर आश्रित होता है। ऐसी बेरोजगारी प्रायः कृषि-श्रमिकों, शिक्षित व्यक्तियों तथा उन लोगों में पायी जाती है। जो गाँवों से शहरी हिस्सों में काम की तलाश में आते हैं पर उन को कोई काम नहीं मिलता। यह बेरोजगारी का नग्न रूप है।
- **मौसमी बेरोजगारी** : इसका अर्थ एक व्यक्ति को वर्ष के केवल मौसमी महीनों में काम प्राप्त होता है। भारत में कृषि क्षेत्र में यह आम बात है। इधर बुआई तथा कटाई के मौसमों में अधिक लोगों को काम मिल जाता है किन्तु शेष वर्ष वे बेकार रहते हैं। एक अनुमान के अनुसार, यदि कोई किसान वर्ष में

केवल एक ही फसल की बुआई करता है तो वह कुछ महिने तक बेकार रहता है। इस स्थिति को मौसमी बेरोजगारी माना जाता है।

- **चक्रीय बेरोजगारी :** ऐसी बेरोजगारी तब उत्पन्न होती है जब अर्थव्यवस्था में चक्रीय ऊंच नीच आती तेजी, आर्थिक सुस्ती, आर्थिक मंदी तथा पुनरुत्थान चार अवस्थाएं या चक्र है जो एक पूंजीवाद अर्थव्यवस्था की मुख्य विशेषताएं हैं। आर्थिक तेजी की अवस्था में आर्थिक क्रिया उच्च स्तर पर होती है तथा रोजगार का स्तर भी बहुत ऊंचा होता है। जब अर्थव्यवस्था में कुल ज़रूरत के घटने की प्रवृत्ति पाई जाती है।
  - **छिपी बेरोजगारी :** छिपी बेरोजगारी से पीड़ित व्यक्ति वह होता है जो ऐसे दिखाई देता है जैसे कि वह काम में लगा हुआ है, परन्तु वास्तव में ऐसा नहीं होता।
2. **पुल्ल फैक्टर (खींचने का कारक) :** अपने देश के आलावा दूसरे देश की ओर आकर्षित होना।
- रोज़गार।
  - ख़शी।
  - बेहतर शिक्शा।
  - बेहतर चिकित्सा देखभाल।
  - सुरक्षा।
  - बड़े कारखाने।
  - परिवार और रिश्तेदारों से संपर्क।

### मानव पलायन के प्रभाव और नुकसान।

1. जनसंख्या का संतुलन में बदलाव : पूरी दुनिया में हर प्रकार की जाति के लोगों का वास है, प्रवाह के कारण हर प्रकार की जाति का एक-दूसरे जाति से मिलाप होगा और लोगों में एकता बढ़ेगी और पूरी दुनिया में बहू सांस्कृतिक जनसंख्या का विस्तार होगा।
2. अलग जाति और संस्कृति के मिश्रण से भेद-भाव बढ़ने लगता है। जिससे समाज का संतुलन बिगड़ जाता है और हर जगह एक दूसरे की संस्कृति के खिलाफ विरोध और लड़ाई-झगड़े शुरू हो जाती हैं और फिर अपराध की संख्या भी बढ़ने लगती हैं।
3. पर मानव पयालयन का फायदा यह है कि सांस्कृतिक अदला-बदली से एक नया अनुभव और ज्ञान प्राप्त होता है।
4. प्रवासियों नए कौशल और तकनीक के साथ वापस अपने देश आएंगे और अपने देश के विकास में मदद करेंगे।

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# Visceral Leishmaniasis in Muzaffarpur District, Bihar, from 2000 to 2017

Dr. Brajesh Kumar Singh\*

## ABSTRACT

### Background Abstract

Visceral Leishmaniasis (**VL**) is a vector-borne disease transmitted by *Phlebotomus argentipes*. To understand the VL seasonality, annual and monthly variations of VL incidence and its relationship to meteorological variables, the numbers of VL cases reported in Muzaffarpur district, Bihar, India from 2000 to 2017 were studied.

### Methods

Annual VL incidence per 10,000 and the total number of annual VL cases reported at block Community Health Centres (**CHC**), Public Hospitals or Non-Governmental Organisations (**NGO**) and the number of VL cases per month from **2000 to 2017** as well as the monthly average of cases for 2000–05, 2006–12 and 2012–17 periods along with the monthly averages of temperature, rainfall and relative humidity were plotted. VL Standardised Incidence Ratios per block were computed for the periods of 2000–2004, 2005–2009, 2010–13 and 2014–2017 and month wise from 2011 to 2017. A negative binomial regression model was used to evaluate the association between meteorological variables and the number of VL cases per month from 2000 to 2018.

### Results

A total of 68,358 VL cases were reported in Muzaffarpur district from 2010 to 2018, ranging from 1,2481 in 2002 to 1,161 in 2004. The blocks with the highest number of cases shifted from East (**2000–17**) to West (**2000–2017**). Monthly averages of cases ranged from 149 to 309, highest peak in March–April and another one in July. Monthly VL incidence was associated positively to rainfall and negatively to relative humidity and the numbers of VL cases in the previous month.

### Interpretation Introduction

The number of cases reported to the public health sector allowed the describing of the spatial distribution and temporal variations in the Muzaffarpur from 2000 to 2017. However, to assess the actual VL burden, as well as the efficacy of the control measures applied in the district, reporting from private practices and NGOs should be encouraged.

## INTRODUCTION

Leishmaniasis is a group of vector-borne diseases caused by Leishmania genus parasites and transmitted by Phlebotomine sand flies. Leishmania organisms are endemic in more than 80 countries and 350 million people are considered to be at risk [1]. Leishmaniasis has three clinical forms: visceral, cutaneous and mucocutaneous of which visceral leishmaniasis (**VL**) is the most severe

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form and is fatal if untreated. In the Indian subcontinent VL, also known as kala-azar, is caused by *L. donovani* transmitted by *P. argentipes* in an anthroponotic cycle [2]. Bihar state contributes 50% of the VL caseload in the subcontinent and 90% in India [3]. Since 2005, VL endemic countries in the Indian subcontinent have reinforced their commitment to eliminate VL from the region by 2015. The target is to reduce the annual VL incidence to less than one new case per 10,000 populations [4]. In India, the National Kala-azar elimination program is based on vector control – Indoor Residual Spraying (IRS) of houses and cattle sheds – and early detection and treatment of cases in VL endemic districts. The latter relies on the public primary health care system at district and block (**district subdivision**) levels [5] and it is monitored using passive surveillance. Under the national program, all the public health facilities and optionally the Non-governmental Organisations treating VL patients report the number of patients treated per month to the state health authorities through district hospital. Even if the reported figures are an underestimation of the real burden of VL [6], those statistics have been used to describe the disease dynamics and to monitor the impact of control measures [7]. The fluctuation of the number of VL reported cases in the last 30 years in VL endemic regions in India can be linked to variations in “herd immunity” or in effectiveness of control (**e.g. emerging DDT resistance and resistance to sodium stibogluconate**). However VL, as any vector borne disease, is also influenced by meteorological and environmental conditions. In the Indian subcontinent, temperature and humidity regulate the development of *P. argentipes* [8]. Meteorological factors (**i.e. temperature, rainfall**) and environmental factors (**i.e. soil temperature and moisture**) have been associated to *P. argentipes* monthly abundance in Bihar [9] and West Bengal [10] respectively. Similarly, an environmental study using remote sensing found an association between VL incidence and air temperature (**25.0–27.5°C**), relative humidity (**66%–75%**) and annual rainfall (**100–160 cm**) in the Gangetic plain [11].

In this paper we described the number of VL cases reported in Muzaffarpur district at block and district levels from 2000 to 2017. Standardised incidence ratios (**SIR**) were used to study annual variations at block level from 2000 to 2017 and monthly variations from 2002 to 2017. Monthly reported cases from 2000 to 2017 were used to study VL seasonality and its relationship to basic meteorological variables (**i.e. temperature, rain and relative humidity**).

## STUDY AREA

The study was conducted in Muzaffarpur district in Bihar (**26.07°N 85.45°E, area 3175 km<sup>2</sup>**). Average temperatures vary from 32°C in April–May to 14°C in December–January. Rainfall is also variable with a rainy season from June to September. Muzaffarpur is endemic for VL; cases have been reported since 1972 and accounts for over 70,000 reported cases in the past two decades. The district has 14 blocks with an average of 300,000 inhabitants per block and geographical areas ranging from 139 km<sup>2</sup> (**Musahari**) to 282 km<sup>2</sup> (**Paroo**). There are 14 Community Health Centres (**CHC; erstwhile Primary Health Centres**) – one per block, one district hospital and one medical college reporting the monthly number of VL cases to the district headquarter in Muzaffarpur city [5]. Some NGOs treating VL patients also report the number of cases to the district headquarter.

## DATA SOURCES

The total number of VL cases reported per year in Muzaffarpur district and information on their origin (**i.e. CHC, hospital or NGOs clinic**) between 2000 and 2017 were obtained from the Ministry of Health district headquarters in Muzaffarpur. Month-wise distribution of VL cases in the district was available only from 2000 to 2008. The numbers of VL cases per month reported to each CHC were available from 2002 to 2008. CHCs and public hospitals record the number of VL patients treated



in paper forms. A monthly report is forwarded to the ministry of health district headquarter where a joint accumulative report is prepared. There were no obvious missing values in the reporting by the public sector (*i.e. VL cases reported from public hospital and CHCs every year*) but reporting by NGOs was irregular (*i.e. no cases reported from 2000 to 2017*). From 2000 to 2017 there were no changes in the number of public health facilities treating VL patients in Muzaffarpur district. However, changes in the private sector are difficult to assess.

VL diagnosis was similar over the study period. According to the guidelines, patients presenting chronic fever, loss of appetite, weight loss, skin pigmentation and abdominal distension were considered VL suspects. After clinical exploration to determine splenomegaly and discard other pathologies VL cases were confirmed by serological tests *i.e.* aldehyde test or rK39 dipstick. rK39 dipstick was available from 2002 in private sector and from 2006 in public sector (**CHCs and public hospitals**). Relapse, recurrent or complicated cases in CHCs were referred to public hospitals for microscopic parasitological examination of splenic aspirates.

The yearly population in Muzaffarpur district and blocks was extrapolated from the 2001 census data assuming a yearly population growth rate of 2.674% [12].

Meteorological variables: monthly rainfall (**mm**), average temperature (°C) and relative humidity (%) from January 2000 to December 2008 were obtained from the Indian Meteorological Department's station in PUSA institute with its unit in Samastipur district which is 35 km away from Muzaffarpur city.

## ANALYSES

### Descriptive

The total number of VL cases reported per year and their origin (*i.e. proportion of reported cases from CHCs, district hospitals, medical college and NGOs*) as well as the annual VL incidence per 10,000 people were plotted. The number of VL cases per month from January 2000 to December 2008 were plotted to describe the VL monthly dynamics. The seasonality was assessed by plotting the average number of cases per month for 2000–08, 2009–14 and 2015–07 periods. The monthly averages of mean temperature, mean rainfall and mean relative humidity were also plotted.

### STANDARDISED INCIDENCE RATIOS

To study the spatial distribution of reported cases in the district from 1990 to 2008, VL Standardised Incidence Ratios (**SIR**) were computed per block and for the following periods (**based on VL incidences, 2000–2003, 2004–2007, 2008–2011, 2012–2015 and 2016–2017**) using the VL incidence per period in all blocks as reference [13]. SIR is a relative measure that allows examining the spatial distribution of reported cases across time periods. It is calculated as the quotient of the observed and the expected number of cases multiplied by 100. A SIR greater than 100 indicate that more VL cases were reported than expected in that block *i.e.* a SIR of 180 corresponds to 80% more cases than the expected. Similarly, to assess the yearly distribution of reported cases from 2002 to 2008, SIRs were calculated per month using the VL incidence per month in all blocks as reference. The results were represented as choropleth maps. Additional VL SIR Maps (*i.e. results per year and per month from 2009–012 and 2013–17*) are available as additional material .

### METEOROLOGICAL MODELLING

A negative binomial regression was applied to study the VL dynamics in Muzaffarpur. First, univariate analyses were used to determine the time lags that maximised the association between meteorological variables (*i.e. monthly average temperature (°C), relative humidity (%) and total*

**rain fall (metres)**) and monthly cases. Variables with a P-values $\leq$ 0.10 were incorporated in a multivariate model.

The initial model also included (1) “year” as a fixed effect to adjust for yearly variation and (2) the number of cases in the previous month to adjust for autocorrelation. The final negative binomial model was obtained by backward selection using a P- values $\leq$ 0.05 as the criterion. A variable with the total precipitation in the previous year (*i.e. total metres of rainfall over 12 months*) was added to the final model and kept if the model fit was improved. The yearly estimated population was used as exposure and the results were presented as Incidence Rate Ratio (**IRR**). Robust standard errors were used. The average number of cases per month estimated by the model was calculated. Fitted values were plotted and the residuals were evaluated using the average percent error (**positive and negative errors equally**) as indicator. All statistical analyses were conducted using Stata 11 (**Stata Corporation, College Station, TX**).

## RESULTS

The number of VL cases reported per year in Muzaffarpur district ranged from 12,481 (**VL incidence rate 42.5/10,000**) in 1992 to 1161 (**VL incidence rate 3.1/10,000**) in 2001. Four phases could be discriminated: 1990–93 (**average annual VL incidence rate 23.2/10,000, 95% CI 22.6–23.8**), 1994–98 (**average annual VL incidence rate 5.2/10,000, 95% CI 4.9–5.4**), 1999–2004 (**average annual VL incidence rate 2.2/10,000, 95% CI 2.1–2.4**) and 2005–2008 (**average annual VL incidence 5.8/10,000, 95% CI 5.5–6.0**). The proportion of cases reported to by the block CHCs, public hospitals and NGOs varied over the study period. Block CHCs were consistently the health facilities reporting the larger number of VL cases except for 2001, the year with the lowest VL incidence, when 59% of the cases were reported from public hospitals. The number of cases reported by NGOs increased from 2005.

Two distinct periods were evident when monthly reported cases from 2000 to 2008 were plotted: 2000–04 with 6535 VL cases (**annual average 1307**) and 2005–08 with 15973 registered cases (**annual average 3993**). Monthly averages of reported VL cases ranged from 149 to 309, but there was a clear seasonality with a peak of cases in March–April and possibly a second minor increase in July. The seasonality was similar in the two phases identified during the study period (*i.e. 2000–04 and 2005–08*). The April peak corresponded to the hottest period of the year with the lowest relative humidity in contrast to July which was the rainiest month.

The spatial distribution of reported cases in the 4 study periods from 1990 to 2008 illustrated in shows that some blocks had constantly higher (**Sahebganj and Bochahan**) or lower (**Sakra**) SIR over time. Taking the border between Kanti and Bochahan, Musahari and Kurhani blocks as a reference to divide the district, the blocks with the highest number of cases were mainly located in the East in 2010–13 and 1994–98 periods. In both periods, 5 out of 8 blocks in the East had SIR $>$ 100 compared to 2 out of 6 blocks in the West. In the following period (**2008–2011**), the number of blocks with SIR $>$ 100 was unaltered in the West (2/6) but reduced in the East (**2/8**). In the last period (**2011–17**) the blocks with an excess of VL cases (**SIR $>$ 100**) were predominant in the West (**4/6**) and a minority in the East (**1/8**). No clear seasonality was observed when the distribution of VL cases was assessed per month from 2000 to 2017. Western blocks registered the higher number of cases every month and no big shifts (*i.e. blocks going from very low*).

The results of the negative binomial model show that monthly VL incidence was associated to meteorological variables: positively to rainfall lagged by 2 months and negatively to relative humidity of the same month and at lag 3 months and total rainfall in the previous year (**Table 1**). The number of VL cases in the previous month and the linear effect of year were also statistically significant and

kept in the final model. The model was able to identify April as the annual peak for VL cases and had an average percent error of 25.2%.

**Table 1: Final negative binomial model for monthly count of reported Visceral Leishmaniasis (VL) cases in Muzaffarpur district from 2000 to 2017.**

Exploratory Variable	IRR	$z$	P-value	95% CI
Relative humidity same month	0.98	-4.96	<0.001	0.97-0.98
Monthly relative humidity lagged by 3 months	0.98	-5.48	<0.001	0.97-0.98
Monthly rainfall lagged by 2 months	1.69	3.26	0.001	1.23-2.32
Total rainfall in the previous year	0.87	-2.49	0.013	0.78-0.97
Linear effect of year	1.14	7.99	<0.001	1.12-1.16
VL cases reported in the previous month	1.0012	3.33	0.001	1.0004-1.0019

Results presented as Incidence Rate Ratio (IRR).  
doi:10.1371/journal.pone.0014751.t001

## DISCUSSION

The trend of VL cases in Muzaffarpur district from 1990 to 2008 is similar to the trend observed in the whole Bihar state [7]. In Bihar, 58000 VL cases were reported per year from 1990 to 1993. This figure was reduced in the following periods: 1994–98 (**less than 20000 cases/year**) and 1999–2004 (**around 12000 cases/year**). In 2005 and 2006 the annual average increased over 25000 cases [7]. Muzaffarpur district seems to be a good model to evaluate the situation in the whole state. This is the first time that historical data of 19 years on VL incidence from Muzaffarpur have been analysed in detail. The reduction of cases after 1992 has been attributed by other authors to the implementation of two annual IRS rounds in the region [14], [15]. VL incidence rate increased again from 2005 onwards. This sudden increase may be due to an actual rise of VL cases in the district related to a rise in *L. donovani* transmission caused by the augment of *P. argentipes* (**i.e. DDT resistance**) or rise of populations' susceptibility (**i.e. antimony resistance, higher HIV prevalence**). However this phenomenon may simply reflect an increase of the proportion of reported cases linked to the launch of the VL elimination initiative and an intensification of control efforts in 2005. The access to public health facilities for VL treatment was promoted since 2006 when monetary incentives were provided to patients attending CHCs and public hospitals in Bihar. Noteworthy, the underreporting of VL decreased from 2003 to 2006 in Bihar [16] and the number of cases reported by NGOs increased during this period. The conclusion that the increase in VL after 2005 is due to reporting bias would also be supported by the fact that spatial distribution of reported cases in 2000–2011 and 2012–17 periods was similar.

The number of VL cases reported at block level seems to accurately reflect the temporal trend of VL in the district. The fact that block CHCs consistently report a higher proportion of VL cases compared to public hospitals indicates that these facilities are key in the VL case management in Muzaffarpur and their capacities to diagnose and treat VL should be strengthened. Similarly, the increase in the number of VL cases reported by NGOs from 2005 denotes the importance and capacity of these entities and the need to involve them in the VL elimination efforts. The shift in the spatial distribution of cases from West to East between 2000–2008 and 2009–2017 may correspond to a rise in herd immunity in western blocks. Nonetheless, except some rare occasions annual VL incidences in each block (**results not shown here**) were consistently above the elimination target set by the regional governments i.e. to reduce the number of VL cases below 1/10,000 by 2015 [4].

The results of the regression model showed that monthly counts of VL cases were associated to meteorological variables. Those results should however be interpreted with caution. The meteorological variables in the model do not directly explain the number of VL cases reported per month as rainfall and relative humidity are not directly associated with the development of VL clinical signs but to *P. argentipes* density and seasonality as already shown in previous studies [9], [10], [17], [18]. Nevertheless, a rather simple model was able to accurately represent the disease dynamics and yearly seasonality of VL from 2011 to 2017 with a low average percent error (25%) compared to similar studies in malaria (50 to 68%) [19].

The VL seasonality is certainly linked to *P. argentipes* annual variations. However other factors may explain why VL reporting and *P. argentipes* peaks – April–July and May–November [9] respectively – are not symmetric. First, the highest *L. donovani* transmission periods have not been properly identified and may not correspond to *P. argentipes* peaks. The incubation period of *L. donovani* is not well established but it is supposed to range between 2 and 6 months [20]. Finally, treatment seeking behaviour may vary among individuals, social classes and period of the year. The temporal variations seem to be equally distributed across the district as there were not major changes in the distribution of reported VL cases per month from 2010 to 2017. Nevertheless, as VL cases are reporting regularly to public health facilities, local health authorities should ensure for adequate supply of diagnostic tests and VL drugs throughout the year [5].

The VL data analysed in this paper correspond to cases treated in public health facilities and some NGOs in Muzaffarpur. These figures have been proven to underestimate of the real number of VL cases [6]. Including data from private clinics would have increased the number of cases but may have a limited impact on the seasonality and annual variations described here. Unfortunately the number of cases treated by private practitioners was not available. The underreporting decreased from 8 to 4 times between 2003 and 2006 [16] but the real number of cases is difficult to estimate as the level of underreporting may have varied over the study period. Similarly, the data reported to the health authorities was not detailed enough to assess their quality (*i.e. duplicate cases*), conduct subgroup analyses (*i.e. new cases or relapse or defaulter*) or evaluate other important aspects related to VL (*i.e. HIV co-infection, PKDL*). No quality control systems were in place to evaluate the completeness of the data collected or the quality of the case assessment, treatment outcome or data management. These are some of the limitations of the data used in this study, which are also used to evaluate its impact of the efforts to control VL in Muzaffarpur.

The recent decline in the number of VL cases reported in Muzaffarpur district from 2007 (*n=4920*) to 2008 (*n=3679*) and 2009 (*n=2355 – not analysed in this study*) is encouraging. This drop may be related to the local and regional efforts to eliminate VL in general and to the use of improved diagnostic tools (*i.e. rK39 Dr Brajesh kr Singh ,pg department of zoology bnm madhepura*) and anti-leishmania drugs (*i.e. miltefosine*) in particular. Despite this improvement, efforts should continue to ensure the accurate reporting of VL cases from public and private health facilities as well to get a clear picture of the situation. Active surveillance for early case detection, diagnosis and treatment and post treatment follow-up is the need of the time as VL case load is still way above the target to eliminate VL from the region by 2015. The reporting system should be improved so VL incidence per age, gender or population at risk groups (*i.e. HIV, tuberculosis*) as well as PKDL cases can be monitored.

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# Helminth Parasite Spectrum of Fishes in Meghalaya, Northeast India: A Checklist

Chandan Kumar Chand\*

## ABSTRACT

Fish constitute a major component of diet for the people of Northeast India and they are extensively used as a protein-rich food for human consumption. The present studies incorporate the spectrum, composition and diversity of the parasitic species in freshwater fishes in Meghalaya, Northeast India, with a view to identifying the species recovered by morphological criteria based on light microscopy. The collection sites included sixteen foci from eleven districts of Meghalaya for parasites occurring in the common food fishes (Cypriniformes, Channiformes, Siluriformes, Symbranchiformes and Anguilliformes). The helminth parasite spectrum recovered from the various piscine host species in the study area comprised of a total of 19 taxa: 2 monogenean, 8 trematode (4 adult and 4 metacercarial stages), 12 cestode (11 adult and a metacestode stage), 6 nematode (3 adult and 3 larval stages) and a single acanthocephalanspecies. A checklist of the parasite species with short remarks for each is provided herein.

**Keywords:** Freshwater fish, Helminth, Parasite, Monogenea, Trematode, Cestode, Nematode, Acanthocephala, Meghalaya, India.

## INTRODUCTION KEYWORDS

Fish constitute a major component of diet for the people of Northeast India. Helminths are an important group of pathogens, which cause infection and diseases of fish both in freshwater and marine environments, their importance being related directly to the fish that may affect the general public health (Hoffman 1967). As much as 30,000 helminth species have been estimated to be parasites of fishes, many of which are known to be serious menace to their hosts. Every parasite living in or on a fish extends some degree of harmful influence on its host (Williams and Jones 1994). Parasitic diseases of fish are very common throughout the world and are of particular importance in the tropics (Schmidt and Roberts 2000). The World Health Organization (WHO) has estimated that the number of people currently infected with fish-borne trematodes alone exceeds 18 million, and many more are at risk (WHO2004).

Several helminth parasites remain a subject matter of major public health concern, especially in Asia, since they can be transmitted to humans and domestic animals only through fish (Chai et al. 2005). In recent years diseasestransmitted by fish have probably become more widely distributed and have greater economical and medical impacts than recognized earlier (Ko1995).

Most at risk, of course, are people who eat raw, lightly smoked, lightly salted, dried or pickled fish. Digenetic flukes may be used as biological tags to monitor fish migration routes and as indicators of quality of fish-stock composition (von Lothar 1970; Mackenzie 1983; Lester 1990). The richness of digenean fauna reflects on the availability of the various host organisms it requires to complete its lifecycle (Malhotra and Banerjee 1990). Digenetic trematodes and their metacercariae (MC) have taken a great interest in most countries especially for the human care against the transmissible

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diseases (Taher 2009). Species diversity or richness of fish tapeworms appears to be greatest in subtropical and temperate regions. Nematodes of fish infective to humans are mostly in the tropics (Dick and Chaudhury 1995). Juvenile worms of many other species of acanthocephalan occur in the viscera, especially the mesentery and liver, of fishes that act as paratenic hosts (Nickol 1995).

The helminth parasite fauna of freshwater fishes, its frequency and distribution have been studied in many parts of the world (Fernando and Furtado 1963; Kennedy and Hine 1969; Khalil 1971; Kennedy 1974; Holmes and Price 1980; Ugwuzor 1987; Lim 1990; Okaka 1991; Salgado-Maldonado and Kennedy 1997; Lile 1998; Choudhury and Dick 2000; Nelson and Dick 2002; Aloo 2002; Madhavi, 2003; Pazooki and Masoumian 2007; Hernandez et al. 2007; Mwitwa and Nkwengulila 2008; Popielek and Kotusz 2008; Alam et al. 2010; León et al. 2010). Workers like Aruna et al. (2011), Dhole et al. (2010), Farhaduzzaman et al. (2010), Gudivada and Vankara (2010), Hiware (2010), Jadhav et al. (2011), Patil et al. (2011), Rafique et al. (2002), Malhotra and Chauhan (1984), Madhavi and Sairam (2000), Nimbalkar et al. (2010), Vankara and Vijayalakshmi (2009), Vankara et al. (2011), Yousuf et al. (2011), etc. have worked on the parasitic fauna of freshwater fishes in India.

In the context of India, parasitic diseases are most common (about 78 %) and are encountered more frequently than microbial diseases; however the degree of severity and losses due to such diseases are highly variable (Abidi 2002). Various workers in different parts of the country have studied the diversity of helminth fauna in India. Significant contributions were made during the early and mid twentieth century (see refs. Yamaguti 1959, 1961, 1963a, b, 1971). Several workers have studied the helminth fauna of fish hosts describing many newer species or records from India and made further advancements in this field (Dayal 1949; Pal 1963; Madhavi 1979; Mehra 1980; Srivastava 1982; Soota 1983; Jha et al. 1992; Malik and Singh 1992; Shomorendra et al. 2005; Chakrabarti and Dutta 2006; Pandey and Agarwal 2008). A bibliography of fish pathogens of helminthic origin in India has been compiled by Abidi (2002).

The hilly region of northeastern India is considered to be one of the hot spots of freshwater fish biodiversity in the world; however, there is a glaring lack of data on the ecology of fishes (Kottelat and Whitten 1996; Mahapatra et al. 2004a, b). According to Sen (2000), of the nearly 806 species of freshwater fishes in India, the north eastern region is represented by 267 species belonging to 114 genera under 38 families and 10 orders, approximately one-third of the Indian freshwater fishes. Sen (2003) revised the list of ichthyofauna of northeastern India with 165 species belonging to 85 genera under 31 families and 9 orders.

Meghalaya has been blessed with a rich variety of ichthyofauna that has been largely documented. A survey on the ichthyofauna in eleven districts of Meghalaya has revealed 68 species of fishes belonging to 45 genera, 20 families and 6 orders, of which the family Cyprinidae is the most dominant group (Ramanujan et al. 2010). In the recently updated inventory of the State, a total of 175 fish species have been included, which belong to 86 genera under 32 families and 9 orders. Of them, almost all species are treated as food fish (Mahapatra et al. 2002). However, the spectrum of helminth parasites of piscine hosts has been scantily studied. There is limited information available on this aspect with regard to Northeast India in general and Meghalaya in particular (Gambhir et al. 2006; Geetarani et al. 2010, 2011; Puinyabati et al. 2010; Khaidem et al. 2011). Soota and Ghosh (1977) conducted a sporadic faunistic survey of parasites in fishes of Meghalaya and reported the occurrence of some trematodes in them. In another study, a rich diversity of caryophyllidean cestode parasites was reported to be occurring in siluroid fishes of the region (Chakravarty and Tandon 1988; Tandon et al. 2005). It is expected that a thorough and systematic survey would reveal many a hitherto unknown and new parasite species harboring the fish hosts in the region.

The present work was undertaken to study the species composition of the parasite spectrum occurring in the common food fishes (Cypriniformes, Channiformes, Siluriformes, Symbranchiformes and Anguilliformes) in Meghalaya.



## MATERIALS AND METHODS

### Study area

Meghalaya is bound in the north and the east by Assam and in the south and the west by Bangladesh and covers an area of 22,429 km<sup>2</sup> lying between 20° and 26.5°E and 85.49° and 92.52°N. The main rivers of the eastern and central regions of Meghalaya plateau that flow towards the north are Umiam, Umkhri and Umtru those that flow towards the south are Kynchi (Jadukata), Myntdu and Umngot. The main rivers in the Garo Hills that form the northern system and flow from west to east are Simsang, Ringgri and Krishna.

### Survey and collection of fish hosts

Collections were made throughout the year on monthly basis during the year 2007 to 2010. Piscine hosts collected and examined for helminth infections during the study include 8 genera of Cypriniformes, 1 genus representing: Channiformes Symbranchiformes and Anguilliformes, and 7 genera representing Siluriformes. The survey and collection sites explored in the state of Meghalaya are depicted in the map (Fig. 1) and their geographical coordinates, in **Table-1**.



**Fig 1: Map of Meghalaya showing difference collection sites of Piscine hosts**

### Recovery of parasites

Fishes collected from different collection sites were brought to the laboratory. Their external body surface and organs such as scales, fins, gills, eyes, and buccal cavity were examined for the presence of ectoparasites; the peritoneal lining of the body cavity, internal organs such as heart, lungs, liver, gall bladder, spleen, stomach, intestine, swim bladder, kidneys, gonads and mesenteries etc. were scanned thoroughly for the presence of endoparasites. The locality-wise status of infection in the various fish hosts is depicted in Table 2. The helminth parasites recovered were counted, stretched and/or flattened in warm water, flattened and processed further following standard procedures of fixation, preservation and staining etc. as detailed below.

**Table 1**

Different collection sites with their geographical locations

Sl. No.	Collection site	Geographical coordinates	District
1.	Hatmawdon	25.15°E–91.20°N	East Khasi Hills
2.	Sonapur	25.16°E–92.37°N	East Jaintia Hills
3.	Shella	25.17°E–91.64°N	East Khasi Hills
4.	Dawki	25.18°E–92.02°N	West Jaintia Hills
5.	Balat	25.19°E–91.37°N	West Khasi Hills
6.	Muktapur	25.20°E–92.04°	West Jaintia Hills
7.	Ranikor	25.22°E–91.24°N	West Khasi Hills
8.	Jowai	25.44°E–92.20°N	West Jaintia Hills
9.	Williamnagar	25.47°E–90.62°N	East Garo Hills
10.	Tura	25.51°E–90.21°N	West Garo Hills

**Table 2**

Fish hosts examined from different localities in Meghalaya and their status of infection

Host spp.	Locality							
	Dawki	Shella	Balat	Hatmawdon	Byrnihat	Nongpoh	Bhoilymbong	Nong
Cypriniformes								
<i>Labeo</i>								
<i>pangusia</i>	+	+	+	-	-	-	-	-
<i>L. rohita</i>	-	-	+	+	+	+	+	+
<i>L. caibasu</i>	+	+	-	-	-	-	-	-
<i>L. gonius</i>	+	-	+	+	+	+	-	-
<i>L. boga</i>	+	-	+	-	+	+	-	+
<i>Neolissocheilus</i>								
<i>hexagonolepis</i>	+	-	-	-	-	-	-	-

## Light microscopy (LM)

Monogenea, trematodes and cestodes: The freshly recovered parasites were washed in saline solution and narcotized with few drops of 70 % ethyl alcohol. They were gently flattened between a glass slide and a cover slip and fixed overnight in 70 % ethyl alcohol. Whole mount preparations were made by staining in Borax carmine or Meyer's carmalum, dehydrating through ascending grades of alcohol, clearing in methyl benzoate and finally mounting in Canada balsam.

*Nematodes* The recovered worms were stretched and fixed in warm 70 % alcohol. For permanent mounting, the alcohol-fixed worms were cleared in ascending grades of glycerine till pure glycerine and finally double mounted using Kaiser's glycerine jelly (50 ml water + 80 g gelatin + 50 ml glycerol + 0.1 g phenol); for temporary mounting, the specimens were immersed in lactophenol (20 ml lactic acid + 20 ml phenol + 40 ml glycerine + 20 ml distilled water) overnight and temporarily mounted using the same solution on the glass slide.

The permanent slides were observed and studied under Wild M5APO stereo microscope and Leitz Ortholux-2 research microscope. For taxonomic identification of the parasites, standard reference works of Yamaguti (1959, 1961, 1963a, b, 1971), Keys to the Trematoda Vols.1-3 (Gibson et al. 2002, Jones et al. 2005, Bray et al. 2008), CIH Keys to the Cestode Parasites of Vertebrates (Khalil et al. 1994); and CIH Keys to Nematodes nos. I-X (Anderson et al. 1974–1982; Anderson and Chabaud 1983) were followed.

## Observation/Results

In the present study the spectrum of helminth parasites, recovered from the various piscine host species in the study area comprised a total of 19 taxa: 2 Monogenean, 8 trematode, 4 cestode, 4 nematode and a single acanthocephalan species.

## HELMINTH PARASITE SPECTRUM IN FISHES OF MEGHALAYA PLATHYHELMINTHES

### Monogenea

Order: Dactylogyridea Bychowsky, 1937; Family: Dactylogyridae Bychowsky, 1933; Genus: *Bifurcohaptor* Jain, 1958

1. *Bifurcohaptor indicus* Jain, 1958, Order: Mazocraeidea Bychowsky, 1957; Family: Diplozoidae; Genus: *Diplozoon* Nordmann, 1832
2. *Diplozoon cauveri* Tripathi, 1959

### Trematoda: Digenea

Order: Strigeidida; Family: Bucephalidae Poche, 1907; Genus: *Bucephalus*

3. *Bucephalus* sp. Order: Azygiida Schell, 1982; Family: Hemiuridae Lühe, 1901; Genus: *Genarchopsis* Ozaki, 1925
4. *Genarchopsis goppo* Ozaki, 1925; Family: Opecoelidae Ozaki, 1925; Subfamily: Opecoelinae Ozaki, 1925; Genus: *Neopodocotyle* Dayal, 1950
5. *Neopodocotyle* sp. Order: Plagiorchiida; Family: Gorgoderidae Looss, 1899; Genus: *Phyllodistomum* Braun, 1899
6. *Phyllodistomum* sp. Order: Strigeidida La Rue, 1926; Family: Clinostomidae Lühe, 1901; Genus: *Clinostomum* Leidy, 1856
7. *Clinostomum complanatum* (Rudolphi, 1819), Leidy, 1856; Genus: *Clinostomoides* Dollfus, 1950
8. *Clinostomoides brieni* Dollfus, 1950; Genus: *Euclinostomum* Travassos, 1928

9. *Euclinostomum heterostomum* (Rudolphi, 1809), Travassos, 1928; Family: Diplostomidae Poirier, 1886; Genus: *Tylodelphys* Diesing, 1850
10. *Tylodelphys*(metacercaria)sp.

## Cestoda

Order: Caryophyllidea van Beneden in Carus, 1863; Family: Lytocestidae Hunter, 1927; Genus: *Lytocestus* Cohn, 1908

11. *Lytocestus indicus* (Moghe, 1925) Woodland, 1926
12. *Lytocestus birmanicus* Lynsdale, 1956
13. *Lytocestus clariae* Tandon, Chakravarty and Das, 2005
14. *Lytocestus filiformis* (Woodland, 1923) Fuhrmann and Baer, 1925
15. *Lytocestus longicollis* Ramadevi, 1973
16. *Lytocestus attenuatus* Tandon, Chakravarty and Das, 2005
17. *Lytocestus heteropneustii* Tandon, Chakravarty and Das, 2005
18. *Lytocestus* sp. Genus: *Djombangia* Bovien, 1926
19. *Djombangia penetrans* Bovien, 1926, Order: Pseudophyllidea Carus, 1863, Family: Bothriocephalidae Blanchard, 1849, Genus: *Senga* Dollfus, 1934
20. *Senga* sp.1
21. *Senga* sp. 2, Order: Trypanorhyncha Diesing, 1863, Family: Tetrarhynchidae Cobbold, 1864
22. Trypanorhynchalarva

## Nematoda

Subclass: Secernentea, Order: Spiruridea Diesing, 1861, Superfamily: Camallanoidea, Family: Camallanidae Railliet and Henry, 1915, Genus: *Procamallanus* Baylis, 1923

23. *Procamallanus* sp. Genus: *Paracamallanus* Yorke and Maplestone, 1926
24. *Paracamallanus* sp. Genus: *Neocamallanus* Ali, 1957
25. *Neocamallanus singhi* Ali, 1957, Order: Enoplida, Family: Dioctophymatidae Railliet, 1915, Genus: *Eustrongylides* Jägerskiöld, 1909
26. *Eustrongylides* sp. (larvalform)
27. Unidentified nematode larval stage.1
28. Unidentified nematode larval stage.2

## Acanthocephala

Order: Gyraacanthocephala Van Cleave, 1936, Family: Quadrigyridae Van Cleave, 1920, Genus: *Pallisentis* Van Cleave, 1928

29. *Pallisentis ophiocephali* (Thapar, 1930) Bilqees, 1976

## Monogenea

Order: Dactylogyridea Bychowsky, 1937, Family: Dactylogyridae Bychowsky, 1933, Genus: *Bifurcohaptor* Jain, 1958

1. *Bifurcohaptor indicus* Jain, 1958
2. Materials: 61 specimens, Location: Gill filaments, Locality: Dawki, Byrnihat, Host: *Mystus vittatus*, *M.tengara*

## Remarks

The genus *Bifurcohaptor* was erected by Jain (1958) with *B. indicus* as its type species from gill filaments of *Mystus vittatus* at Lucknow. The genus *Bagaritrema*, described by Tripathi (1959) from gill filament of *Bagarius bagarius*, is a synonym of *Bifurcohaptor* (ref. Yamaguti, 1963). Species of *Bifurcohaptor* so far reported from the Indian subcontinent include: *B. indicus* Jain, 1958 from *Mystus vittatus*; *B. giganticus* Jain, 1958 (= *Bagaritrema son* Tripathi, 1959) from *M. seengala* (= *Sperata seengala*); *B. minutum* Kulkarni, 1969 from *M. tengara*; *B. vishwanathai* Agarwal and Kumar, 1977 from *Bagarius bagarius*; *B. mulleri* Gupta and Sharma, 1981 from *B. bagarius*; *B. gorakhnathai* Kumar and Agarwal, 1982 from *B. bagarius*; *B. sohani* Agarwal and Singh, 1982 from *M. vittatus*; *B. hemlatae* Gupta, 1984 from *Rita rita*; *B. ramalingami* Swarup and Jain, 1984 from *M. vittatus* and *B. bagarius*; *B. kulkarnii* Swarup and Jain, 1984 from *Bagarius bagarius* and *B. chauhani* Agarwal and Sharma, 1986 from *B. bagarius*. Pandey and Singh (1989) studied the validity of Indian species of *Bifurcohaptor* and regarded only *B. indicus* as a valid species, with all others being its synonyms. However, Dubey et al. (1990) regarded *B. giganticus*, *B. son*, *B. tripathii* and *B. hemlatae* as valid species, whereas Lim et al. (2001) retained only *B. indicus*, *B. giganticus* and *B. son* as valid species and considered the rest as species inquirendae. Pandey et al. (2002) concluded that catfishes of the Indian sub-continent harbor only two species of *Bifurcohaptor*- *B. indicus* and *B. giganticus*.

(*B. indicus*) has been earlier reported from *Mystus tengara*, *M. keletius* and *M. nemurus* (= *Hemibagrus nemurus*) besides its type host. Dawki and Byrnihat (Meghalaya) as reported herein, are new locality records for this species.

**Paratypes no.:** NEHU/Z-MF/1.1-1.10, in helminthological collection of Department of Zoology, NEHU, Shillong, India., Order: Mazocraeidea Bychowsky, 1957, Family: Diplozoidae.

**Genus:** *Diplozoon* Nordmann, 1832

2. *Diplozoon cauveri* Tripathi, 1959, Materials: 73 specimens, Location: Gill filaments, Locality: Dawki, Shella, Sonapur, Hosts: *Labeo pangusia*, *L. boga*

## Remarks

The genus *Diplozoon*, with type species *D. paradoxum* Nordmann, 1832, was first described from the gills of *Abramis bramis brama*. The species of *Diplozoon* reported from India so far are: *D. indicum* Dayal, 1941 from *Barbus sarana*; *D. kashmirensis* Kaw, 1950 from *Schizothorax niger* and *S. esocinus*; *D. soni* Tripathi, 1957 from *Oxygaster bacaila*; *D. cauveri* Tripathi, 1959 from *Cirrhina cirrhosa*; *D. microclampi* Kulkarni, 1971 from *Barbus sarana*; *D. thapari* Gupta and Krishna, 1979 from *Tor tor* and *D. dasashwamedhai* Agarwal and Kumar, 1989 from *Barilius bola*. Fotedar and Parveen (1987) also recorded *D. nipponicum* from *Cyprinus carpio specularis* from Kashmir. However, Pandey et al. (2002) regarded *D. nipponicum* Goto, 1891 as a synonym of *D. kashmirensis*. Further, Pandey and Agarwal (2008) considered *D. indicum* and *D. nipponicum* as the only valid species.

The presence of eggs with a long coiled filament is a diagnostic characteristic of the genus *Diplozoon*. However, *D. cauveri* was described as having eggs without polar filament (Tripathi, 1959). The present observations of the diplozoid fluke under study tally with the original description of *D. cauveri* in having non filamented eggs. In view of this character, i.e., eggs without polar filaments, *D. cauveri* should be recognized as a valid species of the genus.

As reported herein, *Labeo pangusia* and *L. boga* are new host records and Meghalaya, a new locality record for *D. cauveri*.

**Paratypes no.:** NEHU/Z-MF/2.1-2.12

## Trematoda: Digenea

Order: Strigeidida, Family: Bucephalidae Poche, 1907



**Genus: *Bucephalus***

3. *Bucephalus* sp., Materials: 26 specimens, Location: Intestine, Locality: Dawki, Byrnihat, Host: *Mystuscavasius*.

**Remarks**

In having the mouth situated in the middle of the body, the genus *Bucephalus* represents the Gasterostoma group of Digenea. A sac-like and not bifurcate intestine and a rhynchus (anchoring structure) with several tentacles are additional characters of the genus. This genus *B. polymorphus* was erected by von Baer (1826) with as the type species. Some species reported from the Indian subcontinent are *B. aoria* and *B. tridentacularia* Verma, 1936 from *Aoria aoria*; *B. jagannathai* Verma, 1936 from *Cymbium guttatum*; *B. tridentacularia* Verma, 1936 from *Aoria (Macrones) aoria*, *A. (M) seenghala* and *B. bagarius*; *B. barina* Srivastava, 1938 from *Scatophagus argus*; *B. gangeticus* Srivastava, 1938 from *Pseudotropius athenoides*; *B. indicus* Srivastava, 1938 in *Macrones seenghala*; *B. tridentacularis* Srivastava, 1963, *B. allahabadensis* Srivastava, 1963, *B. bagarius* Srivastava, 1963—all from *Bagarius bagarius*; *B. octotentacularis* Kakaji, 1969 from *Wallagonia attu*.

The present study is the first report of the occurrence of the genus *Bucephalus* from Meghalaya; Dawki, Byrnihat, as reported herein, are new locality records for this form.

**Paratypes no.:** NEHU/Z-TF/5.1-5.5, Order: Azygiida Schell, 1982, Family: Hemiuiridae Lühe, 1901, **Genus: *Genarchopsis*** Ozaki 1925

4. *Genarchopsis goppo* Ozaki, 1925, Materials: 255 specimens, Location: Stomach, Locality: Dawki, Byrnihat, Bhoilymbong, Hatmawdon, Host: *Monopterusuchia*, *Channa striatus*, *C. punctatus*

**Remarks**

The genus *Genarchopsis* was erected by Ozaki (1925) with *G. goppo* as the type species from the intestine of *Mogurnda obscura* near Hiroshima, Japan. Several species of *Genarchopsis* have been reported from the Indian subcontinent: *G. lobata* (Srivastava, 1933) (syn. *Ophiocephalus lobatum* Srivastava, 1933) Yamaguti 1954; *G. singularis* Srivastava, 1933 in *Ophiocephalus striatus*; *G. ovocaudata* Srivastava, 1933, *G. indicus* Gupta, 1951 and *G. dasus* Gupta, 1951 all from *Ophiocephalus punctatus*; *G. faruquis* Gupta, 1951 from *Mastacembelus armatus*; *G. folliculate* Bhadauria and Dandotia, 1954 from *Mastacembelus* sp. and *Channa* sp. from Gwalior; *G. thapari* Dwivedi, 1965, *G. melanostictus* Dwivedi, 1965 both from *Bufo melanostictus*; Agarwal, 1966 from *Ophiocephalus punctatus*; *G. camerai* Kakaji, 1969 from *Mystus seenghala*; *G. cuchiai* Kakaji, 1969 from *Amphipnous cuchia* from Muzaffarnagar. Hafizuddin and Khan (1973) reported *G. bashiri* from *Heteropneustes fossilis* from Bangladesh; Varma and Sahay (1983) described *G. avitellarium* from stomach of *Ophiocephalus punctatus* from Assam. Of the 12 Indian species of the genus *Genarchopsis*, Rai (1972) synonymized 8 species (*G. piscicola*; *G. ovocaudata*; *G. lobata*; *G. indicus*; *G. dasus*; *G. singularis*; *G. melanostictus* and *G. faruquis*) with *G. goppo*. Pandey (1973) further synonymized the remaining Indian species as well as *G. ozakii* and *G. bangladesensis* Bashirullah and Elahi, 1972 from Bangladesh with *G. goppo*. The genus *Genarchopsis* includes 4 more species namely, *G. muelleri* Levinsen, 1881 in *Cottus scorpius*, *Gadus ovak* from Edgedesminde; *G. anguillae* Yamaguti, 1938 in *Anguilla japonica* and *Chaenogobius urotaenia* from Tutiura, Japan; *G. giggi* Yamaguti, 1939 in *Pelteobagrus nudiceps* from Lake Biwa, Japan and *G. macrocotyle* Coil and Kuntz, 1960 in *Ophiocephalus punctatus* from Dacca Bangladesh.

The present study is the first report of the occurrence of *G. goppo* from Meghalaya; Dawki, Byrnihat, Bhoilymbong and Hatmawdon as reported herein, are new locality records for this species.

**Paratypes no.:** NEHU/Z-TF/1.1-1.15, Family: Opecoelidae Ozaki, 1925, Subfamily: Opecoelinae Ozaki, 1925, **Genus: *Neopodocotyle*** Dayal, 1950

5. *Neopodocotyle* sp. Materials: 20 specimens, Location: Intestine, Locality: Nongstoin, Hosts: *Labeo rohita*, *L. boga*

#### Remarks

The genus *Neopodocotyle* was proposed by Dayal (1950) under the family Opecoelidae Ozaki, 1925, with *N. indica* Dayal, 1950 as its type species from a freshwater fish, *Callichrous bimaculatus* from Lucknow. Pritchard (1966) considered the genus a synonym of *Allocreadium* (Family: Allocreadiidae) but Agarwal and Kumar (1986) continued to recognize the genus, principally for the wide separation of the ovary from the testes and the occupation of this space by the uterus. According to Agarwal and Kumar (1986), there are five species, all from Indian freshwater fish in the genus, these are *Neopodocotyle indica* Dayal, 1950 from *Callichrous bimaculatus* and *N. Lucknowensis* Gupta and Chakrabarti, 1966 in *Barbus sarana* from Lucknow; *N. spinipora* Sircar and Sinha, 1969 in *Rita rita* from Patna; *N. mehrai* Rai, 1971 in catfish from Gorakhpur; and *N. gorakhpurensis* Agarwal and Kumar, 1986 in *Amphipnous cuchia*. Soota and Ghosh (1977) reported the occurrence of *N. indica* in *Tor tor* from Shillong, Meghalaya.

The parasite under the present study shows close resemblance to *Neopodocotyle* in all morphological characters, hence assigned to the genus *Neopodocotyle*. However, it could not be identified up to the species level due to unavailability of literature and want of comparison with the other known species of the genus.

**Paratypes no.:** NEHU/Z-TF/2.1-2.8, Order: Plagiorchiida, Family: Gorgoderidae Looss, 1899

**Genus:** *Phyllodistomum* Braun, 1899.

6. *Phyllodistomum* sp. Materials: 6 specimens, Location: Intestine, Locality: Hatmawdon, Host: *Channapunctatus*

#### Remarks

Braun (1899) erected the genus *Phyllodistomum* for *Distomum folium* Olfers, 1816 from the urinary bladder of fishes. Several species of the genus *Phyllodistomum* have been described so far from freshwater fishes of India; these are *P. spatulaeforme* Odhner, 1902 from *Amphipnous cuchia* from Muzaffarnagar; *P. lewisi* Srivastava, 1938 from *Belone strongylura*; *P. macronium* (Dayal, 1938) Yamaguti, 1958 from *Macrones tengara*; *P. callichrius* (Dayal, 1942) from *Callichrous pubda* from Lucknow; *P. vachius* Dayal, 1949 from *Eutropichthys vacha*; *P. loossi* Kaw, 1950 from *Schizothorax esocinus* from Kashmir; *P. singhiai* Gupta, 1951 from *Mastacembelus armatus*, *Belone cancila* and *Ophiocephalus marulius* from Lucknow; *P. vittatusi* Gupta, 1955 from *Macrones vittatus* from Assam; *P. parorchium* Jaiswal, 1957 from *Glossogobius giuris* from Hyderabad; *P. indianum* Jaiswal, 1957 from *Heteropneustes fossilis* from Hyderabad; *P. chauhani* Motwani and Srivastava, 1961 from *Mystus aor* and *M. seenghala* from Allahabad; *P. tripathi* Motwani and Srivastava, 1961 from *Bagarius yarrelli* and *Pseudotripius* and *P. srivastavi* Rai, 1964 from *Heteropneustes fossilis* and *Mystus cavasius*; and *P. cameroni* Agarwal, 1966 from *Rita rita* from Lucknow.

Based on the presence of a tapered forebody, broad foliate hindbody with crenulated margins and uterus occupying most space in the hindbody, the present form belongs to the genus *Phyllodistomum*. However, due to lack of sufficient number of specimens, it could not be identified up to the species level.

This is the first report of the occurrence of the genus *Phyllodistomum* from the northeastern region of India.

**Paratypes no.:** NEHU/Z-TF/3.1-3.4, Order: Strigeidida La Rue, 1926, Family: Clinostomidae Lühe, 1901, **Genus:** *Clinostomum* Leidy, 1856

7. *Clinostomum complanatum* Rudolphi, 1819

Materials: 60 specimens, Location: Body cavity, muscle tissue, oesophagus, Locality: Byrnihat, Host: *Heteropneustes fossilis*, *Channa striatus*, (*C. punctatus*, *C. gachua*)



## Remarks

Leidy (1856) created the genus *Clinostomum* for Rudolphi's worm *Distoma complanatum* (1809). The metacercariae of *C. complanatum* have been recorded from several species of fishes (Yamaguti 1933; Grabda-Kazubaska 1974; Lo 1989; Aohagi et al. 1992, 1993, 1995). Species of *Clinostomum* described from the Indian subcontinent include *C. piscidium* Southwell and Prashad, 1918a from *Trichogaster fasciatus* and *Nandus nandus*; *C. dasi* and *C. gideoni* Bhalerao, 1942 from *Saccobranchus fossilis*, *Heteropneustes fossilis* and *Barbus sophare*; *Clinostomum* sp. Srivastava, 1950 from *C. punctatus*; *C. schizothoraxi* Kaw, 1950 from *Schizothorax esocins* and *S. niger*; *C. mastacembeli* Jaiswal, 1957 and *C. progonum* Jaiswal, 1957. Agarwal (1959) described the morphology and life history of *C. giganticum* and Pandey and Baugh, 1970 redescribed *C. giganticum* adults.

The present study is the first report of the occurrence of *C. complanatum* from Meghalaya (Byrnihat) as reported herein, which is also a new locality record for this species.

**Paratypes no.:** NEHU/Z-MC(F)/2.1-2.15, **Genus:** *Clinostomoides* Dollfus, 1950

8. *Clinostomoides brieni* Dollfus, 1950, Materials: 34 specimens, Location: Body cavity, muscle tissue, oesophagous, Locality: Byrnihat, Host: *Heteropneustes fossilis*.

## Remarks

*Clinostomoides brieni* was described by Dollfus (1950) as the type species from the oesophagus of *Ardea goliath* from Belgian Congo. The metacercaria was found encysted in gills of *Clarias lazero* from Belgian Congo by Prudhoe (1957). *C. dollfusii* Agarwal, 1959 is another species reported from Jabalpur (India), the larval stage of which occurs in the branchial region beneath the operculum in *Clarias* and *Saccobranchus* fishes.

The present study is the first report of the occurrence of this species from Meghalaya. Byrnihat, Meghalaya as reported herein, are new locality records for this species.

**Paratypes no.:** NEHU/Z-MC(F)/3.1-3.5, **Genus:** *Euclinostomum* Travassos, 1928

9. *Euclinostomum heterostomum* (Rudolphi, 1809), Travassos, 1928, Materials: 52 specimens, Location: Liver, Locality: Byrnihat, Hosts: *Channa striatus*, *C. punctatus*

## Remarks

Travassos (1928) created the genus *Euclinostomum* with *E. heterostomum* as its type species from *Ardea purpurea*. The metacercariae and adults of *E. heterostomum* have been frequently recorded from Indian freshwater fishes and birds (*E. indicum* Bhalerao, 1942 from *Channapunctatus*; *E. channi* Jaiswal, 1957 from *C. marulius*; and *E. heptacaecum* Jaiswal, 1957 from *C. punctatus*). Yamaguti (1958) created the subfamily Euclinostominae with *Euclinostomum* as its only genus. Ukoli (1966) synonymised *E. bhagavantami*, *E. channi*, *E. heptacaecum* and *E. indicum* with *E. heterostomum*. Srivastava (1950) traced a part of the life-cycle of *E. heterostomum*; Agarwal (1958a, b) did further observations on *E. indicum*; Agarwal (1959) studied the egg and miracidium of *E. heterostomum*; and Gupta and Agarwal (1983b) studied the host-parasite relationship in *C. punctatus* and *E. heterostomum*. Sinha et al. (1988) reported *E. heterostomum* from the liver, spleen and kidney of *C. punctatus*.

**Paratypes no.:** NEHU/Z-MC(F) 1.1–1.10, Family: Diplostomidae Poirier, 1886, **Genus:** *Tylodelphys* Diesing, 1850

10. *Tylodelphys* (metacercariae), Materials: 5280 specimens, Location: Body cavity, muscle tissue, oesophagus, Locality: Byrnihat, Host: *Heteropneustes fossilis*

## Remarks

*Tylodelphys* was described by Diesing (1850) with *Tylodelphys clavata* (syn *Diplostomum clavatum* Nordmann, 1832) (syn *Proalaria clavata* Ciurea, 1928; *Prodiplostomum clavatum* Ciurea, 1930; *Tylodelphys excavata* Bezubik, 1956; *T. circibuteonis* Odening, 1962) in *Ardea cinerea* and

*Circus aeruginosus*. The adult diplostomes are intestinal parasites of piscivorous birds. The species described from the Indian subcontinent are *Tylodelphys rauschi* Singh, 1956 (syn = *Diplostomum rauschi* Singh, 1956) from *Dissoura episcopus episcopus*; *T. duboisilla* Mehra, 1962 from the intestine of *Anhinga melanogaster*; *T. darteri* Mehra, 1962 (syn = *T. indica* Gupta, 1962; *T. indiana* Mehra, 1962) from *Anhinga melanogaster*; *T. chandrapali* Jain and Gupta, 1970 from Uttar Pradesh and *T. spinata* Gupta, 1962 from *Anastomus oscitans*.

The present study is the first report of the occurrence of this metacercarial form from Meghalaya (Byrnihat).

**Paratypes no.:** NEHU/Z-MC(F)/4.1-4.5

## Cestoda

Order: Caryophyllidea van Beneden in Carus, 1863, Family: Lytocestidae Hunter, 1927, **Genus:** *Lytocestus* Cohn, 1908

**11.** *Lytocestus indicus* (Moghe, 1925) Woodland, 1926, Materials: 256 specimens, Location: Intestine, Locality: Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat, Host: *Clarias batrachus*

### Remarks

The species, *L. indicus*, was first described by Moghe (1925) as *Caryophyllaeus indicus* from the common Indian siluroid fish, *Clarius batrachus*. Woodland (1926) raised a doubt regarding the presence of post-ovarian vitelline follicles and maintained that they were in reality ovarian follicles, suggesting thereby shifting of the species from *Caryophyllaeus* to *Lytocestus*.

*Lytocestus indicus* was earlier reported by Chakravarty and Tandon (1988) from the same host from the region but from a different locality i.e., Guwahati (Assam). The present study is the first report of the occurrence of *L. indicus* from Meghalaya (Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat).

**Paratypes no.:** NEHU/Z-CF/7.6-7.10

**12.** *Lytocestus birmanicus* Lynsdale, 1956, Materials: 732 specimens, Location: Intestine, Locality: Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat, Host: *Clarias batrachus*

### Remarks

*B. L. birmanicus* was first described by Lynsdale (1956) from the intestine of *Clarias batrachus* in Rangoon, Burma. This species was earlier reported by Chakravarty and Tandon (1988) from the same host from the region but from a different locality, Guwahati (Assam). The present study is the first report of the occurrence of *L. birmanicus* from Meghalaya; Byrnihat, Dawki, Hatmawdon, Jowai, Tura and Balat as reported herein, are new locality records for this species.

**Paratypes no.:** NEHU/Z-CF/5.6-5.10

**13.** *Lytocestus clariae* Tandon, Chakravarty and Das, 2005

Materials: 17 specimens, Location: Intestine, Locality: Byrnihat, Dawki, Hatmawdon, Tura, Host: *Clarias batrachus*

### Remarks

This species was first described from *Clarias batrachus* from Guwahati (Assam) by Tandon, Chakravarty and Das, 2005.

The present study is the first report of the occurrence of *L. clariae* from Meghalaya; Byrnihat, Dawki, Hatmawdon as reported herein, are new locality records for this species.

**Paratypes no.:** NEHU/Z-CF/1.5-1.6

**14.** *Lytocestus filliformis* (Woodland, 1923) Fuhrmann and Baer, 1925, Materials: 16 specimens, Location: Intestine, Locality: Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat, Host: *Clarias batrachus*

**Remarks**

*L. filiformis* was first described by Woodland (1923) as *Caryophyllaeus filiformis* from a mormyrid fish host, *Mormyrus cashive*, of the river Nile at Khatoum. Later, Fuhrmann and Baer (1925), on the basis of cortical disposition of vitellaria and medullary disposition of testes, shifted it to the genus *Lytocestus*. Chakravarty and Tandon (1988) reported this species from the same fish host from Guwahati (Assam) and supplemented the original description by providing measurements of the various organs.

The present study is the first report of the occurrence of *L. filiformis* from Meghalaya; Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat as reported herein, are new locality records.

**Paratypes no.:** NEHU/Z-CF/6.6-6.7

**15.** *Lytocestus longicollis* Ramadevi, 1973, Materials: 20 specimens

Location: Intestine, Locality: Byrnihat, Hatmawdon, Tura, Host: *Clarias batrachus*

**Remarks**

*L. longicollis* was originally described by Ramadevi (1973) from *Clarius batrachus* in Visakhapatnam district of Andhra Pradesh. The species was distinguished from the rest of the lytocestid types in having a receptaculum seminis, which is absent in the other species. The species derived its name from its long neck. This species was first reported by Chakravarty and Tandon (1988) from *C. batrachus* from Guwahati (Assam) in Northeast India. The present study is the first report of the occurrence of *L. longicollis* from Meghalaya; Byrnihat, Hatmawdon and Tura as reported herein, are new locality records.

**Paratypes no.:** NEHU/Z-CF/8.6-8.7

**16.** *Lytocestus attenuatus* Tandon, Chakravarty and Das, 2005, Materials: 3 specimens, Location: Intestine, Locality: Byrnihat, Hatmawdon, Host: *Clarias batrachus*

**Remarks**

*L. attenuatus* was first reported by Tandon, Chakravarty and Das, 2005 from Guwahati (Assam) in Northeast India.

The present study is the first report of the occurrence of *L. attenuatus* from Meghalaya; Byrnihat, Hatmawdon as reported herein, are new locality records.

**Paratypes no.:** NEHU/Z-CF/3

**17.** *Lytocestus heteropneustii* Tandon, Chakravarty and Das, 2005

Materials: 52 specimens, Location: Intestine, Locality: Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat, Host: *Heteropneustes fossilis*

**Remarks**

*L. heteropneustii* was first reported by Tandon, Chakravarty and Das, 2005 from Guwahati (Assam) in Northeast India.

The present study is the first report of the occurrence of *L. heteropneustii* from Meghalaya; Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat and Bhoilymbong, as reported herein, are new locality records.

**Paratypes no.:** NEHU/Z-CF/11.6-11.8

**18.** *Lytocestus* sp. Materials: 2 specimens, Host: *Mystus cavasius*, Location: Intestine, Locality: Shella

**Remarks**

The deposition of vitellaria in the cortex and testes in the medullary zone ascertains the inclusion of the present form in the family Lytocestidae. Further, owing to the characters such as presence of undifferentiated scolex, absence of post-ovarian yolk glands, uterine coils and

ejaculatory duct enclosed within a compact parenchymatous bulb, the present form belongs to the genus *Lytocestus* Cohn, 1908. The present forms differ from in having head undifferentiated, bluntly rounded and testes numerous, medullary, ovary wing like, vitellaria up to the utero vaginal pore. However, for want of more material (needed for histological studies) species identification of this taxon is kept in abeyance.

The present study is the first ever report of the occurrence of *Lytocestus* species from *Mystus cavasius*. All *Lytocestus* spp have so far been recorded from *Clarias* and *Heteropneustes* catfishes and not from any *Mystus* species.

**Paratypes no.:** NEHU/Z-CF/11.1

**Genus:** *Djombangia* Bovien, 1926

**19.** *Djombangia penetrans* Bovien, 1926, Materials: 117 specimens, Location: Intestine, Locality: Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat, Bhoilymbong, Host: *Clarias batrachus*.

### Remarks

The genus *Djombangia* was established by Bovien (1926) with *D. penetrans* as its type species, with *C. batrachus* and Satpute and Agarwal (1980) described another species *D. indica* from *C. batrachus* from Raipur. Two more Indian species added to the genus are *D. caballeroi* Sahay and Sahay, 1977 from *H. fossilis* in Bihar and *D. clariae* Kundu, Bhattacharya and Datta, 1985 from *C. batrachus* in West Bengal, both of which were reported to be having smooth, nonspinous eggs. In the opinion of Mackiewicz (1981), the genus *Djombangia* is represented by 2 species in India, viz., *D. penetrans* and *D. indica*.

*D. penetrans* has earlier been reported from *C. batrachus* from Guwahati (Assam) in Northeast India by Chakravarty and Tandon (1988). The present study is the first report of the occurrence of *D. penetrans* from Meghalaya; Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat and Bhoilymbong, as reported herein, are new locality records.

**Paratypes no.:** NEHU/Z-CF/9.1-9.7, Order: Pseudophyllidea Carus, 1863, Family: Bothriocephalidae Blanchard, 1849, **Genus:** *Senga* Dollfus, 1934

**20.** *Senga* sp. 1, Materials: 278 specimens, Location: Intestine, Locality: Byrnihat, Dawki, Hatmawdon, Jowai, Tura, Balat, Host: *Monopterusuchia*

### Remarks

The genus *Senga* was established by Dollfus in 1934 based on the type species *S. besnardi* from *Betta splendens*. Several species of *Senga* have been described from India; these are: *Senga lucknowensis* Johri, 1956 in *Mastacembelus armatus*; *S. visakhapatnamensis* Ramadevi and Rao, 1973 in *Ophiocephalus punctatus* from Visakhapatnam; *S. khami* Deshmukh and Shinde, 1980 in *O. marulius* from Aurangabad; *S. aurangabadensis* and *S. godavarii* Shinde and Jadhav, 1980 in *M. armatus* from Aurangabad; *S. punctati* and *S. mastacembali* Gupta and Sinha, 1980 in *O. punctatus* and *M. armatus* from Lucknow; *S. paithanensis* Kadam, Jadhav and Shinde, 1981 in *M. armatus*; *S. raoi* and *S. jagannathae* Majid and Shinde, 1984 in *C. punctatus* from Jagannathpuri; *S. indica* Gupta and Parmar, 1986 in *M. armatus* from Lucknow; *S. gangesii* Gairola and Malhotra, 1986 in *Mystus vittatus* from Allahabad; *S. vittati* Gairola and Malhotra, 1987 in *M. vittatus* from Allahabad; *S. yamunica* Gairola and Malhotra, 1986 in *M. vittatus* from Allahabad; *S. nayari* Malhotra, 1988 in *M. armatus* from Garhwal; *S. pathankotensis* Duggal and Harlean, 1989 in *Labeo rohita* from Punjab; *S. teleostei* Banerjee, Chaubey and Malhotra, 1990 in *C. punctatus* from Garhwal; *S. maharashtrii* and *S. gachuae* Jadhav, Ghavane and Jadhav, 1991 in *M. armatus* and *C. gachua* from Aurangabad; *S. chauhani* Hasnain, 1992 in *C. punctatus* from Bihar; *S. jhansiensis* Mathur, Srivastav, and Daisy 1994 in *M. armatus* from Uttar Pradesh; *S. mohekarae* Tat and Jadhav, 1997 in *M. armatus*; *S. armantusae* Hiware, 1999 in *M. armatus* from Pune; *S. tappi* Patil and Jadhav, 2003 in *M. armatus*

from Dhule; *S. ayodhensis* and *S. baught* Pande, Tripathi and Mittal, 2006 in *Amphinous cuchia* and *Rita rita* respectively; *S. jadhavae* Bhure, Padwal and Jadhav, 2007 in *M. armatus* from Aurangabad; *S. ticto* Srivastav, Khare, Khare, Sahu and Singh, 2007 in *Puntius ticto* from Jhansi; *S. nathsagarensis* Kankale, 2008 in *M. armatus*; *S. madhavae* Bhure, Nanware, Pathan, Dhondge, 2010 in *M. armatus*; and *S. rupchandensis* Pardeshi and Hiware, 2011 in *C. striatus* from Aurangabad). The present form differs from *S. ayodhensis* Pande, Tripathi and Mittal 2006 in having conical scolex, testes numerous, vitellaria follicular.

The present form could not be compared with all the species of *Senga* that have been described from India, mainly because the original literature or type specimens are not accessible for comparison. Hence, species identification has been kept in abeyance for the present.

**Paratypes no.:** NEHU/Z-CF/10; 11.11-11.15, **Genus:** *Senga* Dollfus, 1934

**21.** *Senga* sp. 2, Materials: 24 specimens, Location: Intestine, Locality: Byrnihat, Host: *Channa striatus*, *C. punctatus*

### Remarks

The present form differs from the above *Senga* sp. 1 and from *S. rupchandensis* Pardeshi and Hiware, 2011 in having scolex pear shape, bothria shallow, hooks 25-455 in numbers, neck absent and vitellaria follicular.

**Paratypes no.:** NEHU/Z-CF/10.1-10.5, Order: Trypanorhyncha Diesing, 1863, Family: Tetrarhynchidae Cobbold, 1864.

**22.** Trypanorhyncha larva, Materials: 4 specimens, Location: Body cavity, Locality: Shillong, Host: *Clarias batrachus*.

### Remarks

Southwell and Prasad (1918b) found cysts of a trypanorhynchan cestode in the muscles of *Hilsa ilisa*, an estuarine fish well known for having anadromous migratory pattern. Saxena (1980) described the occurrence of trypanorhynchan larva in freshwater fish, *Silonia silodia* from a preserved material collected in 1948, which is the first report of a trypanorhynchan larva from a freshwater fish from India. The present metacestode representing the Order Trypanorhyncha from the catfish *Clarias batrachus* is the first report of the parasite occurring in Meghalaya (Shillong) and also forms a new host record for Trypanorhyncha; the latter are generally known to parasitize marine or estuarine fishes.

**Paratypes no.:** NEHU/Z-MCe(F)/1.1

## Nematoda

Order: Spiruridea Diesing, 1861, Family: Camallanidae Railliet and Henry, 1915, **Genus:** *Procamallanus* Baylis, 1923.

**23.** *Procamallanus* sp. Materials: 9 specimens, all females, Location: Intestine, Locality: Byrnihat, Host: *Heteropneustes fossilis*.

### Remarks

The genus *Procamallanus* was created by Baylis (1923) considering *P. laevisconchus* Wedl, 1862 as its type species. Yamaguti (1961) listed about 34 species under the genus and Sood (1988) provided a key to the species of *Procamallanus* reported from fishes in South Asia. Lakshmi (2010) added a new species, *Procamallanus vysakhi* recovered from the intestine of *Johnius carutta* from the Bay of Bengal at Visakhapatnam. Owing to non availability of any male specimens in the collection, identification up to the species level had to be kept in abeyance for want of enough



material for the purpose of study. The present study is the first report of the occurrence of this species from Meghalaya.

**Paratypes no.:** NEHU/Z-NF/4, **Genus:** *Paracamallanus* Yorke and Maplestone, 1926

**24.** *Paracamallanus* sp. Materials: 1 female specimen, Location: Intestine, Locality: Hatmawdon, Host: *Channa punctatus*

#### Remarks

On the basis of morphological characters namely, buccal capsule with two lateral chitinous valves and presence of a trident, the present form could be assigned to the genus *Paracamallanus*. Yorke and Maplestone (1926) separated from the genus *Camallanus* those forms having a large chitinous buccal cavity or pharynx behind buccal valves and placed them under the genus.

However, for want of more female specimens and in the absence of male worms in the collection, the present form could not be identified at the species level.

**Paratypes no.:** NEHU/Z-NF/2, **Genus:** *Neocamallanus* Ali, 1957

**25.** *Neocamallanus singhi* Ali, 1957, Materials: 22 specimens, Location: Intestine, Locality: Byrnihat, Host: *Channa punctatus*, *C. striatus*

#### Remarks

The genus *Neocamallanus* was created by Ali (1957) for a nematode recovered from *Channa punctatus* from Hyderabad with the type species *N. singhi*. Yeh (1960) synonymized this genus with *Camallanus* Railliet and Henry 1915 as he did not give any importance to tridents. Yamaguti (1961) accepted this genus as valid. Sahay and Narayan (1967) also revived the genus *Neocamallanus*.

The present report provides a new locality record for *N. singhi*.

**Paratypes no.:** NEHU/Z-NF/1.1-1.10, Order: Enoplida, Family: Dioctophymatidae Railliet, 1915, **Genus:** *Eustrongylides* Jägerskiöld, 1909

**26.** *Eustrongylides* sp.—larval form, Materials: 53 specimens, Location: Body cavity, Locality: Byrnihat, Host: *Channa punctatus*, *C. striatus*

#### Remarks

Fernando and Furtado (1963) reported the occurrence of larvae of the genus *Eustrongylides* in *Heteropneustes fossilis*, *Ompak bimaculatus* and *Wallago attu* from Sri Lanka. These larvae were also reported by Kalyankar (1974) in *Mystus seenghala* from Nanded, Maharashtra and by Naidu and Thakare (1979) in *Mastacembelus armatus* also from Maharashtra. Jones (1978) reported for the first time the adults of this form from aquatic Australian snakes.

**Paratypes no.:** NEHU/Z-NF/3.1-3.10

**27.** Unidentified nematode species 1—larval stage Materials: 255 specimens

Location: Body cavity Locality: Byrnihat

Hosts: *Channa punctatus*, *C. striatus*, *C. gachua*, *Labeo rohita* and *L. boga*

**28.** Unidentified nematode species 2—larval stage, Materials: 6 specimens, Location: Mesenteries, Locality: Byrnihat, Host: *Monopterusuchia*

### Acanthocephala

Order: Gyraacanthocephala Van Cleave, 1936, Family: Quadrigyridae Van Cleave, 1920, **Genus:** *Pallisentis* Van Cleave, 1928

**29.** *Pallisentis ophiocephali* (Thapar, 1930) Bilquees, 1976, Materials: 285 specimens, Location: Mysentery, intestine, Locality: Byrnihat, Shella, Dawki, Hosts: *Channa striatus*, *C. punctatus*, *C. gachua*

## Remarks

Van Cleave (1928) erected the genus *Pallisentis* with *P. umbellatus* as the type species recovered from *Ophiocephalus argus*, *Siniperca sp.*, *Cobitis decemcirrosus* and *Parasiturus arotus*. Several species of the genus were subsequently described from India; these include *P. ophiocephali* (Thapar, 1930) Baylis, 1933 in *Channa marulius* from Chittagong, Dhaka; *P. nagpurensis* Bhalerao 1931 in *Ophiocephalus striatus* from Maharashtra; *P. nandai* Sarkar, 1953 in *Nandus nandus* from Bengal; *P. colisai* Sarkar, 1956 in *Colisa fasciatus* from Delhi; *P. allahabadii* Agarwal, 1958a, bin *Ophiocephalus punctatus* from Uttar Pradesh; *P. basiri* Farooqi, 1958 in *Rhynchobdella aculeata* from Uttar Pradesh; *P. pandei* Rai, 1967 in *O. punctatus* from Uttar Pradesh; *P. gunteai* Sahay, Nath and Sinha, 1967 in *Lepidocephalichthys guntea* from Bihar; *P. fasciati*, *P. gomtii* and *P. cavasii* Gupta and Verma, 1980 in *Trichogaster fasciatus*, *N. nandus* and *Mystus cavasius* from Lucknow; and *P. jagani* Koul, Raina, Bambrro and Koul, 1991 in *Channachanna* from Jammu. The present report provides a new host/locality record.

**Paratypes no.:** NEHU/Z-AF/1

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# Biology of Bihar Hairy Caterpillar, *Spilarctia Obliqua* (Walker) (Erebidae: Lepidoptera) on Field Bean

Dr. Manisha Kumari\*

## SUMMARY

Biology of the Bihar hairy caterpillar, *Spilarctia obliqua* (Walker) reared on field bean leaves revealed that the eggs were creamy white when laid became pale yellow in colour before hatching. The number of eggs per mass varied from 148 to 232. Egg, larval and pupal period varied from 5 to 6, 20 to 21 and 8 to 9 days, respectively. The average eggs laid by a female moth were 148 - 232.

Larvae had six instar with a total larval duration of days. The length of male and female moth varied from 51 to 55 mm and 55 to 59 mm, respectively. The total life span of male and female ranged from 37 to 42 days and 39 to 44 days, respectively.

## HOW TO CITE THIS ARTICLE

Warad, Mallikarjun and Kalleshwaraswamy, C.M. (2017). Biology of Bihar hairy Caterpillar , *Spilarctia obliqua* (Walker) (Erebidae: Lepidoptera) on field bean. Agric. Update, 12(TECHSEAR-5): 1256-1260; DOI: 10.15740/HAS/AU/12.TECHSEAR(5)2017/1256-1260.

## BACKGROUND AND OBJECTIVES

The field bean, *Lablab purpureus* L. Is an important pulse cum-vegetable crop in tropics, is cultivated for its tender and mature pods, seeds and also for fodder. The primary cause attributed for lower yields of field bean has been due to the damage caused by the insect pests (Thejaswi et al., 2008). Field bean is attacked by more than 55 species of insects and mite pests from seedling stage till the harvest of the crop in Karnataka (Govindan, 1974). Bihar hairy caterpillar, *S. obliqua* has been reported as major pest of Mulberry in Aurangabad, India (Sunil and Chandrashekar, 2013).

Bihar hairy caterpillar, *Spilarctia obliqua* (Walker) is a polyphagous pest attacks plant species across several families. It inflicts damage to field bean by defoliating the leaves. There is no literature available on the reproductive biology of *S. obliqua* on any of its host. Hence the study was conducted. These hairy caterpillars are very notorious to rear because of difficulty in handling as they produce skin allergy and also known to undergo diapauses in pupal stage. These may be the limiting factors in attempting biology studies of hairy caterpillars. In this study we made effort to study detailed biology of *S. obliqua* on field bean. Few workers Sinha et al. (1988) and Kalra (1986) observed the pest *S. obliqua* Wlk. as Kharif pest attacking Kharif crops like black gram, green gram, season in different parts of the country India.

## RESOURCES AND METHODS

Immature stages of hairy caterpillars were collected from the field and used as nucleus culture to study the biology Department of Agricultural Entomology, College of Agriculture, Shivamogga at room temperature during 2015-16. The caterpillars were reared to adults and reared to adults. Later,

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pair of adult moths were released into a cage for egg laying and incubation period was recorded. The adults were fed with 10 per cent honey solution.

The freshly hatched larvae were placed on its host with the help of hair brush and kept in a petri plate whose cap is made perforated in order to facilitate aeration and were observed twice a day for the larval moulting. For the last instar larvae the soil was be provided to facilitate pupation. Egg period, larval period, pre-pupal period, pupal period, total life cycle after pupation the pupal period was also recorded. Biological characteristic of adults such as pre-oviposition period, oviposition and post oviposition period, and fecundity were also recorded.

## OBSERVATIONS AND ANALYSIS

The growth parameters such as egg, larvae, pupae and adult developmental periods recorded was presented in Table 2 (Plate 1).

### Egg

The freshly laid eggs were creamy white and turned pale yellow and are slightly flattened at one side. The egg measured about  $0.25 \pm 0.021$  mm in diameter. The number of eggs per mass varies considerably but was often 148 to 232 in batches and covered with hairy scales of the tip of the abdomen of the female moth. When the eggs were about to hatch, turned blackish which was the developing head of the larvae (Table 2). One day prior to hatching, the dark head of the young larva was observed inside the egg shell. Incubation period ranged from 5 – 6 days with an average of 5.75 days.

### Larva

During its larval developmental period, the caterpillar moulted five times and had six larval instars. The total larval period ranged from 20 – 21days with an average of 20.55 days.

#### *First instar*

The newly hatched larvae were sluggish in nature which became active after some time. Young larvae were translucent light yellow with dark head. The head is prominently big and was bigger than any part of the body. The larval body was covered with number of long hairs arising from dark coloured tubercles. The width of the first instar larval head capsule ranged from 0.06 – 0.07mm with an average of 0.07 mm (Table 1).

The first instar took 3 to 4 days with an average of 3.3 days to enter into next instar (Table 2).

#### *Second instar*

As the larva advances to second instar, the body grows faster and as a result, the body turns wider than the head. The larva was translucent light yellow in colour with prominent setae and tubercles.

During the second instar, the width of the head capsule was 0.09 – 0.12 mm with an average of 0.10 mm (Table 1). The second instar varied from 2 to 3 days with an average of 2.25 days to enter into next instar (Table 2).

#### *Third instar*

The third instar larva was morphologically similar to that of second instar with prominent setae and tubercles. The larva was light yellowish in colour with black patches on the anterior and posterior region of the body. The spiracles were black in colour and are nine in number.

**Table 1 : Head capsule width of *Spilarctia obliqua* during different moults on field bean leaves (n = 20)**

Stage of insect	Head capsule width (mm)	
	Range	Mean $\pm$ SD
First moult	0.06 - 0.07	0.07 $\pm$ 0.002
Second moult	0.09 - 0.12	0.10 $\pm$ 0.01
Third moult	0.17 $\pm$ 0.19	0.18 $\pm$ 0.007
Fourth moult	0.21 $\pm$ 0.28	0.25 $\pm$ 0.01
Fifth moult	0.40 $\pm$ 0.54	0.47 $\pm$ 0.03
Sixth moult	0.45 $\pm$ 0.70	0.61 $\pm$ 0.06

The head capsule width of third instar larva was 0.17 to 0.19 mm with an average of 0.18 mm (Table 1). The duration of third instar larvae was 5 to 6 days with an average of 5.60 days (Table 2).

#### **Fourth instar**

The larva was yellowish in colour with yellow longitudinal stripes. Head and prothoracic shield were dark brown. Black patches were present on the anterior and posterior region.

The width of fourth instar larva head capsule measured 0.21 to 0.28 mm with an average of 0.25 mm (Table 1). The duration of fourth instar larvae was 3 to 4 days with an average of 3.80 days (Table 2).

#### **Fifth instar**

Fifth instar larva was almost similar to fourth instar, except in its size. Black patches were present on the anterior and posterior region. The larvae had dense hairs on its body.

The head capsule width of fifth instar larva was 0.40 to 0.54 mm with an average of 0.47 mm (Table 1). The duration of fifth instar larvae was 3 to 4 days with an average of 3.70 days (Table 2).

#### **Sixth instar**

The fully grown larva was stout and cylindrical, brown in colour, the head of the larva was dark brown and conspicuous dark anterior and posterior patches of the larva. The larvae had dense hairs on its body.

The head capsule width of sixth instar larva was 0.45 to 0.70 mm with an average of 0.61 mm (Table 1). The duration of sixth instar larvae was 5 to 6 days with an average of 5.35 days (Table 2).

#### **General habit and behavior of the larva**

Immediately after hatching the larva was gregarious at first, later spread over the leaves. Later instar larvae fed voraciously on field bean leaves. At the time of moulting, the larva became inactive.

**Pupa**

Pupation occurred in the soil as sterilized soil was provided as medium. The pupa was elongated and oval in shape. The eyes and the antennal case were prominent. The freshly formed obct pupa was yellowish and gradually reached to dark brown. They undergone pupation inside the hairy cocoon, hence pupal sexing was not possible. The total pupal duration ranged between 8 to 9 days with an average of 8.60 days (Table 2).

**Adult (Plate 1)**



Plate 1 : Life stages of *Spilarctia obliqua* on field bean leaves

The adults are medium sized brown moths and had pink abdomen. Wings pinkish with numerous black spots. The head, thorax, and abdomen were distinct. The antennae and legs were light brown. Two long segmented filiform antennae were located dorsally on the head and close to the compound eyes.



The male moth was almost similar to the female but it was smaller than female in size. The abdomen was sharply tapered compared to female (Plates). The average longevity of the adult male was 4.00 to 5.00 days with an average of 4.40 days (Table 2).

The female was bigger than the male. The abdomen of female was blunt while the abdomen of male was narrower and pointed. The average longevity of the adult female was 6 to 7 days with an average of 6.20 days (Table 2). Narrower and pointed. The average longevity of the adult female was 6 to 7 days with an average of 6.20 days (Table 2).

### Total life span

Total life span of male and female ranged from 37 to 42 days with an average 39.80 days and 39 to 44 days with an average of 41.60 days, respectively (Table 2).

### Oviposition

Table 2 : Duration of different life stages of *Spilarectia obliqua* (Walker) on field bean leaves and fecundity of adults

Sr. No.	Life stages		Range (days)	Mean (days)
1.	Incubation period		5.00 – 6.00	5.75 ± 0.44
2.	Larval period	I instar	3.00 – 4.00	3.30 ± 0.47
		II instar	2.00 – 3.00	2.25 ± 0.44
		III instar	5.00 – 6.00	5.60 ± 0.50
		IV instar	3.00 – 4.00	3.80 ± 0.41
		V instar	3.00 – 4.00	3.70 ± 0.47
		VI instar	5.00 – 6.00	5.35 ± 0.48
		Total	20.00 – 21.00	20.55 ± 0.51
3.	Pupal period		8.00 – 9.00	8.60 ± 0.50
4.	Pre-oviposition period *		1.00 – 1.50	1.33 ± 0.25
5.	Oviposition period *		3.00 – 4.00	3.66 ± 0.51
6.	Post-oviposition period *		1.00 – 1.50	1.10 ± 0.22
7.	Fecundity/female *		148 – 232	194.6 ± 36.08
8.	Male adult longevity *		4.00 – 5.00	4.40 ± 0.54
9.	Female adult longevity *		6.00 – 7.00	6.20 ± 0.44
10.	Total life cycle	Male	37.00 – 42.00	39.80 ± 1.92
		Female	39.00 – 44.00	41.60 ± 2.07

Mean of 20 observations; \* Data of six adults

The mated female moths laid their eggs during night hours. The oviposition site was first located by the female. After the site was identified, the insect cleaned the leaf surface area by wiping using the tip of the abdomen. Oviposition took place immediately after. The eggs were deposited in 2 to 3 batches. The pre-oviposition period varied from 1.00 to 1.50 days with an average of 1.33 days, ovipositional period was 3.00 to 4.00 days with an average of 3.66 days and post-oviposition period was 1.00 to 1.50 days with an average of 1.10 days. The fecundity data of 6 females studied

individually revealed that the egg laying capacity varied from 148 to 232 eggs with an average of 195 eggs per female (Table 2).

The present studies indicated that the eggs are pearly white become pale yellow in colour slightly flattened on one side. The number of eggs per mass varies considerably but is often 148 to 232 in batches and covered hairy scales from the tip of the abdomen of the female moth. Biology of *Diacrisia oblique* Walk. Was studied by Djou (1938), observed that a female laid 342- 1356 eggs and incubation period was 6-11 days. In absence of the literature pertaining to the biology of *S. obliqua* on field bean, reviews on other crops were considered. There is no relevant literature is available on this aspect to support the present study. Gotyal et al. (2013) studied the comparative biology of *S. obliqua* on jute. They reported effect of cultivated and wild species of jute on the larval survivability, larval weight, pupal weight and adult emergence of *S. obliqua* at different days after feeding.

Ganiger and Sannaveerappanavar (2007) have studied the field biology of Red headed hairy caterpillar *Amasacta albistriga* (Walker) under groundnut ecosystem in Karnataka. But unlike other lepidopterans, *S. obliqua* had six larval instars the reason may be due to the prevailing environmental conditions in the laboratory or due host nutritional characteristics. Bhuiyan and Sardar (1971) examined the effect of rearing *S. obliqua* larva under solitary and crowding conditions. They found decreasing developmental days with crowding.

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# Gender Bias in Schools

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Gender bias and gender inequality exists everywhere. Gender bias is behaviour that shows favouritism towards one gender over another. Gender bias occurs when people make assumptions regarding behaviours, abilities or preferences of others based upon their gender.<sup>1</sup> Gender bias is believed to be socially constructed. These gender bias results in gender inequality which have a negative impact on both individual and societal development. Individuals do get affected by such inequalities related to gender by having a low self-esteem, frustrations and resentment. Boys and girls fail to achieve their full potential, their roles in society and family gets restricted because of biased expectations. Gender inequalities impede economic growth, social cohesion and social justice. Gender inequalities in family and the broader society also provide negative models for children and young people of 'legitimate' ways of treating others unfairly, of exploiting them and depriving them of their human rights.

Researchers are of the opinion that schools reflect practices in societies. Gender bias and problems are socially and culturally constructed. Cultural and societal practices affect children in schools, especially the way they look at their peers of the opposite sex.<sup>2</sup> Cultural beliefs and societal structures influence attitude of one gender towards the other, their expectation from the other gender.

Since 1970s concern had been expressed that formal education system reproduces gender differences and inequalities instead of eliminating it. Research studies indicate that Schools affect gender differentiation. Teachers and peers directly influence gender differentiation by providing boys and girls with different learning opportunities and feedback. However curricular materials that contain gender stereotypic behaviour, too exercise influence on the children as per the societal norms.<sup>3</sup> Though teachers are often blamed for this, in actuality the caution must be exercised by the curriculum developers while writing down text books and other resource materials. Effort needs to be made to keep stereotypes away from textual materials. Children internalize gender stereotypes and prejudices, which in turn guide their own preferences and behaviours.

Many educators endorse cultural gender stereotypes (e.g., math is easier for boys than girls) and prejudices (show preferences for same-gender individuals).<sup>4</sup> Sometimes consciously and sometimes unconsciously teachers exercise biases in their classroom behaviours.

Teachers' gender stereotypes and prejudices shape their classroom behaviour in three ways. First, teachers often model gender stereotypic behaviour. Teachers often exhibit differential expectations for males and females. Third, teachers facilitate children's gender biases by marking gender as important by using it to label and organize students.<sup>5</sup>

Like teachers, peers contribute to the socialization of gender difference in multiple ways. Children encounter large numbers of peers and seniors, many of whom model traditional gender behaviour, producing and reinforcing the content of gender stereotypes.

Gender segregation is found everywhere in schools. Children play, do activities, with children of the same sex group. They hardly share things with children of the opposite group. The school space remains segregated for boys and girls for all curricular and co-curricular experiences. Such gender segregation, however affects their experiences, their behaviour towards the opposite gender leading them to conform to such stereotypes in the future. Peers also contribute to gender differentiation by

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teaching their classmates stereotypes (e.g., “Short hair is for boys not girls”) and punishing them for failing to conform to stereotypes via verbal harassment and physical aggression.<sup>6</sup>

Such gender bias generates violence in schools as well. Violence committed against boys and girls by their teachers, by their peers and seniors are no more stray incidents happening in the society. Schools are mini societies and things that happen in society also happen in schools. It is believed that schools are centres of learning and social transformation. These are knowledge hubs making children aware about disciplinary knowledge and skills for self-reliance. Schools are life structures that provide input for personality development and coping mechanism for facing challenges of life. But Schools are shaped by the societal forces that perpetuate gender based discrimination. Evidences indicate that school-related gender-based violence (SRGBV) affects millions of children worldwide. It is one of the worst manifestations of gender discrimination and violates a wide range of children’s rights.<sup>7</sup> Education has the power to empower and transform the lives of young people, especially girls, but widespread gender-based violence in and around schools seriously undermines the achievement of quality. It also poses questions of inclusive and equitable education for all children. The right to education can be fulfilled only when children are able to learn in nurturing environments free from violence. Both boys and girls suffer from school-related violence, though the extent and form differs. They see or experience violence on school grounds, often at the hands of known and trusted people, including teachers and peers.

School-related gender-based violence is complex and multifaceted. It refers to acts of sexual, physical or psychological violence inflicted on children in and around schools that are due to stereotypes and roles or norms attributed to or expected of them on the basis of their sex or gendered identity. School related gender based violence (SRGBV) includes explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape. Corporal punishment and discipline in schools often manifest in gendered and discriminatory ways. Other implicit acts of SRGBV stem from everyday school practices that reinforce stereotyping and gender inequality, and encourage violent or unsafe environments. Boys and girls who do not conform to dominant notions of heterosexual masculinity or femininity are also vulnerable to sexual violence and bullying. The failure to protect children from all forms of violence, including in their school lives, is a violation of their rights, compromising their development and well-being. School Related Gender Based Violence is correlated with lower academic achievement and economic security, as well as greater long-term health risks. It perpetuates cycles of violence across generations. Violence takes the form of sexual abuse -verbal or physical, physical – hitting, slapping, pinching, pulling of ears, corporal – physical force for control/discipline inflicts pain & injury, exploitative labor – Tasks assigned as punishment, psychological abuse – threats, emotional manipulation (verbal abuse).

Evidence suggests girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. Boys are more commonly perpetrators of physical bullying, while girls are often more likely to use verbal or psychological forms of violence. SRGBV can take place in buildings, on the grounds and around the entrances of schools. Hotspots for violence include toilets, classrooms and corridors, and in some contexts, staff accommodation. Girls hostel in formal or ad-hoc boarding facilities may also be at risk of sexual violence or harassment. The physical isolation of facilities and their inadequate supervision exacerbate the problem. Outside of school, millions of children are vulnerable to physical, sexual and verbal abuse travelling to or from school. Unprecedented access to information and communication technologies (ICT) has extended intimidation, bullying and sexual harassment well beyond the school grounds. Violence in schools reflects underlying social norms regarding authority and expected gender roles. Societal expectations can normalize negative aspects of male and female behaviour. Dominant conceptions about manhood may condone boys acting out expressions of aggression, violence, and sexual power. Expectations of girls can include deference to men and boys, submissiveness and

passivity. Witnessing or experiencing violence in the home teaches children violence is 'normal' and increases the risk of them bullying or perpetrating sexual violence in their own lives. Gender norms often dictate that boys settle disputes with physical violence, and some may enact the gender-based violence observed in their own homes or communities against female students. Gender inequalities and violence at home, within the community or played out in cyberspace impact schoolchildren, and may be replicated or intensified in schools.

Such violence in schools take place because though schools represent a critical space for learning, including children's understanding of gender roles, but in practice such sensitisation does not take place in many schools. Even the community does not permit schools to bring about such changes. Unchecked gender discrimination and power imbalances in schools encourage attitudes and practices that subjugate schoolchildren, uphold unequal gender norms and allow the toleration and continuation of gender-based violence. Poorly enforced legislation, inadequate child protection policies and weak or non-existent reporting mechanisms all increase children's vulnerability to SRGBV, often allowing perpetrators to act with impunity. Corporal punishment and discipline underpin gender-based violence in schools. Understanding the context of SRGBV is essential to ensure that those most vulnerable are not overlooked. School-related gender-based violence cannot be seen in isolation from violence in wider society. It is driven by social norms and entrenched inequalities that underpin and often condone gender-based violence. It is amplified in communities in which poverty and conflict are pervasive. Emerging evidence suggests that SRGBV more severely affects children who come from groups already facing discrimination and marginalization.

We need to map and understand SRGBV's precipitating factors to effectively tackle the barriers it throws up to quality education for all. Marginalized groups are at increased risk of SRGBV. Children's vulnerability to SRGBV increases if they live with a disability, express a sexual preference different from the mainstream, or are part of an already disadvantaged group. Poverty, gender inequalities and disability interact to place girls at particular risk. School-related gender-based violence is detrimental to children's education. Violence and abuse have serious detrimental effects on children's health and well-being and their ability to learn to their full potential. SRGBV negatively impact school participation, learning levels and completion rates, and raises barriers to gender equality in education and wider society. Combating gender-based violence in and around schools will help increase school attendance, enhance children's quality of education and improve learning outcomes. Children who have been abused or bullied often experience low self-esteem and depression, which may lead to self-harm and risk-taking, and result in poor performance and disengagement from school. Sexual violence have health consequences, including mental health problems, pregnancy, all of which have a negative effect on education progress and well-being. Bullying can also reduce school achievement for both boys and girls. Violence in schools is often underestimated, especially psychological violence.

Such gender bias results in violence in the society as well, as stereotyped behaviour of the children gets reinforced further when they grow up. The masculinity, feminist behaviour gets pronounced further in the future due to lack of any effort to prevent these stereotypical attitudes in schools. Statistics show an increase in reported crime against women/girls each year and daily newspapers and media are repeated with news of violence against girls/women irrespective of age, caste, and area like rural or urban. We have come to a stage where six month old girls are being raped and more than 42% girls are abused before they turn 19. It's not only girls who are facing these unfortunate and horrific cases; one in three boys in India is a victim of sexual abuse. Human trafficking is the third largest organized crime after drugs and the arms trade across the globe. According to the definition of the United Nations – "trafficking is any activity leading to recruitment, transportation, harbouring or receipt of persons, by means of threat or use of force or a position of vulnerability". Close to 80% of the human trafficking across the world is done for sexual exploitation and the rest

is for bonded labor and India is considered as the hub of this crime in Asia. As per the statistics of the government – in every eight minutes a child goes missing in our country. In 2011 about 35,000 children were reported missing and more than 11,000 out of these were from West Bengal. Further, it is assumed that only 30% of the total cases are reported, so the actual number is pretty high.

It is imperative therefore to stop such violence from the school stage itself. Holistic models of schooling therefore must be adopted for responding to school violence. Child friendly school programme helps students feel safer and supported in schools. Girls' clubs in the schools have a positive impact on breaking the silence surrounding school related gender-based violence. Safe and accessible reporting mechanisms can help protect the rights and welfare of children who have experienced violence at school. Codes of conduct for teachers and students that prohibit all forms of violence should be formulated. Effective procedures for reporting, monitoring and working with victims and perpetrators must be followed. To ensure accountability measures must be reinforced by legal and policy frameworks at government, district and school level. SRGBV cannot be addressed unless it is better understood. The inability to recognize and respond to SRGBV prevents the transformation of schools into empowering girls, boys and teachers. Teachers, and students should understand the issue and gain some knowledge on different provisions of laws available in this regard like sexual harassment, Eve Teasing & Cyber Crime. It should not be the responsibility of victims to prevent abuse, but rather of the communities to stop it from happening. The effort is to start from the schools. Head of the school and teachers have to make introspection on the following points.

- Does the schooling ethos help in providing inclusive and enabling environment?
- Does schooling processes ensure equity and equality?
- Does it ensure safety and security to all children irrespective of origin?
- Does it stimulate critical thinking, creativity and imagination ?
- Does it ensure active participation of stakeholders which include community and the family?
- Does it promote a gender sensitive environment and encourage girls to opt for unconventional vocations?
- Does it help in making them aware of their rights and duties?

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# Protest to Protect the Cultural Cult in Manju Kapur's *the Immigrant*

Dayakar Dagiri\*

Manju Kapur is the most conspicuous and famous contemporary writer of Indian English Literature. She wrote different subjects, for example, Feminism, Diaspora, Social and Economic Forces, Gender discrimination, and lesbianism. Her fourth novel, *The Immigrant*, partly set in India. Like Jhumpa Lahiri's novel *The Namesake*, this novel also deals with migration and the life of an immigrant woman. *The Immigrant* which was published in 2008 was shortlisted for the India Plaza Golden Quill Award. Nina and Ananda are the major characters of the novel. Nina works as a teacher in English in Miranda place of Delhi University, providing the information to the students. She is a philanthropist and consistently helps the individuals who are in need. Her father was a negotiator and her youth was finished in West with her father. She construed a lot about her future spouse that she would get an Indian as a groom, and from great Indian family. At thirty years old, depleted Nina finds Ananda, who is a NRI. He is a dental specialist by calling settled in Canada. After their marriage, he left for Canada leaving her in India as she doesn't have visa. Following three months she got her visa and continued to arrive at Canada. She, as a foreigner, doesn't have the foggiest idea about that she needs to change her character, spruce up, clothing, make up, strolling style and talking style. Workers regularly face various issues from new spot. The traditions and convention are very unique in relation to one nation to another nation so the immigrants precisely pursue the way of life of new spot or remote or in some cases colonizers and start overlooking their own societies. The immigrants those who were colonized in the past additionally pursue the colonizers after freedom and like to acknowledge new culture and begin to rule on their kin thus they may be called colonized moreover. They have twofold way of life as colonized by some body and colonized independent from anyone else. Nina is an ideal model as a colonized character since she can't pursue the new culture and proceed with her way of life in a foreign land. She battles from pioneer belief system to comprehend what social personality she gains.

In fact two divergent societies by and large overwhelm a foreigner's brain. The settler needs to choose himself whether he has a place with the personality of mother land or the remote land. On the off chance that he acknowledges new culture, his local culture won't likewise leave him. In the event that he proceeds with his old mother land culture, he can't endure cheerfully on the remote land. Settler expects that new land and new culture consistently give joy for him. To start with a foreigner feels cheerful by remaining in another nation. In the comparative case, Nina additionally expects a great deal of things from Canada and imagines that she would be more joyful than present life however the primary astringent experience of being a worker comes her direction when she arrives at Toronto and at the movement freedom counter she is approached to move to one side. She waits and comes to know that "The white people queuing for entry into the country look away, the colored ones have pity in their eyes" (105). She was caught by her appearance and investigated each paper, letter by letter. She likewise saw that it was not for white women. Without a doubt, Nina is an enchanting young lady in India, yet similar shading cited her cheaply in other land, as such occurrences made her life mayhem gradually. She was posed a ton of unimportant inquiries about movement. She feels nervous for all the queries. "Rage fills her, why are people so silent about the humiliations they faced in the west? She was a teacher at a University, yet this woman, probably high school pass, can imprison her in

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a cell like room, scare her and condemn her. Though she was addressed as ma'am, no respect is conveyed...She does not like her introduction to the new world" (106-107).

Ananda and Nina began their new life in a little condo. She goes through desolate days in the foreign land. It was a new life for Nina as there are "No servant, landlord, landlady, neighbor or mother was there to see. After years of night and day protection against the eyes of the world, it felt strange to abandon the shield that had defended her modesty" (113). Rather than spending cheerful days, she grieves a great deal as she is separated from everyone else on the outside land. She can't find loneliness at her home in India. She recollects: "Till Nina came to Canada she hadn't known what lonely meant. At home one was never really alone. The presence of her mother, the vendors who came to the door, the half hour gardener who watered their plants, the part time maid who washed and cleaned, the encounters with the landlady, all these were woven into her day. When she mourned her loneliness to Zenobai, it was a romantic companionate loneliness she was referring to, not the soul destroying absence of human beings from her life. She worried about her mother's lack of companionship after marriage" (159). Like Dimple who suffers from the same reason in Bharati Mukherjee's *Wife*, Nina is also not exemption from the double marginalization and double identity. She has double identity as she faced a new culture and homeland culture. Foreigners look at the two societies yet at last can't choose which the best is. A similar quandary comes in the psyche of Nina whether she needs to acknowledge or dismiss the new culture. She decides to modify herself to get by there. Kapur says that "These immigrants live in two minds. Outwardly they adjust well. Educated and English speaking, they allow misleading assumptions about a heart that is divided" (120).

The double identity brings multicultural social orders; obviously they are the consequence of broad Diaspora. Like Ananda, there are incalculable outsiders to US, England, Canada and Australia in the present century. It is primarily an individual decision. The vast majority of the individuals relocate to remote nations to get instruction or to pack cash by working there. Workers believe that the new spot has a few desires from them and they attempt their best to reach. That is the reason; the migrants try sincerely and need to show their character what they are. Kapur in the novel says that "In the new country they work lengthy hours to get entrance into the system, into society, into establishing a healthy bank account. Years pass like this, ungrudged years because they can see their all sustaining dream of a better life coming true" (120). Undoubtedly settlers discover nothing aside from new culture and new place with civilized tedious individuals. In the event that they buckle down intensely in their nation, there is no compelling reason to scan for their character. Chandra Sharat rightly expresses this sense of alienation beautifully in *Sari of the Gods*: "I leaped from one life to another, and in between lay noting but vacuum...we remain at large distant and clothed by our separate worlds. We know that the bonds we shared while growing up do not unite us anymore... In these new worlds, immigrants readjust and reinvent themselves, struggling to find their place in an alien landscape, netting some gains but also incurring deep emotional losses..." (7). There is another motivation to migrate that people feel great by sending their children to foreign country for education and state that their kids study in America or England so the vast majority of the rich children visit outside nation to get instruction yet no one needs to return as they get great compensations on the abroad after their education. In *Modernity at Large: Cultural Dimensions of Globalization*, Arjun Appadurai precisely observes: "More people than ever before seem to imagine routinely the possibility that they or their children will live and work in places other than where they were born: this is the well-spring of the increased rates of migration at every level of social, national, and global life" (6).

Each worker will be become like a foreigner as the circumstances constrain him to get familiar with every one of the things. For instance every one of the colonizers power practice their frontier power and proceed with it. The colonizers imposed their belief system on the others and make the colonized think like them. Colonized individuals rely upon the colonizers and authoritative approaches.

They generally never get a chance to think in their own particular manners. Nina is completely confused about her identity: "At present all she is, is a wife, and a wife is alone for many hours. There will come a day when even books are powerless to distract. When the house and its convenience can no longer completely charm and compensate. Then she realizes she is an immigrant for life" (122). The colonized individuals are constantly prepared to agree the colonizer's philosophy. As a foreigner, Nina is compelled to overlook her genuine name. In India, name is dispensed to a child dependent on religions, castes and traditions. The name represents caste and culture of a country. Nina additionally feels about name which gives the character of person, same names are their piece of life. Nina refuses when her husband asks her to call him Andy, "She had refused, it was foreign Christian western, and not to use the word Andy is not a Hindu name" (154).

Colonized people are attracted to the new dressing style and walking style. Clothes unveil our personality, our habits, enjoys, our mood, and way of our thinking, treating and mindfulness. Nina in this novel surrenders her customary dresses, supplanted with pants and top rather than sari and salwar. This was awkward position to her. "In all the time wearing salwar kameez no one had accosted her, but in jeans now she is accessible to the whole city...may be in time she will get used to think stiff material between her legs" (152). Ananda is too attracted towards a new culture. "He couldn't bear to eat another boiled vegetable, another sliver of cheese. He wanted to be able to eat fast food: burgers, hot dogs, sandwiches filled with bright pink meats." (35) Men, who come from colonized countries, are habituated to wear the Western clothes. Men are colonized in their dressing style. Kapur in this novel mentions: "As immigrants fly across oceans they shed their old clothing, because clothes make the man and new ones help ease the transition. Men's clothing has less international variation; the change is not so drastic. But those women who are not used to wearing western clothes find themselves in a dilemma. If they focus on integration, convenience and conformity they have to sacrifice habit, style and self-perception" (150). Therefore a settler experiences from frontier mind and social control. The migrant will work down in a new place yet he faces various kinds of issues. He loses his character in his country and he can't get personality in an outsider land so he needs to journey for social personality till the end of his life. Rushdie Salman in *Imaginary Homelands* says that "A full migrant suffers, traditionally, a triple disruption. He loses his place, he enters into alien language, he finds himself surrounded by beings whose social behavior and codes are unlike and sometimes even offensive to his own. And this is what makes a migrant such a pathetic figure, because roots, language and social norms have been three of the most important parts of the definition of what it is to be human being" (277-278). Like Nina and Ananda, all the immigrants experience the issues of dialects, societies, conventions, qualities and morals. They often face segregation dependent on shading, race, language tongues and non-verbal communication. Since provincial belief system is continued in the blood of rulers, nearby individuals and a portion of the pilgrims, the settlers fundamentally attempt to get their personality. There ought to be an exchange over the world with respect to globalization and migration, its impact on colonized nations and created nations.

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# Furious Form of Calm Suffering in Bharati Mukherjee's Wife

Madhavi A.\*

Bharati Mukherjee is one of the well-known writers in Indian English. Her works deal with the inner deviation of women, racism, cultural conflicts, gender discrimination, and quest for women identity. Many of her novels explore domestic life of Indian middle class women and they have her autobiographical touch. As other Indian English novelists, she has too given more importance to women characters in her fictions. If literati see them, it is known that some of them are taken from her life. Unlike other Indian women novelists, she wrote about the problems of Indian middle class educated women also besides the themes of immigration as she was experienced in alien land. Her influential novel *Wife* is the story of Indian woman migrated to America. It explains the cultural conflicts of diasporic women in Canada and India. It is an influential account of a wife, Dimple Dasgupta. She is the protagonist and sufferer of two cultures. Her character represents many Indo-American women. She is transplanted into unfamiliar culture. She desires for assimilation. She is a modern girl who seeks freedom through marriage like other young unmarried girls. She waits for a smart and handsome husband preferable a Neurosurgeon, who arranges everything in her life. She plans to spend her life happily with a Neurosurgeon. She imagines for a wonderful and colourful life. She thinks: "... marriage would bring her freedom cocktail parties on carpeted lawns, fund raising dinners for noble charities. Marriage would bring her love" (3). She expects that marriage would free her and fill her with passion. Life is like a game. It plays with the lives of human beings. Surprisingly she marries Amit Kumar Basu who is a young engineer and conventional man. She moves to United States with her husband. She expects that she will get a romantic life and plans to be "a good wife, a docile wife conquering the husband-enemy by withholding affection and other tactics of domestic passive resistance" (9). Her life in America did not calm her at all. As Amit did not get a job in the beginning, h...e felt very depressed. Dimple stood by him and prays for success in his efforts. She advises him not to be panicky about his job and she even encourages him by saying: "...Why do you worry when you are so qualified? Engineers can get jobs in any country" (57). Like different young ladies, she doesn't discover any opportunity at her husband's home. She understands her husband has pulled back his adoration on her. Be that as it may, the fact of the matter is not the same as fantasy. The names of daughters-in-law are commonly changed by their relatives. Dimple's mother-in-law was not in any manner happy with the name Dimple thus she transformed it as Nandini. It incredibly harms her musings. Indeed, she dislikes her new name and phones her friend Pixie and tells: "... the name just doesn't suit me" (18). It reminds us Deshpande's *That Long Silence* which has similar subject matter. The protagonist of the novel Jaya's name is changed as 'Suhasini' after her marriage because her mother-in-law wants to keep her under her feet with this.

It is evident that married men and women should have some responsibilities of their respective families. When we compare with men, women generally have more things to do. The things have made them worry and annoyed. Dimple does not even love her house where she lives in. She felt her flat is 'horrid' (18). She realizes that marriage does not bring happiness. She has done everything in conformity to Amit's ideas even in arranging bedroom. She is unhappy with her in-laws and starts finding fault with everything around her. She thinks herself that she is cheated by all. Dimple

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is surprised when Amit says that he thought of marrying a girl who is "...tall and slim, also convent educated and fluent in English" (26). She again felt nervous that she was chosen as a bride "...that Dimple was too dark, that she was not the Basu's first choice" (26). She hated the "family album, hated all those stiff, tiny rectangular moments from the past, yellowing in the corners where father's thumb had glued them decisively to the page" (12).

Dimple's hatred towards Amit slowly increased. She feels that her selection for her life partner went awry. She wanted to "dream of Amit but she knew she would not. Amit did not feed her fantasy life; he was merely the provider of small material comforts. In bitter moments she ranked husband, blender, colour T.V., cassette tape recorder, stereo in their order of convenience" (113). She fairly enumerates her husband against her expected ideal man who has "a forehead from an aspirin ad, the lips, eyes and chin from a body builder and shoulder ads, the stomach and legs from a trousers ad" (23). She submissively acknowledges the things that she is approached to do by Amit however whatever desires and wants she sustains are not satisfied. She is approached to learn English. She attempts to talk in English. Amit likes to take crisp lime water when he arrives at home. One day Dimple is occupied in perusing English magazine, she doesn't watch Amit's appearance. He shows his annoyance and disapproval as: "But you know I like fresh lime water when I come back. You know this little thing means a lot to me" (28). But for Dimple, "...His disapproval was torture, all her life she had been trained to please. He expected her like Sita, to jump into fire if necessary" (28). It shows the cultural conflict between them; male domination on Indian migrated women represents here that she is the symbol of victim even in the foreign land as her husband shows his cunningness; he behaves like an American with Indian roots. She is constantly reprimanded for easily overlooked details by him. She can't control her anguish. He doesn't comprehend her emotions despite the fact that he is accomplished individual. He, similar to a conventional spouse, thinks who anticipates that his significant other should be basic, plain and mindful of his needs. He needs her to be curvaceous in American skin with Indian culture and foreign tongue yet she doesn't wish to adjust her intrinsic lifestyle. She orchestrates everything according to her taste. She needs to battle with him futile. She protests herself: "...You never listen; you've never listened to me. You hate me. Don't deny it; I know you do. You hate me because I'm not fat and fair..." (110). This estrangement between Dimple and her husband reminds Shobhaa De's *Second Thoughts* and Anita Desai's *Cry, The Peacock* where an ever broadening gap in communication between Maya and her husband is felt throughout these two novels. In their connubial life, they experienced ups and downs.

Dimple is made to have a mechanical existence; every one of her sentiments and expectations are broken when she needs to expel all the pointless things from her home to reset her room, her husband other misunderstands and oblige her to make the course of action as his will. He regards her as a slave and gives no weight to her words. She is completely dismissed in her family. Each choice from minor to major is taken by her significant other. She is efficient to adhere to whatever her in laws and Amit request. Hence she aches for self-assurance and personality yet she thinks that it's nefarious to be in the dusty environment. It represents an Indian woman who is not explaining her inner and pathetic agonies. Indeed, it is a unique problem among women. Rapid technological development in the countries doesn't object the gender discrimination. Before long she gets pregnant. Family quarrels made her baffled and she fails to sustain her infant. In such a hopeless circumstance, she gets no reassuring words from her better half yet he invests heavily in to be a dad of a child. She hated all the "Basus; her body swelled violently with unvented hate..." (33). Being desperate, against the volition of her family members and her own, she gets an abortion of her second conception.

Most of the married men suspect to send their wives to do jobs outside of the house. Of course, it is not in the case of all men but the selfish men have the opinion and suspect always. Similarly Amit does not allow Dimple to join a job when she gets a chance to work with his friend Vinod's

firm. Amit lost connubial faith in his wife and entertains doubt on Vinod's intentions. He opines that freedom to women is the damage of conventional life. He doesn't care for strengthening of women in orthodox society. She is put out of the monetary undertakings in her household life and never offered financial help to fulfill even her essential needs so she addicts to watch at the TV programs. The TV turns out to be a vital part of her life. She excitedly waits for her better half to get out getting an opportunity of watching at the TV since his essence consistently disturbs her. She was "glad he was out so much...." for "he was angry all the time..." (72).

The male dominated psyche doesn't give the chance to women to talk with the boys other than member of her family. For instance, the communication of wives with other men will normally irritate their husbands but they themselves do not take it offence to have extra marital affairs. Amit always feels jealousy when Dimple speaks with Americans. At the same time, he demands her learn English to cross her culture and break her culture. He always keeps a suspicious eye on her when she communicates with others. Once he tells: "...you're becoming American, but not too American I hope. I don't want you to be like Mrs. Mullick and wear pants in the house!" (112). He needs her to be a virtual and orthodox Indian woman He thinks ladies are biological commodities and treats his wife as a poppet. In any case, she needs to break the limits of the considerable number of limitations to get freedom from him to be amiable with external world. She is restricted in the four wall of the house. She feels: "...who could sleep for nineteen out of twenty four hours and that she loved having friends drop in so that she would not stare up at the ceiling and wait for it to come down and crush her" (171). She always gets scared of his presence in parties. When she is offered a seven up drink, "...Amit would always be there beside her in his shiny, ill fitting suits, acting as her conscience and common sense" (126). He quickly responds that intoxicative beverages do not agree with her. In this way, he nipped her wishful thinking in the bud for sharing even soft drinks in the parties with her American friends. For fear of her husband, Dimple denies to take drink even though she coerced by her mates. She thinks: "Amit would write it to his mother and his mother would call the Dasgupta's and accuse them of raising an immoral drunken daughter" (78). She grieves for marrying with a cynical and incredulous man. She says that "...It was sad; she thought how marriage cut off glittering alternatives. If fate had assigned her not Amit, but some other engineer, she might have been a very different kind of person" (126).

Dimple can't digest herself into an alien culture soon enough. Segregated, marginalized life and psychological disturbance made her scared of everything. "...the spluttering of the radiator, the brown corduroy sofa...the needles in the rug, the ironing board...the Leger prints, the blender... the smudgy, wide windows behind the dining table..." (155-6). She begins introspecting and addressing herself. In the event that she were in India, she would have been cheerful. Social inclination and gender discrimination prompted her cerebrum to think a far off range. She has known that gender prejudice follow women wherever they go. She struggled from cultural bias; she couldn't digest it as she is separated from other cultures and other gender. In connection to this, Mukherjee in an interview with Sandip Roy Choudhary says: "If she had remained as a housewife living with her extended family in India, she probably would not have asked herself questions such as 'am I unhappy?' 'Do I deserve to be unhappy?' Had she asked herself these questions she might have settled her problems by committing suicide." Controversial to this, she would have quested for identity as a woman in Indian male dominated society as she would have longed for freedom after her marriage. It is clear that India is the country where we find gender bias more than other countries. Her sexual desires and her heartfelt feelings for freedom made her select a boy named Milt, an American and enjoys going out with him. She is extremely fascinated by him. She is silent when he keeps his hands on her. She says: "He wrapped his enormous arm around her cold shoulders; it was a cool protective arm, she shouldn't draw any closer to his body. 'Dimple, I'd like to look after you. You need some

looking after” (199). She is exceedingly impressed by his soothing words. She is wedged between hate of Amit and affection of her friend Milt. Desire for romantic and sexual freedom and quest for identity make her move towards him. Her agony and sufferings from her husband pursued her to take an extreme step to kill him. When Amit goes into kitchen after watching a television show, she “sneaked upon him and chose a spot, her favourite spot, just under the hairline... and let her fingers drew a circle around the detectable spot, then she brought her right hand up and with the knife stabbed the magical circle once, twice, seven times, each time a little harder, until the milk in the bowl of cereal was a pretty pink and the flakes were mushy” (212). Sharma rightly claims that Amit’s murder, “Dimple’s divorce, Hindu style, is thus a kind of symbolic castration, a murder not so much of her inept spouse as of her own stunted womanhood” (18). Amit cynically attempted to detain her in orthodoxical cell yet her supernatural demeanor battled at the same time to destroy and fall the ordinary dividers of this prison to fly out freely to appreciate the sound air of the advanced society however her evil destiny drove her to disappointment in all her possible effort. Her inhuman treatment in the hands of her husband and every one of the individuals from her family all through home life urged her to make incredibly imposing stride which came about totally in mortal catastrophe.

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# Gender Conflict and Male Psyche in Arundhati Roy's *The God of Small Things*

V. Ramya\*

Indian women writers generally write about the problems of women. They began questioning the gender discrimination as most of them faced the problem. They accepted that more women ought to write about their social problems and issues. A considerable lot of them voiced their issues, encounters, sentiments, wants, yearnings, and disappointments also in their writings. Some of them attempted to write about their personal experiences. They are for the most part confession booth as it is the main problems based on gender. They expound on their own encounters, showing feminine sensibility. Noted among them are: Anita Desai, Nayantara Sehgal, Anita Nair, Shashi Deshpande, Kamala Das, Kiran Desai, Manju Kapur, Arundhati Roy, Jhumpa Lahiri etc. Among them, the renowned writer in the recent days, Arundhati Roy too examines issues like liquor abuse, viciousness, untouchability, marginalization of women, religious institution, family relations, impact of Gulf cash and sexuality. She is a social activist, campaigning political columnist and author. Her novel *The God of Small Things* deals with racial conflict, quest for Dalit identity and women's liberation. She shows a route for the women to oppose imbalance. "The novel deals with a hackneyed subject matter—a high caste woman falls in love with a low caste man. The result is obvious—class discord, secret rendezvous, arrest and annihilation. The novel begins with death, is interwoven with memories mostly tragic and ends in a feelings of loneliness" (Dodiya, 143). *The God of Small Things* is a poly-semantic novel which can be understood at numerous levels. Pandey describes the achievement of the novel: "It is a satire on politics attacking specifically the Communist establishment ... a family saga narrating the story of four generations of a Christian family... a novel having religious overtones ... a protest novel which is subversive and taboo breaking ... a love story with a tragic end" (47).

The novel is set in a small town Ayemenem in Kerala. The people who are living in Ayemenem House are generally Syrian Christian converted. Ammu is one of the significant characters in the novel. At the point when she was youthful, she fled from her parent's home and wedded to an assistant manager in a tea Estate. Her husband was a heavy drinker. When he proposes and demands her to lay down with his boss, she doesn't acknowledge to prostitute herself to the White Boss and finally she left her husband and comes back to her parent's home with two children, Eshta and Rahel subsequent to offering separation to her husband yet her father doesn't receive her. She was humiliated in her maternal home. Her sibling Chacko is an undergraduate student from Delhi University. He goes to Oxford as Rhodes Scholar, meets a Cafe server Margaret Kochamma and weds her yet Margaret discovers him wretched, divorces and weds Joe, a biologist. Chacko too underestimates Ammu. Everyone blames her for returning to her maternal home.

Like Manju Kapur, Shoba De and Shashi Deshpande's women protagonist, Ammu is additionally a casualty of a marriage that doesn't work out. She turns into a vagrant in spite of the fact that she has guardians since she was treated as an untouchable. She challenges the social standards that establish the Syrian Christian people group in Kerala. The depleted

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Ammu builds up sexual contact with Velutha who is a distant. Velutha fills in as a woodworker and mechanic in a pickle factory. He is adept in many things. Mammachi often says “if only he hadn’t been a Paravan, he might have become an engineer” (72). With this one can understand how caste discrimination is still prevalent in the present society also. Ammu’s rebellion act symbolizes how strong she is. She does not yield to the pressures of the society. She rebels against social structures and challenges. In connection to this, Murali Prasad (2006) says that “her rebellion against maternal and marital conventionality, and finally, her liaison with dark-skinned and untouchable Velutha (ironically meaning white) constitutes a violation against a determinate social order, sponsoring the immutable love laws” (39). It is clearly found in the novel that the society doesn’t acknowledge their unlawful relationship, particularly Ammu’s sex with lower position man. Her association with Velutha acquires a ton of transforms her so at last she visits to a police headquarters and contends against the detention of this lower caste, and lower class subaltern. Ammu as subaltern woman opposes oppressive social and political structures. Amitabh Roy (2005) rightly mentions:

Ammu, on the other hand, is the rebel who represents the defiance of the present (neo-colonial) state of society from educated [though marginalized and proletarianized], passionate and thinking women. She stands for those women who are aspiring for freedom and equality. This section of women is challenging traditional (pre-colonial) ideas and conventions. The hopes for the (post-colonial) future lie with this section only. (77-78).

Ammu’s sexual relationship with Velutha is highly criticized because Velutha belongs to low caste community whereas Chacko’s relationship with low-caste ladies of the villages and in his factory is passed off as “Man’s Needs” (168, 238). It shows how the society gives imbalance on account of gender. Chacko is permitted to enjoy loveless promiscuity. When Ammu got separated from her husband, everyone chastened her however for the situation Chacko, no one will speak more loudly despite the fact that he excessively separated. Chacko and Ammu work for the pickle manufacturing plant which was set up by their mother. Chacko is treated as the proprietor of the factory though Ammu is treated as a work of it. Despite running production line effectively by Mammachi, Chacko says keeping Ammu in his mind that women are not fit to run factory on the advantage way. He says “What’s yours is mine and what is mine is also mine” (57). Thus Ammu was kept aside even in her house by her parents and brother. Ammu observes: “Thanks to our wonderful male-chauvinistic society” (57). Finally Ammu dies in a miserable condition in Bharat Lodge and cremated unconventionally in electric crematorium, at the age 81. It is the story of caste exploitation, gender discrimination, quest for identity at the centre and neglected love story between Ammu and Velutha. It gives a postcolonial subject about opportunity and character of educated and uneducated women in current time. Days and years leave however the social framework isn’t changed in India. It was astutely called attention to by Arundhati Roy.

The other significant character in the novel is Mammachi who challenges male centric abuse and concealment. She is the mother of Ammu and Chacko. Mammachi is a capable woman at playing the violin. She is constantly quiet under the shadow of her husband, Pappachi. She had miserable married life with him since he used to beat her mercilessly. She is the casualty of three things—caste, class, and gender subalterns. She was neglected and oppressed by her husband until Chacko comes to stop it. Roy Binayak in his article “The Title of *The God of Small Things*: A Subversive Salvo” comments on her thus: “Mammachi is another Big Woman who defies her son Chacko and despises her daughter Ammu. When Chacko stops Pappachi’s beating of Mammachi, his action has unexpected consequences: “From then onwards he became



the repository of all (Mammachi's) womanly feelings. Her Man. Her only Love" (168). That is why Mammachi likes him and gives more preference. In spite of suffering a lot from her husband's brutal activities on her body, she does not exhibit any disgust towards her husband and adapts herself "properly into the conventional scheme of things" (122). She cries at her husband's funeral because she was "used to him" (50). She always thinks about her social status but she protests against such social structures and challenges marriage. In connection to this, Debjani Gangulay rightly comments: "Mammachi's own marital experience has not enabled her to empathize with her daughter's brutalized married life. Rather, she sees Ammu's failed marriage as just retribution for her daughter who dared to marry outside her community. Her firm emotional investment in the hierarchies of class, caste and gender is illustrated at several points in the novel" (22). When Ammu returns to her maternal home, Mammachi doesn't care for Ammu's defiant frame of mind towards her husband and wouldn't like to get her despite the fact that she was beaten by husband Pappachi. When Chacko gets married to Margaret, she is fairly disdainful of her as she is the daughter of mere shop owner. She doesn't ignore the illicit sexual connection between Ammu and Velutha. Mammachi scolds Velutha: "If I find you on my property tomorrow I'll have you castrated like the pariah dog that you are! I'll have you killed!" (269). This scene shows how the cruel conditions are existed in the society. Finally she gives a grievance against Velutha and in a roundabout way helps his murder in police encounter. He turns into the god of small things.

Baby Kochamma is the grandaunt of Rahel and Estha and daughter of Reverend John Ipe. She is Mammachi's voluminous sister-in-law and Ammu's aunt. She is in love with the Roman Catholic priest, Father Mulligan. She doesn't dare to challenge the customary thoughts of adoration and marriage pervasive in post-pilgrim India. She loathes the Hindus. She deals with her associations with different characters in uncertain sort of way. She doesn't consider in the privileges of women. Baby Kochamma hates Rahel and Estha because they are half-Hindu conceived of an affection marriage outside of the community. "Half-Hindu Hybrids whom no self-respecting Syrian Christian would ever marry" (45) and on the side of the coin, she likes Chacko who got married to an English woman and having "beach-coloured" little angel. (179). She hates Velutha as he belongs to low-caste. She thinks that Ammu and Velutha spoiled the 'Love laws.' When Ammu returns her home, Baby Kochamma loathes her more than anyone else as she feels that Ammu is "quarreling with a fate that she, Baby Kochamma herself, felt she had graciously accepted. The fate of the wretched Man-less woman" (44-45). Mammachi and Baby Kochamma are Syrian Christians. The people from this religion believe themselves to be "descendants of the one hundred Brahmins whom St. Thomas the Apostle converted to Christianity when he travelled east after the Resurrection" (64). Both Mammachi and Kochamma are apparently seem to submit without any hesitation to patriarchal social norms as pointed out by Antonio Navarro-Tejero (2006) in her article titled, "Power Relationships in *The God of Small Things*": "The first generation of women in the novel give extreme importance to patriarchal social norms, indeed they succumb to them...." (105). All the three women characters Ammu, Mammachi and Baby Kochamma interrogate through the entirety of their action, 'Love laws.' Women exploitation and caste discrimination are clearly found in the novel in the post-free India and these symbolize the contemporary circumstances of society. These women don't bolster disparity and gender discrimination. Ammu protest against prostitution, Mammachi feels scared by whatever occurs on the TV and Kochamma doesn't acknowledge every one of the adjustments in the character of Father Mulligan. So these women are displayed as subalterns. The resistance against both local and global imbalances is exceptionally clear in the novel.



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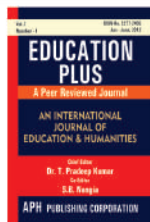
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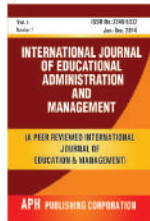
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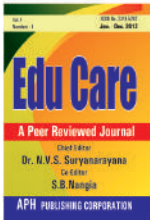
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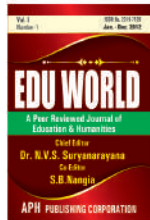
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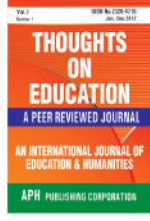
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