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Role of Judiciary in Prevention of Custodial Death in India

Mr. Vinay Kumar*

ABSTRACT

According to Articles 20, 21, and 22 of the Indian Constitution, a prisoner or someone in detention is entitled to a number of rights. The Supreme Court of India has interpreted a number of rights, including the prohibition against handcuffs, the right to a fair trial, and the right to free legal representation, as constituting a fundamental component of Article 21 of the Indian Constitution. Deaths in custody are causing concern in the society.

As police officers are charged with protecting people, they fail to do their job when they break the law themselves. Police and citizens must work together if we are to have an effective democracy free of human rights abuses.

Keywords: Judiciary- Prison- Supreme Court.

INTRODUCTION

Torture in prison has evidenced that the fundamental rights of inmates are not valued. Every significant right a prisoner has is an enforceable reality protected by the reality of their incarceration. In essence, it could be said that a person's death while under the scrutiny of the police or the justice system would be considered a custodial death. According to NHRC data, 2152 people passed away while under legal guardianship. With 451 passings reported between March 2021 to February 2022, Uttar Pradesh leads the diagram of legitimate authority passings by a significant margin, according to a letter backed by the joint recorder (Law) of the National Common Liberties Commission. Punjab, with 139 passings, and Bihar, with 214 passings, lagged behind the state. Unnecessary to say, there are far too many instances of prisoner abuse that go unreported.

Minority populations experience the majority of fatalities. A few of them were arrested on charges that were in no way typical. The victims of incarceration cruelty are those from the poor and in reserved, the reverse portions of the public with little political or financial capacity to support them. This is true that those who were captured were sometimes unfairly blamed even for little acts. Personal hostility, caste, political, and even financial considerations also play a crucial role in custodial deaths.

RESEARCH OBJECTIVE

It is hoped that the study will provide a better understanding of how the judiciary, the NHRC, non-governmental organizations, and human rights mechanisms can contribute for attaining constitutional objectives. Secondly it will identify legal system flaws, Thirdly it will help identify ways to improve justice delivery within the current framework.

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RESEARCH QUESTIONS

1. What is the meaning of custodial brutality?
2. What are the remedies against custodial torture?
3. What are the landmark cases related to custodial torture?

HYPOTHESIS

Torture is inherited in India. Criminal and penal legislation in India, as well as the institutions that support it, have their roots in the antiquated colonial legislation. Various instances through which torture occur are: First, colonial origins as a repressive police instrument. Second, politicians and bureaucrats pressure the police to show immediate results. Third, a lack of human rights training, proper investigation facilities and a high caseload with an inadequate supervision structure restrict the police's ability to provide the desired results, encouraging them to take shortcuts.

LITERATURE REVIEW

Knight (1996) asserts that a thorough autopsy is an essential component of the investigation in situations of custodial deaths. It is necessary to refute or, on occasion, limit claims made by relatives or the media. If a person died by hanging or another mechanical trauma, it may be helpful for the pathologist to examine the scene of the death. Traumatic asphyxia can happen when numerous laws are used to subdue a rebellious person. Carotid compression or airway blockage brought on by an arm lock or neck hold to the front or side of the neck results in reflex cardiac arrest. In prisons, suicide has been a frequent cause of death. Natural causes of death are typically of a cardiovascular nature. Being arrested can generate emotional, and occasionally physical, upset that can influence blood pressure and heart rate through the adrenal reaction, which can lead to cardiac crises and even death.

STATEMENT OF PROBLEM

In India, the police are associated with terror, torture, and systemic violence. Torture is commonly used in police detention, but previous officials were complicit in jail gang violence and bad treatment implicit in horrible prison circumstances. Concerning is India's lack of intuition to stop torture. The court has shown to be an effective tool against torture, although it is constrained by a lack of particular legislation, privileges provided by the criminal procedural code and national security regulations, as well as the more widespread issue of judicial lag.

MEANING AND DEFINITION

Whether it refers to capture or detention, the word custody implies careful and defensive consideration. No enlightened rule supports custodial remorselessness, a vile trait that arises from a passionate impulse to inflict grief whenever there is no other way to respond; a pointless display of supremacy and genuine authority over the person who is overwhelmed; or a complete detention on impious reasoning. Custodial misconduct is one of the most egregiously heinous infractions in a mixed society, according to law, and it poses a real threat to an orderly, enlightened society. Torture in a guardianship is an insult to human nobility and disdains the inhabitants' fundamental rights.¹

The development of the police's preventative and obstructive functions against urban misbehavior and confusion was shown by the establishment of their powers. The analytical nature of the equity framework necessitates a professionalized and mechanical orientation in itself as an effort toward

progress and public government Coordination. Additionally, the preparedness and professional skills of the new hires were highlighted. Many attempts to improve things go unnoticed, however, due to factors such as unusually absolute pioneers, an unchecked rate of debasement, an unjustified favoured position or misuse of power by authorities in a few cases, all of which lead to an absence from the network's respect and cooperation.

One of the most egregiously horrible infractions in a cultured society that cause worry is perhaps custodial brutality. Custodial cruelty, which recalls torture and death for prisoners, brings a serious damage to the rule of law, which demands that a leader's forces be both obtained from and constrained by the law. The law of capture foresees both individual rights and the states' collective responsibility to the public. Finding some sort of balance between the two often becomes a test. Responsibility and simplicity of on action are two potential safeguards to prevent any abuse of the ability to capture a resident.

The term "custodial brutality" broadly refers to killings, torture, and, in line with a recent trend in criminal behavior, even attacks committed while a person is being held in custody. In India, violence committed while in custody is widespread, unaccounted for, and occasionally charged. In many areas of the country, it exacerbates the state of wilderness and insurrection. Savagery is used as a cheap and straightforward method of investigation as well as an abusive tool. When a supervisor orders his staff to "altogether question a suspect," it is almost universally understood to signify "torture."³

The Supreme Court explicitly said in *D.K. Basu v. State of West Bengal*, the highest authority of equity that "custodial suffering is a gross breach of human nobility. The situation is made worse when violence occurs within the four walls of a police station by people who are supposed to protect citizens: Even our most remarkable and well-known code of law, the Indian Constitution, recognizes human dignity as the most important category of fundamental right. When someone is placed under guardianship, it means that they become the state's legal property. As a result, the state and its officials are now their legal gatekeepers, and they have access to all of the state's resources to punish and watch over them. However, state guardianship has grown so unsettling that people are feeling anxious, active, and even the thought of police continually bothering.

REMEDIES AGAINST CUSTODIAL TORTURE

Constitutional Safeguards

In a string of rulings, the Supreme Court of India has decided that a person's constitutional rights are not violated just because he or she is in police custody, detained, or otherwise subject to arrest.

i. "Article 20 of the Constitution of India"

In accordance with Article 20 of the Indian Constitution, the main defense against being found guilty of a crime is offered. Article 22 of the Rome Statute of the International Criminal Court says, "No crime, no punishment without a previous penal law." This is called "ex-post facto legislation," and it is a violation of a person's fundamental rights to try to sentence and torture him based on a law. No one should be subjected to double jeopardy (*Nemo Debet Pro Eadem Causa Bis Vexari*) if it appears to the court that they are for the same reason, which is protected by Article 20 of the Indian Constitution. The most essential protection provided by this Article is against self-incrimination. Even if a person has not committed a crime, the authorities use cruel and repeated torture to coerce him into confessing.⁴

ii. "Article 21 of the Constitution of India"

Article 21 of the Indian Constitution is regarded to provide the right to be free from torture. In this view, the right to life covers far more than the right to lead an instinctual lifestyle,

which is why this viewpoint is supported. "Life or Personal Liberty" in Article 21 of the Indian Constitution protects an individual taken into custody from being tortured or assaulted, as well as the State cannot claim sovereign immunity from accountability resulting from such unlawful use of force. As a matter of law, the State of WB vs. DK Basu.⁵

iii. "Article 22 of the Constitution of India"

Four fundamental rights are set forth in Article 22 of the Indian Constitution with regard to conviction. These include being notified of the reasons for the arrest, having the right to legal representation from a lawyer of one's choosing, regulations governing preventive detention, and appearing before the closest magistrate within 24 hours of the arrest. These rules therefore serve to protect people from suffering mistreatment that lacks legal support or goes above and beyond permitted limits.

OTHER STATUTORY SAFEGUARDS

The accused is protected from arbitrary arrest and violence in detention by the CrPC, 1973 as well as the IPC, 1860. However, new rules under the Code and Indian Evidence Act, 1872, which particularly address the problem of custodial deaths, whether they are unnatural or natural deaths in the police lockup, must be implemented by legislation.⁶

Protection under the CrPC, 1973 & IPC, 1860

A person is protected from being tortured while in custody by a number of rules in the 1973 CrPC. While holding custody of the accused or suspected person, police officials must keep in mind a number of regulations outlined in the Criminal Procedure Code.

According to Section 41 of the CrPC, 1973, anyone may be arrested. According to this clause, a police officer is authorized to make any arrest required to continue an investigation, but they are not authorized to use excessive force to compel cooperation. Additionally, because the term "may" is used in the section, the Police Officer's authority is discretionary. In other words, he must make an arrest based on the evidence and not on his own whims or preferences.

The CrPC, 1973's Section 49 further states that the accused may not be subjected to greater restraints or restrictions than are required to stop him from escaping. The key word in this sentence is "required." It is the responsibility of the state and police officers to ensure that an accused person is not restrained needlessly. It is forbidden to use excessive force or torture on someone who has been arrested, and police officers who abuse their authority are susceptible to liability under various sections of the IPC, 1860. Sections 349 to 358 of the Indian Penal Code, 1860, which contain the provisions relating to assault and criminal force, are among these sections. Section 340 of the Indian Penal Code, 1860 is also included.

The reason for the arrest is outlined in Section 50 of the CrPC, 1973. These arrest reasons must adhere to Article 22 of the Indian Constitution. Because of this, an accused person may be unlawfully arrested and held in custody if the Section is not followed.

The Police Officer must record the statement along with all the facts and circumstances of the case, according to Section 161 of the CrPC, 1973. It is important to distinguish this claim from the facts that trigger the investigation. According to section 161(2), an accused person is not required to respond to inquiries that would put him at risk of being charged with a crime. The confessional statement is also provided for in Section 164 of the CrPC, 1973. In this instance, the Magistrate is required to verify that the criteria of Section 164 have been met in their entirety.

"A person must appear before a Magistrate within 24 hours of the arrest", according to both the provisions of the Code as outlined in "Section 56 of the CrPC, 1973 and Article 22 of the Constitution."

However, if a person is detained by the police and not brought before the judge, they may subject him to torture and force him to make a confession that reveals important details. When the accused is brought before the magistrate, the magistrate must ensure and inquire about the date and time of the accused's arrest and record it in order to prevent this extrajudicial practice and torture.

The safety of the accused while in police custody is also provided for under a few sections of the IPC, 1860. The IPC, 1860's Sections 330 and 331 safeguard the accused from unwarranted interrogation and attempts to coerce information against his will. Additionally, according to the IPC, 1860, a police officer is subject to punishment if they misuse or abuse their authority.⁷

Protection under Indian Evidence Act, 1872

The 1872 Indian Evidence Act protects the accused. Section 25 of the Indian Evidence Act of 1872 prohibits admitting police confessions in court. Section 26 of the Indian Evidence Act, 1872, prohibits using a police confession unless it is made in front of a magistrate.

In addition, the Indian Evidence Act of 1872 includes Section 164, which mandates that a Magistrate must record a confessional statement that an accused person makes to him at any point during an inquiry or the course of a trial. This provision can be found in cases when the Magistrate is required to do so. As a result, the Indian Evidence Act of 1872 shields the accused against needless retaliation by the police while they are imprisoned.⁸

Indian Police Act, 1861

According to the Police Act, 1861, police personnel who fail to perform their responsibilities or are incompetent to do so can be dismissed, punished or suspended under sections 7 and 29. This is clear when looking at how the police officers disregarded many legal and constitutional protections as well as instructions.

LANDMARK JUDGEMENTS

Joginder Kumar v. State of U.P and Others⁹

Articles 21 and 22(1) of Indian Constitution provide inherent rights that must be recognized and strictly upheld. The Honorable Court released the following regulations to ensure the proper implementation of these fundamental rights:

When the arrested person is taken to the police station, the police officer must explain this right to him. The person who received notice of the arrest must be noted in the journal. These safeguards against abuse of authority must be scrupulously upheld as a result of Articles 21 and 22(1). As a result, it was stated that the Magistrate in whose presence the arrested individual is brought must verify whether or not these conditions have been met.

J. Prabhavathiamma v/s The State of Kerala & Others¹⁰

After hearing the case for more than a decade in Thiruvananthapuram, a court affiliated with the Central Bureau of Investigation (CBI) handed down the death penalty to two serving members of the police force for the killing of an employee of a scrap metal store who, according to the court, was murdered while in police custody.

"This is a brutal and heinous murder by accused (number) one and two... The acts of the accused persons would definitely adversely affect the very institution of the police department... If the people's faith in the institution is lost, that will affect the public order and law and order, and it is a dangerous situation," Judge J. Nazar had said while passing sentence on the two.

Munshi Singh Gautam v State of Madhya Pradesh¹¹

Summarizes their sorrow and concern over the issue of police mistreatment in Indian prisons. That "the dehumanizing torture, assaults, and deaths in custody that have taken on frightening dimensions raise fundamental issues about a system that is supposed to be impartial and impartially administered. "The concern that was shown in the Raghbir Singh case¹² more than 20 years ago seems to have fallen on deaf ears, and the situation does not seem to be getting better. Inder Singh v. State of Punjab¹³, State of MP v. Shyamsunder Trivedi¹⁴, Bhagwan Singh v. State of Punjab¹⁵, Pratul Kumar Sinha v. State of Bihar¹⁶, Kewal Pati v. State of UP¹⁷, the now-famous ruling in the historic case of D K Basu v. State of West Bengal¹⁸, the anguish expressed in these cases appears not even to have caused."

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Effectiveness of Self-Regulated Learning in Social Studies on Student Engagement in Relation to Learning Styles of Students

Dr. Jagdeep Kaur* and Baljit Kaur**

ABSTRACT

The present paper is based on research study undertaken to find out the Effectiveness of Self Regulated Learning in Social Studies on Student Engagement in Relation to Learning Styles of Students. An experiment was conducted on 200 students of 7th class in subject of Social Studies. For the data collection, student engagement and learning styles scale was developed by investigator. Analysis by t-test revealed that the students with audio learning styles and students with visual learning styles taught through Self Regulated Learning attained more social studies concepts and engaged than the students taught through traditional strategies. Results demonstrated that the experimental group significantly outperformed the control group.

Keywords: Self-Regulated Learning, Student Engagement and learning Styles.

INTRODUCTION

Self-Regulated Learning

Self-regulated learning is an essential element for lifelong learning, and it is a process in which the student controls, monitors and influences his/her own thinking process that requires knowledge and skills (Dabbagh & Kitsantas, 2012). Pintrich (2000) defined, “self-regulated learning as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment.”

Self regulation can be defined as the process whereby students activate and sustain cognitions, behaviors and affects, which are oriented toward the attainment of goals. Strategies include self evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self consequating, rehearsing and memorizing, seeking social assistance and reviewing records (Zimmerman, 1989). Additionally, self-regulated learners are active agents in their learning process by planning, setting goals, and engaging in strategies to enhance their progress toward academic achievement (Zimmerman, 1986). Furthermore, Zimmerman (2000), “Self-regulation refers to learning that results from student’s self-generated thoughts and behaviors that are systematically oriented toward the attainment of their learning goals.”

As in constructivist learning environment learners are the center of learning and they formulate new knowledge based on past experiences, it incorporates learning in them and gives meaning to the old and the new knowledge with the help of social support. Hence, learners exhibit their understanding in complex situations (Jonassen, 2000). The self-regulation of learning and performance in academic

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settings is a defining characteristic of autonomous and competent students (Zimmerman and Schunk 2011). So, in context of education, Self-regulated learning has been defined in number of ways. By putting together the three elements of self-regulated learning, it can be defined as “a form of acquiring knowledge and skills in which learners are independent and self-motivated. Learners independently choose their own goals and strategies that will lead to achieve the targeted goal. It is through evaluation of effectiveness of one's learning strategies by comparing one's current state with the target state, that learning can be modified and optimized”, (Goetz, Nett & Hall; 2013). To sum up, It is important for students to gain self-regulation learning skills in school environment to increase their academic success and to improve the learning process. Apart from that, it gives the students the opportunity to control their behavior, motivation and affect and cognition in order to improve their academic learning and performance.

Student Engagement

Student engagement has been defined as “participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes” (Kuh et al., 2007), and Similarly, Kuh (2001, 2009) states that “Student engagement is the amount of time and effort students invest in academic activities related to student learning outcomes”. Furthermore Student engagement theory by (Harlow et al, 2011) identifies two set of factors that promotes student engagement. They are the student- controlled factors and the institution controlled factors. The behavioral, emotional and cognitive components indicate the student –controlled factors. This incorporates the quantity and quality of the student investment. Attendance, school policies and procedures are the institution - controlled factors. Furthermore, Mbodila (2014) has stated that the student engagement has two factors where the first factor is what students perform that is the energy and time they dedicate to purposive activities educationally. The second factor related to the performance of educational institutions to the extent which they use efficient practices of education to induce students to perform proper things.

Schlechty (2002) claims that engagement toward learning matters a lot for students of any level. This is because, student's engagement contributes to academic achievement which requires attentiveness, time on the task, persistence, interaction and reflection. Secondly, student's engagement consists of important goals other than academic achievement in teaching learning process. This include social and emotional aspect of student's development. Furthermore, students engagement sustains lifelong learning, active citizenship and responsibility of self as engaged learners are decision makers who develop skills in learning participation and communication that will serve throughout adulthood.

On the other hand, Poor student engagement at education setting has been a matter of great concern for educators and policymakers since there is a possibility for disengaged learners to struggle rationally, to drop out of their school/college, and as well to have certain problem behaviors (Fredricks et al. 2004). McMahon and Portelli (2004) suggest that teachers have a responsibility to teach beyond operational principles, strategies, techniques and behaviors. Students are supposed to actively engage in questioning, participating and dialogic that lead not only to academic achievement but success as a responsible citizen. Kanos (2016) studied and found that students are more engaged in schools where there is a strong disciplinary climate, positive student-teacher relations, and high expectations for student success. Renee (2009) states that, teacher's teaching styles have effect on student's engagement in their learning. For example, providing timely and constructive feedback can help in improving student's engagement. Also, teaching the contents to make it more interesting and link student's life with subjects improve

engagement. Student's engagement becomes good when students feel that they are cared of and getting support from teachers and school community. However, as find by (Schlechty 1994; Fletcher 2005) "Students were engaged when they were interested in their work continuously, even though they faced a lot of circumstances and challenges, but they are happy with their work". (Chapman, 2003) claims that Student's engagement is as often as possible used to represent students' readiness to take-part in routine school activities, for example, going to class, completed necessary work, and follow instructor's guidelines in class.

Learning Styles

Fleming & Baume (2006), defines psychologically, learning style is the way the student concentrate, and their method in processing and obtaining information, knowledge, or experience. On the other hand, from the cognitive aspect, learning style can be referred to various methods in perception creation and information processing to form concepts and principles. Claxton and Murrell, (1987) reported that, studies have shown that identifying a student's learning style and providing appropriate instruction in response to that style can contribute to more effective learning. Besides, Shaughnessy, (1998) indicated that, a person's learning style is how he or she concentrates, processes, internalizes, and remembers new and difficult information or academic skills. A person's style often varies according to age, level of achievement, culture, global versus analytical, processing preferences, and gender. While, as Dunn et al. (2001) on the student's learning styles show that the student's learning styles depend on the educational interventions that are beneficial for their academic achievement. Federico (2000) explained that, by understanding student's learning styles, students could improve their planning, producing, and implementing educational experiences; thus, the analysis of student attitudes and learning styles will help in designing, developing, and delivering more effective and efficient educational environments.

There are various views on learning style concepts and definitions among researchers and each investigates and observes from various aspects. There are different models and many ways to look at learning styles. How people learn and interact best can be evaluated by using a VARK model developed Neil D. Fleming, an educator. This model emphasizes that students have different "preferred learning modes," or ways of processing information. Styles are focused on each students preferred mode of communication and the preferences are identified as:

- Visual
- Auditory
- Read / Write
- Kinesthetic

Visual learning style prefers images, maps, and graphic organizers to access and understand new information. Listening and speaking in seminars and group discussions help auditory learners understand new material. Read and Write learning style learns best through words. The kinesthetic learners best understand information through a tactile representation of data.

OBJECTIVES OF THE STUDY

The study will be conducted keeping in mind the attainment of the following objective:

- To study and compare the effect of self regulated learning and traditional learning strategies on the student engagement for students with audio learning styles.
- To study and compare the effect of self regulated learning and traditional strategies on the student engagement for students with visual learning styles.

RESEARCH QUESTIONS

Although many factors are involved in assessing the effectiveness of instructional practices, the following research questions were used to guide this study regarding self regulated learning instructional methods and student engagement:

Research Question 1: Will two instructional treatments yield equal mean gain scores of the student engagement for students with audio learning styles?

Research Question 2: Will two instructional treatments yield comparable mean gain scores of the student engagement for students for students with visual learning styles?

HYPOTHESES

H-1 The two instructional treatments will yield equal mean gain scores of the student engagement for students with audio learning styles.

H-2 The two instructional treatments will yield equal mean gain scores of the student engagement for students with visual learning styles.

RESEARCH DESIGN

The present study employed on variable of Instructional treatments which was studied at two levels namely experimental which was taught as self regulated learning and control group which was taught by traditional instruction. The variable of learning styles was studied according audio and visual learning styles wise.

TOOLS USED

Lesson plans developed on the basis of self regulated learning approach.

1. Student engagement scale was developed and standardized by investigator.
2. Learning styles scale was developed and standardized by investigator.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t-test were employed to analysis data.

METHODOLOGY

Two main stages were adopted as the procedure of the experiment. These stages were:

Stage I: Selecting the sample

A random sampling technique was used to select the primary school students. The study was conducted on the sample of 200 students of class 7th from the D.A.V Public Senior Secondary School Phase-10, S.A.S Nagar, Mohali and Saint Soldier International Convent School Phase-7, S.A.S Nagar, Mohali, Panjab State, India with the permission of the principals of respected schools.

Stage II: Procedure of the study

The experiment was conducted in four phases as stated below:

Phase I: Administration of learning styles questionnaire: Group was equated on the basis of learning styles questionnaire. 200 students were divided into two groups each having 100 students with audio learning styles and 100 students with visual learning styles. The investigator was continue with the test of learning styles on students until she will find 100 each students with audio learning styles and visual learning styles. Each group of 100 students were again be randomly divided into 50 students for four groups i.e. experimental and control.

Phase II: Administration of Pre-Test: Student Engagement Scale was used as a Pre-Test.

Phase III: Implementing the instructional programme: The experimental group was taught through self regulated learning. The control group was taught by the investigator herself in the conventional way.

Phase IV: Administration of Post-Test: Student Engagement Scale was used as a Post-Test.

Phase IV: Scoring: Scale was scored according to prescribed scoring keys and data was subjected to statistical analysis.

DATA ANALYSIS

Hypothesis the two instructional treatments will yield equal mean gain scores of the student engagement for students with audio learning styles. The result pertaining to this hypothesis is presented in the table-1

Table-1: Table showing t-ratio among the two instructional treatments on gain scores of the student engagement for students with audio learning styles.

Variable	Group	N	Mean	SD	df	t	Level of Significance
Student Engagement	Control	50	8.18	4.02240	98	9.18	Significant at. 01 level(t=2.63)
	Experimental	50	17.525	6.89049			

Interpretation of Result of Table-1

The t-ratio of 9.18 between control group and experimental group for gain scores in subject of social studies was found significant at. 01 level. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through self regulated learning and control group taught through traditional strategies. Experimental group taught through self regulated learning had higher mean scores than control group taught through traditional strategies.

This result showed that the students taught through self regulated learning attained more social studies concepts and students with audio learning styles were engaged more than the students taught through traditional strategies.

Therefore, **the hypothesis H-1 two instructional treatments will yield equal mean gain scores of the student engagement for students with audio learning styles** stands rejected even at. 01 level of confidence.

Hypothesis the two instructional treatments will yield equal mean gain scores of the student engagement for students with visual learning styles. The result pertaining to this hypothesis is presented in the table-2.

Table-2: Table showing t-ratio among the two instructional treatments on gain scores of the student engagement for students with visual learning styles.

Variable	Group	N	Mean	SD	df	t	Level of Significance
Student Engagement	Control	50	7.98	3.099	98	8.99	Significant at. 01 level(t=2.63)
	Experimental	50	16.525	5.97043			

Interpretation of Result of Table-2

The t-ratio of 8.99 between control group and experimental group for gain scores in subject of social studies was found significant at .01 level. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through self regulated learning and control group taught through traditional strategies. Experimental group taught through self regulated learning had higher mean scores than control group taught through traditional strategies.

This result showed that the students taught through self regulated learning attained more social studies concepts and students with visual learning styles were engaged more than the students taught through traditional strategies.

Therefore, **the hypothesis two instructional treatments will yield equal mean gain scores of the student engagement for students with visual learning styles** stands rejected even at .01 level of confidence.

CONCLUSION

1. Students taught through self regulated learning attained more social studies concepts and students with audio learning styles and with visual learning styles engaged more than the students taught through traditional strategies.
2. Self regulated learning is more useful for gain score of audio and visual learning styles students than control group taught through traditional strategies. The students in experimental group actively participated in the classroom activities and show effective result as compared to control group.
3. The result suggested that self regulated learning has overall positive effect on student engagement.

EDUCATIONAL IMPLICATIONS

1. To create such a classroom environment where new ideas and knowledge can be shared between teachers and students.
2. To enable students to explore new ideas through setting connection with their previous knowledge
3. To prepare students for divergent and critical thinking skills.
4. To prepare teachers to adopt these practices through well-structured high quality training programs that help teachers become more competent, confident in their abilities, and motivated to apply such practices.
5. Hence, to achieve this outcome, educational policy-makers and school personnel should focus on the importance and value of self regulated strategies.

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Training is Essential for School Teachers

Dr. Fazal Iqbal* and Sweta Kumari**

INTRODUCTION

As Teacher we all are concerned with improving the education of our student. Instead of focusing on our classroom, so need to step back, if Education is going to improve, we must work on improving teachers' training. Teachers in training need to familiarize themselves with the common base standards and linked tests. Teacher training equips the student teacher with appropriate knowledge, attitude and skills to function efficiently in their teaching profession. It provides school teacher with the theoretical and conceptual structure that help them to understand the details of the profession. It empowers the teacher with the skills that would enable them to function in the most capable and efficient manner. Teacher training programme depends on the constitutional framework and social requirements of the country. A country like India has developed teacher training programmers which meet the requirements at various levels i.e. pre-primary to higher secondary. Curriculum and syllabus of teacher training programmers varies as per the need and requirement at these levels.

The core concern of teacher training is to developed sound knowledge in subject areas at various levels. It is noticed that subject content of various subject differ from pre-primary to higher secondary. So as to develop subject knowledge, professional training are required. Internalizing subject knowledge help to organize variety of learning experiences.

CONCEPT OF TEACHERS' TRAINING

The term teachers' training is used as a long time for all teacher preparation programmes. Literally, Training is a 'well-organized activity with objective of imparting clearly set instructions or pre-decided activity to improve the receivers performance or make them to achieve certain level of knowledge or specific skill'. Training is the continuous activity provided to individuals/group to increase productivity and enhance performance of the people concerned.

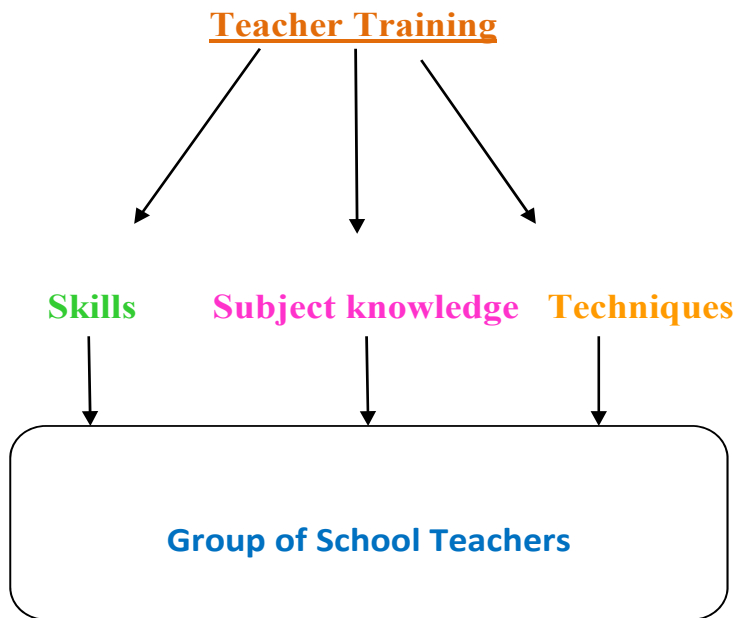
Training basically improves the performance of **special skills** and therefore, different training methods:

- i. **Job Training:** To understand the special skills needed for a job,
- ii. **Refresher Training:** To get knowledge in latest trends in the job,
- iii. **Internship Training:** To get practical knowledge in the job selected,
- iv. **Orientation programme:** To impart basic knowledge of task selected,
- v. **Remedial Training:** To overcome the deficiencies needed for particular job,
- vi. **Promotional Training:** To internalize knowledge for higher posts.

It prepares teachers in facilitating the physical, mental, social, ethical, aesthetic and linguistic development of the child by acquainting them with the knowledge of child psychology. It helps to practice and organize varied learning experience which promotes creativity, motivation and self-reflection in student community.

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(Diagram Showing: Concept of Teachers Training)

NEED FOR SCHOOL TRAINING

Training in job helps to be more successful in their job. Teaching is a profession which needs training. Teaching at any level is done with a view to impart knowledge. Competence and professional skills are integrated part of teacher training. They acquire technical skills in practice and not in lecture room. Teacher should possess skills and competencies which make their task easy, useful and effective. They should know the techniques and procedures to be adopted in their profession.

There are teachers who have acquired enormous success in teaching through training and experience. Much wastage in teaching efforts can be saved if the prospective teacher is subjected to teacher training. A good deal of waste in teachers' effort might be avoided by training. The most important task of training for the future is to improve the intellectual and technical competence of the teachers. It aims at maintaining or increasing the quality of entrants for the profession.

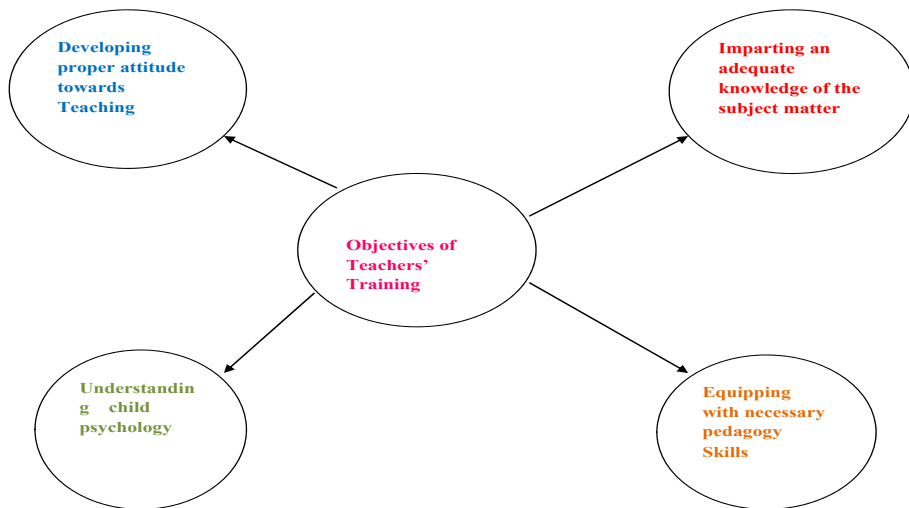
Some special need for school training are mentioned here:

- i. **Need of change:** Educational extension is capable of helping individual or group in meeting their academic needs and in solving their academic problems.
- ii. **Improvement of competence:** To improve the competence of the teacher in terms of knowledge, skills, interest, and aptitudes as an essential means of improving education.
- iii. **changing areas of human endeavor:** All the new developments, innovations and changes necessitate corresponding changes to be brought about in educational objectives, curricula, textual content, teaching methods, instructional materials without delay so that education remain dynamic, up-to-date and responsive.
- iv. **Educational extension:** It contributes to the qualitative improvement of education.

OBJECTIVES OF TEACHERS' TRAINING

For the continuous development of teachers several programmes are organised and their main objectives are as:

- i. To help teacher to get acquainted with modern techniques in education.
- ii. To upgrade knowledge and understanding of the content.
- iii. To broaden the mental outlook of teachers.
- iv. To help teachers to know their problems and to solve them by pooling their resources and wisdom.
- v. To develop competence to teach on the basis of the accepted principles of learning and teaching.



AGENCIES INVOLVED IN TEACHERS TRAINING

There are certain agencies at national level that look after the teacher training programmes in all parts of the country in direct and indirect manner and capable of providing facilities and financial assistance to them.

AGENCIES AT NATIONAL LEVEL

1. University Grant Commission (UGC).
2. National Council of Educational Research and Training (NCERT).
3. National Institute of Educational Planning and Administration (NIEPA)
4. Center of Advanced Studies in Education (CASE).
5. Indian Council of Social Science and Research (ICSSR).

AGENCIES AT STATE LEVEL

1. State Board of Teacher Education.
2. University Department of Education.
3. College of Education.

4. Distance Education System.
5. Center for Teacher Education (CTE).
6. District Institute of Education Training (DIET).
7. State Council of Educational Research and Training (SCERT).

MODELS OF TEACHERS TRAINING

There are following models for training of School teachers-

1. Orientation Course.
2. Refresher Course.
3. Summer Course.
4. Sandwich Course.
5. Extension Centers.
6. Short-Term Course.
7. Bureau of Publication.
8. Professional Writing.
9. Science Clubs.
10. Intensive Course.
11. Workshops.
12. Seminar and Symposium.
13. Exchange of Experts.
14. Education Conferences, etc.

SUGGESTION FOR TRAINING TO SCHOOL TEACHERS

There are some suggestions for strengthening the Training to school Teachers are:

1. **Resource Persons:** Well qualified Teachers should act as resource persons.
They should be drawn from the staff of the colleges and state department of education.
2. **Well planned programmes:** The programme for school teachers should be planned and organised. They must have a well defined end view and for need of the institute.
3. **Research:** These programmes should be backed by the findings of research school teachers. Should be encouraged to take small research projects and a quarterly journal may be started.
4. **Incentive to Teachers:** At present there is no incentive to Teachers who attend these programmes but there is need of some incentive to Teachers who attend the Course of longer duration and during the holidays.

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An Empirical Study of the Opportunities and Challenges, of Artificial Intelligence in Human Resource Management

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ABSTRACT

The objective of this research was to find the effect of the Artificial Intelligence based system in renovating HR practices in the information technology industry. An exploratory research design was utilized in the current study in order to discover new information, new facts, and new knowledge regarding the role that artificial intelligence plays in human resource management. The exploratory design was also helpful in developing alternative hypotheses as well as a null hypothesis for the study. In order to test the previously formulated hypothesis using a descriptive research design, a variety of statistical tools and methods were put through their paces. A technique known as probability sampling was utilized in order to complete the selection process, which resulted in the respondents who were ultimately chosen. The sample size of this study was 418 respondents from the information technology industry in Bangalore and Bengaluru.

The SPSS 23.0 and add on feature AMOS 23.0 version software was used for simple and complex calculations. The findings of this study came to the conclusion that there was a significant impact on human resource management as a result of opportunities and challenges in transforming artificial intelligence; there was a significant impact on employees working in an environment dominated by artificial intelligence; there was no significant impact on human resource management as a result of the applications of artificial intelligence; and there was a significant impact on human resource management as a result of recent technological developments.

Keywords: Artificial Intelligence; Human Resource Management; Information Technology

INTRODUCTION

Though the employees of any given organization place the utmost importance on the socio-psychological requirements, artificial intelligence is solely based on the environment of machines and does not consider these requirements at all. Because of this, putting Artificial Intelligence into practice within the realm of human resource management will present a significant obstacle. When applying AI strategies to the management of human resources in any organization, it is imperative that consideration be given to employees' emotional and psychological requirements. Now that it has Artificial Intelligence, the system should try to think like a human being. The development of

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what is variously referred to as super intelligence and artificial general intelligence is taking place in the area of artificial intelligence's future. Employees in any organization will fight against the introduction of automated mechanisms to perform various functions. The workers at the company are concerned that they will lose both their significance and their jobs as a result of the increased use of fully automated machines.

The acronym RPA stands for "robotic process automation," which refers to a system in which a robot is programmed to carry out its tasks more quickly and accurately than a human being. With the help of RPA and AI, an organization may be able to reduce the number of positions it needs to fill in the not-too-distant future. Due to the adverse reaction of employees, the implementation of artificial intelligence in human resource management is a difficult task that needs to be accomplished. The human resource management decisions that are made are based on two important aspects, the first of which is the transparency of the decisions, and the second of which is the interpretation of those decisions within the organization. The first aspect of transparency is very well handled by the artificial intelligence system when it comes to implementing AI in Human Resource Management, but the second aspect, interpretation of decision, is very much dependent on human intelligence. The transparency aspect of human resource management can be handled by artificial intelligence and machine learning, but the interpretation of the decisions related to human resource management still requires human wisdom in every function of human resource management decisions.

The Objectives of this study are as follows:

- To find the effect of opportunities and challenges of artificial intelligence on the human resource management.
- To find the effect of employee with artificial intelligence environment on the human resource management.
- To know the effect of applications of artificial intelligence on the human resource management.
- To find the effect of current movements of artificial intelligence on the human resource management in the IT industry.

LITERATURE REVIEW

Studies that have been carried out in the past in the areas of artificial intelligence and human resource management are outlined as; HR is at the forefront of the fourth digital revolution and it's important to facilitate this advancement without impeding the human element. Technology has helped companies like Reliance Jio, Hero Motor Corp., Kaya limited, Jindal Steel and many more companies in managing their talent, services and requirements in a more streamlined way. **(Scholz, 2017)**¹Big data will have an impact on organizations and the HR department. Big data will lead to many discussions from a social, ethical, and legal perspective. Making the employee part of big data use will not make those problems go away. In the interest of surviving on the market, organizations will not try to cheat and prey on their employees. **(Bulte, 2018)**²Industrial 4.0 is the manufacturing of goods and services with the help of technical components such as Big Data, Cyber-physical systems and the Internet of Things. Social components like attractive workplace conditions and production components as smart factories to increase the competitiveness of a country. In addition, it can be said that the Big Data component is also expected to have an impact on HR Practices in the form of Big Data analysis. **(Cappelli et al., 2018)**³On an economic level, AI can displace low-skilled workers on the technical level. On an environmental level, it can affect waste and pollution management and can also negatively impact sustainability in the form of power and resource consumption.

On the individual level, AI may impact work, empower users with agents, and affect interactions or social isolation. Finally, on the social level, AI can take a minor role in assisting in communities,

managing social media, automating routine tasks that are commonly outsourced, and participating in digital storytelling. **(Johansson et al., 2019)**⁵The most suitable parts to implement AI in traditional recruitment include recruitment activities such as pre-selection and communication with candidates and sending out recruitment results for applicants. The main benefits of AI were seen as the speed and elimination of routine tasks, while the major challenge was seen as companies' average readiness towards new technologies. **(Neumann & Bisschops, 2019)**⁶HR personnel can get on with more meaningful responsibilities and assignments that matter for the organization perform. AI use is expected to grow as the technology becomes more trustworthy and reasonable. There are strong economic incentives for the development of new technologies to take place as fast as possible without killing time on costly risk analyses.

This should be disallowed on all possible levels, including politics and the research itself. **(Verma & Bandi, 2019)**⁷Attrition and turnover, recruitment and management of skills, development of human resources (including employees' talents, effectiveness, productivity, and performance), and skills management. Decision Tree (DT), Random Forest (RF), Support Vector Machine (SVM), Multi-Layer Perceptron (MLP), K-Nearest Neighbor (KNN), Gaussian Naive Bayes (GNB), and Logistic Regression were the Artificial Intelligence algorithms that were used the most (LR). The realm of human resources is incredibly expansive and dynamically changing all the time. The management of a company's human resources should be a priority for every business because human capital should be seen as both the source of development and the foundation of success. This will allow businesses to boost their level of productivity, as well as their ability to attract both talented workers and satisfied customers.

The proposed solutions concerned well-known technologies such as business intelligence (BI), big data (BD), data mining (DM), and data warehouse (DW), as well as well-known pieces of software, frameworks, and enterprise resource planning (ERP) systems (SAP, SPSS, Oracle, SAS, CRM, SMA, SNW), and artificial intelligence algorithms (ML, NN, DL, etc.). **(Bhat, 2020)**⁸Artificial intelligence is a perceived threat to the employees as this is the notion that it is going to replace human work. This is the fact that Artificial intelligence demands more digital and more data driven workplace. Artificial intelligence can improve individual performance within an organization, which will ultimately make contribution to the organization. **(Monica & R, 2020)**⁹Human resources departments can use AI to enhance employee experience by automating repetitive and less prioritized tasks so that more time could be spent on focusing on the more strategic and high valued tasks. The overall advice of this study based on the consequences drawn is to specialize in implementing the AI as solely a supporting tool for HR functions and not overrule the role of HR. No matter how many technologies come and go, the human interference in the HR department will always be there. This study presented a community approach by featuring the correlative function of HRM in viable use of AI. **(Samarasinghe & Medis, 2020)**¹⁰HR analytics should be a key player in this AISHRM framework throughout the life cycle of employee and organization. HR analytics consider as the nerve system of the whole AI SHRM machine of the organization.

It should be able to identify patterns that cause for resignations and low performance and feed those particular data to AI algorithms to gain more accurate predictions. To be in competitive enterprise by constructing sustainable competitive advantage, an organisation should focus on AI algorithms that will not only update people skills however also complete management strategy via learning from past cases. According to current AI and machine learning system, it will need a process to identify the expert level and provide updates. **(Arslan et al., 2021)**¹¹HRM functions must address workers' fears about working with AI is one of the most difficult difficulties for HRM is evaluating performance in teams that include both humans and robots. **(Tahira, 2021)**¹²Companies can use artificial intelligence in recruitment to make HR more responsive and nimbler.

Recruiters want to be served fast, so businesses should have a highly responsive HR system. Companies that want to survive in the current market must digitise their recruitment procedures by adopting new technology. Artificial intelligence is the product of today's complicated world and new technology breakthroughs. (Bal, 2021)¹³ We looked at HR analytics and artificial intelligence as emerging trends that have proven to be beneficial in obtaining a more strategic and proactive role in human resources management. We anticipate that the findings of the study will serve as a guide for both scientists and practitioners in the field of human resources. (Evseeva et al., 2021)¹⁴ Artificial intelligence offers several benefits to modern businesses, including staff selection during hiring, the formation of a personnel reserve, the identification of high-potential employees, and the selection of individuals for training and leadership development programmes, among others. Despite the advantages of AI, it poses issues for businesses, developers, government agencies, and personnel.

The major goal is to retrain workers to use AI rather than to compete with it. HR departments may become locations where strategic results and decisions are made. HRM function will require the ability to operate in virtual environments and communicate with both machine and human actors. The increased decision-making authority of AI-assisted machines raises specific legal issues, such as discrimination prevention.

RESEARCH GAPS

Based on the analysis of literature review, there was little work has been carried out in the field of human resource management transformation in the environment of artificial intelligence. This was the main research gap found in the previous studies. The opportunities and challenges, employee with artificial intelligence environment, the applications of artificial intelligence, and current movements of artificial intelligence on the human resource management in the IT industry were the critical research areas found to check its effect on the transformation of human resource management practices.

METHODOLOGIES

Research Design

The exploratory as well as descriptive research design was used to investigate the previously formulated hypothesis. The formulated hypothesis is the result of the exploratory research design. The null hypothesis was tested with the help of various statistical tools under descriptive research design.

Sampling

The nonprobability snowball sampling technique was applied in this research study. The snowball sampling technique is a reference-based sampling technique for fast and convenience sampling. The sample size of this study was 418. The population of this study of all the information technology organization in the Bangalore city.

Data

The primary data was collected using web-based structured questionnaire. The Google form was designed and the link was shared among information technology professionals. The excel sheet was created. The excel sheet was exported in the SPSS 23.0 version software. The coding and value label was checked before the final data analysis and interpretation.

Hypotheses

The null hypotheses of this study are as follows:

- H01: There is no significant effect of opportunities and challenges of artificial intelligence on the human resource management.
- H02: There is no significant effect of employee with artificial intelligence environment on the human resource management.
- H03: There is no significant effect of the applications of Artificial Intelligence on Human Resource Management.
- H04: There is no significant effect of current movements of artificial intelligence on the human resource management in the IT industry.

RESULTS

Pilot Study

In the preliminary pilot study, the test-retest and inter-rater test were performed on the 23 scale items.

Test-Re Test Reliability

Test-Re Test Reliability was performed on 23 scale items on two different dates that is 1st day and 10th day in the questionnaire designing process to check the values of Intraclass Correlation Coefficient (ICC). The value of ICC should be near to 1. The SPSS 23.0 output are as follows:

Table-1: Intraclass Correlation Coefficient- Test Re Test

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.887 ^a	.753	.951	16.739	22	22	.000
Average Measures	.940 ^c	.859	.975	16.739	22	22	.000
Two-way mixed effects model where people effects are random and measures effects are fixed.							
a. The estimator is the same, whether the interaction effect is present or not.							
b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.							
c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.							

Source: SPSS23.0 output

The Single Measures Intraclass Correlation Coefficient value is 0.887 which is near to 1, hence this test passed the Test-Re Test reliability for the 23 scale items in the questionnaire development process. (See **Table 1**: Intraclass Correlation Coefficient- Test Re Test)

Inter-Rater Test Reliability**Table-2: Intraclass Correlation Coefficient- Inter Rater Test**

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.963a	.915	.984	53.182	22	22	.000
Average Measures	.981 ^c	.956	.992	53.182	22	22	.000
Two-way mixed effects model where people effects are random and measures effects are fixed.							
a. The estimator is the same, whether the interaction effect is present or not.							
b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.							
c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.							

Source: SPSS23.0 output

The Single Measures Intraclass Correlation Coefficient value is 0.963 which is also near to 1, hence this test passed the Inter-Rater Test reliability for the 23 scale items in the questionnaire development process. (See **Table 2: Intraclass** Correlation Coefficient- Inter Rater Test)

Summary of Reliability, and Factor Analysis: Opportunities and Challenges of Artificial Intelligence (OCAI), Employee Environment in Artificial Intelligence (EEA), Application of Artificial Intelligence (AA), Recent Trends in Artificial intelligence (RTA), and Human Resource management (HRM)

Table-3: Summary of Reliability, Factor Analysis

Construct	No of Items	Cronbach's Alpha	KMO	% of Vari- ance	Composite Reliability	AVE
OCAI	4	0.814	0.602	64.66	0.769	0.495
EEA	5	0.848	0.522	64.83 %	0.743	0.584
AA	3	0.795	0.685	71.53 %	0.695	0.442
RTA	3	0.621	0.548	58.48 %	0.477	0.543
HRM	5	0.895	0.787	71.02 %	0.828	0.598

Source: Authors' Calculation using SPSS 23.0 and Excel

It is clear that all the selected scale are reliable for the further main data collection and structural equation modelling analysis for hypothesis testing.(Table 3: Summary of Reliability, Factor Analysis).

Structural Model

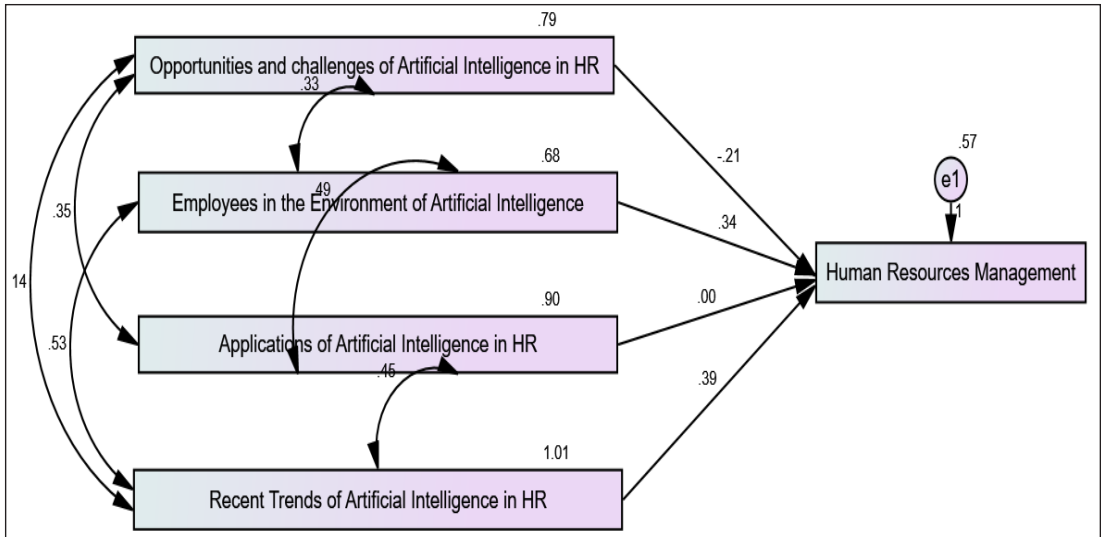


Figure 1: Structural Model: Unstandardized estimates- Human Resource Management

Source: AMOS 23.0 output

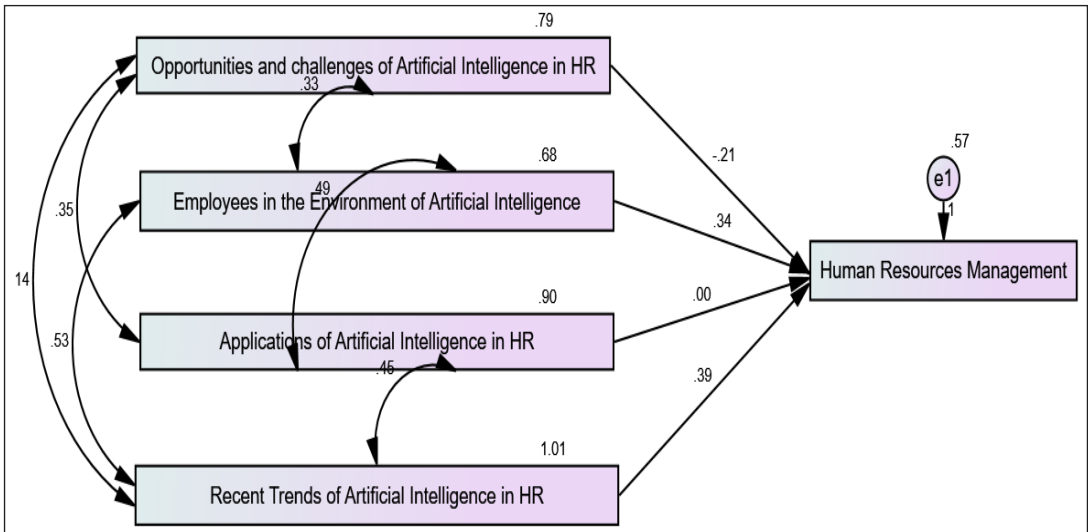


Figure 2: Structural Model: Standardized estimates- Human Resource Management

Source: AMOS 23.0 output

Table-4: Regression Weights: Human Resource Management

			Estimate	S.E.	C.R.	P	Results	Hypothesis
HRM	<---	OCAI	-.208	.049	-4.251	***	Significant	H01: Rejected
HRM	<---	EAI	.338	.071	4.769	***	Significant	H02: Rejected
HRM	<---	AA	.000	.052	-.002	.999	Insignificant	H03: Accepted
HRM	<---	RTA	.389	.050	7.831	***	Significant	H04: Rejected

Source: AMOS 23.0 output

It is very clear that first (H01: There is no significant effect of opportunities and challenges of artificial intelligence on the human resource management.), second (H02: There is no significant effect of employee with artificial intelligence environment on the human resource management.) and fourth (H04: There is no significant effect of current movements of artificial intelligence on the human resource management in the IT industry.)

Null hypothesis are rejected whereas the third (H03: There is no significant effect of the applications of Artificial Intelligence on Human Resource Management.) hypothesis is accepted because the p value for the direct path between HRM<---OCAI is (***), the p value for the direct path HRM<---EAI is (***), and the p value for the direct path HRM<---RTA is (***), therefore it can be said that there was a significant effect of opportunities and challenges of artificial intelligence on the human resource management, there was a significant effect of employee with artificial intelligence environment on the human resource management, and there was a significant effect of current movements of artificial intelligence on the human resource management in the IT industry where as the p value for the direct path HRM<---AA is (.999), hence it can be said that there was no significant effect of the applications of Artificial Intelligence on Human Resource Management.

(See **Table 4:** Regression Weights: Human Resource Management, **Figure 1:** Structural Model: Unstandardized estimates- Human Resource Management **Figure 2:** Structural Model: Standardized estimates- Human Resource Management)

CONCLUSION

Based on the data analysis and interpretation, it can be finally concluded that there was a significant effect of opportunities and challenges, employees in the environment of Artificial Intelligence, and recent trends that lead to technology on the real transformation of human resource management practices. It was also found that there was no significant impact of the applications of the artificial intelligence on human resource management practices in the information technology industry.

Conflict of interest

The authors declare that they have no competing interests.

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Authors Contributions Section

This work was carried out in collaboration with all authors. All the authors contributed to the paper equally. All authors read and approved the final manuscript.

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Figure 2: Structural Model: Standardized estimates- Human Resource Management

ENDNOTES

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A Detailed Study of Characters in R.K. Narayan's Novels with Special Reference to the Guide and Bachelor of Arts

Dr. Neeti Sharma*

Narayan's characters are not lined upon opposing sides of the field like football teams, the peasants versus the landlords, workers versus capitalists, noble satyagrahis versus the "Red Men" (The English) as in *Raja Rao* and earlier still in *Anand*" His characters, with their oddities and eccentricities do not strike as figures from morality plays or comedies of manners or humors. They preserve a basic quality of individuality despite their allegorical and representative characters in some cases." Narayan's power lies in his ability to draw upon the sanctions of traditional morality at the same time that he is being most precise and suitable in his realization of individuality and idiosyncrasy. Margayya, Sampath, Raju and Nataraj are among the most illustrative of his characters in this regard.

SWAMI AND FRIENDS is "a pure escape into irresponsible boyhood." (Morning Post). The episodic structure of the plot precludes any possibility of sustained character delineation. Moreover the novel has a bunch of juvenile characters rather than individualized round figures. The focus, at least in this novel, is not on character but on comic invention and narration. Swami, Rajan and Mani are the three main figures and they are viewed, generally, in relation to one another. Swaminathan, the central character, however receives greater attention.

"Narayan's later novels give further evidence of his ability to handle child-characters. Balu, Babu, Ramu, Leela, Seenu and Dodu besides Raj am, Mani, Samuel and Shankar of *SWAMI* reveal the fullness and intimacy of his knowledge of child behaviour and psychology. The adult characters in the novel that linger in the mind are Granny, the School Headmasters, and the teachers, particularly, the Scripture teacher, Ebenezar and the Arithmetic teacher, Vedanayagam. The adult characters are interesting in their grotesqueness and oddity as they are viewed through a child's eyes. It is suggestive of the Dickensian child's vision.

THE BACHELOR OF ARTS enlarges the picture as Swami Graduates into Chandran, its central character. *THE DARK ROOM* is unique in the sense that it is the only novel of Narayan with a woman as its pivotal character. Savitri is both an individual and a type of the convention-bound loyal Hindu wife attached and devoted to her family in spite of the neglect and humiliation at her husband's hands, which has become her inevitable destiny.

Her husband's infidelity first makes her reflect on her own inadequacy: "Perhaps I am old and ugly.... I am middle-aged, old fashioned, plain." It is a realistic picture of the age-old grind of slavery to which the Hindu wife is subjected in the name of tradition and religion Savitri's sparks of protest and rebellion are only momentary.

The point of view in *MR. SAMPATH* is Srinivas's. The concept of this character is multi-faceted. While the main impression of him is one of a spectator-commentator of the drama of life, his role acquires a multiplicity as the story progresses. A meditative idealist at heart, his career is marked by a continuous search for balance in life. "A desirable balance must be found between his various roles as editor, husband, father, friend just as amidst the multi tediousness and vastness of life a subtle balance in all matters is maintained by the invisible forces of the universe".

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The character blends visionary idealism, philosophical profundity and practical realism. He learns the lesson of detachment the hard way. Early in the novel, he is seen groping for an answer to the question, "Life and the world and all this is passing- why bother about anything" But the answer he gets only at the end, after passing through a series of involvements in regard to Sampath and Ravi, "only by becoming involved in the 'chaos of human relationships and activities without losing personal integrity can Srinivas understand true detachment."

Narayan's art of comic characterization attained its apex of excellence in Margayya, the financial expert. "All Narayan's characters have a flair for their work-usually small occupations which they manage more or less single handed." Margayya grows into a veritable one-man financial institution. His growth from a petty money-lender to a money-mystic is phenomenal, and catastrophic is his crash at the end. The character is evidently allegorical in inspiration. The element of fantasy which was noticeable in Sampath is even more prominent in Margayya. "Perhaps Margayya in his single-minded pursuit of wealth-especially towards the end-would have struck us as more of an allegorical figure if his domestic background and relationships had not been so firmly particularized." His love-hate relationship with the brother living next door and his obsessive concern for his son, Batu, and his career keep the plane of realism despite his fantastic career as a money-expert.

With Raju, the guide, Narayan carries further his genre of the comic-eccentric characterization. Sampath, Margayya and Raju form a particular group of characters in Narayan's fiction. "In the last group of novels- Mr. SAMPATH, THE FINANCIAL EXPERT, THE GUIDE, THE MAN-EATER OF MALGUDI, and THE SWEET-VENDOR- we enter an exotic world of half-headed or half-hearted dreamers, artists, financiers, speculators, twisters, adventurers, eccentrics, cranks, cinema stars, sanyasis, several of them not Malgudi products at all but straying or imported from 'outside' (which may extend as far as Hollywood or the antipodes)".

Narayan's art of characterization provides a mixed fare. His chief concern as an artist is character. His delineation of character has rare qualities of economy and delicacy.

As a result, his minor flat characters are generally delightful and amusing. Some of them such as the adjournment lawyer, the old landlord, the small shopkeeper, the sati are as timeless as the Nallappa's grove, the Mempi hill, the Lawler Extension or the Bombay Anand Bhawan. They collectively form the traditional Malgudi world, familiar yet perennially interesting.

The same strain of portraiture is to be seen in his major characters as well. They are vivid, striking and, often memorable but they rarely strike a deep analytical note. The main reason for such an approach is Narayan's comic vision of detachment. His pre-occupation is with the average. "From average to the extraordinary and back again to a more poignant of average- this seems to be the recurrent movement in terms of interacting characters in the majority of Narayan's novels."

It is said that R.K. Narayan wanted to take the load off "his mind and get out of the bleak moods of his protagonists. But all through he gives the impression of someone who is finable to believe the fact of death. This becomes clear from his *Dateless Dairy* where an American lady is said to have invited the novelist for launch.

THE AGONIES OF THE MIND

Defeat creates agonies in the mind, it is also true that the mind working under the pressure of defeat seldom and it always leans against what may be called as depression and tiredness.

Narayan focusses on Rosie's infidelity as the emotional - outburst of the suppressed woman who was basically nurtured in the cultural ethos. Therefore, Rosie could never feel herself free from

the haunting thought that she had trespassed the sacred codes of conduct and committed the sin as a Hindu wife.

HOSTILITIES AND SQUABBLES

All rigour and discipline in a life with little scope for leisure. Swaminathan got up pretty early, rushed through all his homework, and rose just in time to finish the meal and reach the school as the first bell rang. "He sat in the second row, and no dawdling easy going nonsense was tolerated there; you sat right' under the teacher's nose."

As the essentially soft-hearted Natraj listens to Vasu's? horrifyingly and diabolically cruel episode of the latter's (behaviour with his guru, a pahalwan, he instinctively shudders. In Natraj's world the shishya pays his guru dakshina (fees), in Vasu's the disciple hits him.

RETREAT AND REVERSION

In the final analysis, Margayya's fall and consequently his willingness to return to the old banyan tree have symbolic implications. If the fall, as suggested earlier, symbolizes the universally acknowledged principle in the Sanskrit Shloka quoted earlier in the chapter, it equality runs on parallel lines of the story of Icarus.

In the Final analysis in almost of desire The Painter of "Signs may again be taken as Narayan's presentment of the recurring theme of illusion and reality.

THE ACES OF THE HEART

Defeat unsettles human emotions. The aches of the heart lay heavy hand on the individual and social life of Malgudi. Varma holds that "Kumar is not just an ordinary elephant, but a temple elephant. It might be pertinently mentioned that elephants are so much a part and parcel of the temple scene in South India that they are considered almost divine.

Krishnan has all along lived with the feeling of doing a wrong work (of teaching in the college) and a nagging feeling of having missed something vitally important. *Leave Them Alone* comes as a Godsend. Here he could do the work of his choice.

'In the final analysis, the contemplative poet exemplifies; Narayan's notion of "positive rebellion" underlining positive philosophy. A rebellion born and developed out of selflessness [and human concern and, more importantly, out of the dedicative approach to a noble cause, may certainly have a place of pride in Malgudi.

AVERSION AND HATRED

Swaminathan cast his mind back and felt ashamed of himself for his conduct with the forest officer, when that harassed gentleman was waiting for reply for the Deputy Superintendent of Police, which took the form of a taxi drawing up before the Travellers' Bungalow, "disgorging father, mother, Rajam's father, and an inspector of police.

DISHARMONY AND DISCONTENT

For obvious reasons, *The Dark Room* has been regarded, as Narayan's version of Ibsen's *The Doll's House*. Through it N Narayan seems to handle, unobtrusively though, major issues Like marital disharmony, the status and role of the Hindu wife in society, the implication of the other woman, free will and disobedience et al. Significantly, these issues have been dealt with through the basic theme of the Malgudi novels: illusion versus reality.

FRIGIDITY AND SADISM

In the confusion that followed, Swaminathan was very nearly trampled upon and killed. The policeman rushed into the crowd pushing and beating every body. Swami had joined a small group of panic-stricken runners. The policeman came towards them with upraised lathis.

Thus all the novels and short stories of R.K. Narayan are full of optimistic outlook. He is also of the opinion that if we want to feel the joy or happiness of victory. We must accept defeat also because we cannot escape from sadness- as it is Universal. To quote Thomas Hardy's lines- happiness, is, but an occasional episode in the general fate of drama."

But it does not mean that we should have heke Narayan preades the goskel of perserverence and tolerance R.K. Narayan, through his novels teaches the lessons of truth, patience, courage friendliness-fair dealing and good behaviour. It may be pointed out that defeat in life is natural. It can be won over by righteans, thought, feeling and deed, man augus be do good to others of the wants to pass by defeat and sum himself from the forms of defeat-God helps those who helps themself right therefore-

"God in his Heaven and all is right with the world".

Thus, defeat precedes and is followed by the aches of the heart. Unhealthy and harmful humours are produced, and the healthy and harmless ones are driven out by the pinching emotons, sentiments, and feelings. That which can produce smiles is erased, and that which can produce tears is encouraged and inspired. The heart which ought to be the seat of emotional happiness and harmony is turned into a fountain of unhappy and disharmonious feelings. Defeat is felt in the heart like-some bitter substance in the mouth.

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Analysis of Job Choice of Secondary School Students: A Study with Special Reference to Gender Difference

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ABSTRACT

The main purpose of this study was to explore the job choices of the secondary school students as well as to find out the gender difference in job choice of these students. The study was conducted in district Rajouri of Jammu and Kashmir U.T. A random sample of 240 students (120 boys and 120 girls) was drawn from the selected schools. A self developed questionnaire was used as a tool of data collection. The data were analysed by means of descriptive statistical tools including mean and percentages. The results showed there were marked differences between the job choice of boys and girls as well as between the same gender.

Keywords: Job, choice, Secondary, School Students, Salary, Gender difference.

INTRODUCTION

The terms, job, job choice and gender difference need to be defined and explained in the beginning. The term „job“ means a work for which one gets regular payments and the term „choice“ means an act of choosing between two or more possibilities or something that one can choose from the given alternatives (Oxford Advanced Learners Dictionary 8th Edition).

The term, „Gender difference“ refers to the difference between the job choices of male and female students. The review of related literature reflects that a number of studies have been conducted on gender difference in job choices both in India and abroad. In a similar study (Mattoo 2013) found that there were significant differences in the job choice of boys and girls in Srinagar, Jammu and Kashmir.

Appropriate choice of career is reported to have received greater attention in the world of work (Kulshrestha 1979). Studies also show that there are significant differences between the interests of males and females with respect to jobs. Even the Kothari Education Commission(1964-66) observed that “the students are admitted in vocational courses unsystematically which results in wastage of manpower, time and money (Mattoo, 2013). it often results into “Square pegs in round holes”. To overcome this problem it is desirable to identify the interests of students by means of research studies. The present study is concerned with the same purpose.

A number of studies on the locale, personality, gender etc. have been conducted in India (Jamsari and Kumar 1999, Pandey 1975, Pangotra 1965) to find out job choice differences. The gender differences have also been reported in many cases.

However, it is observed that the findings of the existing research studies are not in uniform directions. Hence, further exploration is required to arrive at a definite conclusion. The research has shown that the females were un-represented in the field of STEM subjects viz Science, Technology,

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Engineering and Mathematics (Master, et al 2017, Sainz & Ecedes 2012, Schuster & Martiny 2017). One explanation behind this condition is that these fields require strong mathematical abilities which were lacking in females. (Gelenter 1999, Nosek et al 2012)

Rationale Behind the Study

A number of studies are found to have been conducted to explore career choices of the students in relation to intelligence, scholastic achievements and creativity. (Habibollah et al 2010, Heinze 2009, Ivcevic 2007, Hamingthmznala 2001, Mattoo 1994, Tulsi, 1985, Randhava 1977, Martin 1975).

As observed by the researcher, many youths are often forced by their parents to take up jobs irrespective of their attitude and aptitude resulting into "Square pegs in round holes" resulting into maladjustment of many boys and girls in their career.

Though a host of studies seem to have been conducted on the subject. Yet no such study has so far been conducted in district Rajouri of Jammu and Kashmir U.T. Hence, there seems a felt need for this study to explore the job choice of secondary school students with special reference to gender difference in the selected area.

Objectives of the study

The main objectives of the study are stated as under :

1. To study the choice of career lines of secondary school students.
2. To study the job choice of the secondary school students.
3. To find out the gender difference in job choice of the secondary school students.

Research Questions

The following questions are to be answered by this study:

1. which is the most preferred career line of the secondary school students (respondents).
2. Which is the least preferred career line of the respondents?
3. Which is the most/least preferred job choice of boys?
4. Which is the most/least preferred job choice of the girls?
5. Is there any difference between job choice of male and female students?

Statement of the Problem

The statement of the problem is given as under:

"Analysis of job choice of secondary school students : a study with special reference to gender difference", yet it could not be possible to do so due to a number of limiting factors including time and other personnel and material resources. Hence, in view of the limitations, the data were collected from a few randomly selected students numbering 240 (120 boys and 120 girls) reading in secondary schools.

Though the study is limited upto the number of a few selected schools, yet being based on a random sampling design, it is assumed to be the representative of the entire U.T of Jammu and Kashmir. Hence, the findings of this study can be generalized to all parts of Jammu and Kashmir U.T.

Operational Definitions

Some specific words/terms used in this article need to be defined in the context of this study. There are defined as under :

1. „Job choice“ means option to choose a job out of given choices.
2. “Career Line” means a specified occupational line carrying several job choices.
3. „Gender difference” means difference between the job choice of boys and girls.
4. Secondary school students means, the students reading in 10th class.

RESEARCH METHODOLOGY

The research methodology adopted in the study is described as under:

Research Design

The study was designed to collect data from the secondary school students including boys and girls reading government and private schools in district Rajouri of Jammu and Kashmir U.T. It (study) was concerned with the analysis of data relating to job choice of the students. In this way, the study is based on a Diagnostic-Descriptive type of Research Design.

Data Collection tools

A self-developed multi-dimensional questionnaire was used to collect data from the respondents.

Sampling Design

A multi-stage random sampling design was adopted in the selection of 240 students/respondents from 7 government and 2 private school students. All of the students reading in 10th. class were selected as respondents which included 120 boys and 120 girls.

Collection of data

The data were collected by means of a self-developed questionnaire. The questionnaires (400 numbers) were handed over to the head of the selected schools for further completion by the students. The questionnaires were collected back after one month. And out of 400 questionnaires distributed only 290 were received back out of which only 240 (120boys and 120 girls)were found correct and considered for further processing.

Universe and Time of study

As this study is a part of Ph.D. programme, the process of data collection was completed during the month of April-May 2022. As the study is based on random sampling design. The entire secondary school students population is to be considered as the universe of the study.

Analysis of Data

After collection, the data were transferred to a master data table/sheet and also coded for further processing. The descriptive statistical tools including mean, frequency, percentages etc were used to find out results.

RESULTS AND DISCUSSIONS

The results are discussed as under:

Frequency Distribution of Respondents

The frequency and percentage distribution of the students gender-wise and school-wise are shown in the following table:

Table 1: Frequency and Percentage Distribution (Gender wise & School-wise)

S. No.	Type of School	Frequency & Percentage Distribution					
		Boys (N= 120)		Girls (N =120)		Total N = 240	
		N	P	N	P	N	P
1.	Govt. Schools	85	71	85	71	170	71
2.	Pvt. Schools	35	29	35	29	70	29
Total		120	100	120	100	240	100

Source : Questionnaire

"N" denotes — Numbers

"P" denotes — Percentage

The analysis shows that there were 240 respondents in the sample out of which 170 (71%) belonged to government schools and 70 (29%) to private schools. The sample consisted of 120 (50%) boys and 120 (50%) girls. The mean age of both the boys and girls is 14.93 thus indicating that there was no gender difference in the age of respondents.

Choice of Career Lines

The students were shown 8 different career lines and were required to indicate their own choice. The data on this variable is presented in the following table:

Table-2: Choice of Career Lines

S.No.	Career Line	Frequency & Percentage Distribution					
		Boys (N= 120) Girls (N =120) Total N = 240					
		N	P	N	P	N	P
1.	Govt. Service	75	63	65	54	140	58
2.	Bank Service	12	10	12	10	24	10
3.	Pvt. Service	10	08	10	08	20	08
4.	Self - Employment	10	08	20	16	30	13
5.	Social work	02	02	06	05	08	03
6.	Political Leader	00	00	00	00	00	00
7.	Religious Leader	00	00	00	00	00	00
8.	Yet Not Decided	11	09	07	06	18	08
Total		120	100	120	100	240	100

Source : Questionnaire

"N" denotes — Numbers

"P" denotes — Percentage

The analysis shows that a strong majority of students/respondents (58%) including 63% of boys and (54%) of girls preferred the government service as their career line. The second most preferred career line was self-employment (30%) for all the students/respondents and followed by Banking service (24%) while as no preference (0%) was given to the political and religious lines.

Job choice under Government Service and Gender Difference

Out of 240 students/respondents, 140 (58%) opted for government services which were divided into ten (10) different jobs. The relevant data were analytically presented in the following table:

Table-3: Analysis of Data Relating to Government Job Choice

S.No.	Job choice	Frequency & Percentage Distribution (Gender-wise)					
		Boys		Girls		Total	
		N	P	N	P	N	P
1.	Agri. Officer	03	03	02	02	05	02
2.	Asstt. Professor	08	07	15	13	23	10
3.	DoctoR MedicalOfficer	10	08	10	08	20	08
4.	Engineer	15	13	03	02	18	07
5.	Indian Army	05	04	00	00	05	02
6.	J&K Police	03	03	02	02	05	02
7.	IAS/JKAS	13	11	10	08	23	10
8.	SchoolTeacher	04	03	13	11	17	07
9.	Para Medical	00	00	03	02	03	01
10.	Forest Service	03	03	00	00	03	01
11.	NOA	45	38	55	46	100	42
12.	No Decision	11	09	07	06	18	08
Total		120	100	120	100	240	100

Source : Questionnaire

"N" denotes — Numbers

"P" denotes — Percentage

NOA means — None of above.

Description: The analysis indicates the following results :

1. The most preferred jobs of the boys were Engineer (13%), followed by JKAS 11% and Doctor (8%) while as a strong majority of 38% did not prefer any government job.
2. The most preferred jobs of the girls were Asstt. Professor (13%), followed by school teacher (11%) and doctor (8%) while as a strong majority of 46% did not like any govt. job.
3. The most preferred job of all the students was Asstt. Professor (10%), and JKAS (10%) followed by Doctor (8%) and Engineer and School teacher (7%) each.
4. The paramedical and forest services were the least preferred jobs for all the students.
5. There was a marked gender difference in job choices in the boys preferred Engineering services (13%) while as the girls preferred teaching jobs.

Answers to Research Questions

The answers to the research questions are given as under :

- Q.1** The government service was found to be the most preferred career line of the respondents (58%).
- Q.2** The most preferred and least preferred jobs of boys were Engineering and paramedical services (13%) and (00%) respectively.
- Q.3** The political and religious services were the least preferred (0%) career lines for all of the students.
- Q.4** The most and least preferred jobs of boys were Engineering (13%) and paramedical services (0%) respectively.
- Q.5** The most and least preferred job choices of girls were Asstt. Professor (10%) and forest service (0%) respectively.
- Q.6** On the basis of answers given above it can be mentioned here that there were marked gender difference in job choice. The boys preferred Engineering while as the girls preferred teaching job.

SUMMARY AND CONCLUSION

The study was conducted in district Rajouri of Jammu and Kashmir U.T. with the main objective to find out the choice of career lines and government jobs among the secondary school students. A total of 240 students (120 boys and 120 girls) were selected as respondents and data were collected by means of a self developed questionnaire and the same were analysed using descriptive statistical tools.

The results showed that there were significant differences between career lines and job choices of male (boys) and female (girls) students on one hand, Engineering service was the first choice of boys while as teaching service/job was the most preferred choice of the girls.

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Innovation Leading to Disruption in Banking Sector

B. Fameeda*

ABSTRACT

This research focus on the importance of innovation in banking sector which in turn leads to disruption and the challenges faced by banks and customer. Technology has a direct impact on the functioning of the bank, with technological advancement, the banking sector in India has seen a number of changes. Innovations such as Fin tech app, trends like Artificial intelligence, Digital banking, P2P payment, Cloud computing, Mobile Banking, Block chain, Biometric Technology, voice based technology, etc have paved the way for technology innovation in financial sector, which provides convenience to users to have free access to their bank, make secured, quick payments and receipts, get personalized offers etc.

Thus banking sector is undergoing a radical change, due to competition from Fin tech, Changing business models, regulation and compliance pressures and disruptive technologies forcing banking institutions to rethink the way they do the business.

Keyword: Innovation, Disruption, Technology, Banking sector, Fin tech app.

INTRODUCTION

The term “innovation” means to make something new, Whereas disruption means radical change by means of innovation to meet customers demand for better performance.

One of the main changes in industry is becoming digitalize, the world is digitalize, so as the banks. The need for modernization was felt necessary in Indian banking sector in 1990's after nationalization of banks. In 1991, the entry of foreign banks brought new technology with them. In 1996, the ICICI was the first bank to start internet banking, adoption period started from 1996 to 1998, but usage increased in 1999 services such as Railway pass, Bill payment services, Electronic fund transfer etc. In 1999 E-channels came into existence which changed both the banking industry as well as bank services to its customers enabling financial transactions from anywhere and any time, services such as ATM, SMS, FAX, Automated Telephone etc came into use. In the year 2000, the government of India enacted the information technology act, 2000 to provide legal recognition to electronic transactions and other means of electronic commerce.

The digitization in banking sector is seen after the establishment of Automated Teller Machines (ATMs). Further innovations like Electronic funds transfer system, MICR, RTGS (Real Time Gross Settlements), Electronic compensation, NEFT (National Electronic Fund Transfer), ECS (Electronic clearing Services), Mobile banking, debit card, credit card, prepaid cards etc have gained wide acceptance in Indian banks. Various steps and initiatives are taken by RBI and National payment corporation of India in strengthening the payment and settlement system in bank. It is due to such initiative, customers don't carry cash, they will make payment anywhere at anytime with just a click.

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After demonetization in 2016, the digital payment system skewed in favour of Unified Payments Interface (UPI), in this the QR code will enable business to accept unlimited payments through Paytm Wallet, Rupay cards and all UPI Apps including PhonePe, Google Pay, Bhim, Credit and Debit cards

Indian banks use developed technology based solution to raise revenue, enhance customer experience, optimize cost structure and manage organizations. However the scope and speed of evolution in regulation, customer behaviour and technology result in both opportunities and challenges for financial institutions.

Today banks objective is to provide fast, accurate and quality banking services to customers. Banks are making efforts to cope up with the competition. Banking is moving towards a customer-centric platform from product, it has become necessary to do so to survive in market. Innovations in retail banking 2018 reports that there is increased Period of digitalization and innovations, using cloud technologies, advanced analytics and new distribution alternatives to meet consumer expectations. This digital disruption offers the potential to improve efficiency with innovations.

OBJECTIVE OF THE STUDY

The purpose of the study is to understand

1. To study the development in banking sector
2. Major New innovations leading towards disruption
3. Challenges involved in digital banking
4. Fintech Technologies that are developing in near future and its benefits

RESEARCH METHODOLOGY

The research is mainly based on secondary data, as been collected from different sources like scholars articles, books, newsletters and various websites, libraries, social media, T.v and Educational Institutions (peers group discussion) and is applicable to all types of banks

MAJOR INNOVATIONS LEADING TOWARDS DISRUPTION

The innovations in the banking field is mainly depends upon rapid growth in the technology. The banking industry has become one of the developed service sector in India. Information technology is one of the most important facilitators for the transformation of the Indian banking industry in terms of its transactions processing as well as for various other internal systems and process

P2P payment

peer to peer payment systems like Google pay, Paypal, Phone pay etc allows the user to transfer money from their mobile devices through a linked bank account or card

Artificial intelligence

Artificial intelligence is a process where machine acts as a human mind, by being able to understand, analyze, and learn based on historical data. AI can improve solutions and decisions made. It also brings advancements in chatbots, robo advisers, and other automated advisory solutions to clients. Examples: Google maps and Ride-Hailing, Face detection and recognition, text editor of auto correct etc

Digital Banking

Digital banking is the digitization of all traditional banking activities and programs. Digital banking is availing of banking services like balance enquiry, fund transfer, payments of bills, deposits or withdrawals of money etc

Cloud Computing

Cloud computing helps banks and financial services to meet growing demand of customer by facilitating fastest development of products and services. It was invented with a view to connect people and data from anywhere at anytime, improve client -Bank relation, Provide Flexibility, Boosting securities

Mobile Banking

Mobile banking is a service provided by a bank or other financial institution to carry out financial transaction through mobile. Benefits like accessing the Bank 24/7, payment at anytime, no more worry to carry cash, optimizing your money

Block Chain Technology

Block chain is a system of recording information in a way that makes it difficult or impossible to change, hack or cheat, the system. It increases trust, security and efficiency for citizens. It is a distributed ledger that allows data to be stored globally but not copied, cryptocurrencies use Block chain technology to record transactions.

Biometric Technology

Uses physically unique features of an individual (fingerprints, face, voice, retina) and other forms of recognition to enhance and identity verification. It helps in better identifies individuals to increase security and

prevent data breach. This reduces damages caused by fraud, and lastly most important it provides a precise method to identify customers.

Voice Based technology

1. Speech recognition: The aim of speech recognition is to understand the word being spoken, the words are processed by the software and commands are executed
2. Voice recognition: The aim is to recognize the person speaking the words, (unique identifier). International banks are now exploring voice technology to increase security measures for their customers.

Challenges Involved in Digitalize Banking Activities

Digitalization has many advantages like easy to understand, immediate communication, low cost, reduces time and share information, new job opportunities and increased commercial competition, but still it is not left without challenges

Challenges on Bank

1. **Challenges of electronic payment system:** Payments continue to be one of the most disruptive and dynamic banking businesses. Banks have to become faster, more efficient and cheaper for the customers and enterprises. This is one of the biggest challenge.
2. **Cyber-security issues in Banking:** The banking sector is the single most targeted area by hackers and fraudsters. Fraud detection and security issues are a big, costly headache for the banking industry.
3. **The challenge to maximize efficiency of the bank:** In order to remain competitive in an increasingly saturated market, especially with the widespread adoption of virtual banking. Banking firms have had to find a way to deliver the best possible user experience to their customers. Internally, the challenge to maximize efficiency and keep costs as low as possible while also maintaining maximum security levels has also increased.
4. **Authentication issues:** The main issues which are mainly faced by the banking authorities is the issue of authentication of their customers. The instructions which have virtually been provided by the Customer have originally been lodged or requested by him/her only or someone is personating on behalf of him is the main issue. Even after enacting various different measures like OTP, PIN, SMS/CALL verification relationship numbers, customer ID, etc. for securing the authentication of the consumers, the Bank and Cyber Frauds are increasing day by day and have emerged as a major challenge before the Cyber Cells and the concerned authorities.
5. **The Low-Cost Customer-Oriented Service for Banks:** Customer-friendly service is a “must have” for every modern bank. Mobile applications, online banking services have to save customers time. However, it also has to save banks money. While lots of workers and managers lead to increasing costs. Another challenge that has to be solved is to find a faster way to communicate with customers: email, phone, and texting are not efficient anymore.
6. **Poor Infrastructure :** Internet Banking needs consistent support of efficient infrastructure for effective implementation and expanded geographical reach. E- Banking has been restrained to expand itself to semi urban and rural areas due to poor Infrastructural facilities in terms

Challenges on customers

1. **Technology Upgrades:** Technology is never constant, it always keeps on evolving. Hardly any year back, there were smartphones but now it has become mainstream. As technology develops, more and more banking services are digitized to cope with the competitive market. Thus, it becomes difficult for consumers to keep up with these advancements and learn accordingly.
2. **Fear of losing money:** The old generation people believe conventional banking rather than digitized one because of the fear of losing money by way of hacking, spoofing and sniffing as risk is associated with digitised banking.
3. **Customer Understanding:** Knowledge or understanding regarding e-banking among consumers about is still at junior side in Indian context. Banks are not able to advertise entire information about the use, benefits and facility of online banking. Therefore, one of the most ranked obstacle in the expansion of electronic banking is the less alertness of new technologies among customers.

4. **Digital illiteracy:** The rural population is less aware of digital world and computer/smartphone. They even lack the basic knowledge of operating a smartphone or a computer. Poor internet connection is also one of the greatest challenge. Even the biggest nationalized banks of India are finding it difficult to provide the basic banking services to the rural population.

Thus digitilization has grown banking sector, As al the things have pros and cons, the same goes with digitilization in te field of banking.

FINANCIAL TECHNOLOGIES THAT ARE DEVELOPING IN NEAR FUTURE

Financial Technology means finance and technology integrated to provide creative solution for business and financial services. The technologies such as e commerce, Biometrics, Artificial Intelligence, Block chain, and many more used for sending alerts, tracking, and making secured payments, etc to its users through mobile Apps.

Analysis on future disruption by Fin Tech Trends in 2021

Bitcoin App

The simplest Bitcoin app in India, In march 2020 supreme court lifted the banking ban on cryptocurrencies, and in the same year, price of Bitcoin experienced a surge of over 200%, CoinDCX, a cryptocurrency exchange platform, has launched CoinDCX Go to introduce indians to a simple, safe, and secure method to invest in cryptocurrencies.

Autonomous finance

Autonomous finance is a new way of thinking about what can be done with banking. Using AI and Machine Learning, to handle user's funds. Autonomous finance can remove human input from decision making, enabling every customer to have a virtual private banker making all their financial decisions for them.

Reg-Tech

Regulatory technology is a new technology that uses information technology to enhance regulatory processes it is the ability to efficiently move from complex regulatory burdens and process of huge amounts of dense data and to reduce the risk of flowing from human errors . Financial sectors, tech firms and legislators will work together for introducing new regulatory innovations

Neobanking 2.0

A neo-bank has a complete online presence and unlike other banks, doesn't have any physical branches. Its services include accounts, credits and payments. Considered to be a more quick to be understood and thought version of old-fashioned banking, neo-banks appeal to a more digitalization.

Digital- only banking

A digital-only bank is one that provides all its banking facilities online and through app platforms on mobile and tablets. Digital banks have no need for physical branches and their services are provided using automated processes and real-time updates and offering customer support through in-app chat. Because digital-only banks are primarily operated through an app, users can have greater control and clearer visibility over their finances. Up-to-the-minute spending updates, monthly reports, commission-free spending abroad and the ability to instantly freeze and unfreeze card.

CONCLUSION

1. **Development and major new innovations leading towards disruption in banking sector** : Based on my research it is found that, there was a time when all the customers expected a banking institution to store their hard-earned cash and provide a convenient way to withdraw or spend it. With the Growth of Technology Innovation in banking services such as ATM, internet banking, mobile banking have increased productivity, efficiency globally competitive and diverse aiming.

Then came digital- banks and some other Fin tech businesses, which proved that the banking and financial services could be fast, affordable, and most importantly, mobile-friendly. By this it can be said accessing Banking services has become anytime and anywhere, it is Predicted that in near future branches will become invisible, Real -time currency-Travelling smarter with cashless, multi currency exchange, personalised digital banking- get personalised offers and product promotions in right place and right time, smart banking, secure efficient, widely accessible, fastest payment system enables instant interbank transfer and opens up a new world of possibilities, Intelligent Robo -Advisor- Advice on Investments is now an automated process through robo-advisors thus digital banking innovative technologies could cause financial market disruption

2. **Benefits of innovations in Banking sector** : Finally innovations in banking sector enables Fastes, transparent, secured sending and receiving funds, anyone and anywhere in the world with full transparency seamlessly integrating Banking services to every aspect of life.
3. **Challenges of new innovations**: this study found that there is a lag of skill across a range of highly important areas, including cybersecurity and privacy, business development of new technologies and user experience and human-centered design. Worse, skill levels have declined even as the demands of digital keep advancing.
4. **Development of technology in near future** : New technology in banking is already transforming the financial sector, and the traditional banking landscape is set to rapidly change in the next five years. Safety features, such as advanced cryptography and biometrics, will help protect against bank scams, and remote applications will make it easier than ever to do your banking without visiting a branch as this experience is likely to be much more customer-friendly.

Thus it is said that "INNOVATIONS IN BANKING SECTOR ARE LEADING TOWARDS DISRUPTION" in Economy

REVIEW

Journal published in 2019

" FINTECH AND DISRUPTION AN IMPACT ASSESSMENT"

This study attempted in bringing Fintech practices or applications and their performance in today scenario. The outcome of this study is to create awareness on how Fintech is changing the traditional financial institutions and its disruptive impact on the future of Asian financial intuitions. For future research, it is suggested to do an analysis on how future disruption will be; why Fintech investment is having a downward sloping in the past 3 years and what are the different Fintech technologies that are developing in the near future in traditional financial institution.

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A Study on the Role of Unsung Heroes of Bihar in India's Struggle for Freedom

Brijesh Kumar*

Everyone in India is aware of the struggle for national freedom. The British spent a considerable amount of time colonizing India and dominated our country for a long time. The Indians were subjected to numerous limitations and lacked personal freedom. Many freedom fighters around the country rose out against the British Raj's control and battled for the sake of the country. Thousands of people from all throughout the country took part in the independence movement. Many fighters risk their lives in the name of India's freedom.

The people of Bihar also actively participated in the freedom movement of the country. Jagjivan Ram, Anugrah Narayan Sinha, Sri Krishna Singh, Jayaprakash Narayan, Babu Kunwar Singh, Rajendra Prasad and others took the lead from Bihar to liberate India from the British Raj. Several additional people had stepped forward to liberate India from British control, in addition to these independence warriors. While some get the public's attention, others work in the background and contribute just as much. However, we are unfamiliar with their faces for a number of reasons. They have sacrificed their lives and happiness in the hope of a better destiny. Malati Devi, Maghfoor Ahmmed Ajazi, Basawan Singh, Peer Ali Khan, Tarkeshwari Prashad Sinha, Dhruv Kundu, Prabhavti Devi Narayan and others are among faces. Their efforts must be acknowledged in the same way as well-known freedom fighters' contributions are valued. The goal of this study is to look at the unsung heroes of Bihar who actively participated in India's freedom movement and whose achievements go unnoticed.

METHODOLOGY

This paper is based on an analytical method. This analysis focuses on several unsung heroes from Bihar who made significant contributions to the country's freedom movement. Primary and secondary sources are used in this paper. As a primary source, interviews with family members of certain unsung heroes were discussed. This paper also makes use of secondary sources such as books, journals, and articles.

DISCUSSION

Bihar played a crucial role in the freedom struggle of India from 1857. There were a lot of famous campaigns in Bihar, for the freedom struggle like the Wahhabi Movement, the Birsa Movement in Chotanagpur, Mahatma Mission in Champaran. The first Satyagraha campaign in India was started by Mahatma Gandhi as his first political career at Champaran, a district in Bihar. This movement is considered as a crucial turning point in the history of the Indian Independence Movement. There is no question that the contributions of Anugrah Narayan Sinha, Sri Krishna Singh, Jagjivan Ram, Rajendra Prasad, Jayaprakash Narayan, Babu Kunwar Singh, and others are known to the people of Bihar and other areas of India. However, there are also additional freedom warriors whose achievements are still unknown to the general public. Here are some lesser-known Indian freedom fighters from Bihar.

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PEER ALI KHAN

In 1857, Revolt against the Britishers was at its peak then Peer Ali Khan who was born in Mohammadpur, Uttar Pradesh, in the Azamgarh district played a major role in this battle. When he was only seven years old, ran away from home and arrived in Patna, where a zamindar arranged for him with shelter and protection. And that man raised him and also educated him alongside his own son. Peer opened a bookshop in Patna that became a gathering place for heroes of freedom to plot their overthrow of the British. Actually, the bookshop was the place where every hero kept in touch with each other, and also with Indian soldiers who worked in the British army.

Peer Ali led the 1857 uprising and carried out multiple campaigns against the Britishers and that was a significant figure in the 1857 uprising. The two letters from the Danapur Cantonment soldiers landed in British hands. while he was plotting with them. They discovered the involvement of Peer Ali's movement.

Ali realized what had happened, he planned an attack on the British, and gathered his comrades who were interested to take part in it. He gathered 50 guns with his assistance of a coworker, Maulvi Mehdi, and divided them among his team members. Ali and 33 followers were arrested on July 4, 1857. The most of them died through brutal torture without a trial the next day. In the same way Peer Ali was brutally tortured and hanged on July 7.

MALATI DEVI CHOUDHURY

Malati Choudhury was one of those heroines who fought for freedom and also her fight against injustice never ended up with the independence of India. She campaigned for the rights of the tribal and also for the socially disadvantaged people until she died. She was born on July 26, 1904, in a Kamarakhanda in Bikrampur, Dhaka. But her father and mother were a Brahmo couple named Kumud Nath Sen and Snehalata Sen who had settled in Simultala, Bihar. Her father died when she was two years old, so tragedy struck early in her life. Chaudhary refused to attend college and complete her education when she was 16 years old. Instead, she enrolled in Visva Bharti in Shantiniketan in 1921. It was here that she formed her opinions on patriotism and the freedom movement.

Chaudhary was a pivotal figure in India's independence movement. The British arrested and imprisoned her several times (1921, 1930, 1936, and 1942) for her involvement in various freedom movement activities. Malati Devi and her beloved husband Nabakrushna Choudhuri, both were deeply inspired by Mahatma Gandhi and Ravindranath Tagore's ideals. During the Salt Satyagraha, they joined the Congress party and became involved in the Indian freedom struggle. Devi was arrested consecutive times (in 1921, 1936, and 1942) alongside other heroines of independence activists such as Sarala Devi and Ramadevi Choudhury. Even while imprisoned, she taught her fellow inmates and spread Gandhi's ideas. In 1933, she and her husband founded the Utkal Congress Samajwadi Karmi Sangh, which eventually changed its name to the All India Congress Socialist Party's Orissa Provincial Branch. She led the 'Krisaka Andolan' to protect poor farmers from moneylenders and landowners. In 1946, she was also elected to India's Constituent Assembly. Due to Malati Devi's ferocious actions, Gandhiji nicknamed her "Toofani" (Jha, 2017).

When her beloved husband, Nabakrushna Choudhuri, was elected as a Chief Minister of Orissa state in 1951, she advocated for the rights of the Tribes and Scheduled Castes. She spoke out against Indira Gandhi's Emergency and was eventually imprisoned. Malati Choudhury died in 1997, after a long and eventful life.

MAGHFOOR AHMAD AJAZI

Maghfoor Ajazi was born on March 3, 1900, in the village of Dihuli, Block Sakra, Muzaffarpur, Bihar. His father, Moulvi Hafizuddin Husain, mother, Mahfoozunnisa, and grandfather, Haji Imam Bakhsh, all were zamindars. He first went to a Madarsa, and after that, he was expelled from North Brooke Zila School in Darbhanga for being against the Rowlatt Act. After that he graduated from Pusa High School and was admitted to B.N. College in Patna for study ahead.

In 1921, Ajazi dropped out of BN College, Patna and joined Mahatma Gandhi's non-cooperation movement. Following that, he took part in all of the activities of the freedom movement, including the boycott and burning of English dresses and articles, the violation of the salt law, individual satyagraha, opposition to the Simon Commission, and the Bharat Chhodo stirs. He organized Sarojini Naidu's 'Sewa Dal' and created the "Ajazi Troop" to mobilize and prepare youth for the freedom movement.

He first attended an AICC session in Ahmedabad in 1921, where he supported Maulana Hasrat Mohani's motion for "Complete Independence." At the All Parties Conferences, he represented the Central Khilafat Committee. He was appointed to the Khilafat Committee Calcutta by Mohd Ali Jauhar. He was detained during the march led by Neta ji Subhash Chandra Bose and was later released in a location far from Calcutta. Ajazi was an outspoken opponent of Jinnah's Two-Nation's Theory. Workers from the Muslim League used to arrive at his house in groups, spitting and shouting slogans. Ghaddar-e-Qaum.

In addition to being a leader, he was a good poet and also a good writer in Urdu. National libraries have his papers, diaries, letters, and files. Post-independence, Maghfoor Ajazi devoted his entire life to the welfare of the oppressed, the defence of rights, and the advancement of Urdu as a language. Ajazi passed away on September 26, 1966, at his home in Muzaffarpur.

DHRUV KUNDU

Dhruv Kundu was born in the year 1929 in Katihar, Bihar. He joined the "Quit India Movement" led by Mahatma Gandhi in 1942. The revolutionaries burnt all the records and burned down to the registrar's office on August 11, 1942. The Registrar's Sub-office in Katihar was destroyed by a group of liberation fighters on August 13, 1943. They Hoisted the Indian tricolor flag and tore down the flags of the British administration, including the Munsif court.

A 13 years old boy was equally unwavering in his desire to join the fighters' team. Dhruv joined the demonstration and confronted British soldiers despite Mukherjee, Katihar's SDO, advising him not to go there. His bravery alarmed the British forces, who opened fire on Dhruv. Dhruv was severely injured when a bullet struck his thigh. He was sent urgently to Purnea Sadar Hospital for medical treatment, but he died of his injuries on August 15, 1942. One of the nation's youngest independence fighters, Dhruv Kundu gave his life in defense of his homeland.

Dhruv Kundu was a revolutionary who was devoted to his country and devoted his entire life to it. He had demonstrated that age could never be a barrier to loving one's motherland. He fought the mighty Britishers fearlessly with valor and caliber.

PRABHAVATI DEVI NARAYAN

Prabhavati Devi (1906–1973) was at the forefront of Bihar's freedom struggle. She was born in a beautiful family. Her parents Brajkishore Prasad and Phool Devi lived in Shrinagar, now in the Siwan district of Bihar. Her father was an ardent Gandhian, possibly the first Congressman in Bihar to forgo a profitable legal career to commit himself to the fight for independence.

On May 16, 1920, she married Jai Prakash Narayan. He advised her to train in weaving with Charkha. They made the decision not to start a family before the nation was free of foreign rule. In 1932, During a call for a boycott of foreign goods, she was detained in Lucknow. Gandhi Ji and Rajendra Prasad entrusted her with the task of organizing girl volunteers.

Prabhavati formally established the The Gandhian charkha, or spinning wheel movement, is being carried out in Patna by the Mahila Charkha Samiti. She was arrested and imprisoned in Bhagalpur when the Quit India Movement began. Her last few years were especially difficult for her because she was diagnosed with advanced cancer. She passed away on April 15, 1973 (Singh, 2021).

TARA RANI SRIVASTAVA

Tara Rani Srivastava was born in District Saran, Bihar. She married Phulendu Babu at a very young age. Phulendu Babu was a liberation fighter. He marched in protest of British rule and was a Gandhiji supporter. Tara Rani was encouraged to join the freedom struggle by her husband.

In addition to accompanying her husband on anti-colonial marches, Tara Rani used to mobilise women in and around her hamlet. In 1942, they joined Gandhi Ji's Quit India Movement, regulated protests, and had a plan to hoist the Indian flag from the Siwan Police Station's top. She gathered a crowd and marched towards the Siwan Police Station, continuously shouting of 'Inquilab' slogan. The police began lathi-charging them as they marched towards them. When the protest became uncontrollable, the police decided to shoot. Phulendu was shot and seriously injured.

Tara Rani remained focused despite seeing her husband lying injured in front of her eyes. This is one of life's greatest tragedies for any woman. She tore a piece of her sari and bandaged Phulendu Babu without leaving the tricolor. She continued her protest after escorting her husband to safety. She attempted to hoist the tricolor after arriving at the Saran police station. Her husband had died by the time she returned to her injured husband. On August 15, 1942, a prayer meeting was held in Chapra for her husband. Despite her husband's death, Tara Rani remained committed to the freedom struggle. Tara Rani fought for the country's independence until August 15, 1947 (Pathak, 2022).

RAM PYARI DEVI

On March 12, 1930, Ram Pyari Devi got married to Jagat Narayan Lal, and on March 30, 1930, she took part in the Salt Satyagraha Andolan. She was sentenced to one year in prison. She became so popular that she won a spot on the All India Congress Committee against Kisan leader Sahajanand Saraswati, where she remained until 1939. After that She was arrested several times because of her political statements.

Women such as Chandramani Devi,, Shail Kumari, Manorma Devi, Binda Devi,, Rampyari Devi and others were detained under imprisonment for three months following a protest against the British administration on April 27 in Danapur.

Smt. Radhika Devi, wife of Baikunth Shukla and Smt. Sunita Devi, wife of Kishori Prasann Singh both were from Vaishali, upset the British British organizations by riding their bicycles by riding their bicycles for miles in male attire and arousing people. During the Quit India Movement in 1942, many women in Bihar were killed by police bullets. Smt. Viraji Madhiyain of Ghodamara village, Kumari Dhaturi Devi of Rohiyar in Munger, and Sudha Sharma, the daughter of Sukhdev Sharma of Belchhi in Patna were among those persecuted women (Prajwal, 2019).

VINDHYAVASINI DEVI

Vindhyavasini Devi became involved in social activity after meeting Gandhiji in 1919. She was also elected as a permanent member of Congress. Many were moved by her patriotism, and they dispatched their girls to oppose the selling of things from Britisher's tag and alcohol. During the 1930 salt agitation, Vindhyavasini Devi was imprisoned together with other women. She was detained in Muzaffarpur in 1932, the same year the government declared the Kanya Swayam Sevika Dal to be illegal.

KANHAIYA LAL YADAV

Kanhaiya Lal Vidyarthi was born in Samastipur, Bihar on August 12, 1925. He wanted to be a part of India's liberation movement since he had grown up among revolutions. Kanhaiya Lal was a member of Mohandas Karamchand Gandhi's best known civil disobedience movement Quit India. But he wasn't always enamored with the concept of nonviolence. In 1939, he was 14 years old and had just finished his matriculation examinations when he used a bomb to assault a British convoy in Samastipur's Pusa chowk. Khudiram Bose served as his inspiration, the youngest independence warrior who was hanged at the age of 18.

Shivnandan Prasad Chowdhary, a former participant in Vidyarthi's operations, says, "After he launched a bomb at the British convoy, the British filed a shoot-on-sight order against him." (Singh, 2015). Chowdhary stated that Vidyarthi was once apprehended by troops who almost killed him. "After he was caught, troops debated whether to shoot him since he was too young, and this saved his life," Chowdhary continues. Sudama Prasad Chowdhary, Vidyarthi's father, was terrified after the incident and took his kid to live with his maternal grandparents in Patna. Vidyarthi, on the other hand, got even more involved in the liberation movement. He did, however, begin to walk the road of nonviolence.

Indira Gandhi launched a prize scheme for liberation warriors in 1972, but Vidyarthi declined to participate. Vidyarthi did not fight for independence for the sake of glory or money, therefore when he was summoned to Delhi for a prize, he declined. And he passed away on January 11, 2010.

CONCLUSION

According to the findings of the study, there were many unsung heroes of Bihar actively engaged in India's liberation movement. Bihar's liberation movement has witnessed the enormous involvement of men and women fighting for freedom. Most of the heroes were students who sacrificed everything for the country. The majority of the women who took part were educated, from middle-class families, and were the better halves of great freedom warriors.

Even today there are many such heroes who could not be recognized and who contributed significantly in the freedom struggle. We gained our independence on August 15, 1947, thanks to their extraordinary bravery and sacrifice. Furthermore, it was the consequence of the active engagement of Bihar's Unsung Heroes. Several unsung heroines, particularly women from Bihar, stepped out of their homes and helped the succession movement by contributing incrementally. They demonstrated that women are not powerless and that they can fight for their nation as well.

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Environmental Apathy and Denial to Change: A Comparative Study of *Oryx* and *Crake* and the Waste Land

Surabhi Chandan*

ABSTRACT

A great historian Arnold Toynbee in an exploration of rise and fall of civilizations asserted in his book *A Study of History* that, "Great civilizations are not murdered. Instead, they take their own lives". The Roman, the Mayan and many other civilizations had a fall because of the abrupt climatic changes, environment degradation and poor leadership. Apathy towards the environment may bring an end to the human race. Excessive deforestation, water pollution, soil erosion and loss of flora and fauna are the devastating effects of environmental degradation. In spite of the fact that the entire human race is responsible for the deterioration of environment, there is a conscious denial to change so that the business can go on as usual. The proposed research paper will compare T. S. Eliot's *The Wasteland* with Margaret Atwood's *Oryx and Crake*. Margaret Atwood, like Eliot, warns the readers about the inevitable apocalypse that the human race will encounter, if the environment is recklessly used for the need and greed of human beings. *Oryx and Crake*, depicts a hyperbolized future of the catastrophic world that lies ahead. The protagonist of the novel is the sole survivor of the plague that infected all the human beings. The plague was a side-effect of the excessive use of science and technology, which could not be contained. The novel, like *The Wasteland* is a critique on the catastrophic consequences of the mindless interventions of human activities in the domain of nature. Thus, the focal point of the paper would be to unravel the similarities between the two texts and discuss them in detail.

Keywords: Environment, Apathy, Catastrophic, Apocalypse, Plague.

Civilisations are peculiar. Their origin, growth and longevity are beyond human understanding. However ancient it may be, its traces are found in all the human sapiens living in their respective culture (Braudel, xxxvi). To understand the present-day world and its problems of any kind – cultural, economic, environmental, political, social, scientific, technical, one has to understand its recent as well as remote history of events. The brutal and dramatic days of the outbreak of the First World Wars and epidemics that the world experienced had a deep impact on the ecology of the present world. Similar events like scientific experiments, deforestation, technical development that were undertaken for the advanced growth of the societies, interfered with the natural environment of the earth and consequently affected the lives in countless ways. The present is the outcome of "the whole historical evolution of humanity till now" (Braudel xxxvi). Though all of us take the world around us only in context of a brief span of our life and watch it as a fast-moving picture where everything happens so fast – battles, deluge, drought, economic upheavals, political crisis and so on. In fact, these all are the fruits of past centuries activities of the humans that meddled with the nature.

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Earlier, this process of transformation was so slow that could hardly be observed by the naked eye unless be compared with the distant past. But recent results are alarming. The changing life styles of people, rapid scientific and technical advancement of the civilisations, ethical, psychological and spiritual attitude of people has played havoc with their natural surroundings. Under the garb of becoming civilized that broadly meant opposite to barbarism, the man got distant from the mother nature. Civilization, for the sociologists A. Tonnies (1922) and Alfred Weber (1935) was “no more than a mass of practical, technical knowledge, a series of dealing with nature” (qtd. by Braudel 5). It is the man who makes civilization hence he should ensure that civilization does not destroy nature and nor technology the human beings.

Human life cannot exist on its own. It is an integral part of the space they inhabit, the social structures that confine them and provide them the social security, the ethical, religious rule they follow, the philosophical beliefs and the civilisation to which they belong. The space, land and its contours, climate, vegetation, animal species, flora and fauna in their surroundings are equally significant and cannot be separated from the human lives. Agriculture, stock-breeding, food, shelter, clothing, communication etc are the basic conditions of the human life. Endless drama of human life is played on this setting. Generations keep changing, storyline may alter due to the activities of that particular generation, but the setting remains the same.

The man now is heading towards a catastrophe where an inevitable apocalypse awaits and perhaps no one will be left to tell the tale. The disillusionment, frustration and disgust among humans post world war and post epidemics has created a sterile world of panic, barren lust for the mankind waiting for some signals of redemption. This spiritual emptiness is timeless, vast and limitless in contrast to the grandeur of past. At the same times it reminds humans of their moral evils and make them conscious of their future with the nostalgic reminiscences to retrace in past. In such grave circumstances, literature too acts as a mode to sensitise its readers towards the environment and nature. It is the need of the hour for the entire human race to realise the harm that has been caused to the nature and take needful steps immediately to stop further degradation of the beautiful planet ‘Earth’. Various literary texts in literature have been dedicated to study this relationship of man with nature from ecocritical point of view.

This paper will deal with two such seminal texts *The Waste Land* (1922) by T. S. Eliot and *Oryx and Crake* (2003) by Margaret Atwood. Both the texts deal with the themes of spiritual barrenness and an impending doom of humanity and human race as well. *The Waste Land*, the most renowned literary work of the twentieth century by T. S. Eliot resonates with the existential anguish and nihilism that envelops the existence of the human beings in the post- world war era. The title itself depicts the symbolic barrenness of spiritualism, moral and ethical values, life and its purpose, of which the man used to boast of. The wars break man’s ego of being the supreme power. The reality of its puny existence in the vast cosmos hits the humanity hard and eventually it became difficult for him to come to terms with the extreme loss of life that the wars cause. Immense destruction to the mankind shattered man’s viewpoint of being the super power.

The anthropocentric concept, that all was created in the universe for the benefit of man and he could exploit it according to his needs is now brought into question. In the words of Timothy Clark, “It is only in relation to human beings that anything else has value” (Clark 2). Further to quote Murray Bookchin, “The very idea of dominating ... nature has its origins in the domination of human by human” (Bookchin 34). *The Waste Land* reflects such a society that lacks the satisfaction of being the chosen intellectual race supposedly to conquer the nature itself. While *The Waste Land* resonates with the actual setting of the society, *Oryx and Crake* is a fictional account of a post-apocalyptic era where there is a sole survivor, Snowman, whose memory narrates the tale of doom to the readers. The nae Snowman, itself is a comment on the feeble existence of the sole survivor representing

the human race. Along with him are some genetically engineered creatures called Crakers, a very interesting output of the technological advancement of the humans. The entire world seems to be neatly compartmentalised into sections which are specialised to research on a particular aspect of scientific modifications to overpower the laws of nature.

One such section dealt with the genetic mutation and engineering wherein pigs were modified into 'pigoons', which could be used for organ harvesting. Now the thing that was a fiction in *Oryx* and *Crake* has turned into reality. Recent research has been conducted and is successful, where synthetic mice are produced in the laboratories with the mission to harvest organs to be transplanted to the needy ones. The embryo of this synthetic mouse has developed a functional brain and heart has also started beating. This truly is a scientific miracle as they will have multiple sets of organs to be transplanted. Man's intellect has made him an efficient species to take measures to fight for his survival. But each development comes at a price, such scientific attitude has mechanised his life and decreased the human sensibilities. Advancement of science and development of technology undoubtedly has benefitted the human race a lot but it has interfered with the human relations too to such an extent that their lives have become too practical devoid of any fellow feelings or emotions. The families are disintegrating. Under the garb of modernity, the people are leading immoral lives.

The protagonist in *Oryx and Crake* is having troubled relations with his parents who are too busy in their lives to spend little time with their son. The parents are constantly at a tiff with each other due to their difference in opinion pertaining to the scientific developments and the probable aftermaths that are yet to be explored. The conversation of the mother with child is dominated by her research in diseases in which the child hardly has any interest. Such troubled relationships played havoc with the personality of the child. The mother feels claustrophobic though living in such well-structured 'compounds' to such an extent that she abandons her family and runs away. Revengefully, she destroys her husband's computer too in anticipation that the research they were heading towards was far from being a bright future for the human race.

The utilitarian lifestyle of human beings has constantly been curbing the hedonistic desires that are supposed to be the basis of human existence. Thus, the world was becoming a difficult place for people like Jimmy and his mother who were woven with the fabric of human sensibilities and emotions. His friend Crake on the other hand is an epitome of science and its practicality. Being a scientist, he is portrayed to be a stoic, living a spartan life of constant endeavours to make man immortal. He worked towards grafting and regeneration of skin, so that people with enough money to endure the procedure would never age. Later, he genetically engineered the Crakers as mutated human children with beautiful eyes, having no emotional complexity and insulated from all the diseases that were fatal to human beings. Tiresias, the protagonist of *The Waste Land* too surveys the panorama of modern civilization and finds it totally devoid of emotions and moral values.

The concept of sex is mechanical to Crake. He is averse to the complexities of human relationships and thus manufactured Crakers in a way that they were totally devoid of any binding emotions and the act of sex was a mere ceremony to reproduce. During the mating phase, the female buttocks would turn blue being indicative of the mating call. The female would choose four males among the rest and consummate with them only to bear the progeny. Hormones and pheromones were considered as human flaws by Crake. Thus, extreme scientific temperament was inevitably making people distant from the essential elements of being human. Similar streaks of sexual degeneration can be seen in *The Waste Land* as nothing seems to satisfy the human beings. No act of pleasure seems enough as there is a constant hunger for more. Sex being a mechanical act of lust rather than an expression of love becomes incapable of satiating the soul. All it can achieve is a physical satisfaction of the body while the soul keeps yearning for more.

The novel begins with Snowman hiding in his shaft while the Crakers play freely at the beach. The plague has killed all other human beings and the remaining were those of the dead bodies decaying and the mechanical steel being covered by weeds and creepers. Snowman, though survived the plague, was not unaffected by its harmful effects, chief being that his skin became sensitive to the harshness of the sun thus he could not bear the scorching heat anymore. He calls it the "punishing sun", "For the children- thick-skinned, resistant to ultraviolet- he's a creature of dimness, of the dusk" (Atwood, 6). A similarity with *The Waste Land* is found here as well when the poet mentions about the lack of any place of shade to rest as in the vast stretch of the waste land, there were no trees that could cast a shadow. The dead trees, dry stones without any sound of water, the hot sun all symbolise spiritual desolation. Nothing good can grow in this barren land.

"A heap of broken wings where the sun beats,
And the dead tree gives no shelter, the cricket no relief
And the dry stone no sound of water" (Eliot, 6)

The Waste Land of spiritual barrenness is depicted in the poem where there are no morals or ethical values and total chaos prevails. If such arid conditions, one desires the shade of a tree of spirituality which could provide him with the solace of being rooted in a rich culture and religion institutionalised by a defined social setup ordained by virtues. Hence, the malignant effects of human intervention with nature and its course are evident in both the texts.

Interestingly, Snowman calls Crakers as the children of Crake and addresses the animals as the children of Oryx. He tells Crakers that the children of Oryx do not cause any harm to the Crakers but the Crakers had to fish and hunt in controlled amounts to sustain themselves. Here an ecofeminist reading of the text comes to light as Crakers being man-made were destructive in nature and animals representing nature had no inherent desire to hurt or meddle with the humans. Though in the course of the novel, it is said that Crakers were attacked by bobkittens who were conditioned by the humans to be aggressive in order to control the increasing cat population, by using them as potential hunters. The bobkittens got out of control and started killing the human pets and the now the Crakers as well. Thus, we realise that every aspect of nature that humans meddled with, backfired manifold.

The moral degradation of human beings is illustrated explicitly in the life experiences of Oryx. She was sold as a child by her family in need for money for the survival of the rest of the family. She was used by her owner to blackmail people for sexual harassment. Later she was employed in child pornographic movies. Later in the novel, when Jimmy gets to know of her childhood, he is enraged and grief stricken for her. He asks her if she was ever raped and if all that is shown in the pornographic movies actually happens. She replies that all sex is always real sex. Being an optimist, she tries to see the silver lining that her doom at least let her family sustain themselves. Crake too has a realistic and practical approach towards her pitiable experiences, though Jimmy is deeply saddened.

As children, Jimmy and Crake saw Oryx for the first time in a child pornography movie which they used to explore quite often as they were hardly supervised by their elders under the garb of privacy. The modern society gives too much independence to the children who yet need to inculcate the acumen to differentiate the good from the bad. Without providing a moral code and spiritual moulding, immature minds of teenagers are left open to be scarred by whatever comes their way. Such children become easy victims of temptation. The moral fabric of the whole generation gets doomed due to lack of mentoring.

Another important aspect brought to light in the novel is man's need to communicate effectively. The importance of language is depicted in a beautiful way as Snowman is slowly forgetting the

words that he once was well versed with. He forgets the spellings and the word structures which makes him frustrated. A label on the beer bottle seems like an oasis in the intellectual dessert. He does converse with the Crakers, but the ideas and thoughts that he has are completely unrelatable to the Crakers. Subsequently, each conversation leads to further disgust. Crakers ask him a lot of questions but his inability to answer them effectively leaves him both helpless and hopeless.

Crake created the Crakers in a way that they did not believe in God and his existence, but post-apocalypse, Snowman realises that Crake ended up simply replacing God with himself as the Crakers started considering him as the superpower whom they followed. As Nietzsche claimed that "God is dead", but humans always have a desire to create a supernatural being that is looking after them and will always help them grow. It is the spiritual tendency of man to pray to a higher power for their well being as it brings a sense of security to him. Thus, the atheist quality that Crake tried to incorporate in the Crakers was a complete failure like many others that he tried to achieve in order to make the world a simpler and a more practical place to be.

This is similar to the satire in *The Waste Land* on Madame Sosostris who is a famous fortune teller, considered to be the wisest of all, yet she suffers from a common cold like any other man or woman. The crowds of people that Madame Sosostris sees walking aimlessly in her cards are representative of the society that has become astray as man has been enveloped with purposelessness, aimlessness, impotency and nihilism. The poem at some instances seems to be a blabber much like the meaningless dialogues of *Waiting for Godot* where the protagonists are suffering from an existential anguish. The second section of the poem titled *A Game of Chess* draws a setting of isolation and loneliness in the lives of people. In order to play a game of chess, two players are required, but the modern man is so lonely that he has no one to play the games with. The female voice in the poem coaxes the listener to stay with her as she is lonely. In continuation, the poem talks about a prolonged conversation that takes place in a bar. The conversation goes on without any meaningful outcome with the sole purpose to have company even though the owner of the pub is eager to call it a day as it is time to close the pub. Similar state of affairs are seen with Snowman in the novel where he is giving in to depression because of his loneliness. The voice of another man on the radio seeking help acts as a silver lining for Snowman. The predicament of Snowman is similar to the statue of *The Thinker* by Rodin who in spite of having the muscular build and the intellect seems to be unable to achieve anything and in anguish of his inability to do so.

Water is a common motif in both the texts. There is scarcity of potable water for the Snowman even though he resides next to the shore. There is abundance of sea water but his inability to consume it makes him feel helpless. Water is symbolic of thoughts and memories. Lack of water is indicative of mental and imaginative stagnation. Dormancy of thoughts and imagination makes man devoid of the spirit of liveliness and happiness.

"Here is no water but only rock
Rock and no water and the sandy road" (Eliot 12)

Water is also symbolic of purification and regeneration but in the modern man of desolation it has lost its function and has become a source of destruction. The stock routine employed in both the texts is similar to the Myth of Sisyphus by Albert Camus where Sisyphus in spite of possessing the powers of demi-god was given the task of rolling a boulder up Mount Olympus only to roll it back till the end of time, consequently wasting his capabilities to nothingness.

In *The Waste Land*, the inhabitants of the contemporary wasteland are spiritually dead and dread the very thought of rebirth or spiritual regeneration. *Oryx and Crake*, envelops a dreadful threat against the future of technological hyperbolization fuelled by stoic and arid capitalism and greed of the corporate world scarred by lack of morals and ethics. The researcher does not deny

the immense positive outcome of the technological advancements and how it has aided the life of human beings as it plays a significant part in the development of civilization. But as the gyre spirals back after reaching its full girth, the ill-effects of technology too have started emerging at a rapid rate. As the great historian Arnold Toynbee says, "Great civilizations are not murdered. Instead, they take their own lives" (Toynbee 4). Thus, the reckless exploitation of nature to feed the dependence on science and technology will eventually lead man to his doom. Texts like *The Waste Land* and *Oryx and Crake* serve as a mirror to its readers of the follies that man has adhered to and the possible outcome that humanity will endure.

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Synthetic Feed Additives of Biochemical and Productivity on Fish Species Under Field Conditions

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ABSTRACT

Worldwide hydroponics creation (counting amphibian plants) remains at 110.2 million tons, with the first sale esteem assessed at USD 243.5 billion. The complete creation included 80.0 million tons of food fish also, 30.1 million tons of sea-going plants. Starting around 2000, world hydroponics no longer partakes in the high yearly development paces of the 1980s and 1990s. In any case, hydroponics keeps on becoming quicker than other significant food creation areas. Yearly development declined to a moderate 5.8 percent during the period 2001-2016, development is still. As of now hydroponics adds to 46.8 percent of complete worldwide fish creation. This expansion in development of hydroponics has been principally credited to advancement in great quality feeds. Any great quality feed is ready from appropriate and fundamental feed added substances. Later improvements in useful feed added substances are showing promising respects water ranchers. Useful feed added substances not just further develop the development execution of the fishes yet in addition further develop the wellbeing execution of the fishes. These practical feed added substances are gotten from various sources. These are natural and eco-accommodating to fishes and climate. These practical feed added substances incorporate prebiotics, probiotics, kelp, mushrooms, microalgae, compounds, natural acids, mycotoxin covers, effortlessly attractive or phytobiotic mixtures and yeasts.

Keywords: Aquaculture, functional feed additives, eco-friendly, health performance, growth performance.

INTRODUCTION

Feed addresses around 50 - 80% creation cost in hydroponics. Appropriate nourishment is one of the basic elements in hydroponics. Effective hydroponics relies upon a healthfully adjusted diet what's more, minimal expense of creation. The nourishing quality and cost of the feed contingent upon the cost and nature of the feed fixings and added substances which is utilized for feed plan. Feed fixings are a combination of both natural and inorganic parts. These parts are changed in light of the natural substance and their extraction cycle. Feed added substances are added during feed planning to work on the nature of the feed and wellbeing execution, taking care of effectiveness of the fishes. The majority of the feed added substances are non - nutritious and incorporate cell reinforcements, immunostimulants, probiotics, anti-microbials are included the way of life framework to work on the development as well as water quality. These parts in hydroponics feed additionally increment the expense of creation. To defeat raising expenses, feed organizations have gone to the use of practical feed added substances. These useful feed added substances have turned into an option for anti-infection agents and chemotherapeutics. The utilitarian feed added substances further develop development,

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invulnerable reaction; actuate the physiological capabilities and wellbeing execution of the fishes over the typical feed added substances. Useful feed added substances incorporate phytogetic compounds, mycotoxin folios, natural acids, safe - energizers, yeast items, probiotics, prebiotics, catalysts.

Proteins are the most trademark synthetic mixtures saw as in the living cell. They have high sub-atomic weight and every protein is made out of roughly 20 various types of amino acids connected to one another en masse. Numerous proteins contain the 20 amino acids as a whole. Proteins comprise around 1/5th of the creature body on the new weight premise. Protein move of the cell can be taken as a significant demonstrative apparatus in assessing its actual norms (Young, 1970). Proteins might be hydralised to shape amino acids on one hand and might be assembled for protein combination then again. Dietary protein plays a prevailing job in advancing development and hearty medical issue of fishes. The amino acids have an incredible assortment of synthetically receptive gatherings, which brings about an extensive variety of reactivity of a protein when presented to inorganic and natural mixtures.

In addition to covalent bonds, which bind amino acids to each other, proteins possess weaker but very important bonds that hold the macromolecule in a unique configuration. Such bonds are quite sensitive to environmental conditions – eg., excessive stirring of a protein solution in air, exposure to ultraviolet light, elevated temperatures, marked changes in pH, and organic solvents. These procedures lead to alteration of protein structure characterized by loss of solubility and of any biological activity, even though covalent bonds may not have been broken. The protein is said to be denatured and frequently the change is irreversible; the native state has been destroyed. Occasionally, changes in environmental conditions lead to dissociations of a protein into molecules of smaller size, or of association into larger aggregates. Chemical as well as biological properties of the protein are affected by such changes.

A change in the levels of the Amino acid content is an indication of either extensive protein turnover of protein catabolism. In accordance to protein levels, a decrease in amino acid levels has been observed suggesting protein synthesized rather than degradation. In view of the primary role of the amino acids as osmoeffectors and energy precursors under altered environmental conditions, these hydrolytic products of proteins are analyzed both qualitatively and quantitatively to assess the role of individual amino acid species in osmotic and acid base balance and energy metabolism of Fingerlings under Ammonia stress.

Free amino acids are not only the building blocks of all proteins but also the important constituents of fish nutritions. The changes in the free amino acids can be correlated with the changes in the protein synthesis. The increase in the titers of free amino acids and those in the proteins in tissues of agrimin and fishmin fed fish tissues reflect the prevalence of both protein and amino acid synthesis. Synthetic activity seems to be predominant over utilization. The results observed for proteins and amino acids of the agrimin or fishmin fed fish tissues also suggest that the fish tissues are metabolically more active than the control feed fed ones and evidenced by the presence of increased levels of proteins and total free amino acids under agrimin and fishmin stress. This metabolic predominance of protein synthesis over proteolysis has greater significance in the fish tissues, since this situation denotes that agrimin or fishmin fed fish tissues improve their tissue protein content enormously compared to the control ones.

MICROALGAE

Microalgae are a large group of unicellular photosynthetic microorganisms, ranging from 2 to 20 µm in size. Microalgae are a source of protein (Spirulina – 60 to 90%), fat (polyunsaturated fatty acids, HUFA), polysaccharides, vitamins, antioxidants, pigments, trace elements, etc. Microalgae are presently used as a live feed for fish and shellfish larvae. Commonly used microalgal species are Chlorella, Tetraselmis, Isochrysis, Pavlova, Phaeodactylum, Chaetoceros, Nannochloropsis,

Skeletonema and Thalassiosira. Combination of different algal species provides better growth performance and nutrition to fishes. For a hit utility in aquaculture, a microalgal strain has to satisfy various criteria, inclusive of ease of culture, lack of toxicity, high nutritional value with correct cell size and shape and a digestible cell wall to make nutrients available. Protein and vitamin content is a major factor determining the nutritional value of microalgae. As a feed additive, the microalgae powder contained diets gave better results in fishes.

YEAST

Yeast contains a high amount of enzymes, fatty acids, amino acids, vitamin B – complex and number of unknown growth factors. Yeasts are used in both terrestrial and aquatic animal nutrition. Only a few species are used in aquaculture, among which *Saccharomyces cerevisiae* is the most common. It is Generally Recognized As Safe (GRAS) status by the US Food and Drug Administration (FDA) and is appropriate for use in animal feeds. The Bakers yeast cell wall contains a high amount of mannan oligosaccharides and brewer's yeast contains more amounts of trace minerals such as selenium and chromium. It has been proved that yeasts can enhance growth, survival, maturation; improve the immune and antioxidant systems in finfish and crustaceans. β -glucan, mannoproteins, chitin (as a minor component), and nucleic acids are the main components for yeasts immune-stimulatory properties. Mannan - Oligosaccharide removes the bacteria from the gut, enhances growth performance, improves feeding efficiency, and also increases guts absorption efficiency.

ENZYMES

The negative effect of anti-nutritional factors, affect the digestion of dietary components and growth performance of the fishes. These problems can be overcome by exogenous enzymes. Commonly used enzymes in aquaculture feeds are phytase, carbohydrase, protease, lipase, alpha - amylase, papain, pepsin. Eighty percent of the phosphorus in the plant seeds is present in the form of phytate. For the fishes, the phytate phosphorus digestibility and bioavailability is very low. Hence, phytase in fish feed increases the phytate phosphorus digestion and reduces phosphorus excretion and it also increases the protein and phosphorus utilization. The digestible efficiency of the Non-starch polysaccharides is increased by the addition of non-starch polysaccharides degrading enzymes in the feeds.

ORGANIC ACIDS

Organic acids are weak carboxylic short-chain fatty acids. Because they partially dissociate in water to form a hydrogen ion (H^+) and a carboxylate ion ($-COO^-$). Examples of organic acids are formic acid, citric acid, benzoic acid, lactic acid, acetic acids propionic, malic, and sorbic acids and their salts. Organic acids enhanced growth, nutrient utilization and disease resistance of fishes. It decreases pH in stomach and intestine, at the same time increasing digestive enzyme activity. The organic acids penetrate into the cell wall of bacteria, disrupt the normal action and inhibits their growth. Its actions depend on various factors like fish species, size, age, types and level of organic acids, feed management and water quality.

MYCOTOXIN BINDERS

Secondary metabolites produced from different species of the fungi are called mycotoxins. These are mainly grown in agricultural products. Plant-based feed ingredients are easily affected by these

mycotoxins when used in formulated feed, it reduces weight gain and feeding efficiency, causing liver and kidney damage to the fishes. In the 1960s the first mycotoxin – Aflatoxin was discovered in turkey feed prepared from peanut meal. In the UK, 10,000,00 turkeys and other animals were lost due to this contamination. Later rainbow trout were lost in government and commercial hatcheries in the USA due to aflatoxicosis contamination in feed pellets prepared with cottonseed meal. Aflatoxins are mainly prepared from following fungal species *Aspergillus flavus*, *A. parasiticus*, and *A. nomius*. *Fusarium* mycotoxins are also a major threat in aquaculture feeds. There are several binders to overcome the negative impacts of these mycotoxins. Aluminium silicates, bentonite, montmorillonite, hydrated sodium calcium alumina silicates, Zeolitic materials are commonly used at the range of 1 to 10g/kg in the feeds.

PROBIOTICS

Fish intestinal microbial balance can be improved by the use of probiotics. Probiotics are live microbes supplemented to the fish gut through feeds. It has an antimicrobial effect thru editing the intestinal microbial stability, secreting antibacterial substances (bacteriocins and organic acids), competing with pathogens to prevent their adhesion to the intestine, competing for nutrients vital for pathogen survival and producing an antitoxin effect. Probiotics are also capable of modulating the immune system, regulating the allergic response of the body, and lowering the proliferation of cancer in mammals. So it is commonly described as friendly bacteria or healthy bacteria. It also improves the water quality of the aquaculture systems.

MUSHROOM

Mushrooms have different polysaccharides like chitin, hemicellulose, b- and a-glucans, mannans, xylans, and galactans. Mushroom-derived polysaccharides also contain antitumor, antimicrobial, antioxidant, antiviral, and immunomodulatory properties. Thus the usage of mushrooms in aquaculture is on the rise due to their properties and awareness among farmers.

CONCLUSION

Functional feed additives are used for, higher productivity and enhanced resistance to infectious disease, which would ultimately lead to sustainable aquaculture. Understanding the interactions of functional feed additives in the feeds and the biochemical & physiological functions of the animal is key for the further development of functional feeds. Further functional feed additives are eco-friendly and also may not result in negative impact on aquaculture. However sufficient research works in the aspects of functional feed additives is essential for effective application of such functional additives. The development effectiveness of the Agrimin and Fishmin took care of fishes has considerably expanded. This might be made sense of as recommended by different specialists too. Dietary minerals impact the development and endurance of many fish species. Since the materials assimilated from water don't generally meet the absolute metabolic prerequisites of fish, their supplementation through eats less carbs brings about development advancement. The impacts of fundamental amino acids supplementation for creature development execution were uniquely impacted by the healthful status of the eating routine, particularly the protein and aminoacid based levels as indicated by. The supplementation of fundamental amino acids arrangement accomplished altogether better development and feed usage contrasted and the reference slims down without enhanced fundamental amino acids when the dietary protein levels were a lot of lower than their prerequisites.

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Teacher and Quality Education

Dr. Anjum Waris*

Today education has become one of the greatest enterprises and has been defined in different ways by different people in different parts of the world and occupation. A renowned scholar R.S Peters defined education as “The transmission of what is worthwhile to those who are committed to it-be they children or adults.” Another educator and philosopher Brameld saw education as-“the greatest power the man has not yet subdued.” Okpala in his lecture stressed that_ “Education is a process of tendering to nurture and nursing the individual to make him a full-fledged member of the society to which he belongs.” Generally, Education can be regarded as an activity which goes on in a society and its aims and methods depend on the nature of the society to which it operates; so education is sensitive to time, place and circumstances. This is because it is constantly changing, adapting itself to new demands.

NOW ABOUT QUALITY EDUCATION

Quality education is a human right. Government and other public authorities should ensure that a quality education service is available free foundation for early childhood to adulthood. Quality Education Provides the foundation for equity in society. Quality education always helps to ensure the security, welfare, and prosperity of a nation. Therefore quality education is the priority for developing a nation.

FEATURES OF QUALITY EDUCATION

For one to claim that he is offering quality education, must ensure the presence of the following conditions;

- Learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities.
- Environments that are healthy, safe, Protective and gender-sensitive and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of the basic skills, especially in the areas of literacy, numeracy, and skills for life and knowledge in such areas as gender, healthy, nutrition.
- The process through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills, and attitudes and are linked to a national goal for education and positive participation in society.

The key factors influencing quality education is the quality of the teacher, Curriculum standards, technological infrastructures, research environment, administrative policies, financing evolution, and good governance.

Quality education requires qualified and competent teachers. The American commission on teacher education rightly observes,

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“The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

In his call for action for American education in the 21st century in 1996, Clinton indicated that “Every community should have a talented and dedicated teacher in every classroom. We have an enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training.”

The national council for teacher education has defined teacher education as a program of education, research and training of persons to teach from pre-primary to higher education level.

According to the Concise Oxford Dictionary of Education, teacher education means, “All the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills.

Teacher education = Teaching skills + Pedagogical Theory + Professional Skills

Teaching Skills

Teaching skills would include providing training and practice in different techniques, approaches, and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct an effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical Theory

The pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage-specific and it is based on the needs and requirements that are characteristic of that stage.

Professional skills

Professional skills include the techniques, strategies, and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life learning skills.

An amalgamation of teaching skills, pedagogical theory, and professional skills, would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

Some steps to promote teacher- Education.

1. Conduct meaningful evaluations.
2. Offer constructive feedback/suggestions.
3. Provide meaningful professional development.
4. Provide adequate resources.
5. Provide a mentor.
6. Establish ongoing, open communication.
7. Encourage journaling and reflecting.

1. **Conduct meaningful evaluations:** It takes a lot of time to conduct a thorough teacher evaluation. Evaluators are the single most crucial head aspect when improving teacher

quality. Head principal of the institution should routinely observe and evaluate a teacher's classroom to identify areas of need and weakness and to create an individual plan for that teacher to improve in those areas.

2. **Offer constructive feedback/suggestions:** A principal must offer a list that includes any weaknesses which they find during the evolution. He should also give details suggestions to guide teacher's improvement. If the list is exceedingly comprehensive then pick a few of the things that you believe is the most important. Once those have improved to an area deemed effect then you can move on to something else.
3. **Provide meaningful professional development:** Engaging professional development can improve a teacher's quality. It is necessary to note that that there are a lot of terrible professional development opportunities. Engaging professional development can faster dynamic change for a teacher. It can motivate provide innovative idea and gives a fresh perspective form an outside source. There are professional development opportunities that cover just about any weakness a teacher has.
4. **Provide adequate resources :** All teachers need the appropriate tools to do their job effectively. A principal must be able to give the teacher the resources they need. This can be challenging as we currently live in an era where educational funding is a significant issue. However, in the age of the internet, there are more tools available to teachers than ever before. A teacher must be taught to use the internet and other technologies as an educational resource in their classroom. Great teachers will find a way to cope without having all the resources they would like to have.
5. **Provide a mentor :** Great veteran teachers can provide tremendous insight and encouragement to inexperienced our struggling teacher. Institutions must develop a veteran teacher who wants to share best practices with other teachers. Who wants to share best practices with other teachers. They must also build a trusting, encouraging atmosphere in which their entire faculty communicates. Collaborates and share with each other's The institution must make mentor connection in which both side have similar personalities for the connection maybe counter productive. A solid mentor connection can be a positive learning venture for both the mentor and the mentee. These interactions are the most effective when they are daily and ongoing.
6. **Establish ongoing, open communication:** Institutions/school should have an open-door policy. They should encourage their teachers to discuss concerns or to seek advice at any time. They should give their teacher in ongoing, dynamic dialogue. This dialogue should be continuous especially for those teachers who need improvement.
7. **Encourage journaling and reflecting:** Institutions/school should encourage inexperienced or a struggling teacher to the journal. Journaling can be a powerful tool. It can help the teacher grow and improve through reflection. It can help them better recognize their strengths and weakness. It is also valuable as a reminder of things. That worked and things that do not work so well in their classroom. Journaling Can Spark inside an understanding. It can be a dynamic game-changer for teachers who genuinely want to improve. Teachers are the most influential factor in the students learning the process. Therefore, teachers need to develop the three dimensions of learning skills- Basic such as reading, writing mathematics and vocabulary, cognitive skills such as non-verbal reasoning and problem-solving, and effectively skills such as self-esteem and self-image,

There are four main areas of responsibility for teachers-their subject matter, their students, their profession, and finally the community at large. The greatest problem in teaching today is how to create sustainably and motivate good teachers throughout their career.

Quality teachers can be attracted and retained by creating an atmosphere remuneration, and facilities. Furthermore, special effort must be made to attract these qualified teachers who have the temperament and passion to come with everyday challenges. And this teacher must receive the necessary support to enable them to improve then efficiency.

To attract an individual to the profession and retain them, pay and perks must be attractive for both new and experienced teachers, The governments at all level should also help in creating a good environment at school to retain quality teachers.

Several Pedagogical types of research have shown that what teachers do in the classroom is undoubtedly the key educational determinant in students learning and achievement. Not all teaching practices are equal in this respect It is therefore important to identify and promote the most effective practices, that is to say, practices which help to achieve desired learning outcomes most effectively.

Teachers play a basic and dynamic role in the education system. It is said that the good performance of student depends upon effective teaching of their teachers. One of the most difficult problems in educational research is recognizing effective teacher's effectiveness. Discrimination between "more effective" teachers and "less effective" teachers. Effective teaching is key responsibility for every teacher. Effective teaching is based on the teacher's teaching experience and their performance. Teachers teaching experience always reflect on their performance. So the quality competence, and character of a teacher are of paramount importance. Teacher's quality is the key to ensuring the quality of education for quality outcomes.

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New Technology & Banking Sector in India

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ABSTRACT

The present research paper focuses on significance of new banking technology, progress of banking technology, and types of financing. Technology has brought about a complete paradigm shift in the functioning of banks and delivery, of banking services. Gone are the days when every banking transaction required a visit to the bank branch. Today, most of transactions can be done from the comforts of one's home and customers need not visit the bank branch for anything. Technology is no longer an enabler, but a business driver. The growth of the internet, mobiles and communication technology has added a different dimension to banking. The information technology (IT) available today is being leveraged in customer acquisitions, driving automation and process efficiency, delivering ease and efficiency to customers. Many of the IT initiatives of banks started in the late 1990s, or early 2000, with an emphasis on the adoption of core banking solutions (CBS), automation of branches and centralisation of operations in the CBS. Over the last decade, most of the banks completed the transformation to technology-driven organisations. Moving from a manual, scale-constrained environment to a global presence with automated systems and processes, it is difficult to envisage the adverse scenario where the sector was in the era before the reforms, when a simple deposit or withdrawal of cash would require a day. ATMs, mobile banking and online bill payments facilities to vendors and utility service providers have almost obviated the need for customers to visit a branch. Branches are also transforming from operating as transaction processing points into relationship management hubs.

Keywords: Banking Technology, Information Technology, Finance.

INTRODUCTION

Today banking sector has playing very important role in the economy. Technology has brought about a complete paradigm shift in the functioning of banks and delivery, of banking services. Gone are the days when every banking transaction required a visit to the bank branch. Today, most of transactions can be done from the comforts of one's home and customers need not visit the bank branch for anything. Technology is no longer an enabler, but a business driver. The growth of the internet, mobiles and communication technology has added a different dimension to banking. The information technology (IT) available today is being leveraged in customer acquisitions, driving automation and process efficiency, delivering ease and efficiency to customers. Many of the IT initiatives of banks started in the late 1990s, or early 2000, with an emphasis on the adoption of core banking solutions (CBS), automation of branches and centralisation of operations in the CBS. Over the last decade, most of the banks completed the transformation to technology-driven organisations. Moving from a manual, scale-constrained environment to a global presence with automated systems and processes, it is difficult to envisage the adverse scenario where the sector was in the era before the reforms, when a simple deposit or withdrawal of cash would require a day. ATMs, mobile banking and online bill payments facilities to vendors and

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utility service providers have almost obviated the need for customers to visit a branch. Branches are also transforming from operating as transaction processing points into relationship management hubs.

Today banks are reaching out to customers, particularly high net worth or wealthy customers. One area of lucrative finance for bankers is consumers finance more particularly car finance. A preferred financier is a lender or a bank. Who provides large consumer loans like car loan under an arrangement with the car manufacturer, because of the tie-up, the manufacture agrees to provide some concession in the car price and some additional facilities in the car. Thus, the manufacture makes available for two reasons one purchase price is assured and second it gives some push for the demand of that car. Preferred financier also benefits. He gets wealthy customers Default in the consumer finance sector is minimum because most of the customer have regular income. Third loans are provided against hypothecation of car. This has a resale value. In the event of default, it can be sold and value realized. The preferred financier sending his officials to the dealer's showroom provides all information about the loan facility and gets all documentation done at the showroom itself for the loan.

OBJECTIVES OF THE RESEARCH STUDY

The present research study was carried out with following objectives in view:

1. To study the Development of Banking Technology in India.
2. To study the Importance of Technology for Banking Sector.
3. To suggest some measures for implementation of Development of Banking Technology in India.

RESEARCH METHODOLOGY

The present research study uses the most recent available published secondary data. To achieve the above stated objectives, the secondary data was used. The secondary data that are mainly used are published in annual reports of various banks and survey reports of leading business magazines. The secondary data was also used from various reference books related to Banking Technology, New Age Banking Technology, Information Technology, Marketing, Banking, Finance, Commerce, Management etc.

For the said research study the secondary data is also collected from the various National and International Research Journals which are related to Commerce, Management, Marketing and Finance. For the said research study the data pertaining to the above objectives was collected and reviewed the literature on the topic concerned. The literature was thus collected by visiting various libraries. The Secondary data is also collected from various websites.

HYPOTHESIS OF THE RESEARCH STUDY

The said research study is carried out with the following hypothesis in view:

1. In early days, efficient and quick services to customer can be provided with the help of modern technologies.
2. Recent years, the growth of the internet, mobiles and communication technology has added a different dimension to banking sector.

IMPORTANCE OF TECHNOLOGY FOR BANKING

Introduction of computer and other electronic technologies in banks has the following advantages which state the importance of such new technology in banking:

1. **Increase in Efficiency** - Efficient and quick service to customer can be provided with the help of modern technologies.
2. **Accuracy** - The clearing of cheques, pass book entries, inter-branch and inter-bank reconciliation and such other functions can now be carried out quickly, correctly and legibly with modern technology.
3. **Customer Service** - With internet facility, the customers need not go to the bank office. All banking transactions and updating of accounts can be done while at home or in transit. Networking means sharing of information, giving messages and being in face to face contact even when apart. It is the meeting without moving.
4. **Easy Communication** - Internet connects thousands of computers which can work 24 hours a day throughout the year. There is no more the tyranny of working hours. The business of banks with customers, head office, other banks, and branches is being fully computerized in western countries and India has also to move in that direction to service in international competition.
5. **Handling of Information** - Creation of up-to-date monitoring and information system and strengthening internal control and housekeeping and reporting functions are provided. Sorting of information becomes easy.
6. **Cost Reduction** - There is reduction in cost including floor space because of the use of modern technology.

DEVELOPMENT OF BANKING TECHNOLOGY IN INDIA

Today, we are living in a world dominated by technology. Technology has become the principal driving force for long term economic growth. It has been estimated that 25-30% of industrial growth is accounted for by technological progress. We are now passing through an era of second industrial revolution. Availability of Technology has recently radically altered the traditional way of banking. Technology has so to say become the fuel for rapid change with tremendous growth in banking business and bank users. Technology becomes inevitable to keep pace with the expectations requirements of banking public.

Customers can view accounts, get statements of accounts transfer funds, and purchase drafts by just making a few key punches. Availability of ATMs and plastic cards to a large extent avoid the need for customers going to bank premises for cash. Credit cards debit cards, smart cards, cyber cash make it possible for cashless transactions. Electronic Data Interchange (EDI) is yet another development that has made its impact felt in the banking industry. SWIFT and Electronic Fund Transfer (EFT) have come in handy for quick funds transfer with the advent of satellite communication. It is now possible to instantly transfer funds across the globe. Traditionally, bank used to develop -products first and then they are fitted into available technology. The situation has reversed over the years. Technology installs a huge computing capacity and complexity to do a variety of intended tasks. It becomes the starting point to initiate the product development efforts. It is recognized that the emergence of new concepts as well as new product development are both Technology driver. The end use of technology is not technology development but business development. Banking being a service industry has to care more for not only expanding customer's base but also to retain its existing clientele.

SUGGESTIONS

The researcher would like to make the following suggestion for effective use of modern technologies in banking sector and for increasing overall performance of the banks.

1. Banks may have to concentrate upon maintaining old customers. Because getting new customers is first differentiate the entire customer into separate groups such as – corporate customers, employee customers (serviceman) housewives, male, female, students, pensioners, self-employed, persons, entrepreneurs etc.
2. Marketing of banking services is become necessary activity in daily routine. Each branch of the Scheduled Urban Cooperative Banks in Pune District area should appoint 'Marketing Officer' who would be responsible for marketing all the new products and can guide the customer properly. The specialized staff must be appointed for marketing of banking services by all the banks. The required training may be given to this specialized staff of the banks.
3. Banking institutions have to face global competition. For this purpose each bank must have to increase its strength with the help of maintaining old customers and achieving new customers. Now 'survival of the fittest' becomes important feature in each field, including banking. For strengthening the banking unit, it is necessary to increase profit by providing new services to the customers and to face global competition.
4. In respect of adopting new technology in the banking field the employees must be well trained.
5. The training programmes for getting techniques of utilizing the computer, internet and various types of electronic Medias must be arranged by the banks.
6. The banking employees should be always ready to accept the changes, which take place in this field.

CONCLUSION

In the highly competitive world of banking today, Banks are reaching out to customers, particularly high net worth or wealthy customers. One area of lucrative finance for bankers is consumers finance more particularly car finance. A preferred financier is a lender or a bank. Who provides large consumer loans like car loan under an arrangement with the car manufacturer, because of the tie-up, the manufacture agrees to provide some concession in the car price and some additional facilities in the car. Thus, the manufacture makes available for two reasons one purchase price is assured and second it gives some push for the demand of that car. Preferred financier also benefits. He gets wealthy customers Default in the consumer finance sector is minimum because most of the customer have regular income. Third loans are provided against hypothecation of car. Which has a resale value? In the event of default, it can be sold and value realized. The preferred financier sending his officials to the dealer's showroom provides all information about the loan facility and gets all documentation done at the showroom itself for the loan. The customer also gains in some ways. Comparatively reduced rate of interest for loan, getting finance documentations done at the dealers showroom itself, benefit from some gift scheme etc.

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Patent Law Under Intellectual Property Rights: A Critical Study on Socio-Legal Issues Affecting Innovation, Protection and Invention in India

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ABSTRACT

This paper offers a critical analysis of how an effective system of intellectual property rights regime may aid or impede technological advancement (IPRS). IPRS can be useful in promoting new, innovative development, rationalizing unproductive industries, and stimulating the production and acquisition of new technologies. By increasing the cost of copying and allowing monopolistic activity by IPRS owners, they may impair development prospects. The likelihood of profits and losses depends on the competitiveness of markets and the effectiveness of relevant corporate regulation, including elements of the central government of India's competition and technology development policies. This paper examines the case law that is currently on the subject. The evidence is consistent with the idea that product innovation in developing countries like India is sensitive to IPRS. Indian courts have denied patents in a number of situations, including the Novartis case. There is a general favorable effect on growth, but this effect must depend on the cost, nobility, and originality of the product as well as the structure of the economy. The investigation would come to a conclusion by offering recommendations for striking a balance between the international obstacles put in place and the policy decisions made by India.

Keywords: Intellectual Property Rights, International Obstacles, Innovative Development, Corporate Regulation

INTRODUCTION

One of the pillars of civilization has always been intellectual property. The philosophical, cultural, economic, and sociopolitical characteristics of the specific stage of the civilization had an impact on the development of the property's very notion and nature across time. The ownership aspect of property rights is distinctive because it creates a natural division between private and public interests.

According to Article 2(viii) of the Stockholm Convention Establishing the World Intellectual Property Organization (WIPO), which was signed on July 14, 1967, the TRIPS Agreement includes the autonomous IP rights listed below.

- Patents
- Copyrights
- Trademarks
- Registered (industrial) design
- Protection of IC layout design,
- Geographical indications, and

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These are several types of IPR that are mutually exclusive, each of which is governed by a different legislation and is independent of the others. Every IP right is granted by a nation, and the majority of these rights are territorial in scope. IPR are intended to help those who produce works, inventions, and designs. With the exception of trademarks, which can have their protection period extended forever by renewing their registration, all rights are awarded for a set amount of time. Innovations that enhance and better our lives are encouraged by IP.

An inventor who obtains a patent has exclusive control over his invention for a set amount of time. A patent acknowledges an invention as a form of intellectual property.

Under the strict examination and opposition procedures outlined in Indian Legislation under the Patents Act, 1970, patents are granted for patentable inventions that meet the requirements of novelty and utility. However, there is not even a *prima facie* presumption as to the validity of the patent granted.

The foundation of various sorts of institutions can be found in the hierarchy of social relationships. One such institution is property. The institution of property governs relationships between people in the same way that all other institutions do, in addition to determining how they relate to items. One such relationship between people about the usage of objects is ownership. A legal right of ownership in this context of the social order entails a legally recognized right to use a specific thing for more or less specific purposes and for a certain or indefinite period of time. This right means that everyone else is prohibited from interfering with the owner's use of his right in relation to the thing he owns, up until the point at which the boundaries of that right are set by law².

When a person acquires a property right over anything, others are obligated to respect that person's right to use the item as they see fit. The right of "A" with regard to land, for instance, is thus at its most basic level analyzed in terms of legal relations between "A" and an unspecified number of people who are prohibited from using the land by the norm that imposes a duty on them to refrain from interfering with "A" in his use of land³.

According to legal precedent, "what we term the law of property is, in the first place, the systematic representation of the degrees and forms of control, use, and pleasure that are recognized and protected by law."⁴

Blackstone listed three types of property rights: the freedom to use, the enjoyment of, and the right to dispose of acquisitions⁵.

The right of ownership is further broken down by Roscoe Pound into six subrights: (a) *ius possidendi* (right to possess); (b) *ius utendi* (right to use); (c) *ius frendi* (right to enjoy the fruits); (d) *ius abutendi* (right to enjoy incidental benefits); (e) *ius disposendi* (right to disposal); and (f) *ius prohibendi* (right to prohibit others). However, only one of the aforementioned rights—the power to exclude—seems to be essential to the concept of ownership. Exclusion is what gives property its life. All other rights, though not necessary, are still significant. The fact that the rights that make up the so-called bundle of rights vary from place to place and over time is ample evidence that these factors influence how they are enumerated⁶.

Right is defined as "the standard of allowed action within a specific domain" in the usual meaning. It refers to "the level of allowed activity by law" in legal terminology. "A party has a right when another or others are required or obliged by law to do or forbear towards or in reference to him," according to John Austin. Rights are "legally protected interests," according to Inhering. Interests are at the center of rights, which are defined as interests that are safeguarded by legal, or more specifically, constitutional, standards. A legal right is an interest that is sanctioned by the law, one that must be upheld since doing otherwise would constitute a legal wrong against the person whose interest it is. All rights are legitimate and products of law. An interest must have both legal protection and legal recognition in order to become the subject of a legal right.

Nature and Scope of the Study

Since there are many different types of inventions that fall under the umbrella of intellectual property rights, the researcher focused solely on two important sectors for the current study.

An understanding of intellectual property rights at the national and international levels is also provided by the current study. The conflict between the strong desire to encourage and reward creative energy and the need to make the products of that creativity accessible to the general population is reflected in this.

With the influence of patents on drug pricing, access to medicines, which is a component of the human right to health care, has become a significant public health concern. Following the World Trade Organization's adoption of the Trade-Related Aspects of Intellectual Property Rights Agreement in 1995, the patenting of pharmaceuticals has increased in popularity. According to the agreement, all WTO members must include prescription drugs in their system of product and process patents.

Access to these food products will be restricted once product patents are permitted in the food industry until the 20-year patent term has passed. Patent owners are free to set the prices for products used in the production of medications and food products. There is concern that the basic necessities may be out of the grasp of the average person as a result of the granting of product patents on food items and drugs. Only a small number of multinational corporations with patents will have control over social necessities. There is a perception that the US serves as a vehicle for corporate interests. The corporate sector can pressure the US to adopt policies that benefit them while simultaneously applying pressure on other countries to follow suit. Food and pharmaceuticals were exceptions to patents generally, and the Indian Patent Act did not include provisions for product patents. The Act also gave the government the right to impose compulsory licensing on patented inventions in the event that the public cannot purchase them for a reasonable price. The government used compulsory licensing as a tool to regulate the cost of patented goods, such as food and medicine. The US, however, opposes mandatory licenses since they serve the corporate sector's interests. The developing nations were able to include exceptions to the patent monopoly in the global patent system despite intense pressure from nations like the US.

As a result, when the patented inventions are not being properly utilized to serve the needs of society or when the price is too high and not within the reach of the general public, the member state is permitted by the TRIPS agreement to provide for exceptions to patent monopoly or to do away with patent monopoly altogether.

From a cultural, legal, ethical, and theological standpoint, the granting of intellectual property rights on biological elements may be a very divisive topic. Once it takes on an international scope, this could become even more challenging. The most recent international accord, the Agreement on Trade Related Intellectual Property Rights (TRIPs), is responsible for the development of a sophisticated system for the international protection of intellectual property rights. But even though it incorporates some clauses from earlier international agreements on intellectual property rights, it also reflects a novel and unprecedented system of intellectual property rights protection. This tension between developed and developing nations is particularly evident when it comes to the patentability of biological inventions. TRIPs' clauses make it challenging for underdeveloped nations to withhold this protection. However, they have the option of limiting the reach of such protection by relying on the TRIPs exceptions.

Importance of the Study

Nations and societies currently rely more on intellectual resources than on physical or natural resources for their economic, social, and cultural development. It seems that today, rather than

tangible prosperity, the foundation of economic and social advancement is control over intellectual property. In addition to smoothing the path for society and the law, innovation, invention, and strong patent law laws are essential for the country's economic and industrial growth. When the appropriate incentives and robust legal protection are provided, this also helps to resolve environmental problems like climate change. In order to achieve these goals, invention and technology play a crucial role, which can be increased by fostering them through incentives, royalties as exclusive rights of their inventions, societal and governmental support. Rich-poor countries or developing and developed nations can only be resolved by strong economies, societies, laws, good governance, health, and security of any Nation.

REVIEW OF LITERATURE

Scholarly books, papers, and theses were used in the current study to gather literature, emphasize research findings connected to the study's theme, and demonstrate how existentialism plays a significant role in these works of literature by various authors.

In "Corporate Innovation and Returns." Bena, J. and L. Garlappi, 2012, illustrate that trailing firms' higher capital costs are a result of imperfect competition in the innovation market. Stronger IPR protection benefits small (and maybe lagging) enterprises more in boosting their stock liquidity and lowering their cost of capital, according to research that supports their findings.

"Intellectual Property Protection and Financial Markets: Patenting vs. Secrecy", Nishant Dass, Vikram Nanda, Steven Chong Xiao, 2014, Companies can safeguard their intellectual property (IP) by keeping their inventions a secret or, more ideally, by securing patent protection together with thorough disclosure. According to our theory, the relative level of protection influenced the decision between secrecy and patenting, with clear implications for equity financing and stock liquidity.

In the research paper of "Shaping Liquidity: on the casual effects of voluntary disclosure" Balakrishnan, Billings, Kelly, and Ljungqvist, 2013; Dass, Nanda, and Xiao, 2013, The idea that stock liquidity is endogenously determined given the cost and benefit is likewise supported by our work. According to research, corporations are more likely to file for and receive patents when patent protection is improved, which lowers information asymmetry and increases stock liquidity.

Gould and Gruben, 1996; Park and Ginarte, 1997; Falvey, Foster, and Greenaway, 2006, The study adds to the body of knowledge regarding intellectual property. It has been demonstrated that protecting intellectual property helps the economy grow.

"Commercialization secrets for scientists and engineers", by Michael Szycher, 2017, The only way to secure an idea or piece of information at the moment it is created is to keep it a secret. To decide whether to change the trade secret asset into a patent asset, however, requires further consideration. The NUN factors—novelty, utility, and non-obviousness—are the cornerstones of the conventional strategy.

"Current Challenges in Patent Information Retrieval" by Mihai Lupu ;Katja Mayer Noriko Kando Anthony J. Trippe 2017, outlines what has been accomplished and, perhaps more importantly, what needs to be accomplished in the developing patent-search research and innovation groups. It also provides a thorough introduction to their work and perspectives.

"The Effects of Innovation Partnership, Foreign Ownership and Enhanced Management Practices on the Use of Patents in Brazilian Manufacturing", Henrique M. Barros, 2011, The majority of data regarding firms' patent behavior comes from institutional environments where relatively strong protection can be obtained, even though patents per se are imperfect protection mechanisms. These institutional environments are influenced by firms' innovation partnerships, ownership, and adoption of new management practices.

OBJECTIVES OF THE STUDY

This study will start by defining intellectual property law and analyzing how it works to safeguard consumers, creators' and innovators' financial interests, and the general welfare.

RESEARCH METHODOLOGY

- The majority of this research project is a comparative analysis. From a doctrinal research perspective, comparative legal research typically comes first. Therefore, in addition to secondary sources of law, primarily academic literature, this thesis largely depends on primary sources of law from the three jurisdictions, including case law, legislation, and other statutory instruments. The doctrinal method facilitates the description and evaluation of the jurisdiction's internal legislation.
- The functional approach, which is the typical comparative law study methodology, is used in the thesis.

INTERPRETATION

Patents are granted for patentable inventions, which satisfy the requirements of *novelty* and *utility* under the stringent examination and opposition procedures prescribed in Indian Legislation under the Patents Act, 1970, but there is not even a *prima facie* presumption as to the validity of the patent granted.

For patenting any **INVENTION** it is essential that;

- It must be novel (new)-
- It must involve an inventive step
- It must be capable of industrial application
- It must be non-obvious

INNOVATIONS are linked with the commercialization of these new ideas. Innovation is one of the key approaches towards the creation of new industries and the revitalization of existing ones, in both developed and developing countries. In a globalizing economy, the competitiveness of industries can only be maintained by continuous innovation.

PROTECTIONS are provided for infringement of exclusive right of inventor in legal statutes and through many jurisdictions. The reliefs which may be awarded in such a suit are:

- Interlocutory/ interim injunction
- Damage or account of profits
- Permanent injunction

Patent Law and Practice

There are two definitions for the term "patent." One is the legal document known as a patent or a patent letter, and the other is the information covered by a patent or the degree of protection it provides. When the term "patent" refers to content or protection in the second sense, it means that the person who owns the patent must give their consent before anyone can use the invention that is disclosed therein. Patents are spheres of influence. Patent law and procedure cover how to file for an application, review it, verify it, publish it, and grant a patent on an invention with an exclusive right and mitigating safeguards like compulsory licensing and assignment. It also covers the remedies available in the event that a right is violated, stolen, or pirated, including injunctions, accounts of profits, damages, and costs. A limited time, usually 20 years from the application filing date, is allotted for the duration of a patent's protection. The following criteria must be met for an

invention to qualify for patent protection: the invention must exhibit a degree of novelty; it must involve a “inventive step” or be “non-obvious;” it must be practical for industrial use; and its subject matter must be acknowledged and disclosed as “patentable” under law.

Dispensation Internationally with Respect to Patent Law

With the creation of WIPO and TRIPS, as well as managing Treaties and other international organizations, patent law is primarily administered internationally. These organizations operate under the same principles but with regionally specific procedures.

Different Countries’ Laws

The laws of various nations have been explored in this work, including In the United Kingdom, a patent gives its owner the right to prevent others from making use of the invention it claims. A legitimate patent in the United States gives the owner the right to prevent others from using the invention it claims. In Europe, national courts typically handle cases of patent infringement involving both national and European patents. European patents are issued by the European Patent Office, but they are only enforced on a country-by-country basis at the national level. Patent Act governs patent law in Japan (Act No. 121 of 1959). The Patent Act of 1970 serves as India’s statutory framework for patent laws.

Patent Law Conventions and Treaties

The Paris Convention for the Protection of Industrial Property, the Berne Convention for the Protection of Literary and Artistic Works, the WIPO Copyright Treaty (WCT), the Patent Cooperation Treaty (PCT), and the Budapest Treaty on the International Recognition of the Deposit of Microorganisms for the Purposes of Patent Procedure are just a few of the agreements that protect intellectual property. The Madrid Protocol Relating to the Madrid Agreement Concerning the International Registration of Marks, The Hague Convention on the Publication and Use of Industrial Designs, There are several that will be discussed in the thesis, including the Trademark Law Treaty (TLT), the Patent Law Treaty (PLT), and others.

Correlating Analysis

This is a laborious process, and it varies from nation to nation depending on things like whether they use the first-to-file system, like Japan, India, and some European nations, or the first-to-invent approach, like the US. The three legal systems that make up the majority of the United Kingdom—England and Wales, Scotland, and Northern Ireland—are In order to secure patent protection in Europe, there are two concurrent methods available: filing with national patent offices and submitting a single European patent to the European Patent Office in Munich, specifying the nations for which protection is desired. Due to the fact that the United States has historically been the center of patent disputes among the majority of developed countries, the U.S. Patent and Trademark Office (PTO) does not consider many of the elements that contribute to patent litigation. According to the Indian Patent Act of 1970, merely discovering a new use for an existing substance or its new form does not qualify as a patentable invention. Being a signatory to the TRIPS Agreement and WIPO, India explicitly incorporated the patent subject matter and provisions into its domestic legislation.

Why are You Pushing Backward?

Any invention that is under the purview of The Patents Act, 1999, should be eligible to receive a patent in accordance with those rules, but what if the invention passes away without being acknowledged

or is transferred in the name of another entity? Examples of traditional knowledge cases include the Turmeric Case (Haldi Battle), the Neem Patent Case, and the Basmati Rice Case, where the inability to preserve ancient knowledge and wisdom, negligent publication of those patents, and digitalization gave other countries the opportunity to do the same. The same thing occurs within the country; some beneficial creations or innovations rest at their homes while others are protected from publication and failure.

Invention: Not Compatible with Indian Law

It is not necessary to merely seek out improvements or to encourage inventors who currently have patents in order to encourage more invention. The growth rate of inventions that meet the criteria for a patent can actually be improved with a little support and encouragement for a fresh talent. Many groups (indigenous people) live in poverty and scarcity due to a lack of resources, but they also use techniques that could be considered inventions or scientific discoveries that we completely disregard.

Limitations and Loopholes for Some Inventions

Lessening government support for technological advancement, inventions, and innovations, as well as a weaker protection strategy, are further drawbacks. Other factors include a lack of educational opportunities. For example, while IITs and other top-tier technological and medical institutions offer the best education, not every student or prospective student is able to attend them due to prohibitive tuition costs, missing out on the opportunity, or being ignorant of the existence of such opportunities. Even in those opulent educational institutions, the main emphasis is on producing profitable inventions quickly, which pushes back against producing inventions that are good or original or beneficial to the general welfare of society. One contributing aspect can be focusing primarily on future financial gains rather than future development.

CONCLUSION

The conceptual justification for patents is that without them, innovators would be easily duplicated, unable to recuperate their expenses of invention, and unable to serve society as a whole. However, in the early years of industrialization, ignorance protected innovators' profits significantly more than patents did. It should be emphasized that the IP community has acknowledged the value of successful documentation of native TK, such as India's TKDL, as it plays a role in defensive protection within the current IP system. The early technologies of the industrial revolution could only be created or successfully copied by a select few people in a select few nations. Making medications available to the general public has become extremely challenging in India since the implementation of the product patent system. However, there are several features in the Indian patent law that will help to keep drug prices under control and reasonable. Additionally, several of the public interest clauses in the Indian Patent Act are examined in order to advance the expansion and improvement of the Indian patent system. According to the report, the number of patent, design, and trademark applications filed increased by a double-digit proportion in 2020–21. With the most IT-related patents, Samsung R&D Institute is leading the pack, followed by TCS, Wipro, IIT, and HCL Technologies. Under the expedited inspection option provided by the most recent Patent Amendment Rules, 2020, "Startup India Initiative" provided India with speedier and at significantly reduced prices. While some items require changing or being added, the following is suggested:

- The new regulations aim to reduce the time needed to grant a patent from five to seven years to two and a half years starting in March 2021 and one and a half years after that.

- It has also, for the first time, permitted a return of patent fees. In light of the aforementioned fact, it is evident that India is leading the way in terms of statistical growth in terms of invention, patent filing, and industrial application; yet, there are still many inventions that have been neglected in favor of innovation and the patent publicity process.
- There should also be a strategy for harmonizing patent protection, and awareness or understanding should be shared throughout society with regard to their traditional knowledge, original concepts, and inventions that were kept in the dark because of a lack of information and resources.
- Since a stronger legal claim may also be more expensive, insurance should be the subject of inexpensive litigation.

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Social Environment of Tribals: Policies and Practices

Dr. Shashank Misra*

ABSTRACT

Tribal development as a subject has been an important area of inquiry in the social sciences. In recent years, the subject has acquired immense importance both at the national and international level.

Even the Constitution of India has more than 20 Articles on the redressal and upliftment of the underprivileged following the policy of positive discrimination and affirmative action, particularly with reference to the Scheduled Tribes. Recognising the special needs of STs, the Constitution has made certain special safeguards to protect these communities from all the possible exploitation and thus ensure social justice. High priority to the welfare and development of STs has been given right from the beginning of the first five-year plan. This review shows that a lot needs to be done further for the development and welfare of the Tribals. The overall development of Tribals should include their empowerment of educational, social, economic and political while keeping in view their special identity, culturally, habitationally, traditionally and in terms of their age-old rights and privileges.

Keywords: Dictionary of Anthropology, geo climatic conditions, endogenous organizations, cultural homogeneity, ethnicity, terrains.

The quality of tribal life is largely determined by the conditions of social environment. Therefore, improvement of social environment is necessary for the full satisfaction of social needs such as housing, education, employment and recreation, etc. The tribal settlement is the abstract space where they live and their activities are concentrated. Scheduled tribes, who lived in the past in hills and forests are known for their isolation. Despite the fact that today most of the forests have been cut-off hills have been approached thought net works of transport the scheduled tribes continue to keep themselves away from the men of plains. They form 7.5 percent of the general population of national level.

The Indian Constitution gives privileged status to the tribal and other disadvantaged groups. This status has been assigned because of some historical reasons, the content and orientation of tribal education has to be geared up according to the social condition in which the tribal live. In order to fulfill the constitutional obligations of protective measures and safeguards the government has provided them the privilege of reservations in services as well as in the elections to the Lok Sabha and Vidhan Sabas.

The present article aims of studying the social environment of tribals who are living in Tribal-Sub-Plan Area or the southern part of the state. The key problem of the tribals of this part is to improve their quality of life. The historical general backwardness of the tribals coupled with isolation and subsistence economy has kept them backward for centuries, segmentary character of tribal Society. Our argument is whether the tribals who have lived in isolation from civilization in forests and hills are reacting corresponding to our targets as a result of the spread of education and other process of modernization. We must assess the ethnic structure of the tribal society.²

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TRIBAL TRANSFORMATION: THE EMERGING TRENDS OF STRATIFICATION

Tribal social differentiation has passed through two “historical periods: the pre-conquest of Rajputs and the colonial and feudal period. During these two periods the tribals got some stratification. After the attainment of independence, there emerged a new kind of social stratification. Ideologically, the new stratification is not on the pattern of caste hierarchy on Hindu idiom. In earlier times, when tribes came in contact with the Hindus, the caste ideology was the dominant ideologies of the economic system and willingly or unwillingly tribes has to assume a rank in the overall caste system. Modern technological development and the growth of the market network is beyond the boundaries of the caste system; on the contrary, castes are decisively influenced by these factors.³

In the present framework of our national society where caste holism is denied by the Constitution, one would like to look for a type of stratification among the tribes which is based on secular hierarchy. After the aftermath of independence the tribals witnessed massive social change, it largely due to the fact that the Constitution has given safeties and securities to the tribals. They have been given certain privileges. The philosophy behind these privileges is that tribals in the past have been exploited by the non-tribal society admittedly there has been development, but it has been uneven.⁴

The intensification of production can also be explained by the introduction of new cultivation practices in 1962-63. The use of improved seeds, fertilizers better implements and the need for good water management created further differentiation among the members of the tribes. Government lays emphasis on boosting production of food stuffs among the tribals without caring for increasing differentiation among the members of the tribe. It can be said that the greater is the development in a tribe the sharper is its differentiation.⁵ The contribution of the government agency in the diversification of rural production is commendable indeed. Some new sources of employment in terms of government service have also been opened by the government. The tribals who have reserved seats in government service and public sector have got employment to some extent. The result of tribal agricultural transformation has consequently created social differentiation among the people.⁶ The change witnessed by the tribal society of the tribal-sub plan area could further be elaborated and a full note may be appended on the increasing poverty of the tribals resulting from agricultural modernization largely introduced by the government. Migration which was almost nonexistent among them has come into practice in a big way. The small farmers, the land less labourers and the tribal marginal groups have become depeasantised and in the longer end have got pauperized.⁷

ETHNICITY AND SOCIAL TRANSFORMATION

In a common parlance, ethnicity is ordinarily attributed with rather a negative connotation, since by and large it is presumed to have manifested mere narrow loyalty. Such a notion fails to receive unequivocal support, at least on two counts. First, ethnicity as such having plural usages conveys widely different meanings. Obviously, they cannot and are not in perfect consonance with one another. In other words, various phenomena or processes that have been, referred to by ethnicity, do not necessarily imply narrow loyalty. Rather, if they are analyzed taking the overall context in view, to a major extent such references are likely to appear as the sufficiently rational responses to the demand of the situations. Second, multiplicity in meanings a part, the negative sense in ethnicity seems to have been enforced upon the concept through a subjective choice, if not a prejudiced approach to the same. In a wider perspective, ethnicity may and generally should convey a value-neutral meaning highlighting the exact nature of the process involved. Looking at it from a specific value premise of questionable sense of neutrality, should not and cannot be accepted as anything entirely objective. In the interest of science, therefore there appears an urgent and important need for evaluating the ethnicity related issue a fresh for arriving at an agreeable consensus in this regard.⁸

LARGE PROJECTS: SOCIO-ENVIRONMENTAL IMPACT

India ranks among the most important dam building nations. It began building large dams shortly after independence. Large scale river development began in 1930 with the Bhakra-Nangal and Hirakud project. By the mid-1980s, 1,533 large dams had been built, hydroelectricity generation had increased from 3.24 billion kilowatt hours (kWh) to 51 billion kWh and surface irrigation potential had increased from 9.7 million to 30.5 million hectares.⁹ Currently however, These dams are the cornerstones of large scale multi-purpose river valley projects intended to meet regional needs for irrigation, hydroelectric power and flood control. Since the 1950s, the governments, both state and national, have vigorously promoted dam buildings as a means to economic progress. Today, all major rivers in India are either dammed or in the process of being dammed.

As regards the construction of large dams, there can be four perspectives from four sections of the population: (a) the government and the bureaucrat; (b) scientists and environmentalists; (c) the people in the catchments area; (d) the people in the command area. It would seem that the government and the bureaucracy always support the construction of dams and go to the extent of constructing them in unsuitable areas primarily for achieving political and economic ends. The bureaucracy as the mouthpiece of the government, has to support such moves because by doing so they will have "important" works to perform and enhance the chance of their promotion, perhaps make money in the construction and rehabilitation schemes, and favour their kith and kin in giving jobs and get other benefits from the construction of the dam-compensation, buying new and strategically located land at cheaper price, establishing business, etc. Scientists and environmentalists might be more objective and go strictly by criteria of feasibility. But while scientists and technocrats are likely to approve of the project from the technical point of view and sometimes also for future promotions and rewards, the environmentalists look further into its social and ecological dimensions and consequently rarely agree to such proposal.

As the displacement of population takes place without considering the interests or the needs of the people displaced as of primary concern to the powers that displace them, all or most of the people displaced may resent the devastating loss and may undertake protest or organized agitation that doom. On the other hand, large sections of the people may feel utterly helpless and defenseless and may try to make the best out of the irretrievable situation and organize efforts to secure as many facilities or as much compensation for their own rehabilitation as possible. While there may be a conciliation of both the processes and there may be several variations of their response or reaction to the emerging situations, it is worthwhile to chart out the common range of the events, processes, reactions or responses in a tentative scheme as given below:

1. Determining the nature and extent of the disruption of the social, techno economic and moral order of the community due to displacement.
2. Determining the nature and extent of family personality disorder as a consequence of;
3. Assessing the adequacy of the compensation and rehabilitations of the displaced people and of the provision by authorities for their social and economic well-being, so that at least the same level of quality of life is ensured as enjoyed by the people before their displacement;

The 4 steel mills have displaced, according to official figures, 135,200 persons, 21.45 per cent of them tribals.¹⁰ Thermal as well as aluminum plant like NALCO are built by and large close to the mines and they displace a large number of tribals. However except in these plants displacement of tribals by industries is sonnet hat. As stated earlier, not more than 40 per cent the land used up by industries would be forests, some of it is in the non-tribal areas of the northern and southern regions besides, we have calculated the number of persons displaced by industry at the density of 260 per sq. km., this includes both the high density plains and low density forests to which the tribals belong.

Consequently, through around 30 per cent of the land occupied by industry is probably in the tribal areas, numbers displaced by them is to be estimated at 210 per sq. km. i.e. 3 lakhs in totals of 13 lakhs. Most of them are the eastern region. The rest are in the other districts like, Thane and Nasik of Maharashtra, Vishakhapatnam in Andhra Pradesh, Udaipur in Rajasthan and the northeastern state.

Even in states where the number of tribals is very small, as for example in Kerala, Karnataka and Tamil Nadu, almost all the persons displaced by wildlife sanctuaries are tribals. In fact, official reports claim that shifting of Tribals and other villages from a Tiger Reserve has been an accepted principle for proper management by the Government of India and State Governments.¹¹ So we can assume that at least 5 lakhs out of the 6 lakhs displaced by wildlife sanctuaries are tribals. This would bring to 72.2 lakhs the number of tribals displaced by all the development projects since 1951. Two more lakhs from the others' category can be added to it, 75 per cent of them tribals thus making the total of 74.1 lakh tribals for all the projects. This more than-10 percent of the total tribal population, their proportion among those displaced by development projects in the country as a whole seems to be at least 40 per cent. The 74.1 lakh tribals displaced by all the schemes are 15 per cent of the tribal population in the country 1981, the trend continues even today. For example, a study of 20 representative major dams being planned showed that around 59 per cent of the 11.6 persons to be displaced by them are tribals.¹²

The oustees were paid meager compensation for their agricultural land houses and trees. They did not get any compensation for the land for which they did not have the record of rights but which they had been cultivating for several years after reclaiming it. They got compensation in cash, and because they were not used to money, they were cheated and looted. Very few of them could utilize it for productive purposes and that too only in the wet villages. They were very dissatisfied with the rehabilitation measures and hence many of them preferred to make their own arrangements. Some of them have not settled down as yet because they do not have land at all. They have been shifting from village to village as they find it difficult to for living. The oustees who had left the partly submerged village have come back again to their native village when they found it difficult to adjust elsewhere. The fact is that as yet only 10.86 percent of the total affected people have been rehabilitated by the Government in 4.61 percent of the total area. Because of scarcity of space and also because of their oustees status many of them had to live in a separate ward at one end of the new locality.

SOCIAL SERVICES AND TRIBAL DEVELOPMENT

Social services play an effective role in the development of a region. Therefore, it would be apt to analyze the provision of social services and their impacts on the upliftment of tribal areas in India. About 10% of our total population is tribal living in about 17.5% of the total geographical area especially in remote parts of the country. The State wise distribution of tribal population shows much variation. The States of Orissa, Madhya Pradesh, Gujarat, Rajasthan, Bihar and Maharashtra, Himachal Pradesh, Andhra Pradesh and Uttar Pradesh are more pronounced in tribal population.

Drinking water, the basic requirement for living, is an acute problem tribal area, ponds, rivers, reservoirs and wells are the main sources of drinking water supply in tribal areas. But the water of these sources is most unhygienic and contaminated and ultimately causes various diseases of serious type like cholera. LB. Jaundice, cold, cough and fever. In summers, the ponds and wells get dry and they have to fetch water from the rivers and reservoirs miles away from their villages. To combat with this problem some State and Central Government plans have been launched. The National drinking water supply, Central Accelerated Rural Water Supply schemes, UNICEF PROGRAMMES under Minimum Needs programme and Integrated Tribal Development projects have been implemented.

During the Fifth Five Year Plan, an outlay of Rs. 432 crores and in the Sixth plan 765 Corers were spent and spent and about 1.45 lakh identified problem villages were covered. During the current plan the UNISEF water supply scheme is working to investigate the problem by installing the hand pumps in rural areas.

INFRASTRUCTURE FACILITIES

The infrastructure facilities play vital role in bridging the gaps between the under developed tribal areas and the developed adjacent ones. The inadequacy of infrastructure facilities like roads, railways, telecommunication, postal services, electrification and education in the main reason that the full benefits of the developmental prograrnes are not reached to the tribal areas. The tribal areas are rich in forest and mineral resources which are yet to he tapped. The exchange of products from surplus to deficit tribal areas is not possible without erection of infrastructure facilities. The impact of the societal development has been impacting the tribals lives much. Their living pattern, eating pattern, educational pattern etc. all have been changing with the development of the society. It should be kept in our mind that the development should not hamper the real societal value of the tribals. There should be balance between the development and the protection of the tribals.

TRIBAL DEVELOPMENT PLANNING: POLICIES AND PRACTICES

India has very aptly been known as a museum of tribes and has the largest concentration of tribals only next to Africa comprising around 7.9 percent of the total population of India.¹³ There are about 427 tribes each having its own socio economic political set up. A tribal society is usually small, isolated, closely knit and is based on kinship. The people are normally honest, simple, heroic and true. The major concentration of tribal population in India continues to he in the north eastern Himalayan belt as well as in Orissa, Madhya Pradesh, Bihar (now Jharkhand), Maharashtra, Gujarat, Rajasthan and Himachal Pradesh. According to Indian anthropologists a tribe identifies the people who live in primitive or backward conditions under a headman chief's. According to Shri S.S. Guha the scheduled tribes have a primitive way of Living habitation in remote and less easily accessible areas and nomadic habits and love for drink and dancing.¹⁴ Yet to some other thinkers, tribes are characterized by closed moral communities".¹⁵ These characteristics do help us to point out the economic backwardness of tribe and allied issues. The economy of the tribal population is mainly agricultural. Crop production, rearing of animals and forests provide the main sources of livelihood to the tribals. Tribals in India today face many problems and some of them are really very difficult.¹⁶ The tribal people in India, by and large are living under the conditions of abject poverty representing the largest part of those living below the poverty line. Though much has been done, on the field of tribal development since independence but much more remains to be done.¹⁷

With the inaccessibility of tribal, areas, non availability o food grains, lack of means of transportation and communications, slow development of economy and pauperization of the tribal masses, scarcity has been an experience of acute and prolonged distress.¹⁸ These problems must be solved. It becomes a complex question. The key to the transformation of tribal economy lies in the development of tribal agriculture which is the source of sustenance of over 80 percent of the tribal settled agriculturists. Their small land holdings be made viable, productivity levels be raised and the tribal economy should be diversified. Since 1974 we have been perusing a very clear strategy of tribal development. The Constitution lays down that, "the State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation".¹⁹

Tribal development forms an important component of our planned efforts. Past efforts in the planned economic and social development of the tribal economy were handicapped by inadequate appreciation of the special problems of the tribal areas and lack of provision of investments for the development of the resources potential of the tribal economics.²⁰ Tribal welfare and development strategy so far has laid emphasis on a number of measures, prominent among them are as under-

1. Satisfaction of minimum needs i.e. formulation of effective minimum needs programmer consisting of food at concessional rates, multipurpose fair price shops, co-operative housing schemes, and cloth at reasonable prices.
2. Complete overhauling of tribal agriculture through land reforms, technology transfer, agricultural education and training, innovations rationalization and mechanization.
3. Proper co-ordination between central and state governments in the sphere of tribal development.
4. Tribal welfare should become and integral part of national development plan.
5. Tribal people and their institutions should always be associated with their developmental plan.²¹

Tribal development is a composite question multidimensional, much more broad based and it needs the active and sincere involvement of both official and non official agencies. The solution cannot be so quick and radical. It is not simply the question of financial allocation and to relieve the people from misery, misfortunes and abject poverty but more a 'humane' consideration. It is socio psychological, socio-historical, socio-philosophical cum socio-economic, a national commitment, a Constitutional imperative. Five year plans have indeed brought some material relief to the tribal people but their problems have not been properly and logically analyzed and evaluated. The outside influence, interference and the imposition of urban people in tribal belts have created many new problems rather than solving their old problems. Planning commission has rightly observed, "as a result of historical reasons, the administrative structure in tribal areas has continued to lack simplicity and thereby defying comprehension of the tribals and has failed to evoke substantial response from them. All the polemics, criticism and counter criticism apart there is a consensus that position of the tribal has improved, but in the absence of the concrete data, it is not possible to give a clear verdict on the extent of progress and say if it was appreciable only marginal. In the light of our laudable objective but not so good performance, it is evident that the entire question of tribal development needs a fresh look."²²

AN ANTHROPOLOGICAL VIEW

The Census of India 1971 counted 38,015,162 tribal persons. This constitutes 6.9 percent of the total population of the country. Among these are tribes like Bhil, Gond and Santhals with population of around four million each, large enough to be a nation. In fact they are larger than many nations. On the other extreme are tribes, like the Great Andamanese with hardly two scores of persons.²³ The tribal population also presents differences in technological, economic, educational and cultural levels of development. Often sections of the same tribe present different problems. This distribution of this population is not uniform in relation to the general population of the state. The population of Mayurbhanj district contains 58.56 percent tribes that of Koraput 56.34, Sundargarh 53.40, Keonjhar 49.96, Boudh 40.31, whereas in Cuttack district it is only 2.89, percent tribal, in Puri 3.70 in Balasore 9.069 and in Ganjam it is only 9.98 percent.²⁴ Sixty percent of the tribal population of the State is concentrated in the districts of Koraput, Sambalpur, Sundargarh and Mayurbhanj.

Occupationally 89.10 percent of the tribal population is locked up in the agriculture, either as cultivators or agricultural labourers. Though precise figures on tribal land holding are not available

it can safely be assumed that most tribal land owners are marginal and small farmers. Consequent upon the contact with the non tribal world, wide socio-economic differences are observed in the tribal population. Tribal groups around industrial and urban complex have different problems from their brothers who live in comparative isolation. Religious conversion has added another factor of differentiation in to tribal way of life.

Considering these factors of differentiation in their ecosystems traditional economic pursuits, beliefs and practices and recent industrial and urban impacts, Vidyarthi classifies the tribal population of India into six occupational types: These are (1) hunters and food gatherers, (2) hill cultivators, (3) plains farmers, (4) simple artisans, (5) cattle keepers, and (6) industrial urban workers.

In the context of a specific area or tribe this classification can be suitably modified. Since each type is likely to have a life style of its own it is suggested that an approach to development should be "type" oriented and not tribe oriented. The latter is likely to oversimplify a very complicated situation and deflect the aims of development from reality. Scheme for development should be conceived and developed within socio cultural norms of the community based on micro level plan parameters. Plans conceived in terms of the tribe as a whole may not be useful when the tribe as a huge populations' so that sections thereof live in different states or even in different countries under widely different environmental conditions.²⁵

Approach to tribal development suggested by the anthropologists requires clear a prior understanding of the social organization and cultural values through sustained field investigation, collection of adequate and complete data before planning and formulating any policy development for any group of people. Unfortunately the anthropologist is the most misunderstood social scientist in the context of tribal policy in India. The genesis of this misunderstanding is traced to the policy suggested for the north east frontier region of the country by Elwin.²⁶ Elwin however refers to a debate in the Legislative Assembly on the Excluded Areas, sometimes around February 1936 where a number of speakers attacked anthropologists as wishing to keep the primitive people of India 'uncivilized' and in a state of barbarism in order to add to their blessed stock of scientific knowledge.²⁷

The most fundamental position taken by Elwin in his "philosophy For NFFA" which by and large is accepted by the rest in the profession is to "approach the tribesman with the mind of the tribesman". Not to look upon the tribal Folk as "specimens" but as people, as human beings "exactly like ourselves in all Fundamental ways". No doubt, "they live under special condition they have developed along certain special lines: they have their own outlook and ways of doing things. But the ultimate human needs an aspiration loves and fears are exactly the same as ours". The anthropologist is in agreement with Jawaharlal Nehru's suggestion that the tribal people should be allowed to "develop along the lines of their genius".²⁸

During the British period, when the Indian economy as a whole was near stagnant; the tribal areas were generally kept scheduled and out from the normal process of administration and economic action. There was little infrastructure in the tribal areas except in a few pockets. A beginning, therefore, had to be made almost from scratch in these areas when the nation resolved to proceed a fast pace development after independence of the country. The primary objective of the government policy in regard to the tribal people and tribal areas has been directed to preservation of tribal culture and social customs from erosion, safeguarding of traditional occupations, and protection from exploitation by the more sophisticated groups, and their economic and social development. Protection is afforded to the tribal communities through various laws, regulations and government orders based on the provisions of the Constitution. On the positive Socio-Economic front, since the era of planned development in the early fifties, the Government of India have adopted several administrative and financial measures from time to time for implementation of the constitutional responsibility and policy formulations.²⁹ Development of infrastructure facilities the tribal areas is another important objective

of the tribal sub plan projects in the country. The massive investment in the tribal areas made by the government during the plan periods is directly responsible for development of infrastructure in the tribal areas in the form of roads, bridges, transport and communication buildings, electricity, drinking water supply, major and medium irrigation flood control, credit and marketing etc. Drinking water is also one of the acute problems of the hilly tribal region. Under the Tribal Sub-plan Pop priority was given to assess the dimensions of the problem and to provide sale of drinking water to all hamlets particularly in the more backward areas. Against total number of 1,09,791 tribal villages in the country about 42 percent of them have so far been electrified as per the statistics published by the Central Electricity Authority. In the field of credit and marketing, about 2650 LAMPS PACS\GCCS\FSS\ACS have been started between the end of 1985-86 in the tribal areas to provide integrated credit, supply of subsidized agricultural inputs, and marketing of tribal produce and distribution of consumer goods.³⁰

TRIBAL DEVELOPMENT : RETROSPECT AND PROSPECT

The concept of tribal development was kept comprehensive from the very beginning. It covers all aspects of social and economic life of the tribal communities. However, when the programmes under tribal development blocks were prepared their ambit in operation terms, was very limited. They concerned themselves largely with the usual development schemes and social services. These schemes are generally formulated for the comparatively advanced areas and extended to the tribal areas in the same form. The protective aspects were emphasized in principle but they were not organically linked with other facts of administration and development.³¹

Though the concept of tribal development was initiated in Fifth plan period, even in the Sixth plan period its progress can be hardly deemed to be satisfactory. Some States have been able to qualify funds for central sponsored schemes but the area of the central sector schemes has been regarded as more of the central Ministries. Regarding state wise quantification of centrally sponsored schemes, only six States viz., Andhra Pradesh, Gujarat, Madhya Pradesh, Orissa, Rajasthan and Tamil Nadu have been able to effect, quantification of the total order of Rs. 197.49 crores during 1980-85. Considering the total quantum of Rs. 47,250 crores of central plan schemes, its percentage of 0.42 is hardly significant.

In our country the problem of tribal development had reached a critical stage and has assumed an added significance in the context of the high priority accorded to social justice in the new planning effort. Some of the tribal groups however, have remained completely untouched by the process of tribal development and some have been adversely affected by it. It is, therefore, required to take a fresh look at the tribal situation in the country, review the strategy of tribal development further and define the total needed national effort with view to making tribal communities equal partners in all on a time bound basis for the development of tribal's particularly living in the remote corners.

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इर्रेशनल फियर और फोबिया

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यूँ तो हम सभी अपने जीवन में किसी-न-किसी चीज से भयाक्रांत होते हैं। यहाँ तक कि वैसे लोग भी जो कभी भी किसी रूप में भय का अनुभव नहीं किया है लेकिन फिर भी व्यवहारिक रूप से सब कुछ के एक तर्क हीन भय को विकसित करने में सक्षम हैं। जिसे कल्पना या कल्पना की जा सकती है। आज हर मनुष्य के अन्दर किसी न किसी प्रकार डर व भय है। फिर चाहे वो डर मकड़ी का हो, मृत्यु का हो, भूत-प्रेत का हो, साँप का हो, असफलता का हो, निंदा का हो, समाज का हो कि समाज क्या कहेंगे, किसी व्यक्ति का डर हो, भविष्य का डर हो, सम्मान खोने का डर हो, जीवन में पीछे रह जाने का हो या और भी कई प्रकार का भय हो सकता है।

भय एक अनप्लीजेन्ट या निगेटिव इमोशन है। कोई भी स्पेसिफिक प्रोब्लेम जैसे दर्द या कोई भी प्रोब्लेम जिसे हम ऐक्सेप्ट नहीं कर पाते हम उस सिचुएशन को फेस नहीं कर पाते तो उसे कहते हैं फियर अर्थात डर व भय डर हमें मरने से बचाने के लिए एक व्यवस्था है जबकि हम डर से डर कर मरे जा रहे होते हैं। मगर जब ये डर सामान्य से ज्यादा हो जाए तो इसपर गंभीरता से सोचने की जरूरत है।

हमेशा कुछ होगा यह विचार कुछ परिस्थितियों में एक तर्कहीन डर उत्पन्न करने के लिए प्रवण है और यह देखना हमेशा आश्चर्यजनक होता है कि कितने हद तक लोग अपने जीवन में एक अत्याचारी भय विकसित कर सकते हैं। जिन्हें शायद ही खतरनाक के रूप में वर्णित किया जा सकता है। लेकिन इंसान इसमें किसी की जान भी ले सकता है और अपनी जान भी दे सकता है।

क्या आपके मन में भी किसी खास वस्तु, व्यक्ति, स्थान, जानवर, स्थिति, परिस्थिति को लेकर डर व भय बना रहता है? क्या आपके डर की कल्पना आपको तनाव उत्तेजना से ग्रसित कर देती है? यदि हाँ तो आप फोबिया के शिकार हैं। हर व्यक्ति अपने जीवन में किसी न किसी चीज से डरता है लेकिन अगर वह डर व्यक्ति के लिए सजा बन जाए तो यह आपके लिए खतरे की बात है क्योंकि आपको मात्र डर ही नहीं है, एक गंभीर मानसिक बीमारी फोबिया है, जो आपके पूरे जीवन को प्रभावित कर सकती है।

फोबिया क्या है?

फोबिया एक मानसिक बीमारी है जो डर व भय से जुड़ी होती है। व्यक्ति के मन के भीतर छिपा यह डर कब फोबिया में बदल जाता है, पता भी नहीं चलता। यह डर का एक अत्याधिक और अकारण रिएक्शन होता है। यदि आपको फोबिया है तो जब आप अपने भय के कारण से सामने होते हैं तो आपको भय या आतंक की एक गहरी भावना महसूस हो सकती है। भय इंसान को किसी खास वस्तु, व्यक्ति, स्थान कार्य एवं परिस्थिति के प्रति उत्पन्न हो सकता है। यह सामान्य चिन्ता विकार से अलग होता है जो किसी विशिष्ट चीज से जुड़ा होता है। फोबिया में अपने डर की सोच भी व्यक्ति को इतना डरा देती है कि उसकी शरीरिक व मानसिक क्षमताओं पर प्रतिकूल प्रभाव पड़ता है। इसमें इंसान का डर वास्तविक या काल्पनिक दोनों हो सकते हैं। आमतौर

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पर किसी भी तरह के फोबिया से ग्रस्त मरीज अपने डर पर पर्दा डाले रहते हैं। उन्हें लगता है कि अपना डर दूसरों को बताने से लोग उनपर हंसेंगे। इसलिए वे अपने डर व उस परिस्थिति से सामना करने की बजाय बचने के उपाय खोजते रहते हैं। फोबिया से पीड़ित लोग अक्सर यह महसूस करते हैं कि उनका डर पूरी तरह से तर्क हीन है लेकिन वे फिर भी इस बारे में कुछ नहीं कर पाते, ऐसी समस्याओं से व्यक्तिगत संबंधों, स्कूल, कॉलेज और ऑफिस आदि के कामों में बाधा आने लगती है।

कुछ सबसे आम फोबिक डर और फोबिया

फोबिया मानसिक बीमारी के सबसे आम रूपों में से एक है। फोबिया मानव में एक प्रकार का चिंता विकार है जो बस्तुओं और स्थितियों के लगातार भय की विशेषता है। एक वस्तु या स्थिति के भय के लिए जिसे फोबिया माना जाता है उसे छः महिने या उससे अधिक समय तक टिकना पड़ता है। यह डी एस एम फोर में आता है।

फोबिया यानि डर के कई विशिष्ट प्रकार होते हैं, जैसे-ऊँचाई का डर, सार्वजनिक स्थान या सुन-सान जगहों का डर आदि। यदि आप दैनिक सामाजिक परिस्थितियों में चिंतित और बेहद शर्मीला महसूस करते हैं तो आपको सोशल फोबिया हो सकता है कुछ सामान्य फोबिया जैसे- सुरंगें, हाइवे, अधिक पानी, उड़ान, जानवर और खून आदि देखकर डर लगना इत्यादि।

अमेरिकन साइकियाट्रिक एसोसिएशन के अनुसार फोबिया महिलाओं में सबसे आम मनोरोग है और पुरुषों में दूसरा सबसे आम है। ये फोबिया आमतौर पर बचपनावस्था एवं किशोरावस्था के दौरान उभरते हैं और व्यस्कता में जारी रहते हैं। कुछ आम फोबिक डर और फोबिया की चर्चा निम्नवत है:-

बचपनावस्था में डर: चाइल्डहुड फोबिया

बचपनावस्था में ही किसी चीज, वस्तु व्यक्ति, जानवर या परिस्थिति के प्रति डर बैठ जाता है जो वक्त के साथ खत्म न होने पर फोबिया बन जाता है। यह डर या तो बच्चों में खुद होता है या कई बार अभिभावक ही बच्चे को अनुशासन में रखने के लिए किसी चीज से डरा देते हैं। वैसे तो यह डर उम्र के साथ खत्म हो जाता है लेकिन कईबार जब यह डर बड़े होने पर नहीं जाता तो फोबिया का रूप धारण कर लेता है। इसलिए बच्चों को डराने के बजाय प्यार से समझाने की कोशिश करें।

किशोरावस्था में डर: एडल्टहुड फोबिया

कुछ डर किशोर और व्यस्क होने के बाद पैदा होता है। इसका प्रभाव सबसे ज्यादा यंग जेनरेशन पर पड़ता है। एडल्टहुड फोबिया में कई तरह के फोबिया शामिल होते हैं।

अकेलेपन से डर: एग्रोफोबिया

एग्रोफोबिया का मरीज अकेलेपन से डरता है वह भीड़ में खड़ा होकर भी खूद को अकेला ही महसूस करता है। वह कहीं अकेले जा नहीं सकता अकेले रह नहीं सकता उसे लगता है कि वह किसी भी परिस्थिति का सामना नहीं कर सकता। ऐसे लोगों का आत्मविश्वास न के बराबर होता है, ऐसे लोग अकेले बाहर न जा सकने के कारण खुद को घर में कैद कर लेते हैं। कुछ मामलों में तो यहाँ तक देखा गया है कि एग्रोफोबिया के मरीज कई सालों तक घर से बाहर नहीं निकलते। उन्हें सार्वजनिक स्थानों, खुली जगहों पर जाने का डर हो सकता है।

सामाजिक परिस्थितियों का डर : सोशल फोबिया

इसे सामाजिक चिंता विकार के रूप में भी जाना जाता है। यह युवाओं में पाया जाने वाला सबसे आम फोबिया है। इस फोबिया के शिकार आमतौर पर स्कूल और कॉलेज जाने वाले युवा होते हैं। सोशल फोबिया के शिकार लोग किसी भी सार्वजनिक स्थान पर जाने से वहां बोलने से, वहां खाने से भी डरते हैं। इस फोबिया में सबसे ज्यादा स्पीचिंग कम्प्यूनिकेशन की समस्या होती है। ऐसा व्यक्ति सार्वजनिक रूप से किसी भी तरह का परफॉर्मेंस या बोलने से डरता है। जब वे सामाजिक स्थानों पर होते हैं चरम मामलों में कुछ पीड़ित आतंक हमलों का अनुभव करते हैं।

सांपो का डर: ओफिडियो फोबिया

इस फोबिया से ग्रस्त लोग सांपो के द्वारा काटे जाने एवं जहर के डर से पीड़ित हो जाते हैं। यह ज्यादातर लोगों के द्वारा रिपोर्ट की जाने वाली सबसे आम फोबिया है। वास्तव में शोधकर्ताओं ने पता लगाया कि एक तिहाई तक मानव ओपिडियोफोबिक है। पीड़ितों को न केवल जीवित सांपों से डर लगता है बल्कि सांप का विडियो देखने, सांप का चित्र देखने से भी बहुत डर लगता है। बच्चों की तुलना में व्यस्कों में यह डर अधिक होता है। वास्तव में बच्चों को सांप के साथ खेलने के लिए पाया गया है कि वे उन खतरों को नहीं जानते हैं जो वे खुद को उजाकर कर सके।

मकड़ियों का डर: अर्चनोफोबिया

अर्चनोफोबिया: मकड़ियों और अन्य आर्कनॉयड जैसे कि बिच्छु का डर है। यह सबसे आम फोबिया में से एक है। कुछ लोगों को मकड़े से बहुत डर लगता है। कई बार उनका डर उनपर इस कदर हावी हो जाता है कि वे टीवी या फोटो में तक मकड़ा देखकर धबड़ा जाते हैं। मकड़ा देखते ही व्यक्ति रोना चिल्लाना या आवाक हो सकता है। पुरुषों की अपेक्षा महिलाओं में यह फोबिया अधिक पाया जाता है।

कुत्तों का डर: सिनोफोबिया

कुत्तों से डरना बेहद आम है। इस फोबिया से पुरुषों की तुलना में महिलाएँ अधिक प्रभावित होती हैं। इस फोबिया से ग्रस्त व्यक्ति कुत्ते के डर से गली में निकलने से भी कतराता है कई बार इस फोबिया के पिछे की बजह उसका व्यक्तिगत अनुभव कुत्तों के द्वारा काटे जाने या पीछा करने या अन्य लोगों के द्वारा काटे जाने या पीछा करने या अन्य लोगों के द्वारा कुत्तों के बारे में भयानक कहानियां सुनने की वजह हो सकती है।

ऊँचाई का डर: एक्रोफोबिया

कुछ लोगों को बहुत ऊँची जगह पर जाने से डर लगता है। जब कोई व्यक्ति ऊँची जगह पर पहुँचता है तो डर गिरने के विचार में आता है और जमीन पर वापस आने पर लक्षण कम होने लगता है। ऐसी स्थिति से अगर उन्हें हटाया नहीं गया तो वे घबराहट में बुखार या उल्टियां तक आ सकती हैं।

उड़ने का डर: ऐरोफोबिया

इस फोबिया में लोग चिंतित हो जाते हैं और हवाई जहाज या हेलिकॉप्टर में रहने के बारे में सोचते हैं वे अक्सर यात्रा से बचने की पूरी कोशिश करते हैं जिसमें हवाई यात्रा करीब आने पर चिड़े-चिड़े और परेशान हो जाते हैं।

आंधी-तुफान और बिजली का डर: अस्ट्रोफोबिया

अस्ट्रोफोबिया मनुष्य और अन्य जानवरों द्वारा विकसित किया गया है। जानवर जो ज्यादातर अस्ट्रोफोबिया का अनुभव करते हैं वे कुत्तों और बिल्ली हैं। डर आमतौर पर अधिक तीव्र होता है जब पीड़ित अकेला होता है वे अक्सर अपने कानों को अपने हाथों से ढकते हैं और गरज के दौरान अतिरिक्त आश्रय की तलाश करते हैं। ध्वनि और प्रकाश को दबाने में मदद करने के लिए वे एक विस्तर के नीचे या कोठरी में छिप सकते हैं। वे आमतौर पर मौसम की भविष्यवाणी पर समाचार और अपडेट प्राप्त करने के लिए सतर्क रहते हैं और मौसम के अपडेट की जाँच किए बिना शायद ही कभी बाहर जाएंगे। बार-बार बिजली और गरज के सम्पर्क में आने से इम्यूनिटी बढ़ाने में मदद मिलती है।

इंजेक्शन और हाइपोडर्मिक सुई का डर: ट्रिपैनोफोबिया

ट्रिपैनोफोबिया चिकित्सा प्रक्रिया का चरम डर है बच्चों में सुई का डर तो बेहद आम है लेकिन कई बार बड़े भी सुई से इस कदर डरते हैं कि उनके यह डर फोबिया में तबदील हो जाता है यहां तक की सुई के डर से डॉक्टरों इलाज तक नहीं करवाना चाहते। यह एक तरह का ट्राइपैनोफोबिया है जिसमें पैनिक या सुन्न पड़ने की आशा का अधिक होती है।

जर्म, बैक्टीरिया या डस्ट का भय: मैसियोफोबिया

धूल-मिट्टी और गंदगी से दूरी तो आपको एक सेहत मंद जीवन देती है। पर कुछ लोग सफाई के इस कदर आदि हो जाते हैं कि उनके मन में धूल-मिट्टी, बैक्टीरिया और कीटाणुओं का फोबिया पैदा हो जाता है। यह एक तरह का माइसोफोबिया है। मैसोफोबिया पीड़ितों द्वारा बार-बार अपने हाथों को धोने की विशेषता देखी जाती है जो व्यक्ति में मनोग्रसित बाध्यता विकार के रूप में परिलक्षित होता है।

फोबिया के लक्षण

फोबिया के मरीज आम लोगों की तरह ही दिखाई देते हैं। वैसे तो इस रोग का पता नहीं चल पाता लेकिन फोबिया के रोगियों का अपने डर से सामना होने और अपने डर व भय के बारे में बात करने पर इसके लक्षण सामने आते हैं। आमतौर पर फोबिया के रोगी अपने डर से दूर ही रहते हैं लेकिन अनजाने में अपने डर को अपने सामने देखकर उन्हें फोबिया का दौड़ा पड़ता है। ऐसे में उनमें तनाव, बेचैनी, पसीना आना, परिस्थिति या लोगों से दूर भागना, सीर में भारीपन, कानों में अलग-अलग अवाजें सुनाई देना, दिल की धड़कन बढ़ जाना, सांस तेज होना, डायरिया, चक्कर आना, कंपकंपी आना, शरीर में कहीं भी दर्द महसूस करना, पेट खराब हो जाना, ब्लड प्रेशर बढ़ना या कम हो जाना, गले, छाती या पेट का सिकुड़ जाना, भय की मात्रा अधिक हो तो दिल का दौड़ा भी पड़ सकता है, जैसी दिक्कतें दिखाई देती हैं।

फोबिया का दौरा पड़ने पर रोगी में इस तरह के लक्षण दिखाई देने लगते हैं। ऐसे में रोगी बहुत ज्यादा पेनिक में आ जाता है। ऐसी स्थिति में रोगी के साथ किसी भी तरह की जबरदस्ती उसके लिए खतरनाक हो सकती है। जबरदस्ती करने से रोगी और भी ज्यादा भयभीत हो जाता है और उसका डर कोई भी फोबिया का रूप ले सकता है।

उपचार

फोबिया के इलाज के लिए कोई खास ट्रीटमेंट नहीं होता। हर मरीज का फोबिया और उसकी परिस्थिति अलग-अलग होती है इसलिए फोबिया का इलाज भी मरीज और उसके भय व डर के अनुरूप ही किया जाता है। डा बोहरा का कहना है, कि फोबिया के इलाज के लिए दवाएँ “(बीटा ब्लॉकर्स, एंटीडिप्रेसेंट्स, सीडेटिव)” आदि का इस्तेमाल किया जाता है। फोबिया के उपचार के लिए काउंसलिंग, मनोवैज्ञानिक थेरेपी (कॉग्निटिव थेरेपी, बिहोवियरल थेरेपी, डिसेंसिटाइजेशन थेरेपी) आदि का इस्तेमाल किया जाता है। फोबिया के उपचार के लिए रोगी के थायरॉयड, ब्लडशुगर, डायबिटीज आदि की जाँच करना भी जरूरी होता है।

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छात्र-छात्राओं के शिक्षण अधिगम पर शिक्षकों के शैक्षिक प्रौद्योगिकी के प्रयोग का प्रभाव : एक अध्ययन

कल्याणी भारती*

सारांश

आधुनिक विकास एवं प्रौद्योगिकी प्रगति ने शिक्षाविदों, अध्यापकों एवं छात्र-छात्राओं के लिए शिक्षा के क्षेत्र में नये स्रोत खोले हैं। प्रौद्योगिकी का प्रयोग हमारी बहुत सी समस्याओं का समाधान सफलतापूर्वक कर सकता है और इस सफलता का प्रयोग सामान्यतौर पर शिक्षण अधिगम परिस्थितियों में किया जा सकता है। इसलिए आज शिक्षकों के लिए आवश्यक हो गया है कि वे नयी प्रौद्योगिकियों से परिचित हों। शिक्षण अधिगम प्रक्रिया के लिए विभिन्न प्रौद्योगिकियों का विकास किया गया है जिनका प्रयोग शिक्षाविदों के द्वारा किया जाता है। वस्तुतः शैक्षिक प्रौद्योगिकी विज्ञान पर आधारित एक ऐसा विषय है जिसका उद्देश्य शिक्षक, शिक्षण तथा छात्रों के कार्य को निरंतर सरल बनाना है, जिससे कि शिक्षा के ये तीनों अंग मिलकर भली-भांति समायोजित रहे और अपने उद्देश्यों की प्राप्ति में क्रमबद्ध उपागमों के माध्यम से सक्षम और समर्थ रहे। शैक्षिक प्रौद्योगिकी प्रभावी अधिगम के लिए विधि एवं तकनीकी के विकास पर जोर देती है। आज शैक्षिक प्रौद्योगिकी की उपयोगिता दिन-प्रतिदिन बढ़ती जा रही है। विश्व का प्रत्येक देश इसे अपना रहा है। कोटारी कमीशन (1966) ने अपनी एक टिप्पणी में कक्षा-अध्ययन को फिर से जीवन दान देने तथा उसे अनुप्राणित करने की प्रविधियों पर काफी ध्यान देने की बात कही थी।

मुख्य बिन्दु : शैक्षिक प्रौद्योगिकी, शिक्षाविद, शिक्षण अधिगम, समायोजित, विज्ञान, उपागम, प्रभावी अधिगम।

प्रस्तावना

शैक्षिक प्रौद्योगिकी पर अधिकार रखने वाला शिक्षक अपने छात्र-छात्राओं के व्यवहारों का अध्ययन कर सकता है, समझ सकता है और उनमें वांछित सुधार लाने का प्रयास कर सकता है अर्थात् शैक्षिक प्रौद्योगिकी के प्रयोग द्वारा शिक्षक सम्पूर्ण शिक्षण अधिगम प्रक्रिया को इस प्रकार सुनियोजित, सुव्यवस्थित एवं नियंत्रित करता है जिससे सर्वोच्च परिणामों की प्राप्ति हो सके और शैक्षिक प्रक्रिया की अधिक से अधिक प्रभावी बनाया जा सके। शैक्षिक प्रौद्योगिकी, शिक्षा में नवीन वैज्ञानिक साधनों, उपकरणों व मशीनों आदि का प्रयोग नहीं है बल्कि यह नवीन उपकरणों के प्रयोग के साथ-साथ शिक्षा मनोविज्ञान के क्षेत्र में खोजे गए विभिन्न तकनीकी तथा मनोवैज्ञानिक सिद्धांतों, विधियों, प्रणालियों एवं क्रियाओं का सुव्यवस्थित

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तथा नियोजित प्रयोग शैक्षिक समस्याओं के समाधान, शैक्षिक लक्ष्यों की प्राप्ति एवं शैक्षिक प्रक्रिया को प्रभावशाली बनाने के लिए करता है जिसका लाभ छात्र-छात्राओं के शिक्षण अधिगम पर पड़ता है।¹

शिक्षा के क्षेत्र में शैक्षिक प्रौद्योगिकी का व्यापक महत्त्व है। शैक्षिक प्रौद्योगिकी शिक्षा के उद्देश्यों की प्राप्ति में सहायता करती है। अर्थात् शैक्षिक प्रौद्योगिकी के द्वारा शिक्षा के उद्देश्यों को सरलता, कुशलता व शीघ्रता से प्राप्त किया जा सकता है। मैकेंजी तथा अन्य शिक्षाविदों ने शैक्षिक प्रौद्योगिकी के निम्नांकित चार उद्देश्यों को अधिक महत्त्वपूर्ण माना है :

- i. अधिक से अधिक छात्रों तक सूचनायें पहुँचाना।
- ii. अधिकतम छात्रों तक उन्नत अधिगम सामग्री के साथ पहुँचना।
- iii. स्वतंत्र अध्ययन हेतु अधिकतम उपयुक्त अवसर प्रदान करना।
- iv. छात्रों को सीमित प्रत्युत्तरों की अनुमति देना तथा उन्हें परिमार्जित करना।

जिस प्रकार की प्रौद्योगिकी प्रयुक्त की जाती है उसी प्रकार के ज्ञान व कौशल विकास संबंधी शिक्षण उद्देश्यों का निर्धारण किया जाता है। शैक्षिक प्रौद्योगिकी शिक्षण-अधिगम कार्य को वैज्ञानिक स्वरूप प्रदान करती है। शिक्षण कार्य शिक्षण तथा अधिगम सिद्धांतों के आधार पर क्रमबद्ध रूप से किया जाता है। प्रौद्योगिकी के प्रयोग से पाठ में रोचकता आती है। शिक्षक रुचि व उत्साह से पढ़ाते हैं तथा उनमें नवीन ढंग से पढ़ाने की उत्सुकता बनी रहती है। छात्र भी कक्षा में रुचि लेते हैं तथा उत्साह के साथ कक्षा में होने वाली गतिविधियों में भागीदारी करते हैं। शैक्षिक प्रौद्योगिकी के प्रयोग से कक्षा-शिक्षण में संक्रियता, उत्साह तथा विविधता दिखाई देती है। साथ ही अधिगम भी सरल, स्पष्ट व शीघ्र ग्राह्य हो जाता है। शिक्षक पढ़ाने में तथा छात्र विषय वस्तु को समझने में रुचि लेते हैं। ये दोनों ही बातें कक्षा-शिक्षण को प्रभावी बनाने के लिए आवश्यक हैं।²

शैक्षिक प्रौद्योगिकी छात्रों के स्वाध्याय में भी मददगार साबित होता है। चूँकि छात्रों में इसके माध्यम से स्व-अध्ययन की प्रवृत्ति का विकास होता है। कम्प्यूटर, इंटरनेट, वीडियो, कैसेट आदि का प्रयोग कर छात्र स्वयं सीखने को प्रोत्साहित व तत्पर होते हैं। छात्रों को अपनी क्षमतानुसार तथा सीखने की गति अनुसार शिक्षा प्राप्त करने का अवसर प्रदान करता है। कम्प्यूटर, इंटरनेट, शैक्षिक दूरदर्शन तथा श्रव्य दृश्य शिक्षण सामग्रियों के प्रयोग से छात्र अपनी सुविधा तथा गति के अनुसार सीख सकता है। वस्तुतः शैक्षिक प्रौद्योगिकी ज्ञान को संचित कर सुरक्षित रखा जा सकता है जैसे किसी भी विशेष कार्यक्रम की वीडियो रिकार्डिंग करके संरक्षित रखा जा सकता है। इसी तरह किसी भी शैक्षिक कार्यक्रम का प्रसारण कर लाखों लोगों को उसका लाभ पहुँचाया जा सकता है।

सामान्य रूप से कक्षा शिक्षण में पाठ्यवस्तु की अव्यवस्थित प्रस्तुति होने की संभावना रहती है परन्तु शैक्षिक प्रौद्योगिकी की सहायता से पाठ्यवस्तु को विश्लेषित करके क्रमबद्ध रूप में विविध चित्रों, रेखाचित्रों तथा आवश्यक सूचनाओं के साथ प्रस्तुत किया जाता है। इस प्रकार शैक्षिक प्रौद्योगिकी का उद्देश्य पाठ को सरल व क्रमबद्ध रूप में प्रस्तुत करना है जिससे छात्रों को समझने में व सीखने में सुगमता होती है। वस्तुतः इसकी सहायता से देश के सभी क्षेत्रों में शिक्षा उपलब्ध कराना संभव हो पाया है। इससे लोग दूरस्थ विधि द्वारा भी शिक्षा प्राप्त कर सकते हैं।³

शैक्षिक प्रौद्योगिकी के तहत शिक्षक शिक्षण कार्य के लिए चॉक-श्यामपट्ट के स्थान पर कम्प्यूटर, एक सी.डी. ओवरहेड प्रोजेक्टर का प्रयोग करने लगे हैं। यह शैक्षिक प्रौद्योगिकी की ही अद्भुत देन है कि आज छात्र कक्षा में न केवल अपने शिक्षकों से बल्कि देश-विदेश के शिक्षकों से शिक्षा प्राप्त कर सकते हैं। इतना ही नहीं बिना कक्षा के तथा बिना शिक्षक के शैक्षिक सी.डी. द्वारा या ऑनलाइन कम्प्यूटर पर शिक्षा ग्रहण कर सकते हैं। यह सब वैज्ञानिक आविष्कारों तथा संचार साधनों के विकास का ही परिणाम है कि शैक्षिक प्रौद्योगिकी अत्यंत विकसित हो गयी है। शिक्षक शिक्षण अधिगम प्रक्रिया को प्रभावी तथा सरल बनाने के लिए विभिन्न शिक्षण युक्तियों तथा शिक्षण सामग्रियों का प्रयोग करते हैं। शैक्षिक प्रौद्योगिकी के विकास तथा प्रयोग ने समाज व देश-विदेश की दूरी को समाप्त कर दिया है। शैक्षिक सी.डी., कैसेट, शैक्षिक दूरदर्शन, वीडियो कैसेट, इंटरनेट, टेलिकॉन्फ्रेंसिंग आदि का शिक्षण कार्य में प्रयोग किया जा रहा है।

ज्ञातव्य है कि शैक्षिक प्रौद्योगिकी का महत्त्व शिक्षा क्षेत्र में अत्यधिक है। शिक्षक की दृष्टि से शैक्षिक प्रौद्योगिकी कक्षा शिक्षण को प्रभावी बनाने, छात्र-छात्राओं की सहभागिता लेने तथा ध्यान आकृष्ट करने, कठिन नियमों को सरल रूप में प्रस्तुत करने में सहायक है। शैक्षिक प्रौद्योगिकी की आवश्यकता व महत्त्व को हम निम्नांकित रूप में व्यक्त कर सकते हैं⁴ :

- i. शैक्षिक प्रौद्योगिकी शिक्षण-अधिगम को जीवन्त, रोचक, प्रेरक तथा सक्रिय बनाने के लिए आवश्यक है। शैक्षिक प्रौद्योगिकी के प्रयोग से शिक्षण की गुणवत्ता में भी वृद्धि होती है।
- ii. शैक्षिक प्रौद्योगिकी के प्रयोग द्वारा विषय वस्तु को सरल रूप में प्रस्तुत कर अधिक ग्राह्य बनाया जा सकता है। दूसरे शब्दों में, कठिन विषय वस्तु को सरलता से समझने के लिए शैक्षिक प्रौद्योगिकी आवश्यक है।
- iii. कक्षा में विधिक शिक्षण विधियों का प्रयोग शैक्षिक प्रौद्योगिकी के कारण ही संभव हो सका है। पाठ की आवश्यकतानुसार शिक्षण विधियों का प्रयोग किया जा सकता है।
- iv. शैक्षिक प्रौद्योगिकी का प्रयोग शिक्षकों को परम्परागत विधि के स्थान पर नवीन शिक्षण विधियों के उपयोग के लिए प्रोत्साहित करता है।
- v. शैक्षिक प्रौद्योगिकी, शिक्षण-प्रक्रिया को सरल, सुगम तथा रोचक बनाते हुए छात्रों के ज्ञान एवं अनुभव की वृद्धि में सहायक होती है।
- vi. शिक्षण-अधिगम प्रक्रिया की सफलता छात्र-छात्राओं की कक्षा शिक्षण गतिविधियों में सहभागिता पर निर्भर करती है। शैक्षिक प्रौद्योगिकी के उपयोग से छात्र-छात्राओं के कक्षा में सहभागिता सुनिश्चित की जा सकती है।
- vii. स्व-अनुदेशित कार्यक्रमों को तैयार करने के लिए शैक्षिक प्रौद्योगिकी आवश्यक है।
- viii. शैक्षिक प्रौद्योगिकी के विकास के कारण ही सभी लोगों को शिक्षा प्राप्त करने के समान अवसर प्राप्त हो सके हैं।
- ix. शैक्षिक प्रौद्योगिकी, पत्राचार तथा दूरस्थ शिक्षा द्वारा गाँवों, शहरों तथा विदेशों में शिक्षा पहुँचाने के लिए आवश्यक है।

- x. शिक्षा तथा अन्य क्षेत्रों में कार्यरत कर्मचारियों को दूरदर्शन, रेडियो, कैसेट, वीडियो आदि के माध्यम से अनवरत शिक्षा का सुअवसर प्राप्त होता है।

शैक्षिक प्रौद्योगिकी के प्रयोग से शिक्षा की गुणवत्ता को बढ़ाना संभव हो सका है।⁵ इसने ज्ञानात्मक पक्ष के विकास में अभूतपूर्व योगदान दिया है। ज्ञान प्राप्त करना, सहज व सरल हो गया है किन्तु मानवीय पक्ष तथा भावनात्मक पक्ष का विकास संभव नहीं है। कुछ हद तक तो चित्रों तथा पिक्चर के माध्यम से मानव समस्याओं के प्रति सचेतना उत्पन्न की जा सकती है परन्तु शिक्षक-छात्र, संबंधों, शिक्षकों का छात्र-छात्राओं की भावनाओं को समझना तथा छात्र-छात्राओं के मध्य आपसी मानवीय संबंधों तथा मानवीय मूल्यों का विकास कक्षा शिक्षण में ही संभव है। शैक्षिक प्रौद्योगिकी शिक्षण कार्य की प्रभावशीलता को बढ़ाने में सहायक है परन्तु शैक्षिक प्रौद्योगिकी के प्रयोग में आवश्यक सामग्री क्रय करने के लिए अधिक धन की आवश्यकता पड़ती है, जिसकी व्यवस्था करना सभी शिक्षण संस्थानों में संभव नहीं है। क्रय करने के बाद सामग्री के रख-रखाव के लिए धन की आवश्यकता होती है।⁶

शैक्षिक प्रौद्योगिकी का प्रयोग कोई भी शिक्षक बिना प्रशिक्षण प्राप्त किये नहीं कर सकता। इसके उचित प्रयोग के लिए विशेष प्रकार के प्रशिक्षण की आवश्यकता होती है। कम्प्यूटर, इंटरनेट, टेलिकॉन्फ्रेंसिंग आदि का कक्षा में कैसे प्रयोग करेंगे इसके लिए प्रशिक्षण की आवश्यकता पड़ती है। पूर्ण ज्ञान बिना शिक्षक इनका प्रयोग शिक्षण-अधिगम प्रक्रिया को उन्नत बनाने के लिए नहीं कर सकते। वस्तुतः शैक्षिक प्रौद्योगिकी हार्डवेयर की मशीनों के निर्माण से संबंधित नहीं है। यह केवल हार्डवेयर का शिक्षा तथा शिक्षण के क्षेत्र में प्रभावशीलता लाने के लिए उपयोग करती है।

निष्कर्ष

छात्र-छात्राओं के शिक्षण अधिगम पर शिक्षकों के शैक्षिक प्रौद्योगिकी के प्रयोग का व्यापक प्रभाव पड़ता है। इसके प्रयोग से शिक्षण प्रक्रिया सरल, सुगम व रोचक हो जाती है तथा छात्र-छात्राओं के ज्ञान एवं अनुभव में वृद्धि होती है। चूँकि शैक्षिक प्रौद्योगिकी प्रभावकारी होता है इसलिए छात्र व छात्राएँ बड़ी सहजता से सीख पाते हैं। शैक्षिक प्रौद्योगिकी सीखने तथा सिखाने की दशाओं में वैज्ञानिक ज्ञान का प्रयोग है जिसके द्वारा शिक्षण एवं प्रशिक्षण की प्रक्रिया की प्रभावपूर्णता एवं दक्षता का विकास कर उसमें सुधार लाया जाता है। शैक्षिक प्रौद्योगिकी के प्रयोग ने समाज व देश-विदेश की दूरी को भी समाप्त कर दिया है। शिक्षण अधिगम प्रक्रिया जीवन्त, रोचक व सरल हो गयी है। छात्र-छात्राओं की कक्षा में सहभागिता सुनिश्चित करना भी संभव हो सका है। इसके प्रयोग से गुणवत्ता बढ़ाना संभव हो पाया है। वस्तुतः शैक्षिक प्रौद्योगिकी शिक्षण, प्रशिक्षण तथा शिक्षा की सभी महत्वपूर्ण क्रियाओं को प्रभावित करती है। शैक्षिक प्रौद्योगिकी सीखने व सिखाने की दशाओं में वैज्ञानिक ज्ञान का प्रयोग है जिसके लिए शिक्षण एवं प्रशिक्षण की प्रक्रिया की प्रभावपूर्णता एवं दक्षता का विकास कर उसमें सुधार लाया जाता है।

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प्रस्तावना

हिमालय के राज्यों में नेपाल एक विशाल देश है। भारत के उत्तर सीमा पर विशाल हिमालय के मध्यवर्ती भाग में जिसे नेपाल हिमालय के नाम से जाना जाता है, यह एक छोटा सा एशिया महाद्वीप का हिन्दू राष्ट्र है। इस देश की वास्तविकता स्थिति पूर्ण रूप से हिमालय के ढाल पर है। यह नेपाल देश पूरी तरह से अवैधानिक दृष्टिकोण से राजतंत्र था। इसे गोरखों का देश भी कहा जाता है। इस देश के निवासी गोरखा रेजीमेंट के नाम से एक सेना संगठित की गई है। अनेक विकट परिस्थितियों में धरातलीय दुर्गमताओं, विषमताओं एवं जलवायु की असहनशीलताओं के बावजूद भी यह रेजीमेंट शत्रु विजय के लिए अपनी कोई अन्य मिशन नहीं रखती है। नेपाल पूरी तरह से ही भारत देश पर निर्भर रहता है। यह विभिन्नताओं का देश है। भारत सरकार हमेशा इस देश को सहायता प्रदान करती रहती है। महाराजा वीरेन्द्र वीर शाह इस स्वतंत्र देश के सम्प्रति शासक थे। हेमिल्टन फिश आर्मस्ट्रांग ने नेपाल का परिचय देते हुए लिखा है कि नेपाल वह देश है जहाँ भारत, चीन का सामना करता है।

नेपाल एक पुरातन अस्तित्व को बताने वाले पौराणिक ग्रन्थों में नेपाल वंशावली नामक ग्रन्थ का नाम उल्लेखनीय है। इस वंश ग्रन्थ से और नेपाल के विद्वानों को जो पुरातत्व और इतिहास के प्रमाण उपलब्ध हुए, नेपाल के नामकरण के सम्बन्ध में स्कंध पुराण, देव पुराणा, बहुवलितन्त्र और वाराहवन आदि पौराणिक ग्रन्थों में कई तरह के आख्यान देखने को मिलते हैं। एक पौराणिक आख्यान में कहा गया है पुराणकाल में 'ने' नामक एक प्रसिद्ध ऋषि हुए व बागमती व विष्णुमती नामक नदियों के संगम पर तप किया करते थे। उस 'ने' नामक ऋषि की आज्ञा और आर्शीवाद से उस भू-भाग के तत्कालीन राजाओं ने अपनी पूजा का पालन-पोषण किया। उसके कल्याण के लिए कामना की।

तिब्बत के लोग नेपाल को 'पाल देश' कहते हैं। तिब्बत में इसको पाल देश कहते हैं। क्योंकि नेपाल में ऊन ज्यादा होती है और तिब्बती जन-जीवन में भी वह आजीविका का प्रमुख आधार रहीं हैं इसलिए तिब्बतियों ने उसको पाल देश कहा है, इसी आधार पर बाद में उसको नेपाल कहा गया। तिब्बतों में 'ने' का शाब्दिक अर्थ 'मध्य' और 'पा' का शाब्दिक अर्थ देश है, उससे 'ल' प्रत्यय जोड़कर नेपाल शब्द की निष्पत्ति भी कुछ लोग करते हैं। कुछ लोग नेपाल को 'नीप' नामक राजा के नाम पर भी नाम देते हैं, क्योंकि यह राजा प्रसिद्ध चन्द्रवंशीय महाराज नहुष का पूर्व वंशज था। इसके विपरीत कुछ इतिहासकार नेपाल को पहाड़ का निचला

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भाग भी कहते हैं, क्योंकि 'नीप' का अर्थ होता है नेपाल का निचला भाग। इस व्युत्पत्ति के अनुसार नेपाल का अर्थ किया गया "पर्वतों की घाटी में बसा हुआ देश।

17 वीं शताब्दी में जब नेपाल में गोरखों का शासन था। पृथ्वी नारायण शाह वहाँ के नरेश थे, तब भारत-नेपाल सीमा का निर्धारण किया गया। उस समय पृथ्वी नारायण ने नेपाल की सीमा को पश्चिम में पंजाब तथा पूर्व में सिक्किम तक बढ़ा लिया। ब्रिटिश और गोरखों का तराई इलाके में युद्ध हुआ और परस्पर बंटते विरोध के कारण सन् 1875 में सुगौली समझौता हुआ जिसमें पुनः मार्च, 1816 में कुछ संशोधन किया गया।

इस युद्ध में नेपाल को अधिक नुकसान उठाना पड़ा। संधि के पश्चात् सन् 1858 में ब्रिटिश सरकार के तराई के कुछ हिस्सों को नेपाल को वापिस कर दिया गया। तब से भारत और नेपाल के बीच एक स्थायी सीमा बन गई। भारत और नेपाल की सीमा लम्बे समय से खुली हुई है। नेपाल की सीमा पाँच भारतीय राज्यों उत्तराखंड, उत्तर प्रदेश, बिहार, पं. बंगाल एवं सिक्किम से मिलती है। भारत में लगभग एक करोड़ नेपाली हैं। प्रत्येक साल एक लाख नेपाली भारत में प्रवेश करते हैं और केवल कुछ प्रतिशत ही वापस जाते हैं।

हमारे देश और नेपाल से सदियों से रिश्ते बहुत ही मिठास हैं जैसा कि कहे, "रोटी और बेटा का रिश्ता है।" नेपाली लोगों की बड़ी संख्या अर्थ व्यवस्था पर निर्भर करती है। भारत-नेपाल की बीच खुली सीमा दोनों देशों के सीमावर्ती निवासियों के लिए लाभदायक है, शिक्षा के क्षेत्र में भारत-नेपाल की खुली सीमा काफी लाभप्रद है, क्योंकि हजारों नेपाल तराई क्षेत्र से भारत के विभिन्न भागों में शिक्षा के लिए आते हैं। भारत ने सीमा के पास स्वास्थ्य समस्याएँ नेपाली सीमावर्ती निवासियों की बड़ी संख्या को आकर्षित करती। अन्य नेपालियों को भारत में समान शुल्क पर स्वास्थ्य सेवाएँ उपलब्ध करायी जाती हैं।

ईसा से कई 1000 साल पहले नेपाल का यह क्षेत्र छोटी-छोटी रियासतों और कुलों के परिसंघों में बटा हुआ था। लेकिन मध्यकाल के रजवाड़ों की सदियों से चली आ रही प्रतिद्वंद्विता को समाप्त करने का श्रेय जाता है, गोरखा राजा पृथ्वी नारायण शाह को।

राजा पृथ्वी नारायण शाह ने 1765 में नेपाल की एकता की मुहिम शुरू की और 1768 तक इसमें सफल हो गए, यहीं से आधुनिक नेपाल का जन्म होता है।

फिर शाह राजवंश के पांचवे राजा राजेन्द्र विक्रम शाह के शासनकाल में ब्रिटिश ईस्ट इण्डिया कम्पनी ने नेपाल की सीमा के कुछ इलाकों पर कब्जा किया तो 1815 की लड़ाई छिड़ गई जिसका अंत सुगौली संधि से हुआ। नेपाल के राज परिवार में गुटबाजी बढ़ी तो अस्थिरता पैदा हुई, 1846 में राजा सुरेन्द्र विक्रम शाह का शासनकाल में जंग बहादुर राणा एक शक्तिशाली सैन्य-कमांडर के रूप में उभरे।

उनके प्रभाव को कम करने के लिए रानी ने षड्यंत्र रचा। भयंकर लड़ाई हुई, रानी के सैनिकों समर्थक मारे गए और जंग बहादुर राणा और ज्यादा शक्तिशाली होकर उभरे।

इसके बाद राज परिवार उनकी शरण में चला गया और प्रधानमंत्री पद वंशानुगत हो गया, राणा परिवार अंग्रेजों का समर्थक था, उसने भारत में हुई 1857 में विद्रोहियों के खिलाफ अंग्रेजों का साथ दिया था, इसलिए 1923 में ब्रिटेन और नेपाल के बीच एक संधि हुई जिसके अधीन नेपाल की स्वतंत्रता को स्वीकार कर लिया गया।

1940 के दशक के नेपाल में लोकतंत्र समर्थक आंदोलन की शुरुआत हुई और राजनीतिक दल राणा तानाशाही की आलोचना करने लगे।

नेपाल में घटनाचक्र एक नजर

- 1768 में नेपाल की स्थापना गोरखा शासक पृथ्वी नारायण शाह ने की, वहाँ शाह वंश की शुरुआत हुई।
- 1792 में तिब्बत में चीनियों से हराने पर नेपाली आक्रमण बंद हुआ और नेपाल के विस्तार पर रोक लगी।
- 1814 में अंग्रेजों के साथ हुई संधि में नेपाल को तिराई क्षेत्र इण्डिया को देने पड़े जो कि अब भारत के राज्य हिमाचल प्रदेश, उत्तराखण्ड तथा पश्चिम बंगाल में शामिल है।
- 1814–1816 के दौरान ब्रिटेन और नेपाल के बीच हुए युद्ध के बाद हरकत में लाया गया था। इस पर 02 दिसम्बर, 1815 को हस्ताक्षर किये गये, 4 मार्च, 1816 का इस पर मुहर लग गई, नेपाल की ओर से इस पर राज गुरु, गजराज मिश्र और कंपनी की ओर लेफ्टिनेंट कर्नल पेरिस ब्रेडशॉ ने हस्ताक्षर किए। आंग्ल युद्ध बार्डर निर्धारणा।
- 1846 में जंग बहादुर राणा पी.एम. बने। राणा वंश नेपाल का एक क्षत्रिय शासक वंश है। सन् 1846 से 1951 तक नेपाल अधिगम में शाह वंश ने नाममात्र के शासक बनाकर निरकुंश शासन जमाया था, 2, 3 सन् 1951 साल के क्रान्ति से राणा रेंग काल का अन्त हो गया और फिरसे राणा त्रिभुवन बन गए। इस वंश को काजी वालर सिंह, कुंवर के पुत्र जंग बहादुर राणा ने स्थापित किया था। थापा वांश के माधव सिंह थापा की हत्या करने के पश्चात् कोत त्योहार और भण्डपर्व त्योहार दोनों हत्याकांड के बाद कुँवर परिवार का उदय हुआ था। बाद में उन्होंने कुँवर से राणा लिखना शुरू किया था।

पूर्ण राजतन्त्र

- 1923 में ब्रिटेन के साथ समझौता हुआ जिससे नेपाल की सम्प्रभुता की पुष्टि हुई। नेपाल–ब्रिटेन संधि पहले 1921 में चर्चा की गयी और अंतिम संधि 1923 को 21 बिन्दु पर हस्ताक्षर किये गये, सिंह दरबार यह संधि अंग्रेजों द्वारा पहली औपचारिक स्वीकृति थी कि नेपाल एक स्वतन्त्र राष्ट्र के रूप में अपनी विदेशी नीति को किसी भी तरह से फिर करने का अधिकार रखता है और इस 25 साल के चन्द्र शमशेर की महान उपलब्धि माना जाता है। कूटनीति यह संधि 1925 में राष्ट्र संघ में दर्ज की गयी थी।
- 1946 में नेपाली कांग्रेस पार्टी की स्थापना हुई, इसके अध्यक्ष शेर बहादुर देउवा, इस दल का नेता सुशील को चुना।
- 1948 में नेपाल के संविधान का ऐलान हुआ।
- 1950 में राणा की लड़ाई के बाद नेपाल नरेश, त्रिभुवन ने भारत में शरण ली, 1951 में राणा के शासन का खात्मा हुआ और नरेश त्रिभुवन बहाल हुए।
- नई दिल्ली समझौते के अनुसार राजा त्रिभुवन ने 13 फरवरी सन् 1951 को अपने कैबिनेट की घोषणा की जिसके मुखिया मोहन शमशेर जंग बहादुर राणा को नियुक्त किया।

- 1955 में नरेश त्रिभुवन के मृत्यु के बाद नरेश महेन्द्र ने राजपाठ संभाला और 1959 में बहुदलीय संविधान एडाप्ट किया गया और 1960 में नरेश महेन्द्र ने शासन किया।
- 1960 में नेपाली कांग्रेस पार्टी ने वी.पी. कोइराला के नेतृत्व में चुनाव जीता लेकिन महाराजा महेन्द्र ने सत्ता पर नियंत्रण बनाकर पार्टी आधारित राजनीति, संसद और संविधान को स्थगित कर देते हैं। 1962 नए संविधान के तहत गैर दलीय पंचायत का गठन किया गया। इससे महाराज को सत्ता पर पूरी तरह से नियंत्रण की शक्ति प्रदान की गई और 1963 में राष्ट्रीय पंचायत के पहले चुनाव हुए। महाराजा महेन्द्र के निधन के बाद सम्राट वीरेन्द्र ने सत्ता संभाली। नेपाल में 1980 के बदलावों के लिए हुए आन्दोलन के बाद संवैधानिक जनमत संग्रह किया गया। कम बहुमत से वर्तमान पंचायत व्यवस्था को जारी रखने का निर्णय हुआ। नेपाल नरेश राष्ट्रीय सभा के लिए गैर-दलीय आधार सीधे चुनावों के लिए सहमत हुए। 1985 में नेपाली कांग्रेस पार्टी ने बहुदलीय व्यवस्था को फिर से लागू करने के लिए सविनय अवज्ञा आंदोलन की शुरुआत की और 1986 में नये चुनावों का नेपाली कांग्रेस पार्टी ने बहिष्कार किया। नेपाल और भारत में 1989 भारत के साथ व्यापार विवाद के बाद भारत के द्वारा सीमा की नाकेबंदी की जिससे नेपाल की आर्थिक स्थिति और भी बिगड़ गई और 1990 में प्रजातंत्र के समर्थन में नेपाली कांग्रेस पार्टी और वामपंथी दलों ने आंदोलन की शुरुआत की। धरने प्रदर्शनों को सुरक्षा बलों ने दबाने की कोशिश की जिस दौरान कई लोग मारे जाते हैं और भारी संख्या में लोगों को गिरफ्तार किया जाता है। अंततः महाराज विरेन्द्र दबाव के आगे झुक जाते हैं और नये प्रजातान्त्रिक संविधान की रचना के लिए सहमत हो जाते हैं। 1991 में प्रजातान्त्रिक चुनावों में नेपाली कांग्रेस पार्टी को विजय होती है। गिरिजा प्रसाद कोइराला को प्रधानमंत्री बनाया जाता है।

राजनीतिक अस्थिरता

1994 में अविश्वास प्रस्ताव पर कोइराला सरकार की हार हुई और नए चुनावों में कम्युनिस्ट सरकार का गठन किया गया और 1995 में कम्युनिस्ट सरकार का पतन हुआ। कट्टरवादी वामपंथी दल, नेपाल कम्युनिस्ट पार्टी (माओवादी) ने सम्राट को हटाने और जनतान्त्रिक राष्ट्र के गठन को लेकर ग्रामीण इलाकों में विद्रोह की शुरुआत की। लगातार राजनीतिक अस्थिरता के चलते पी.एम. शेर बहादुर देउबा की हार हुई और 1997 में लोकेन्द्र बहादुर नए प्रधानमंत्री बनाए गए, लोकेन्द्र लेकिन पार्टी में विभाजन के बाद लोकेन्द्र पर इस्तीफा देने का दबाव पड़ा और सूर्य बहादुर थापा को नया प्रधानमंत्री बनाया गया। पार्टी में विभाजन के चलते 1998 में थापा को प्रधानमंत्री पद से इस्तीफा देना पड़ा। गिरिजा प्रसाद कोइराला सरकार के प्रधानमंत्री के रूप में एक फिर सत्ता संभालते हैं। ताजा चुनावों में नेपाली कांग्रेस पार्टी को बहुमत मिलता है और कृष्ण प्रसाद भट्टराई को नया 1999 में प्रधानमंत्री बनाया जाता है। नेपाली कांग्रेस पार्टी में विद्रोह के बाद प्रधानमंत्री भट्टराई को 2000 में इस्तीफा देना पड़ता है। पिछले 10 वर्षों में नौवीं बार बनने वाली सरकार के प्रधानमंत्री के रूप में गिरिजा प्रसाद कोइराला एक बार फिर प्रधानमंत्री बनाए जाते हैं।

राजमहल में हत्याएँ

2001- 01 जून, 2001 को नशे में धुत राजकुमार दीपेन्द्र ने महाराज वीरेन्द्र महारानी ऐश्वर्या और अन्य निकट सम्बन्धियों की हत्या की और बाद में राजकुमार दीपेन्द्र ने खुद को भी गोली मार ली और 4 जून को महल में हुई गोलीबारी के दौरान लगी चोटों की वजह से 2 जून को सम्राट बनाएँ गये राजकुमार दीपेन्द्र की मोत हो गई। मौत के बाद राजकुमार ज्ञानेन्द्र को महाराज बनाया गया। जुलाई में माओवादी विद्रोही अपने हिंसक आंदोलन को उग्र कर देते हैं। गिरजा प्रसाद कोइराला ने हिंसा के चलते इस्तीफा दिया, इसके बाद शेर बहादुर देउवा-॥ वर्षों में ग्यारहवीं बार बनने वाली सरकार के प्रधानमंत्री बनते हैं। जुलाई में देउबा की ओर से विद्रोहियों के साथ शांति की घोषणा की जाती है और युद्ध विराम लागू हो जाता है। नवंबर में माओवादियों का कहना है कि शांति वार्ता विफल हो गई और युद्ध विराम लागू रखने का कोई औचित्य नहीं है। माओवादी पुलिस और सेना की चौकियों पर सुनियोजित हमले करते हैं।

आपातकाल

नवंबर में चार दिनों की हिंसा में 100 से भी अधिक लोगों के मारे जाने के बाद आपातकाल की घोषणा की जाती है, महाराजा ज्ञानेन्द्र सेना से माओवादियों को कुचलने का आदेश देते हैं। 2002 अप्रैल हमलो में हजारों लोगों के मारे जाने के कई दिनों बाद माओवादी विद्रोही पाँच दिनों की राष्ट्रीय हड़ताल का आह्वान करते हैं। मई में देश के दक्षिण में सेना और विद्रोहियों के बीच तीखी झड़पे होती हैं। माओवादी विद्रोही एक महीने के युद्ध विराम की घोषणा करते हैं जिसे सरकार ठुकरा देती है। प्रधानमंत्री देउवा, माओवादियों के विरुद्ध युद्ध में मदद के लिए ब्रिटेन व अन्य देशों का दौरा करते हैं। अमरीकी राष्ट्रपति जार्ज बुश 2 करोड़ डॉलर की मदद देने का वायदा करते हैं। मई में ही संसद भंग कर दी जाती है और आपातकाल की समय सीमा बढ़ाए जाने को लेकर उठे राजनीतिक विवाद के बीच नये चुनावों की घोषणा की जाती है। नेपाली कांग्रेस पार्टी द्वारा निष्कासित किये जाने के बाद देउवा अंतरिम सरकार का प्रतिनिधित्व करते हुए आपातकाल के समय को बढ़ा देते हैं। अक्टूबर में माओवादी हिंसा के चलते प्रधानमंत्री देउवा महाराज ज्ञानेन्द्र से चुनावों के एक साल आगे खिसकने के लिए कहते हैं। महाराज देउवा को हटाकर नवंबर में होने वाले चुनावों को अनिश्चितकाल के लिए स्थगित कर देते हैं। लोकेन्द्र बहादुर को नया प्रधानमंत्री नियुक्त किया जाता है।

2003 जनवरी विद्रोही और सरकार के बीच युद्ध विराम की घोषणा की जाती है। मई-जून में लोकेन्द्र बहादुर प्रधानमंत्री पद से इस्तीफा देते हैं, महाराज अपने निकट सहयोगी सूर्य बहादुर थापा को नया प्रधानमंत्री बनाते हैं।

शांति संधि की समाप्ति

अगस्त 2003 में माओवादी विद्रोही सरकार के साथ शांति वार्ता समाप्त कर सात महीने से चल रही शांति संधि को तोड़ देते हैं। विद्रोही सितम्बर में तीन दिनों की आम हड़ताल का आग्रह करते हैं। साल के आखिरी महीनों से आगे राजनैतिक के बाद छात्रों कार्यकर्ताओं और पुलिस के बीच हिंसा फिर से भड़की।

नेपाल 2004 में अप्रैल के विश्व व्यापार संघ का सदस्य बनता है मई में विपक्षी गुटों के धरने, प्रदर्शनों के बाद राज घराने की ओर से प्रधानमंत्री बनाएँ गये सूर्य बहादुर थापा इस्तीफा देते हैं, जून में महाराज ज्ञानेन्द्र

शेर बहादुर देउवा को फिर से प्रधानमंत्री नियुक्त करते हैं। अगस्त में माओवादी काठमांडू में नाकेबंदी कर देते हैं जो एक सप्ताह तक चलता है। इस कारण राजधानी में जरूरी चीजों की आपूर्ति ठप पड़ जाती है। इराक में 12 नेपाली बंधकों की हत्या के बाद काठमांडू में हिंसक प्रदर्शन होते हैं।

प्रत्यक्ष सत्ता

नेपाल में 2005 1 फरवरी महाराज ज्ञानेन्द्र प्रधामंत्री और उनकी सरकार को सत्ता से हटा देते हैं, वे माओवादी को परास्त करने की बात कह कर आपातकाल की घोषणा कर देते हैं और प्रत्यक्ष रूप से सत्ता संभाल लेते हैं। 30 अप्रैल को महाराज आपातकाल समाप्त करने की घोषणा करते हैं। जुलाई भ्रष्टाचार विरोधी राजसी आयोग पूर्व प्रधानमंत्री देउवा को भ्रष्टाचार के आरोप में 2 वर्ष जेल की सजा देते हैं, फरवरी 2006 में आयोग के निरस्त होने के बाद देउवा को मुक्त कर दिया जाता है 2005 सितंबर – 2003 में शांति वार्ता समाप्त होने के बाद पहली बार माओवादी विद्रोही तीन महीनों के एकतरफा युद्ध विराम की घोषणा करते हैं जिसे बाद में बढ़ा कर चार महीने कर दिया जाता है। नवंबर माओवादी विद्रोही ओर मुख्य विपक्षी पार्टियाँ प्रजातंत्र को बनाए रखने के लिए एक कार्यक्रम पर सहमत होते हैं।

2006 जनवरी – माओवादी विद्रोही चार महीने से चले आ रहे युद्ध विराम को समाप्त करने की घोषणा करते हैं। अप्रैल नेपाल में राजघराने के सत्ता पर सीधे नियंत्रण के विरोध में विपक्षी पार्टियों की ओर से हड़तालें और प्रदर्शनों का आह्वान किया जाता है राजधानी काठमांडू में तीखी झड़पे होती है। 2006 अप्रैल-नेपाल नरेश ज्ञानेन्द्र ने देश की सत्ता को सौंपने की बात कही राष्ट्र को संबोधन में उन्होंने राजनीतिक दलों से अंतरिम प्रधानमंत्री का नाम सुझाने को कही लेकिन विपक्षी दलों ने उनके इस प्रस्ताव को नकार दिया है कि वे संयुक्त रूप से एक प्रधानमंत्री चुनकर सरकार का गठन कर लें।

“24 अप्रैल, 2006 को कई दिनों के हिंसक आंदोलनों के सामने नेपाल नरेश झुक गये और नेपाल नरेश ज्ञानेन्द्र ने संसद बहाली के लिए एलान किया।”

वह साल था 2006 जब भारत और अंतर्राष्ट्रीय ताकतों के दबाव में शांति समझौता हुआ जिसके नतीजे में माओवादी हथियार छोड़ने के लिए राजी हुए और राजा ज्ञानेन्द्र एक छत्र राज छोड़ने के लिए तैयार हुए, अस्थायी संविधान के सहारे नेपाल के सत्ता की चाबी माओवादियों के हाथ में पहुंच गई और देश को प्रचंड के रूप में एक नया प्रधानमंत्री मिला, बहुत से लोगों को तब पता चला कि प्रचंड का असली नाम पुष्प कमल दहल प्रधानमंत्री बनने के साथ उनका प्रचलित नाम तो बदला लेकिन उनके तेवर विद्रोहियों वाले ही थे।

भारत के साथ अच्छे रिश्तों की वकालत प्रधानमंत्री बनने पर अपने गृहमंत्री को भेजकर पहली यात्रा की, तैयारी और अब तो उन्होंने यहाँ तक कह दिया कि उनमें और भारत के प्रधानमंत्री नरेन्द्र मोदी में बहुत समानता है।

21वीं सदी की शुरुआत में नेपाल में माओवादियों का आन्दोलन तेज होता गया। मधेशियों के मुद्दे पर भी आंदोलन हुए। अंत में सन् 2008 में राजा ज्ञानेन्द्र ने प्रजातान्त्रिक चुनाव करवाये, जिसमें माओवादियों को बहुमत मिला और प्रचंड नेपाल के प्रधानमंत्री बने और मधेशी नेता रामबरन यादव ने राष्ट्रपति का कार्यभार संभाला।

28 मई, 2008 में नेपाल को आधिकारिक रूप में एक संघीय गणतन्त्रात्मक राष्ट्र घोषित किया गया।

“नेपाल में लोकतन्त्र दिवस जो डेमोक्रेसी डे मनाया जाता है। खोली डे के रूप में नेपाल में जो हर साल 24 अप्रैल को होता है ओर 0 मिनट करना है जो रीस्टोरेशन हुआ, नेपाल के रिप्रजेंटिव असेम्बली का 2006 में से पहले यह डिसमिस कर दिया गया था, 2005 में जो नेपाल के राजा थे उनके द्वारा।”

माधव नेपाल भारत के दौरे पर- नेपाल के प्रधानमंत्री माधव कुमार ने मंगलवार से पाँच दिनों की भारत की यात्रा पर है। प्रधानमंत्री बनने के बाद वे पहली बार भारत आ रहे हैं।

भारतीय प्रधानमंत्री मनमोहन सिंह के साथ द्विपक्षीय रिश्तों समेत कई मुद्दों पर बात करेंगे, उनके साथ एक प्रतिनिधि मंडल भी है, माधव नेपाल भारत के विदेश मंत्री से भी मिलेंगे, व्यापार और निवेश के अलावा प्रत्यार्पण संधि 1950 की मैत्री, नेपाल में संधि प्रक्रिया और भूटान की शरणार्थी समस्या पर भी बात होने की सम्भावना है।

इससे पहले दोनों देशों के नेता मित्र में गुट निरपेक्ष सम्मेलन के दौरान मिले थे।

नेपाल के पी.एम. 28 अगस्त को शुरू हुए मतदान में साबू राम भट्टराई चुनाव जीत गये, वे नेपाल के 35वें प्रधानमंत्री बने।

नेपाली पी.एम. भट्टराई भारत आये

नेपाल के प्रधानमंत्री बाबूराम भट्टराई इस महीने न्यूयार्क में संयुक्त राष्ट्र आम सभा की बैठक में शिरकत करने के बाद भारत दौरे पर जायेंगे। नेपाल के प्रधानमंत्री बनने के बाद पहली विदेश यात्रा को लेकर उठने वाले पुराने विवादों को उन्होंने समाप्त कर दिया।

कोइराला से ली कमान ओली बने नेपाल के प्रधानमंत्री

ओली नेपाल के पी.एम. बनने के बाद प्रधानमंत्री मोदी जी ने अपने देश में बुलाने का न्यौता दिया।

सुषमा स्वराज जी का नेपाल यात्रा

सुषमा स्वराज जी कुछ बिन्दु पर बात करेगी और द्विपक्षीय मुद्दों को बढ़ावा देने पर उनका जोर होगा। इन बिन्दुओं से अहम मानी जा रही है—

- नरेन्द्र मोदी सरकार के गठन के बाद उनका पड़ोसी देश नेपाल का यह पहला उच्चस्तरीय दौरा होगा। यह नेपाल में स्थायी माने जा रहे सरकार के गठन के बाद दोनों देशों के राजनेताओं के बीच सम्बन्धों को आगे बढ़ाने का पहला अवसर है।
- सुषमा स्वराज के काठमांडू पहुँचने के बाद आधिकारिक रूप से प्रधानमंत्री मोदी की नेपाल यात्रा की तारीख की घोषणा की जायेगी।

इन्द्र कुमार गुजराल आखिरी प्रधानमंत्री थे जो वर्ष 1997 में नेपाल के द्विपक्षीय यात्रा पर गये थे। इसके बाद 2002 में अटल बिहारी बाजपेयी नेपाल गये थे, लेकिन यह द्विपक्षीय यात्रा नहीं थी। वे दक्षेस शिखर सम्मेलन में हिस्सा लेने गये थे।

नेपाल के प्रति मोदी सरकार के सकारात्मक रुख की तरह देख रहे हैं।

नए नेपाली प्रधानमंत्री प्रचंड की भारत के साथ कभी खट्टी, कभी मीठी कमेस्ट्री

वर्ष 2014 में प्रधानमंत्री पद संभालने के बाद मोदी की यह तीसरी नेपाल यात्रा थी, नेपाल के पी.एम. ओली के साथ हुई अपनी बातचीत को उपयोगी बताते हुए मोदी जी ने कहा कि उनकी इस यात्रा से भारत-नेपाल संबंधों को नया बल मिलेगा।

उन्होंने कहा कि वे नेपाल के विकास को लेकर भारत के सहयोग व समर्थन का वादा किया।

सीता माता के दर्शन करेंगे:- जनकपुर पहुँचने पर पी.एम. का स्वागत करने नेपाल के प्रधानमंत्री ओली खुद वहाँ जाएँगे, जनकपुर नेपाल का प्रसिद्ध तीर्थस्थल है, ऐसी मान्यता है कि रामायण काल का जनकपुर यही है, यहीं राम और सीता का विवाह हुआ था।

मोदी ने नेपाल के पी.एम. के.पी. शर्मा ओली के साथ जनकपुर से अयोध्या के बीच सीधी बस सेवा की भी शुरुआत की।

ओली सरकार ने शुरू किया नक्शा विवाद

दोनों देशों के सम्बन्धों में तब से कड़वाहट महसूस की जाने लगी जब जम्मू कश्मीर से आर्टिकल 370 के खात्मे के बाद और लद्दाख और जम्मू कश्मीर के दो संघ शासित प्रदेश की शकल अख्तियार करने के बाद भारत ने अपना नया राजनीतिक नक्शा जारी किया, इस नक्शे में लिपुलेख दर्रे के पास स्थित काला पानी इलाके को भारतीय इलाके में दिखाया गया, भारत ने जम्मू व कश्मीर और लद्दाख को दो अलग संघ शासित प्रदेश दिखाने के लिए नया नक्शा जारी कराया और कहना शुरू कर दिया कि यह एक विवादित क्षेत्र है और भारत को इस पर दावे का कोई अधिकार नहीं है।

ओली ने तो अयोध्या के अस्तित्व को भी चैलेंज कर दिया

ओली तो जैसे ठान चुके थे कि उनकी अगवायी वाली वामपंथी सरकार के रहते वह भारत के साथ सदियों की दोस्ती का बंटधार करके रहेंगे।

ओली ने फिर से सम्बन्ध सुधारने कोशिश शुरू किये है

ओली ने अपने शासन काल में भारत के साथ जो संबंध बिगाड़ लिए, उसकी तपिश उन्हें कुछ महीनों में ही अपने देश में भी महसूस होनी शुरू हो गई थी, नक्शा विवाद के बाद उन्होंने 15 अगस्त को स्वतंत्रता दिवस पर पहली बार प्रधानमंत्री नरेन्द्र मोदी को फोन किया, दो दिन बाद ही दोनों देशों के बीच आर्थिक और विकास से जुड़े मुद्दों पर वीडियो कान्फ्रेंस के जरिये चर्चा हुई, लेकिन ये सब फिर से रिश्ते पटरी पर लौटने के संकेतों की शुरुआत थी। 21 अक्टूबर को रा (RAW) प्रमुख सामंत गोयल एक दिवसीय काठमांडू दौरे पर पहुँचे और वहाँ के पी.एम. ओली और पूर्व पी.एम. प्रचंड से मुलाकात की, लेकिन दोनों देशों की कूटनीति से पहली गर्माहट महसूस हुई। 04 नवम्बर को जब जनरल नरवड़े नेपाल पहुँचे और ओली जी से मुलाकात की तो दोनों देशों की सेनाओं के बीच नजदीकी तालमेल पर मुहर लगी।

उसी महीने 26 नवम्बर को विदेश सचिव हर्षवर्धन श्रृंगला भी काठमांडू पहुँचे, इस महीने की 10 तारीख के बी.जे.पी. के विदेश प्रकोष्ठ के प्रमुख विजय चौथाई वाले भी नेपाल पहुँचे और नेपाल की

सत्ताधारी नेपाल कम्युनिष्ट पार्टी और भारतीय जनता पार्टी के बीच संबंधों को फिर से सुधारने का प्रयास शुरू किया।

भारत-नेपाल सम्बन्ध राजतंत्र में अनेको और लोकतंत्र में भी। कभी-कभी आपसी सम्बन्धों में कुछ खटास आयी, लेकिन कुछ ही दिनों में उस भ्रम को हटा दिया गया। हमारे देश के प्रधानमंत्री श्री पं. जवाहर लाल नेहरू, श्री राजेन्द्र प्रसाद, श्री राजीव गाँधी, श्री इन्द्र कुमार गुजराल, श्री अटल बिहारी वाजपेयी, श्री प्रणव मुखर्जी,, श्रीमती सुषमा स्वराज और श्री नरेन्द्र दामोदर दास मोदी जी नेपाल की यात्रा कर आये हैं और विभिन्न मुद्दों पर बात और समझौता कर नेपाल के विभिन्न प्रधानमंत्री जैसे प्रचंड, माधव नेपाली, शलनाथ, ओली इत्यादि प्रधानमन्त्रियों ने भारत की यात्रा की और आपसी मित्रवत को बनाये रखा।

साहित्य का पुनर्विवेचन

"Nepal - India open Boarder : A Bond of Shared Aspirations" (1992) by R.P. Rajbahk.

लेखक ने पुस्तक में भारत और नेपाल के बीच लगभग 1800 कि.मी. लम्बी सीमा है जो बिल्कुल खुली है, लेखक ने उन सीमाओं पर प्रकाश डाला है, नेपाल में सक्रिय आई.एस.आई. नक्सली तथा माओवादी संगठनों में वैचारिक मतभेद के बावजूद खतरनाक गठबंधन तैयार हो रहा है जो हमारी सुरक्षा के लिए गंभीर चुनौती है, इस विषय पर पूर्ण रूप से वर्णन किया गया है।

"Nepal Foreign Policy (1999) by Ravan Kumar Mishra".

इस पुस्तक के लेखक भारत के विदेश नीति और चीन दक्षिण एशिया में अपना अलग प्रभाव जमाने तथा भारत पर दबाव बनाने के उद्देश्य से पाकिस्तान के साथ मिलकर नेपाल की मदद से भारत पर दबाव बनाने के उद्देश्य से पाकिस्तान के साथ मिलकर नेपाल की मदद से भारत को डराकर असुरक्षा की भावना पैदा करने में शामिल है और चीन हिमालयांचल के सीमान्त प्रदेशों पर अधिकार जमाने में हमेशा प्रयत्नशील इन विषयों पर अध्ययन किया गया है।

"The China Factor in Indo - Nepalera Relation 1955 - 72" (1989) by Shashi Bhushan Prasad.

इस पुस्तक के लेखक ने नेपाल की पृष्ठ-भूमि और ऐतिहासिक मुद्दों पर भी प्रकाश डाला है नेपाल में प्रजातन्त्र के अभ्युदय का भी विश्लेषणात्मक अध्ययन किया है, इसके साथ 1955 से 1972 और 1972 से 1973 तक नेपाल के मध्य सम्बन्धों पर भी प्रकाश डाला है और इसी काल में 1974 में भारत ने पोखरण में प्रथम परमाणु विस्फोट कर एशिया में चीन के समकक्ष शक्ति का प्रदर्शन कर लिया था, इस स्थिति का भी मूल्यांकन किया गया है।

"Nepa; India" (1993) by Dinesh Bhattarai.

इस पुस्तक में लेखक ने नेपाल की भूमि व लोगों पर तथा भारत के ऐतिहासिक पहलुओं के बारे में विस्तृत जानकारी दी, इसके अतिरिक्त लेखक ने 1950-1959, 1959-1960, 1960-1988 की संधियों का विशेष रूप से अध्ययन किया गया है।

"India - Nepal Relations", The Challenge Ahead" (2004) ed by Rupa

इस पुस्तक में लेखिका ने भारत के खतरों और चुनौतियों का वर्णन किया है और नेपाल कुछ समय में माओवादी हिंसा में त्रस्त रहा है, जबकि गृह युद्ध जैसी स्थिति भी उत्पन्न हो गई थी। माओवादी समस्या नेपाल का आन्तरिक मामला है उनकी

1. इन विषयों पर कुछ मांगे भी रही है, जैसे सन् 1950 की भारत-नेपाल संधि तथा अन्य असमान समझौते को खारिज किया गया जाय।
2. महाकाली संधि को तुरन्त रद्द किया जाए।
3. नेपाल को धर्म-निरपेक्ष राज्य घोषित किया जाए।

"India - Nepal Relations Tension Area", Foreign Affairs Reports Vol. XXXVIII No. 5, New Delhi, India Council of World Affairs (May 1989) by S.K. Chaturvedi "

इस लेख में लेखक ने मार्च, 1998 में भारत में बनी वी.जे.पी. गठबंधन सरकार ने भी भारत-नेपाल सम्बन्धों को विकसित करने की नीति अपनाई है। मई, 1998 में जब भारत ने पाँच परमाणु परीक्षण किये, उन पर भी अध्ययन किया गया है, 05 फरवरी, 1999 को भारत और नेपाल ने एक नई पारगमन संधि पर हस्ताक्षर किए, इस संधि पर मुख्य रूप से प्रकाश डाला है।

"India and Nepal : An Exercise in open Diplomacy' 1970 by Shriram Narayan.

इस पुस्तक में लेखक ने भारत-नेपाल सम्बन्धों में एक बड़ी चुनौती सीमा पर उत्तरोत्तर बढ़ती हुई तस्करी है। नेपाल विदेशी मामलों का बाजार है, भारत में विदेशी वस्तुओं का लाना वर्जित है, इस समस्या के निदान हेतु दोनों देशों के राजनीतिज्ञों व सीमावर्ती अधिकारियों को मिल कर काम करने की आवश्यकता है। इसी प्रकार भारत की नेपाल को अपने पक्ष में रखने के लिए हर तरह की सहायता में बढ़ोत्तरी करने चाहिए। अमेरिका को ब्रिटेन और इजराइल जैसे राष्ट्रों से सहयोग प्राप्त करना चाहिए कि वे किस प्रकार आतंकवाद से निपट रहे हैं।

"New Perspectives on : India - Nepal Relations" (1995) by Katim Bahadur

इस पुस्तक में भारत नेपाल की विभिन्न परिस्थितियों का मूल्यांकन किया गया है। लेखक ने भारत के दृष्टिकोण से विभिन्न बातों की दृष्टि से इन देशों को वरीयता तथा रुचियों की समीक्षा की है जो कि सुरक्षा और विदेशी नीति पर प्रकाश डालती है। इसके साथ-साथ नेपाल के सामाजिक और राजनैतिक मुद्दों पर भी अध्ययन किया है।

"India - Nepal Relation" (2011) by Sanaram Sandhyarani Devi"

लेखिका ने इस पुस्तक में स्रान्तेजिका विषयों पर विश्लेषणात्मक पहलू को लेकर विस्तार से व्याख्या की गई है और भारत-नेपाल सम्बन्धों का प्रारम्भ सुखद एवं मैत्रीपूर्ण तरीके से हुआ है। नेपाल के चीन के प्रति घनिष्ठ संबंधों का परिचय निम्न घटनाओं से स्पष्ट हो जाता है। सबसे पहले 1956 में नेपाल के प्रधानमंत्री ने चीन की यात्रा की दूसरा 20 सितम्बर, 1996 को चीन व नेपाल के बीच मैत्री संधि पर हस्ताक्षर, तीसरा 1991 को चीन व नेपाल के बीच में सीमा सम्बन्धी समझौते पर भी पूर्ण रूप से प्रकाश डाला है।

भारत नेपाल संबंध एक ऐतिहासिक सर्वेक्षण (2015) स्वाती रजंत चौधरी

इस पुस्तक में स्वाती रजंत चौधरी सर्वेक्षण का वर्णन किया गया है और उनके बीच सामाजिक, सांस्कृतिक, आर्थिक, राजनायिक और माओवादी कम्यूनिस्ट आन्दोलन और उसका पारस्परिक प्रभाव का भी पूर्ण रूप से वर्णन किया गया है।

"India - Nepal Relations" (2014) by Monika Mandal

इस पुस्तक में मोनिका मंडल जी ने भारत-नेपाल सम्बन्धों की नई जानकारी का पूर्णरूप से वर्णन किया गया है, इसके साथ-साथ नेपाल से जुड़ी समस्याओं, सन्धियों और खुली सीमाओं का वर्णन किया गया है।

The Triangle : India, Nepal, China : A Study of Treaty Relations " 2012 by S.C. Bhatt

लेखक ने इस पुस्तक में भारत, नेपाल और चीन की संधियों का वर्णन पूर्ण रूप से किया गया है। इस पुस्तक में भारत के नेपाल के साथ रिश्ते कैसे हैं और उनको प्रभावित करने वाले कारक कौन से हैं, उन सभी का मुख्य वर्णन किया है। इसके साथ-साथ भारत-चीन सम्बन्धों को भी एस.सी. भट्टा जी ने अपनी इस पुस्तक में दर्शाया है।

अध्ययन के उद्देश्य

भारत-नेपाल का सम्बन्ध(नेपाल में लोकतन्त्र के बहाली से अब तक) का सम्बन्धों में कभी-कभी उतार-चढ़ाव देखने को मिला। दोनों देशों में निश्चित तौर पर दोयम दर्जा का सम्बन्ध होकर भी एक सर्वोच्च घनिष्ट सहारात्मक सम्बन्ध हो और दोनों देशों के रोटी-बेटी का रिश्ता का सम्बन्ध अटूटता के साथ कायम रहे।

1. अनुसंधान हेतु प्रस्तावित क्षेत्र में सुधार हेतु सुझाव प्रस्तुत करना।
2. अनुसंधान क्षेत्र में भावी शोध कार्य की सम्भावनाएँ प्रस्तुत करना।
3. पूर्व में शोधकर्ताओं के कमियों को दूर करना।

अध्ययन की परिकल्पनाएँ

1. भारत-नेपाल सम्बन्ध मित्रतापूर्ण उद्देश्य हो।
2. मैत्रीपूर्ण सम्बन्ध अच्छा होना चाहिए।
3. दोनों देशों में आपसी मन-मुटाव को दूर किया जाय।
4. दोनों देश अपना लाभ का ध्यान रख कर सम्बन्ध बनाये।
5. दोनों देश आपस में भाईचारे की तरह रहे और 'रोटी और बेटी का रिश्ता' कायम रहे।

शोध प्रविधि

प्रस्तुत शोध के सर्वेक्षण विधि, ऐतिहासिक एवं वर्णनात्मक विधि का प्रयोग होगा।

अध्ययन योजना या शोध संगठन

शोध कार्य निम्नलिखित अध्यायों को पूर्ण किया जाना प्रस्तावित है-

अध्याय-I ऐतिहासिक परिप्रेक्ष्य, पृष्ठभूमि

अध्याय-II नेपाल में राजतन्त्र का इतिहास एवं संवैधानिक विकास

अध्याय-III राजतन्त्र का पतन एवं लोकतन्त्र की ओर बढ़ते कदम

अध्याय-IV संसदीय लोकतन्त्र की स्थापना, भारत के साथ सम्बन्ध

अध्याय-V भारत-नेपाल सम्बन्ध 2014 से अब तक

अध्याय-VI निष्कर्ष

21वीं सदी की शुरुआत में नेपाल में माओवादियों का आन्दोलन तेज होता गया। मधेशियों के मुद्दे पर भी आंदोलन हुए। अंत में सन् 2008 में राजा ज्ञानेन्द्र ने प्रजातान्त्रिक चुनाव करवाये, जिसमें माओवादियों को बहुमत मिला और प्रचंड नेपाल के प्रधानमंत्री बने और मधेशी नेता रामबरन यादव ने राष्ट्रपति का कार्यभार संभाला।

28 मई, 2008 में नेपाल को आधिकारिक रूप में एक संघीय गणतन्त्रात्मक राष्ट्र घोषित किया गया।

“नेपाल में लोकतन्त्र दिवस जो डेमोक्रेसी डे मनाया जाता है। खोली डे के रूप में नेपाल में जो हर साल 24 अप्रैल को होता है ओर 0 मिनट करना है जो रीस्टोरेशन हुआ, नेपाल के रिप्रजेंटिव असेम्बली का 2006 में से पहले यह डिसमिस कर दिया गया था, 2005 में जो नेपाल के राजा थे उनके द्वारा।”

माधव नेपाल भारत के दौरे पर- नेपाल के प्रधानमंत्री माधव कुमार ने मंगलवार से पाँच दिनों की भारत की यात्रा पर है। प्रधानमंत्री बनने के बाद वे पहली बार भारत आ रहे हैं।

भारतीय प्रधानमंत्री मनमोहन सिंह के साथ द्विपक्षीय रिश्तों समेत कई मुद्दों पर बात करेंगे, उनके साथ एक प्रतिनिधि मंडल भी है, माधव नेपाल भारत के विदेश मंत्री से भी मिलेंगे, व्यापार और निवेश के अलावा प्रत्यार्पण संधि 1950 की मैत्री, नेपाल में संधि प्रक्रिया और भूतान की शरणार्थी समस्या पर भी बात होने की सम्भावना है।

इससे पहले दोनों देशों के नेता मित्र में गुट निरपेक्ष सम्मेलन के दौरान मिले थे।

नेपाल के पी.एम. 28 अगस्त को शुरू हुए मतदान में साबू राम भट्टराई चुनाव जीत गये, वे नेपाल के 35वें प्रधानमंत्री बने।

संदर्भ सूची

1. ग्रेटर ग्रेम— डेस्टिनी के साथ भारत की दौड़ और डेविड वान प्राग द्वारा चीन” मूल से 29 अप्रैल, 2016 को पुरालेखा अभिगमन तिथि 23 मई, 2017
2. डिट्रिच एंजेला 1996 बौद्ध भिक्षु और राणा शासन उत्पीड़न का इतिहास” बौद्ध हिमालय नागार्जुन 5 स्ट्रीट युट ऑफ एकजैक्ट में घडस के एक जर्नल मूल से 1 नवंबर 2013 की पुरालेख अभिगमन तिथि 17 सितम्बर, 2013
3. लाल सी.के. (16 फरवरी, 2001) राणा प्रतिध्वनि नेपाली टाइम्स मूल में 28 सितम्बर, 2013 को पुरातत्व अभिगम तिथि 17 सितम्बर, 2013
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भारतीय समाज में नारी (संस्कृत साहित्य के सन्दर्भ में)

सुमनलता सैनी*

प्राचीनकाल में भारतीय समाज में नारियों का गौरवपूर्ण स्थान था। भारतीयों के द्वारा स्त्रियों की महिमा को अनुभव करके समाज में उचित स्थान दिया गया। प्राचीन इतिहास के अन्वेषण से ज्ञात होता है कि भारतीय समाज में समय-समय पर स्त्रियों की स्थिति में परिवर्तन हुए हैं।

वैदिककाल में नारी स्थिति – वेदकालीन समाज आदर्शमूलक समाज था। वहाँ नारियों की सम्मानपूर्ण स्थिति थी। वैदिक साहित्य में स्त्री शिक्षा का उल्लेख प्राप्त होता है। शिक्षित स्त्रियों द्वारा सूक्त रचना की गई। ऋग्वेद में अनेक स्त्री विरचित सूक्त हैं।

स्त्रियों का पारिवारिक जीवन सुखद था। वैदिकों के द्वारा कन्याप्राप्ति के लिए प्रार्थना की जाती थी। पारिवारिक सदस्यों के हृदय में कन्या के प्रति प्रेमभाव वर्णित है। कन्या मनोनुकूल पत्नी के चयन के लिए स्वतन्त्र थी। विवाह के अनेक रूप प्रचलित थे। विवाह के लिए कन्या के कारण का उल्लेख भी प्राप्त होता है। कन्या विक्रय की निन्दा की गई है। विवाह नियम नीति समन्वित थे। यमयमी सूक्त में भाई-बहन के विवाह को निषेध किया गया है।

परिवार में पत्नी का सम्मानपूर्ण स्थान था। गृहपति एक पत्नीव्रत का पालन करते थे। उसकी पत्नी गृहस्वामिनी कही जाती थी। परिवार में पत्नी के व्यापक अधिकार थे, ये निम्नलिखित मन्त्र से ज्ञात होता है –

सम्राज्ञी श्वसुरे भव सम्राज्ञी श्वश्र्वां भव।

ननान्दरि सम्राज्ञी भव सम्राज्ञी अधिदेवृषु।।

ऋग्वेद में कई सपत्नी विषयक उल्लेख के द्वारा बहुविवाह प्रथा का प्रचलन भी प्रतीत होता है। पत्नी की सपत्नी के प्रति ईर्ष्या वर्णित की गई है। ऋग्वेद में व्यभिचारिणी और कुटिला स्त्रियों की निन्दा और पतिव्रता की प्रशंसा वर्णित है। विधवा के पुनर्विवाह का प्रचलन था। इस प्रकार वैदिक नारी अपने अधिकारों के उपयोग के लिए स्वतन्त्र थी तथापि सामाजिक मर्यादा और पारिवारिक अनुशासन का पालन अनिवार्य था।

रामायणकाल में नारी स्थिति – वाल्मीकीय रामायण में नारी जीवन के विविध पक्षों का और सामाजिक स्थिति का चित्रण है। रामायण काल में कन्या शिक्षा की व्यवस्था थी। सीता-कौशल्या आदि के कथा प्रसंग द्वारा स्त्री शिक्षा के संकेत प्राप्त होते हैं। किन्तु कन्या के विवाह में समस्या अनुभव की जाती थी। यथा –

कन्यापितृत्वं दुःखं हि सर्वेषां मानकाक्षिणाम्।

अयोध्याकाण्ड में भी सीता के द्वारा कहा गया है –

पतिसंयोगसुलभं वयो दृष्ट्वा तु में पिता।

चिन्तामभ्यगद्विनो वित्तनाशादिवा धनः।।

* (शोध छात्रा) जगतगुरु रामानन्दाचार्य राजस्थान, संस्कृत विश्वविद्यालय, जयपुर।

विवाहिता स्त्रियों का स्वपरिवार में सम्मान था। श्वसुरादियों का उनके लिए स्नेहपूर्ण व्यवहार था। वनगमनकाल में सीता के प्रति कौशल्या और दशरथ का स्नेहभाव विलक्षण था। पति ही स्त्रियों का सर्वस्व था। रामायण में कहा गया है —

“गतिरेका पतिर्नार्याः।” वहाँ अनेक प्रसंगों में स्त्रीधर्म वर्णित है। वहाँ साध्वी का परमधर्म कहा गया है। गृहव्यवस्था में स्त्रियों का एकाधिकार था।

दुष्टा पत्नी के त्याग का उल्लेख प्राप्त होता है। कैकेयी के पिता कैकयराज ने उसकी माता का त्याग किया। दशरथ भी कैकेयी को छोड़ते हुए कहते हैं —

यस्ते मन्त्रकृतः पाणिरग्नौ पापे मया धृतः।

सन्त्यजामि स्वजं चैव तव पुत्रं सह त्वया॥

अवगुण्ठन प्रथा का प्रचलन था। विशेष परिस्थितियों में अवगुण्ठन त्याग दोषपूर्ण नहीं माना गया। यथा —

व्यसनेषु च कृच्छेषु न युद्धेषु स्वयंवरे।

न क्रतौ नो विवाहे वा दर्शनं दूष्यते स्त्रियाः॥

रामायणकालीन समाज में वैश्या प्रथा का प्रचलन था। वैश्या के लिए राजकीय संरक्षण प्राप्त था। राजकीय शिष्टाचार में उनका उपयोग किया जाता था। सतीप्रथा और विधवा विवाह का रामायण में उल्लेख नहीं है।

सामान्यतः रामायणकालीन समाज में स्त्रियों की स्थिति गौरवपूर्ण थी। स्त्री को कन्या, पत्नी और माता के रूप में सभी अधिकार प्राप्त थे। विधवा स्त्री भी सम्मान का पात्र थी। मांगलिक कार्य में उसकी उपस्थिति वर्जित नहीं थी।

महाभारतकाल में नारी स्थिति — महाभारत में नारियों के विविध रूप चित्रित हैं। महाभारतकाल में कन्याजन्म चिन्ताजनक नहीं था। यथा —

यथैवात्मा तथा पुत्रः पुत्रेण दुहिता समा।

कन्या समाज में पुत्रवत् सम्मानिता थी। कुन्तीभोज ने अपने भाई आर्यशूर की पुत्री को दत्तकपुत्री के रूप में स्वीकार करके उसका विवाह किया। आदि पर्व में कन्या का पिता कहता है —

मन्यते केचिदधिकं स्नेहं पुत्रे पितुर्नराः।

कन्यायां केचिदपरे मम तुल्यावुभौ स्मृतौ॥

आदि पर्व में राजमहिषी गान्धारी कहती है —

ममेयं परमा तुष्टिर्दुहिता में भवेद् यदि।

यदि सत्यं तपस्तप्तं दत्तं वाडप्ययवा हुतम्।

गुखस्तोषिता वाडपि तथास्तु दुहिता मम।

पत्नी अर्धांगिनी के नाम से प्रतिष्ठिता थी। महाभारत में स्त्रियों के भार्यारूप की प्रशंसा की गई है —

अर्द्ध भार्या मनुष्यस्य भार्या श्रेष्ठतमः सखा।

भार्या मूलं त्रिवर्गस्य भार्या मूलं तरिण्यतः॥

सामान्यतः एक स्त्री के साथ विवाह का प्रचलन था। किन्तु बहुविवाह का उल्लेख भी है। विवाह के लिए कन्याहरण का अनेक स्थानों पर उल्लेख है। सुभद्राहरण, रुक्मिणीहरण, कलिंग राज की कन्या का हरण कन्याहरण की मुख्य घटनाएँ हैं। कन्याहरण को राक्षसविवाह के नाम से जाना जाता था।

महाभारत में पतिव्रता स्त्रियों के गौरवपूर्ण आख्यान वर्णित है। सीता, सावित्री, दमयन्ती और द्रौपदी आदर्शनारियाँ थीं। उनके द्वारा पातिव्रत्यधर्म के उच्चादर्श प्रतिष्ठापित थे।

नारी गौरव का चरमोत्कर्ष मातृरूप में दिखाई देता है। माता पूज्यतमा मानी गई है। जैसा कि शान्तिपर्व में कहा गया है —

पितृन् दश तु मातैका सर्वा वा पृथिवीमपि।

गुरुत्वेनाभिभवति नास्ति मातृसमो गुरुः॥

स्त्री पूर्णतः स्वतन्त्र नहीं थी। उसका सम्मान पुरुषवर्ग के नियन्त्रण में ही सुरक्षित था। यथा —

पिता रक्षति कौमारे भर्ता रक्षिति यौवने।

पुत्राश्च रथविरे भावे न स्त्री स्वातन्त्र्यमर्हति॥

स्त्रियों के लिए विवाह संस्कार परमावश्यक था। अविवाहिता स्त्री को सन्यासयोग्या माना गया है। जैसे नारद ने ऋषिकन्या को कहा —

असंस्कृतायाः कन्यायाः कुतो लोकस्तवानधे।

विवाहित स्त्रियों का वानप्रस्थ आश्रम में प्रवेश के अनेक उल्लेख प्राप्त होते हैं। महाभारतकालीन समाज में स्त्रियों की परम्परागत सम्मानपूर्ण स्थिति ह्रासोन्मुखी भी दिखाई देती है। धूत में द्रौपदी का सम्पत्ति रूप में उपयोग, सभा में उसका अनादर तथापि वयोवृद्धों का मौनावलम्बन स्त्रियों के अनादर और दुखस्था को प्रकट करता है।

वर्तमान परिप्रेक्ष्य में गोस्वामी तुलसीदास जी की वैज्ञानिक शिक्षा

भानुप्रताप बाजपेयी*

शोध सारांश

शिक्षा सीखने और सिखाने की एक प्रक्रिया है। सामान्य रूप से यह प्रक्रिया जीवन पर्यन्त चलने वाली प्रक्रिया है। भक्त कवि सन्त **गोस्वामी तुलसीदास** की अमर रचना ‘**श्रीरामचरित मानस**’ भी शिक्षा की दृष्टि से एक विलक्षण ग्रन्थ है। सामाजिक समरसता, ज्ञान, भक्ति, समर्पण, त्याग एवं आदर्श आदि मूल्यों से परिपूर्ण यह ग्रन्थ समाज को आदर्श समाज बनाने का प्रयास करता है। गोस्वामी जी ने मानवीय गुणों की आदर्श प्रस्तुति के साथ-साथ इन्हें वैज्ञानिक तथ्यों पर भी जांचा एवं परखा है जैसे – अणुगति का सिद्धान्त, कोणीय वेग का सिद्धान्त, क्रिया-प्रतिक्रिया का नियम, शरीर संरचना एवं तत्व, भौगोलिक तथ्य आदि को अपने ग्रन्थ में चौपाईयों के माध्यम से व्यक्त किया है।

प्रमुख संकेताक्षर : चौपाई, अणुगति सिद्धांत, कोणीय वेग।

‘**शिक्षा**’ **सीखने-** सिखाने की एक प्रक्रिया है। सामान्य रूप से यह प्रक्रिया जीवन पर्यन्त चलने वाली प्रक्रिया है। अनेक शिक्षाविदों ने इसे अपने-अपने तरीके से समझाया है। तमाम साधु- संतो एवं महापुरुषों ने इसकी विस्तार से व्याख्या की है। वेद पुराण, उपनिषद् आदि इससे भरे पड़े हैं, इनमें धर्म, राजनीति, कूटनीति, विज्ञान (पदार्थ विज्ञान एवं जीवन विज्ञान), कला, सामाजिक संरचना, आदर्श, समर्पण, कर्तव्य एवं अधिकार आदि की शिक्षा का विस्तृत वर्णन किया गया है। इसी क्रम में आधुनिक शिक्षाविदों के विचार भी शिक्षा की दशा-दिशा सुधारने में महत्वपूर्ण भूमिका निभाते हैं। महर्षि कणाद, महात्मा गांधी, विवेकानन्द, रवीन्द्रनाथ टैगोर, राधाकृष्णन आदि के अतिरिक्त भक्त कवि सन्त **गोस्वामी तुलसीदास** की अमर रचना ‘**श्रीरामचरित मानस**’ भी शिक्षा की दृष्टि से एक विलक्षण ग्रन्थ है। सामाजिक समरसता, ज्ञान, भक्ति, समर्पण, त्याग एवं आदर्श आदि मूल्यों से परिपूर्ण यह ग्रन्थ समाज को आदर्श समाज बनाने का प्रयास करता है।

गोस्वामी जी ने मानवीय गुणों की आदर्श प्रस्तुति के साथ-साथ इन्हें वैज्ञानिक तथ्यों पर भी जांचा एवं परखा है। आज इनके वैज्ञानिक ज्ञान को समझने की आवश्यकता है। इन्होंने अपने ग्रन्थ ‘**श्रीरामचरित मानस**’ में भौतिक शास्त्र (Physics), रसायन (Chemistry) एवं जैविक विज्ञान (Biological Science), के तमाम सिद्धान्तों का सटीक एवं अकाट्य वर्णन किया है। इनके कुछ उदाहरण निम्नांकित प्रकार से हैं।

1. **अणुगति का सिद्धान्त** (Atomic Movement Theory)- अणुगति सिद्धान्त के अनुसार गैस के अणुओं में एक स्वतन्त्र गति पायी जाती है। यह गति असीम होती है, अर्थात् इसे किसी सीमा में बांधा नहीं

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जा सकता। गैस के अणु जहां तक खाली स्थान पाते हैं, स्वतन्त्रता पूर्वक गतिमान रहते हैं। इनकी निर्बाध गति का वर्णन करते हुए, गोस्वामी तुलसीदास जी लिखते हैं।

परम स्वतन्त्र न सिर पर कोई। भावइ मनहि करहु तुम्ह सोई।। (1/136/1)

2. **कोणीय वेग का सिद्धान्त** (Angular Velocity Theory)- जब कोई कण किसी वृत्त की परिधि में गति करता है, तब उसका कोणीय विस्थापन समय के साथ-साथ बदलता रहता है। वृत्तीय गति में किसी कण के साथ कोणीय विस्थापन की समय के साथ परिवर्तन की दर को 'कोणीय वेग' कहते हैं। इस प्रकार से गतिमान, कण की स्थिति तथा उसका वेग किसी भी बिन्दु पर एक साथ नहीं मापा जा सकता। यदि इस कण की स्थिति पर विचार करें तो इसका वेग परिवर्तित हो जायेगा तथा यदि वेग पर विचार करें तो इस गतिमान कण की स्थिति बार-बार परिवर्तित होगी। अर्थात् दोनों एक साथ सम्पन्न नहीं हो सकते। इसका उल्लेख गोस्वामी जी ने मानस के अयोध्या काण्ड में इस प्रकार से किया है।

दुइ कि होई एक समय भुआला। हँसब ठाडै फुलाउब गाला।। (2/34/5)

3. **क्रिया-प्रतिक्रिया का नियम** (Action-Reaction Law/Nuton's III Law)- भौतिकी के इस नियम के अनुसार किसी भी दसा में होने वाली किसी भी क्रिया के परिमाण और तीव्रता के बराबर प्रतिक्रिया होती है। जो उस क्रिया का समन करती है, जिससे वातावरण में साम्य अवस्था बनी रहती है, एवं प्रकृति चक्र चलता रहता है। गोस्वामी तुलसी दास जी, 'श्रीरामचरित मानस' के सुन्दर काण्ड में इस तथ्य का उल्लेख करते हुए लिखते हैं।

जेहि गिरि चरण देई हनुमंता। चलेउ सो गा पाताल तुरंता।। (5/01/7)

4. **शरीर संरचना एवं तत्व** (Body Structure & Element)- गोस्वामी तुलसीदास जी ने जीवधारी के शरीर की संरचना एवं उसके विभिन्न तत्वों के बारे में अपने अकाट्य तथ्य प्रस्तुत किये हैं। 'श्रीरामचरित मानस' के किशिकन्धा काण्ड में सन्त गोस्वामी तुलसीदास जी लिखते हैं, कि इस अधम शरीर की रचना विभिन्न प्राकृतिक तत्वों से मिलकर हुई है। ये प्राकृतिक पदार्थ हैं, प्रथ्वी तत्व, जल तत्व, अग्नि तत्व, आकाश तत्व एवं वायु तत्व। इस शरीर की स्थिति अनित्य है, अर्थात् यह नाशवान है। समय के साथ किसी न किसी कारण के आने पर, यह अनायास ही नष्ट हो जाता है।

छिति जल पावक गगन समीरा। पंचरचित अति अधम शरीरा।। (4/10/4)

5. **भौगोलिक तथ्य** (Geographical Fact)- विज्ञान के साथ-साथ गोस्वामी तुलसी दास जी भूगोल का भी गहन ज्ञान रखते थे। इन्होंने सागर में स्थित पृथ्वी के गुरुत्वीय केन्द्र का 'श्रीरामचरित मानस' में उल्लेख किया है। इस केन्द्र के ऊपर से होकर कोई भी वस्तु नहीं जा सकती। जो भी वस्तु या जीवधारी इसके ऊपर से होकर निकलता है, उसी में समा जाता है। इस तथ्य का वर्णन करते हुए गोस्वामी जी मानस के सुन्दर काण्ड में लिखते हैं।

निशिचर एक सिन्धु महुँ रहई। करि माया नभ के खग गहई।।

जीव जन्तु जे गगन उड़ाहीं। जल विलोकि तिन्ह कै परिछाहीं।।

गहई छौह सक सो न उड़ाई। एहि बिधि सदा गगनचर खाई।। (5/2/1,2,3)

गोस्वामी तुलसीदास जी द्वारा वर्णित इस तथ्य के प्रमाण स्वरूप यह तथ्य देख सकते हैं। आज वैज्ञानिक महासागर में स्थित गुरुत्वीय केन्द्र की संकल्पना को सही मानते हैं, जहां से होकर कोई भी जलयान, वायुयान जीवधारी या अन्य किसी प्रकार की वस्तु अथवा यंत्रों द्वारा छोड़ी गयी तरंगे भी आर-पार नहीं जा पाती। वर्तमान समय से लगभग पांच सौ वर्ष पूर्व गोस्वामी तुलसीदास जी द्वारा लिखित आज भी वैज्ञानिक कसौटी पर खरे उतरते हैं। समय-समय पर इन्हें विभिन्न वैज्ञानिकों द्वारा प्रयोगों के माध्यम से प्रमाणित भी किया जाता रहा है।

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হাসান আজিজুল হকের 'শকুন'- এক বীভৎস জন্মকথা

শর্মিষ্ঠা সেন*

হাসান আজিজুল হক (১৯৩৯-) জন্মেছিলেন বর্ধমানে কিন্তু পরে ওপার বাংলার রাজশাহী জেলায় তাঁর জীবন কেটেছে। তাঁর প্রথম উপন্যাস 'শামুক'। লেখকের বিখ্যাত উপন্যাস 'আগুনপাখি'(২০০৬) দেশভাগ ও হিন্দু-মুসলমান সমস্যা নিয়ে লেখা।^১ এটি 'প্রথম আলো' বর্ষসেরা উপন্যাস বলে গৃহীত হয়েছিল। পরে আবার বইটি এপার বাংলায় 'আনন্দ পুরস্কার'ও পেয়েছিল। ২০১৩ সালে তাঁর দ্বিতীয় উপন্যাস প্রকাশিত হয় - 'সাবিত্রী উপাখ্যান'।

তাঁর গল্পগ্রন্থ 'সমুদ্রের স্বপ্ন ও শীতের অরণ্য', 'আত্মজা ও একটি করবীগাছ', 'জীবন ঘষে আগুন', 'রোদে যাব' ইত্যাদি। এছাড়া তিনি অনেক প্রবন্ধ ও আত্মজীবনীমূলক রচনা, একটি নাটক, শিশুসাহিত্য রচনা করেছেন। একুশে পদক এবং আরো অনেক সম্মান তিনি তাঁর সাহিত্য রচনার জন্য পেয়েছেন।

তাঁর 'শকুন' গল্পটি ১৯৬০ সালে 'সমকাল' নামের একটি মাসিক পত্রিকায় প্রকাশ পায়। পরে 'সমুদ্রের স্বপ্ন ও শীতের অরণ্য' গল্পগ্রন্থের অন্তর্ভুক্ত হয়। রাঢ়বাংলা তাঁর রচনায় ছায়া ফেলে গেছে বারবার। এই গল্পও তেমনই কোনো অঞ্চলের। ভাষা তার প্রমাণ দেয়। পল্টু, জামু, রফিক --কতকগুলি ছেলে বসে গল্প করছিল। এদের মধ্যে কেউ বা স্কুলে পড়ে, কেউ পড়ে না। কেউ গরু চরায়, কেউ বা খেতমজুর, কেউ ঘাস কাটে—এই রকম। তাদের বিস্মিত, ভয়ানক চোখের সামনে হঠাৎ করে একতাল ঘন অন্ধকারের মত এসে পড়ল একটি শকুন। টাল সামলানোর জন্য কিছুটা দৌড়ে গিয়ে থেমে গেল। তারপর পড়ে রইল কিছুক্ষণ। সম্পূর্ণ গল্পটি এই কিস্তৃতকিমাকার পাখিটাকে নিয়েই গড়ে উঠেছে।^২ ছেলেগুলোর ছেঁড়া জামা-প্যান্ট, কারো বা খালি গা, ধূলিধূসর হাত-পা—কেবলই যেন বিড়ম্বিত কোনো ফেলে দেওয়া-কুড়িয়ে নেওয়া, অনাদরের এক জীবনের কথা মনে করে দেয়। দিনমানে অবহেলায় পথে পথে ঘুরে বেড়ায়,

কখনো রাতে মায়ার কাছে ফেরে, কখনো ফেরে না। শকুনের মতোই এরাও যেন ঘৃণ্য পশু—
 নোংরা, ভ্যাপসা-ভাগাড়ের গন্ধযুক্ত-- পৃথিবীতে এদের কোথাও কোনো মূল্য নেই ! এই
 ছেলেদের মজাটাও বিকৃত, খেলাটাও জঘন্য নিষ্ঠুর! অসহায়, ডানাভাঙা শকুনকে এরা
 তাড়িয়ে, খুঁচিয়ে, জলে ফেলে, তার পালক টেনে ছিঁড়ে নিয়ে নিষ্ঠুর আনন্দ উপভোগ করে।
 অযত্নে, অবহেলায় বেড়ে ওঠা ছেলেদের কখনো মনে হয় শকুনটা তাদেরই প্রতিদ্বন্দ্বী—নইলে
 তাদের খাবার কেন ওরও খাবার! কী আশ্চর্য ভাবে মিলে যায় ওদের নোংরা গায়ের রং আর
 শকুনের ধূসর! শকুনটাকে ঘেন্না করতে করতে নিজেকেই কি ওরা ঘেন্না করে? ‘গলিত
 শবদেহের পচা পাঁকে’ যেন এইমাত্র স্নান করে এসেছে সে শকুন! এই বাপে খেদানো-মায়ে
 তাড়ানো ছোট ছেলেগুলোও কি দিনরাত এই সমাজের পচা, কাদাগোলা বীভৎসতার পাঁকে স্নান
 করতে বাধ্য হয় না? সময়ের বহু পূর্বেই এরা বাধ্য হয় যেন-তেন-প্রকারেণ সংসারে নিজেদের
 দুমুঠো অন্ন জোগাড় করে নিতে। দিনমজুরী করে অথবা কারো ক্ষেতে কাজ করে, নিদেন
 পক্ষে গরু চরাতে শেখে। প্রখর, কঠিন, মৃত্যুবৎ ভয়ঙ্কর বাস্তবতার সঙ্গে এদের পরিচয় হয়
 জীবনের গোড়াতেই। নিজেদের উপর ঘেন্নায় এরা পরস্পরকে তিরস্কার করে। নিজেদের
 জন্মের উপর এক বিজাতীয় রাগ পশুর মতো হিংসাপরায়ণ করে তোলে ওদের, নিজেরই
 প্রতিচ্ছায়া স্বরূপ ঐ বিকৃত, ভাগাড়ে-প্রাণীটির উপর।

আবার পথে ঘাটে, কোণা-ঘুঁজিতে, গর্তের মধ্যে, দূষিত পাঁকের মধ্যে এরা অনেকবার আবিষ্কার
 করেছে তাদেরই মতো হতভাগ্য শিশু— হয়তো বা মৃত শিশুই ---কেন যেন আধা রহস্যে ঘেরা
 এই জন্ম-ব্যথায় এই ছেলেরাও ব্যথিত হয়—হয়তো মনে করে এ তাদেরই সমগোত্রীয়—
 হেলাফেলায় ভরা ভাইবোন! আর এই ফেলে-দেওয়া, পথে পড়ে থাকা প্রাণগুলোই শকুনের
 আহার হয়! মনে পড়ে আবু ইসহাকের রচিত ‘মহাপতঙ্গ’ গল্পটির কথা। সেখানে চডুই মা-বাবা
 তার বাচ্চাদের গল্পে শুনিয়েছিল ছোঁ রাক্ষসের কথা!--

‘আমাদেরই মতো পাখাওয়ালা আকাশচরী জীব। মাটির দিকে চোখ রেখে আকাশে ভাসে
 বেড়ায়।’ সুযোগ পেলেই তীক্ষ্ণ নখে বিঁধে নিয়ে যায়, ‘তারপর গাছে বসে ঠোকর মেরে চোখ

খায়, বুক খায়, কলজে খায়।' শকুনও তো সেই রকম 'আকাশচারী জীব'! তাই আজ এই পাকে পড়া শকুনকে এরা কখনোই ছেড়ে কথা বলবে না! ওকে তাড়িয়ে, খুঁচিয়ে মজা দেখবে।

কখনো ভাবে শকুন শ্রেণীশোষক অত্যাচারী মহাজনের মতো নিষ্ঠুর, অত্যাচারী, সুদখোর! মানুষের – বিশেষ দরিদ্র মানুষের সঞ্চিত সামান্য অর্থ, সামান্য ছাউনিটুকুর উপর মহাজনদের লোভ। শকুনেরও তাই। শকুনের লোভ তাদের খাবারের উপর। শকুন যা-ই হোক, তাকে খুঁচিয়ে উল্লাস করতে হবে, তবেই যেন শান্তি!

ছেলের দল তাড়া করে ফেরে শকুনকে। তীক্ষ্ণ নখ পায়ে, খোঁড়াতে-খোঁড়াতে গ্রামের গলিপথ ধরে শকুন-- তারপর পচা, কচুরিপানায় ভরা ডোবার দিকে উড়ান দেওয়ার চেষ্টা করে—পারে না। ফলে রুপ করে পড়ে ঐ ডোবার মধ্যে। এক সময় ভিজে-চুপসে ডোবার পচা জলে স্নান করে শকুন ওপারে ওঠে। শকুনটাকে দুমড়ে মোচড় দিয়ে টানতে থাকে ওরা, শকুন কেন পরিত্যক্ত বাচ্চা খায়—এই জিজ্ঞাসার সঙ্গে ওদেরও ক্ষিধে লাগে। অদ্ভুত এই সম্পর্ক!

উঁচু-নীচু আলপথ বেয়ে, ক্ষতবিক্ষত মন নিয়ে, সর্বাস্থে শেয়াকুল কাঁটার ঘা নিয়ে ওরা শকুনি নিয়ে চলল। শকুনিও আর ওড়ার ব্যর্থ প্রচেষ্টা করে না। 'কেলেনের পাড়ে' এসে মনে হয় ওদের, যত বড় আকাশ, তত কালো অন্ধকার! এ অন্ধকার ওদের জীবনের অন্ধকার, যেন আকাশের মতোই সীমাহীন। একটা অলৌকিক বিশ্বাসে ওরা নিজেদেরই তখন ভূত বলে ভয় করতে থাকে। সত্যিই তো, অনাদরে বেড়ে ওঠা 'ওরা' কি মানুষ? পরস্পরকে ভয় করে চলে এক অতিপ্রাকৃত পরিবেশে—যেন নিজেরাই নিজেদের ঘাতক!। ভয়ঙ্কর প্রহসনের মতো আমাদের মনে আসে, রবীন্দ্রনাথের 'শিশুতীর্থ' কবিতাটি। --

রাত কত হল

উত্তর মেলে না

কেননা অনাদি কাল

যুগ-যুগান্তরের গোলোকধাঁধায় ঘোরে

পথ অজানা।

সেখানেও সেই ধূলিধূসরিত অন্ধকার পথে ছিল পরস্পরের প্রতি অবিশ্বাস, পরস্পরকে হিংসায় আক্রমণ করা। কিন্তু অমানবিক ঈর্ষ্যা থেকে ক্রমশ এক মানবতার সুর ধ্বনিত হয় সেখানে।

অবশেষে এই ছেলেরা শকুনিটাকে খড় খাওয়ানোর চেষ্টা করে— ‘খা শ্যালা’ ! তার বুক থেকে ফ্যাঁস ফ্যাস শব্দ হয়। অর্ধমৃত পাখিটার পালকগুলো টেনে টেনে ছিঁড়ে নেয়। কেউ ‘মটুক’ বানাবে, কেউ এমনিই। কদাকার এক মুরগীর মতো শকুনিটা দুটো ডানা ঝেঁপে, পা দুমড়ানো অবস্থায় পড়ে থাকে। ওটাকে ঐ ভাবে ফেলে রেখে এক সময় ছেলেগুলো বাড়ির পথ ধরে।

পথে পরস্পরকে ছুঁয়ে থাকা তালগাছ আর ন্যাড়া বেলগাছের একটা তোরণ(গেটের মতো) পড়ে। সেইখানে ওরা ঝাপসা দেখতে পায় নিষিদ্ধ খেলায় মেতে থাকা দুই নরনারীকে— জমিরদি আর কাদু শেখের বিধবা বোন। বোঝা-না-বোঝার ধন্দে ভাসতে ভাসতে টলতে টলতে ছেলেগুলো বাড়ি যায়। খালি পেটে, শতজীর্ণ পাটিতে সোঁদা মাটিতে ঘুমিয়ে যায়। এই প্রথম আমাদের মনে হয় লেখকের পূর্ণ দরদ ঐ জীর্ণ, ছড়িয়ে থাকা, অনাদরের প্রাণগুলোর প্রতি প্রকাশ পায়। গল্পের প্রয়োজনে তাঁর করুণাহীন শুষ্কতা—যা এই বিশেষ গল্পটির একটা জোর-- এই প্রথম লাগাম ছেঁড়ে।

পরদিন। বেশ বেলা বাড়ার পরও পরিশ্রান্ত ছেলেরা যে যার জায়গায় ঘুমিয়ে থাকে আর বাকি গ্রামের সকল মানুষকে জড়ো করে ন্যাড়া বেলতলা থেকে একটু দূরে চিৎ হয়ে ডানা উল্টে পড়ে থাকে একটি মৃত শকুন। তার মুখ থেকে বেরিয়ে আছে কিছু খড় আর গলিত মাংসের বমি। অদূরে পড়ে আছে একটি অর্ধভুক্ত শিশুর শবদেহ। ক্ষুধার্ত শকুনটি ঠুকরে খেয়েছিল শিশুটিকে। সমাজের ভয়ে কাদু শেখের বিধবা বোন বর্জন করেছিল তার গর্ভের সন্তান— জমিরদির স্বার্থপর কামনার ফসলটি! গল্পশেষে ঐ মৃত শকুন আর কাদুর বোনের পরিত্যক্ত, বিসর্জিত অনাদরের শিশুটি অবহেলায় একাকার হয়ে যায়। ভরপুর বেদনার এমন নিষ্ঠুর গল্প খুব কমই পড়া যায়।

আমাদের মনে পড়বে, রবীন্দ্রনাথের ‘শিশুতীর্থ’ কবিতায় মানুষের অবিশ্বাস, কলহ, হানাহানির অবসান যেখানে হয়েছিল, সেখানে কবিতার শেষে আমরা দেখেছিলাম, মায়ের কোলে শিশু।^৩

মতাদর্শের পরীক্ষা -নিরীক্ষাঃ কে বাঁচায়, কে বাঁচে

শর্মিষ্ঠা

মানিক বন্দ্যোপাধ্যায়(১৯০৮-৫৬) বলে যিনি পরিচিত তাঁর পিতৃদত্ত নাম ছিল প্রবোধকুমার বন্দ্যোপাধ্যায়। দুমকায় জন্ম। ‘অতসীমামী’ তাঁর প্রথম গল্প। প্রেসিডেন্সী কলেজে পড়তে পড়তে সাহিত্যিক হিসাবে পরিচিতি। সাহিত্য জীবনের প্রথম পর্বেই তিনি তিনটে উল্লেখযোগ্য উপন্যাস লেখেন। এগুলি হল—‘দিবারাত্রির কাব্য’, ‘পুতুলনাচের ইতিকথা’ আর ‘পদ্মানদীর মাঝি’। এছাড়াও বহু কবিতা, নাটক, গল্প ও উপন্যাসের স্রষ্টা তিনি। ‘কে বাঁচায়, কে বাঁচে’ গল্পটি মানিক বন্দ্যোপাধ্যায় পঞ্চাশের মন্বন্তরের প্রেক্ষাপটে লিখেছিলেন।^১ আদর্শকে ভালোবাসে আদর্শবাদী মানুষ। কিন্তু ঐ আদর্শের জন্য সে কতটা আত্মবিলোপ করতে পারে?—এই প্রশ্নটি গল্পের মুখ্য পিভোট বিন্দু। হয়তো সমাজতান্ত্রিক আদর্শে পুষ্ট মানিক বন্দ্যোপাধ্যায় গল্পের মধ্য দিয়ে নিজেও এই সমস্যার সঙ্কটবিন্দুটিকে আক্রমণ করেছেন! একজন মানুষ কতখানি আদর্শবাদী হতে পারে—বা তার জীবনে সে আদর্শকে কতখানি অনুসরণ করে চলতে পারে?—এই জিজ্ঞাসার একটি উত্তর লেখক এই গল্পে খুঁজেছেন বলে আমাদের মনে হয়।

মৃত্যুঞ্জয় অফিসে যাওয়ার পথে অকস্মাৎ একদিন একটি মৃত্যু দেখল। অনাহারে একটি লোক মরে গেল, ফুটপাথের উপর-- তার চোখের সামনে। এতদিন খবরের কাগজে পড়েছে এমনটা ঘটে। কখনো সে-কারণে ওর ব্যক্তিগত জীবন বিঘ্নিত হয়নি। এই প্রথম মৃত্যুঞ্জয় জানল খেতে না-পেয়ে সত্যি পোকামাকড়ের মতো মানুষও মরে। ও অভুক্ত মানুষটিকে মরে যেতে দেখল এবং এই ছবিটা তাকেদিনে-রাত্রে, কাজের মধ্যে তাড়িয়ে বেড়াতে লাগল। একটা মানুষ খেতে না-পেয়ে মরে গেল আর সে ভাজা, ডাল, তরকারি, মাছ, দই—এ-সব রোজ খায়। ঐ লোকটির না-খাওয়ার কারণ না-পাওয়া। সে নিজে এত পায়—তার বা তার মতো লোকের এত আছে (Have-s) অথচ ঐ মরে-যাওয়া লোকটি খেতে পায়নি কতদিন! আসলে মন্বন্তরের সময় কলকাতা শহরে এমন প্রায়শই ঘটত। ফুটপাথে অনাহারে-মৃত্যু তখন রোজকার ঘটনা—অত্যন্ত স্বাভাবিক

* সেন সহযোগী অধ্যাপক জাকির হুসেন দিল্লি কলেজ

ঘটনা! শহর কলকাতায় তখন যাঁরা থাকতেন, এ-সব তাঁরা প্রত্যক্ষ করেছেন। করুণ আত্মনাদের মতো 'ফ্যান দাও' ডাক শহরের অবস্থাপন্ন বাড়ির লোকেদের কানে তাল লাগিয়ে দিত, এ-সব কঙ্কালসার মানুষদের সাহায্য করতেন অন্য মানুষ। কিন্তু কতটা? ভাতের ফেলে দেওয়া ফ্যান(মাড়) আর ডাস্টবিনে খাবারের খোঁজে থাকা মানুষ বিকৃত কঙ্কালের মতো শহরময় ঘুরে বেড়াতো! এইরকম কঙ্কালসার মানুষ দেখে প্রেমেন্দ্র মিত্র কবিতায় লিখেছিলেন—'মানুষের সৎভাই খায় শুধু ফ্যান!' বাংলায় পঞ্চাশের মন্বন্তরে হাড়-হা-ভাতে মানুষগুলোর উপবাস, ডাস্টবিন খুঁটে খাওয়া, ফ্যান ভিক্ষা করা—এই সব এখন গল্প কথা! আমরা তো 'গল্পই' শুনেছি। শুনেছি আর ভেবেছি, মানুষ কি সত্যি অনাহার থাকে? আজ, বিশেষত, বাংলার বাইরে এমন অনাহারী, দরিদ্র কম দেখা যায়। কিন্তু, বড়োরা বলেন, যায়। যেত। শহর কলকাতার প্রতি বাড়িতে ফ্যান রাখা হত। শুধু তা-ই নয়, এই নিরন্ন মানুষদের প্রতি সমবেদনায় কেউ কেউ একবেলা অনভ্যাসের রুটি খাওয়া ধরেছিলেন। মানুষ—সে যে-কোনো মতাবলম্বীই হোন না কেন, অন্য মানুষের প্রতি সহানুভূতি অনুভব করে কেউ টাকাপয়সায়, কেউ বা অন্যভাবে সাহায্য করতেন। শহর কলকাতার শিক্ষিত সমাজে এটাই ছিল স্বাভাবিক। তবে শহরের শিক্ষিত মানুষের কথাই জানি।

জীবনের প্রথম থেকেই শিক্ষিত বাড়িতে মানুষ শেখে—

আপনারে লয়ে বিব্রত রহিতে আসে নাই কেহ ধরণী পরে

সকলের তরে সকলে আমরা প্রত্যেকে আমরা পরের তরে।।^২

নিজেকে নিয়েই কেবল জগৎ নয়, দরদ দিয়ে বুঝতে হবে অন্য মানুষকেও। এই শিক্ষা তখন মানুষের ছিল। কিন্তু সে-সময়টা এমনই যে মানুষের দয়া, সহানুভূতি পাল্লা দিতে পারছিল না ভা-ভাতে মানুষগুলোর ক্ষিধের সঙ্গে। শহরে হয়তো দুর্দশা কাটবে, তাই দলে-দলে নিরন্ন মানুষ চলে আসছিল শহরে। আমরা বিজন ভট্টাচার্যের নাটকে দেখেছি এঁদের।^৩ মরা ছেলে বুকে বেঁধে ক্ষুধার্ত মা আরেকটা রুটি চাইছেন অথবা নিজেকে বিক্রি করে অন্ন-সংস্থানের চেষ্টা করছে মানুষ অথবা শিক্ষিত মানুষের দয়ার উপর নির্ভর করে কোনোমতে ফুটপাথে কাল কাটাচ্ছিল।

এইভাবে শ্রেণীহীন সমাজের প্রতিষ্ঠাও সম্ভব—অন্ততঃ সমাজতন্ত্র বা সাম্যবাদ সেই কথাই তো বলে! আমরা সাধারণ মানুষ সেটুকু করতেই পারি—অনেক সময় করেও থাকি।

কাহিনীতে মৃত্যুঞ্জয়ের বন্ধু ও সহকর্মী নিখিলও সেরকমটাই করে। নিখিলও পরোপকারী, দরিদ্রের জন্য তারও দয়া হয়। তার সাধারণ চাকরীর মাইনে থেকে আরো তিনজনের কাছে টাকা পাঠায় সে। কিন্তু বৌ, দুটি বাচ্চা নিয়ে তার খরচ ক্রমাগত বেড়ে চলেছে। আগে তো নিজেকে বাঁচাতে হবে, তবে তো দেশোদ্ধার! তাই সে প্রায় ঠিক করে ফেলেছে এবারে এই দানধ্যানকে একটু কাটতে হবে অর্থাৎ তিন জায়গাতেই পাঁচ টাকা করে কমিয়ে দিতে হবে। সে বাস্তববাদী। জানে, যৌবনে, আবেগ পরবশ হয়ে অনেক সাহায্য করার কথা ভাবা যায়। জীবন যাপনের চাপ বাড়লে – খরচে যখন কুলিয়ে ওঠা যায় না—তখন সে-সব চিন্তাকে সদৃচ্ছা থাকলেও আর প্রশ্ন দেওয়া চলে না। সে তার ‘দয়া’ নিয়ে নিরাপদ দূরত্বে থেকে যায়। মানবদরদী মন তারও থেকে যায় কিন্তু নিজের জীবনের নিরাপত্তাকেও সে ততটাই মূল্য দেয়।

অন্যদিকে মৃত্যুঞ্জয় ক্ষতবিক্ষত হয় আত্মগ্লানিতে। সে আদর্শপরায়ণ—তার আদর্শবোধের দ্বারা সে পরিচালিত। বিপদের দিনেও তার ভাববাদী আদর্শ হ্রাস পায় না। Have not-sদের জন্য তার সহানুভূতি উপচে ওঠে। বরং সেই সহানুভূতি তাকে একটা অপরাধবোধে বিদ্ধ করে—ভারতবর্ষের এত মানুষ যখন খেতে পাচ্ছে না, সে একা কেন খায়? তার বন্ধু নিখিল একটু আলসে প্রকৃতির লোক। সে কাজের চেয়ে বেশি অবসর যাপন করে, বই পড়ে। নিখিল মৃত্যুঞ্জয়কে ভালোও বাসে। মৃত্যুঞ্জয়ের ভাবাদর্শ তাকে আকর্ষণ করে। যা নিখিলেশ করতে পারে নি, তা মৃত্যুঞ্জয়ের মধ্যে দেখে কখনো কখনো সে মৃত্যুঞ্জয়কে একটু ঈর্ষ্যাও করে—ভাবে ও-যদি মৃত্যুঞ্জয়ের মতো হতে পারত! আবার সম্পূর্ণ ভাববাদের ফানুস মনে করে তাকে একটু অবজ্ঞাও করে কখনো-কখনো। মৃত্যুঞ্জয়ের আদর্শবাদ ওকে বিস্মিত করে এক সময়ে। অল্প মাইনের চাকরীতে মৃত্যুঞ্জয়ের নিজেরই ধার দেনা করে চালাতে হয়। তার উপর মাইনের পুরো টাকাটা সে নিখিলকে ধরে দিয়ে বলে, নিখিল যেন টাকাটা কোনো ত্রাণ-সংস্থায় দিয়ে আসে! মানুষ যে না-খেতে পেয়ে পথে-ঘাটে মরছে, এর দায় যেন তারই মতো মানুষের! ঐ মানুষগুলো খেতে পাচ্ছে না অথচ সে দু-বেলা পেট ভরে খাচ্ছে! অপরাধবোধের এই সন্তাপ মৃত্যুঞ্জয়ের

এতটাই সত্য ও আন্তরিক যে মৃত্যুঞ্জয় নিজে কোনো রিলিফে গিয়ে পয়সা দিয়ে আসতে পারে না, এমনকি দাঁড়াতেও পারে না। প্রথমে তার নিজের এবং স্ত্রীর (টুনুর মা) একবেলার খাবার অভুক্তদের মুখে তুলে দেয় সে। অদ্ভুত ব্যাপার এই যে, তার স্ত্রী যে তার প্রতি সমবেদনায় প্রায় অনাহারে কাটাচ্ছে, তার জন্যও সে সহানুভূতি বোধ করে না। একজনের মুখে অন্ন তুলে দিতে গিয়ে অন্য স্বজনকে মৃত্যুঞ্জয় অভুক্ত রাখে। আদর্শবোধ কি এতটাই নিষ্ঠুর করে দেয় মানুষকে? হয়তো তাই! কবি বিষ্ণু দে তাঁর ‘ঘোড়সওয়ার’ কবিতায় বলছেন এমনটাই। আদর্শ একটা নিঃসঙ্গ পর্বতশৃঙ্গের মতো। মানুষকে তা বড়ো একা করে দেয়। গল্পকথক জানান, টুনুর মারও অবশ্য কোনো নালিশ জানায় না। নিখিলের কথা শুনে সে নিজেও ঐ শীর্ণকায়, সর্বহারা মানুষগুলোর প্রতি বেশিরকম সহানুভূতি বোধ করে। সনাতন ভারতীয় পরিবারের আদর্শ স্ত্রী-র মতো পতিই ধর্ম, পতিই আদর্শ—এই বোধে উদ্দীপ্ত টুনুর মা-ও ঐ অন্নরিক্ত মানুষগুলির কথা ভাবে এবং আন্তরিক দুঃখবোধ করে। স্বামী-স্ত্রী দুজনেই ভাবে কিভাবে ঐ মানুষগুলোকে খাওয়ানো যায়। কিভাবে তাদের দারিদ্র্য মোচন করা যায়। নিখিল তার বন্ধু হলেও সে বাস্তববাদী। বোঝে, কোনো একজন বা দুইজনের চেষ্টায় এভাবে এত মানুষকে দারিদ্র্য থেকে উদ্ধার করা সম্ভব নয়। এ একটা-জীবনের কাজ নয়, কয়েকটা-মানুষের কাজ নয়। তবে মৃত্যুঞ্জয়ের দরদী, দুঃখী মুখ দেখে সে কিছুই বলে না। বলতে পারে না।

এই ভাবে ধীরে-ধীরে একদিন মৃত্যুঞ্জয় ঘরে ফেরা বন্ধ করল। বাসস্থানহীন, অনাহারী মানুষের পাশে থেকে তাদের নিরাপত্তাহীনতাকে অনুভব করতে চায় সে। তাই এবার তাদেরই মতো পথে-পথেই ঘুরবে মৃত্যুঞ্জয়! ক্রমশ, তার ধূলিধূসর শরীরে কষ্টভোগের স্পষ্ট চিহ্ন দেখা গেল, তার জামাকাপড় ছিঁড়ে গেল, ডাস্টবিনের ধারে বা ফুটপাথে ঘুরে অন্নহীন মানুষদের সঙ্গে খুদ খুঁটে বেড়ায় আর অবাক হয়ে অভুক্ত মানুষদের দেখে আরো অধিক কষ্টভোগের কথা ভাবে! মৃত্যুঞ্জয়ের স্ত্রী স্বামীর খোঁজ পায় না। বাচ্চারা পেটভর খাবার না পেয়ে কেঁদে-কেঁদে বেড়ায়। এমনকী নিখিলেশও তার হৃদিস পায় না। একদিন হঠাৎ গল্পকার আবিষ্কার করেন ধূলিমলিন ছেঁড়া কাপড়ে মৃত্যুঞ্জয় অনেক ভিথিরির পাশে বসে তোবড়ানো টিনের থালা বাজিয়ে ভিক্ষা

করছে তাদেরই মতো —ঐ রকমই এক টানা সুরে বলে চলেছে—'গাঁ থেকে এইছি, খেতে পাইনে বাবা...!'^৪

প্রশ্ন হল—এটা কতখানি বাস্তব? একটা আদর্শবাদী মানুষ কতখানি দিয়ে দিতে পারে তার আদর্শের জন্য? যদি সে এইরকম আত্মদান করতে পারেও—সেটা কি তার পরিবার বর্গের উপর অন্যায় নয়? অন্য মানুষকে খাওয়ানোর জন্য শুধু নিজের নয়, তার স্ত্রী-পুত্র-পরিবারের উপরও তো অন্যায় করা হয়! শুধু তা-ই নয়, এইভাবে কী ক্ষুধাতুর লক্ষ লক্ষ মানুষকে মুক্তি দেওয়া যায়?

এই গল্পটি নেহাৎ মৃত্যুঞ্জয়েরই অদ্ভুত গল্প—এমন হতেই পারে। কিন্তু গল্পটি যে প্রশ্ন তুলেছে—তা চিরদিনের আদর্শের প্রশ্ন। আমরা এইরকম আত্মদান করতে-করতে নিজেরাই যদি নিঃস্ব হয়ে যাই, (অর্থাৎ সর্বহারার অবস্থা পরিবর্তন করার প্রয়াসে নিজেই কি সর্বহারা হয়ে যাব? এতে তাদের কী মুক্তি ঘটবে?) তখন কি হবে? আদর্শ আদর্শই—সেখানে পৌঁছানোর চেষ্টা থাকতে পারে, তা কতদূর বাস্তবায়িত হতে পারে তা আমরা ঠিক জানিনা।

আলোচ্য গল্পে কম্যুনিষ্ট আদর্শে বিশ্বাসী লেখক সমাজতান্ত্রিক আদর্শবোধের প্রতি আমাদের দায় কতখানি সেই প্রশ্নটি তুলেছেন। একটি আদর্শ আমাদের কাছে দায়বদ্ধতা দাবি করে। কিন্তু মানুষ তার আদর্শের জন্য কতটা আত্মত্যাগ স্বীকার করতে পারে? আদর্শ কি মানুষকে তার স্বচ্ছন্দ জীবনযাপন থেকেও বিরত রাখবে? তাহলেই কি নেই-মানুষদের দুঃখ ঘুচবে? আমার ত্যাগের মূল্যে কোনো নিরন্ন মানুষ কতটা সুখী হতে পারে? আমার ত্যাগের কারণে আদৌ কি অনাহারী মানুষের কিছু উপকার হয়? তাছাড়া আমার আর্থিক সঙ্গতির এবং পরিবেশের মধ্য থেকে কতখানি দরদ দেখানো আমার পক্ষেও সম্ভব? না-কি আমাদের অভ্যস্ত জীবনের মধ্য

থেকে ঐ নিরন্ন মানুষগুলির প্রতি কেবল একটু সহানুভূতি দেখানোরই প্রয়োজন? মাত্র চার পৃষ্ঠার একটি গল্পে লেখক যেন একটা বড় পরীক্ষা চালিয়েছেন। নিখিল আর মৃত্যুঞ্জয়কে দিয়ে লেখক যেন আদর্শকে মানুষ কতখানি অনুসরণ করতে পারে, তার দুটি বিকল্পের সন্ধান করেছেন।

উদ্ধৃতি ও গ্রন্থতালিকাঃ

- ১)মানিক বন্দ্যোপাধ্যায়, 'কে বাঁচায়, কে বাঁচে', বাংলা গল্প সংকলন-দ্বিতীয় খণ্ড, সংকলন ও সম্পাদনা- অশ্রুকুমার সিকদার ও কবিতা সিংহ, তৃতীয় মুদ্রণ, ২০০৪(প্রথম প্রকাশ ১৯৯২),সাহিত্য অকাদেমি, কলকাতা
- ২) কামিনী রায়, 'সুখ', আলো ও ছায়া,কামিনী রায়ের শ্রেষ্ঠ কবিতা, সম্পাদনা-বারিদবরণ ঘোষ, ভারবি, ২০০১, কলকাতা
- ৩) বিজন ভট্টাচার্য, নবান্ন,প্রথম প্রকাশ ১৯৪৬, ৭ম সংস্করণ ২০১৭, দে'জ পাবলিশিং, কলকাতা
- ৪)মানিক বন্দ্যোপাধ্যায়, কে বাঁচায়, কে বাঁচে,পূর্বোক্ত,পৃ১৮২

Buying Behaviour of Consumers Towards Instant Food Products – A Study on Hyderabad City

Annappurna Polala*

ABSTRACT

Food is a fundamental piece of any living being. Food is the substance consumed to offer healthful benefit and backing to all the living living beings. In the current situation, the customer propensities and purchasing conduct has changed emphatically. With an expansion in urbanization, moving from joint families to family units, changing nature of occupations and organizations, lack of time, comfort and change in way of life, have driven buyer's inclinations shift from new and good food to the food which is prepared to utilize/moment food. Moment food calls for less investment to cook. The moment food items are ready and stuffed so that there is a tiny or no requirement for arrangements before utilization. Thusly, it tends to be utilized any time by slight warming. This is likewise the justification for why these moment food things are exceptionally famous among the youthful age. This paper gives an understanding about the view of youths of India towards the moment food items. It likewise envelops the elements which impact the purchasing choice of moment food items among the youths in India.

Keywords : Consumer Perception, Instant food, Buying Decision.

INTRODUCTION

Customers are the entertainers in the commercial center. As a result of customers market of food runs. Assuming that you discuss customer, buyers are the individuals who buys labor and products for their individual utilization. Customer acts as per their taste also, inclinations and now and again as indicated by the events. Purchaser conduct is different for buyer to shopper. It depends of the status, way of life, the cost of item, and some more. Advertisers knows the interest of clients by their way of behaving furthermore, the needs towards any of the item. You can say that the conduct of a shopper is the move which is initiated by the shopper prior to purchasing the item. Associations have perceived the significance of shopper fulfillment is presently a days. That's what each association knows whether they fulfill the customer then no one but, they can acquire the piece of the pie and benefit, which is the prime objective of the organizations.

Food and nourishment are generally significant for all the living species. Food contains every one of the significant components for living organic entity. A few food varieties are mouth-watering, when it is of great shape, surface and furthermore when it is mouth-watering scent. To keep the body solid and dynamic each living being consumed a synthetic substance called 'food'.

Moment food implies the food which is prepared to eat simply in not many minutes. Presently a days, everybody is occupied in their everyday life and if they get some time then they need to appreciate thus, every nine out of ten individuals favor prepared to make food. Exceptionally in

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metropolitan city, individuals lack opportunity and energy to prepare great food. Prepared to prepare food is a food which requires some investment and endeavors in arrangement.

Everybody needs to carry on with an agreeable way of life. The interest of handled food is expanded in this changing demography and way of life of individuals. The quantity of working ladies is expanded this is one reason which changed the interest of the handled food in social orders and way of life. It additionally changed the mentality of shoppers towards the propensity for their eating.

Stuffed frozen food varieties, pickles, juices, bundle dosa, and numerous more are the instances of moment food varieties which individuals are purchasing in their everyday life. At the hour of family social affair or some little event at home, moment food assumes vital part, as it saves time, and lessens the endeavors.

In present situation, individuals give need to the delectable food. Things, for example, noodles, chapati blend, parotta blend, idli/dosa blend, rava dosa blend, bhaji blend, biryani blend, puliyodara blend, Gulab jamun blend, and chatni blend goes under prepared to-eat things, which require basic bubbling or warming or blending in with water and readymade cooking materials, for example, sambhar powder, bean stew powder, rasam powder, turmeric powder, idli stew powder, which make the cooking more advantageous.

There are many elements which can impact the clients while purchasing the moment food items which are: legitimate cleanliness, bundling, and so on. The information and data with respect to items about the brands can be traverse TV, web-based entertainment, papers, and so forth.

AWARENESS OF CONSUMERS

The need for effective nutritional education for young consumers has become increasing apparent, given their general food habits and behaviour, particularly during adolescence and analyzed that the interaction between young consumers' food preferences, their nutritional awareness behaviour, within three environments (home, school and social).

FACTORS INFLUENCING CONSUMPTION

There is complete agreement between ranking given by the housewives and working women regarding the reasons promoting them to buy Instant food products. Age, occupation, education, family size and annual income had much influence on the per capita expenditure of the Instant food products.

FACTORS INFLUENCING BUYING BEHAVIOUR OF CONSUMER'S TOWARDS INSTANT FOOD PRODUCT

Readily Available: Instant food products like – curd, pickles, Maggi, instant upma, dosa, oats are easily available on any general stores. So, people feel easy to buy these products.

Urbanization: Urbanization not only resulted in modernization but also intensively on hectic schedules. People remains busy in their day-to-day jobs and hence it influences people to buy instant food products.

Packaging: Packaging is a factor which attracts everyone towards any product, thus play a significant role. The packing of instant food products is so attractive, youngsters get attracted and it influence them to buy instant food.

Emergence of Nuclear families: Now there are more of nuclear families and women are also doing jobs, they do not have much time to prepare delicious food which influence them to buy instant food products.

OBJECTIVES OF THE STUDY

The specific objectives of the study were;

- i. To study the extent of awareness towards Instant Food Products,
- ii. To analyze factors influencing the buying behaviour of Instant Food Products,

METHODOLOGY

To evaluate the objectives of the study, required data were collected from primary as well as secondary sources.

SAMPLE SELECTION

To study the buying behavior of consumers towards instant food products, multistage random sampling technique was adopted. In the initial stage, Hyderabad city was selected to the researcher. In the second stage, three areas of the city were selected based on population as high, medium and low population. In the next stage, were selected major areas i.e. Hyderabad to collect information about buying behavior of the consumers in the urban markets. Finally, 50 consumers from each area were selected randomly totally accounting to 50 samples.

Primary Data: The data required for the study were collected from the selected respondents by personal interview method using well-structured schedule. Information on the following aspects was collected from 50 households.

Secondary Data: The secondary data on location, demography and other details about the study area were collected from city statistical office and other records and journals.

Table 1.1: Age wise Distribution of the Respondents

S.No.	Particulars	No. of. Respondents	Percentage
1	20-30 years	18	36
2	30-40years	22	44
3	40-50years	10	20
	Total	50	100

Source: Primary Data

From the above table it is noted that among 50 respondents, 18% of respondent were in the age group of 20-30 years and 44% of respondents were in the group of 30-40 years and 20% were in the group of 40-50 years. So, the majority of the respondents are 30-40years.

Table 1.2: Gender wise Distribution of the Respondents

S.No.	Particulars	No. of. Respondents	Percentage
1	Male	22	44
2	Female	28	56
	Total	50	100

Source: Primary Data

The above table shows that among the 50 respondents, 56% of respondents are male and 44% of respondents are female. So, the majority of the respondents are female.

Table 1.3: Monthly income of the Respondents

S.No.	Particulars	No. of. Respondents	Percentage
1	Below Rs.5000	10	20
2	Rs.5000-10,000	5	10
3	Rs.10,000-15,000	20	40
4	Above Rs.15,000	15	30
	Total	50	100

Source: Primary Data

The table shows that out of the 50 respondents, 20% of the respondent's monthly income is below Rs.5000, 10% the respondent's monthly income are 5000-10,000, 40% of the respondents are monthly income 10,000-15,000, 30% of the respondents are above 15,000. So, the majority of the respondents are 40%.

Table 1.4: Purchasing behavior of instant food products of the respondents

S.No.	Particulars	No. of. Respondents	Percentage
1	Yes	50	100
2	No	-	-
	Total	50	100

Source: Primary Data

From the above table shows the purchasing behavior of instant food products among all 50 respondents.

Table 1.5: Mode of awareness about instant food products of the respondents

S.No.	Particulars	No. of. Respondents	Percentage
1	Advertisement	32	64
2	Friends & Relatives	10	20
3	Dealers	6	12
4	Representatives	2	4
	Total	50	100

Source: Primary Data

The table shows that out of the 50 respondents 64 % of the respondents are Advertisement, 20% of the respondents are Friends & Relatives. 12% of the respondents are Dealers, 4% of the respondents are Representatives, and So, the majority of the respondents are Advertisement.

CONCLUSION

Consumer behavior is a stimulating sphere consisting of the consumers themselves. Consumption of increase of instant food products is due to increase in urbanization, breaking up of the traditional joint family system, time, convenience, changing lifestyles and increasing level of affluence in the middle income group. Noodles are found today in the kitchen shelves of every Indian household all the respondents are aware of various instant food products. The ready availability, and saving of the time are the reasons for consuming instant food products. Food zones and supermarkets are the major source of purchase of instant food products. The consumer's relationship with food and other everyday goods has changed dramatically, not only in the way products are purchased, but also in the way they are consumed. Food habits of consumers are now changed due to several reasons. The main reasons are ready availability, saves time, increase in number of working women, emergence of nuclear families. People are highly aware about the instant foods. It is shown in the study that there is no statistical association of gender and age with awareness, buying behavior, preference, & frequency of buying instant food products. It was also analyzed that there is no significant different between the customer satisfaction of males and females. While, it was concluded that there is a significant difference in the customer satisfaction of the adolescents and youths. The youngsters of Hyderabad are aware of the different instant food products and they are frequently bought by them owing to multiple factors like convenience, quick to make, urbanization etc.

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The Theme of Emergence of Racial Consciousness in Alice Walker's *Meridian*

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ABSTRACT

The paper titled, The Theme of Emergence of Racial Consciousness in Alice Walker's *Meridian* discusses Meridian's active participation in Civil Rights Movement after the renunciation of her child. The paper also justifies Alice Walker's celebration of blackness, black roots and the aspirations of black womanhood. It presents a balanced picture of black womanhood. It also describes the task of Alice Walker as a writer to give back to black woman their own black woman self, their beauty, physical and sexual strength.

Keyword : Racial discrimination in USA, Racial Consciousness in Walker's *Meridian*, Walker and Civil Rights Movement.

Alice Walker's second novel *Meridian* (1976) is a study of personal development and sacrifice set during the Civil Rights Movement that is regarded by many critics as one of the best novels depicting that era. In this novel, Walker explores conflicts between traditional black values handed down through slavery and the revolutionary polemic advocated by the black power movement.

Truman and Lynne give birth to a child named Carama. They move to Mississippi to continue the voter registration work they had begun as college students. Mississippi locals both black and white target Truman and Lynne for violence, humiliation and terror. Under these pressures their relationships flounder. Lynne eventually files for divorce and returns to her family in New England. Carama suffers from severe fainting spells. She dies in the convulsive grip of the final fainting spell. Now, Truman seeks relationship with Meridian in order to cure his loneliness.

Truman and Meridian enjoy a few months together. But Meridian does not want to make compromise with her activist work and she announces to Truman that she plans to move further South, where violence against newly registered voters escalated.

Through the total range of her experiences, Meridian creates a new self an androgynous self, she is transformed, as symbolized by the wasting illness from which she recovers and returns 'to the world Cleansed of sickness'. Meridian's androgynous quality, expressed in physically androgynous features is communicated through a passage near the end of the novel when she visits a prison and the inmates ask, 'who was that person?' That man and woman person with a shaved part in close cut hair? A man's blunt face and things, a woman's breast? Here, Meridian appears as a symbol of one who has creatively united the masculine and feminine opposites and achieved a state of unconscious wholeness. As she leaves Truman for the last time, he recognizes the change in her.

What he felt that something in her was exactly
the same as she had always been and as he
had finally succeeded in knowing her? That was
the past he might now sense but could not see.
He would never see 'his' Meridian again.... (M 115).

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Meridian can be read as an attempt to mend the ruptures and reconstruct and alternate black tradition from its contemporary American artefacts. The novel, in other words, conducts an historical search in that it tries to recontextualize the past.

In *Meridian* Walker creates the first of a series of women characters who take the mythical hero's journey and redefine the hero archetype, so that modern women will understand that the pattern itself need not be based on gender stereotypes. She refuses to offer strategies for coping with the unfairness of patriarchal double standards, instead, Walker argues against beliefs stating that women must be wives and mothers to be fulfilled. In fact, she illustrates in *Meridian* how the restrictive nature of marriage and motherhood as it is defined in patriarchal society, imprisons women and prohibits them from developing into complete selves.

The novel *Meridian* stresses the importance of self-knowledge and the individual (spiritual) attainment of freedom before participating in or a community effort for freedom. Set both during and after the recognized Civil Rights Movement of the 1960s, *Meridian* focuses on the failure of mass organized movements and the continued need for grassroots centered movements. *Meridian* implies that the struggle for civil rights, equality, and freedom is a struggle that must continue past the end of the 1960s Civil Rights Movement. *Meridian* activism suggests that each community must work to affirm the national and political progress made by the Civil Right Movement, otherwise de facto segregation and racism will continue to impact black lives. Because of *Meridian*'s emphasis on the 1960s Civil Rights Movement and black life afterwards, Michael Cooke labels the novel a prime example of the 'intimacy' stage of African American literature: She promises:

I will come forward and sing from memory
songs they will need once more to hear.
For it is the some of the people,
transformed by the experiences of each generation,
that holds them together, and if any part of
it is lost people suffer and are without soul.
If I can only do that, my role will not have been
a useless one after all (M 221).

About the novel an article appears in the New York Times dated 23/05/1976 :

In *Meridian* Alice Walker has written a fine taut
novel that accomplishes a remarkable amount.
The issues she is concerned with are massive.
Events are strung over 25 years, although most occur
between the height of the civil rights movement
and the present. However, her method of
compression through selection of telling moments
and her freedom from chronology create a lean
book that finishes in 228 pages and goes down
like a clean water.(TNT 1976)

That feeling of responsibility didn't go away when the Civil Rights movement ended. Violence seemed to many young people at the time, including Walker, the only way to bring about change.

The resolution that Walker offers to outdo this dissonance is to envisage a new system. Unless women in any enslaved nation are completely liberated, the change cannot be called a revolution. Catching a glimpse of freedom and tasting a bit of self-determination, *Meridian* is unable to revert to the old routines that were established under a racist and capitalist regime.

He remains in conflict between his love for black women- whom he romanticizes as fertile mothers and the white women whom he finds sexually attractive. Truman marries Lynne, a white fellow activist only to enjoy the special privileges in White America. Lynne is exploited by black men and insulted by their wives who do not credit her sincere concern and love for the blacks. This episode depicts the blacks as perpetrators of base and criminal tendencies that animate any sort of relationship.

At the end of the novel, Truman undergoes a transformation from "fragmentation to wholeness". He reads the poems Meridian has left on the walls which state that forgiveness is the key to wholeness. Her personal possessions, a cap and dungarees, and a sleeping bag are symbolic of freedom, self-discovery and restoration that are left behind for Truman as a call to "his inner voice to communicate the spirit of change." A victim of psychological and political aggression, Meridian's journey is both external, as she travels about the south, and internal as she comes to terms with the discords about death, life, sex, love, motherhood, violence and change. Her internal exploration is an expression of the search for the African American women's spirit, a spirit that leads the way for others to follow.

Because of Meridian's emphasis on the 1960s Civil Rights Movement and black life afterwards, Michel Cooke labels the novel as prime example of the "intimacy" stage of African American literature:

Like her mother, Meridian is incapable of growth in her role as a wife and mother: "she was capable of thought and growth and action only if unfettered by the needs of dependents, or the demands, requirements, of a husband" (M 40). Meridian's mother only comes to this realization after her marriage, believing beforehand that married woman held "a mysterious inner life, secret from her, that married woman held ' a mysterious inner life, secret from her, that made them willing, even happy to endure"(M 41).

Meridian Hill has been conditioned by her community's patriarchal institutions to repress her individuality and, above all not to speak out inappropriately but when she finds that she cannot conform to authorized nations of appropriate speech (public repentance, patriotic school speeches, and the like), her only rebellious recourse is silence. Because of her refusal to participate in authorized discourses, Meridian fails to fit in with a succession of social groups from her church congregation, to those at the elite college she attends, to a deader of would be violent revolutionaries. She begins a process of personal transformation when she sets out alone to fight her own battles through personal struggle and civil rights work.

Walker posits Meridian's struggle for personal transformation as an alternative to the political movements of the 1960s, particularly those that merely reproduced existing power structures. As Karen Sten writes:

The novel points out that the Civil Rights Movement often reflected the oppressiveness of patriarchal capitalism. Activists merely turned political rhetoric to their own ends while continuing to repress spontaneous individuality. To overcome this destructiveness, Walker reaches for a new definition of revolution. Her hope for a just society inheres not merely in political change, but in personal transformation. (MACR 129-41)

The chapter entitled 'The Happy Mother' examines maternity's effects on Meridian. Now that she is a young wife and mother, everyone think of her as a perfect woman. She is, in fact, nearly dead. Whereas they assume she is concentrating on her child, she is actually considering on her

child, she is actually considering different ways to commit suicide. She spends her time at home, reading women's her time at home, reading women's magazines, woman was a mindless body, a sex "according to these magazines, creature, something to hang false hair and nails on" (M 71).

In the essay "The Civil Rights Movement: What Good was It?" Walker writes, "If knowledge of my condition is all the freedom I get from a 'freedom 'movement, 'it is better than unawareness, forgetfulness, and hopelessness, the existence that is like the existence of a beast." (ISOMG 121).

At age seventeen, Meridian is left on her own to consider what to do with her life and her child's. when she says no to motherhood, she offends and loses her own mother, her family and her community. She feels guilty for leaving her baby, and cannot adequately explain why she must. She stops living by other's standards, learns to bloom for herself. Meridian cannot forgive herself for giving her son away. She feels that she has abandoned both her son and her once heritage:

Meridian knew that enslaved women... had laid down their lives, gladly, for their children, that the daughters of these enslaved women had thought their greatest blessing from 'freedom' was that it meant they could keep their own children. And what had Meridian Hill done with her precious child? She had given him away. She thought... Of herself as belonging to an unworthy minority, for which there was no precedent and of which she was, as for as she knew, the only member. (M 91).

Barbara Christian in her book *Black Feminist Criticism* observes :

...that tradition that is based on the monumental myth of black motherhood, a myth based on the true stories of sacrifice black mothers performed for their children.....is.... restrictive, for it imposes a stereotype of Black women, a stereotype of strength that denies them choice and hardly admits of the many who were destroyed. (BFC1985).

Meridian does not object to children, or mothers bearing children, but to the role a woman is expected to play once she becomes a mother. According to this role a mother, should sacrifice her individual personality and concerns in order to live for her children.

Meridian's cumulative guilt becomes so great that it prevents her from seeing or moving freely. Miss Winter is the only member of the audience who truly understands Meridian's struggle against the hegemonic discourse of the speech. To quote from the text :

She told her not to worry about the speech. 'It is the same one they made me learn when I was here, ' she told her, 'and it's no more true now than it was then.' She had never said anything of the sort to anyone before and was surprised at how good it felt. A blade of green grass blew briefly across her vision and a fresh breeze followed it. She realized the weather was too warm for mink and took off her coat, (M 122).

The quality of presenting 'self' with bold attitude can be seen in the works of Walker. As already stated, the book possesses the autobiographical elements of her life, she stands keen to promote and proclaim her experiences as woman with racial approach of the mainstream society. In fact, the discrimination of gender, culture and race are dominant in her life which can be easily observed in the present work. It is the intellectual, political and cultural conflict of traditional black that makes her completely restless as an individual human being. These all conflict contributes to make her realized about her racial self. Through the protagonist, she has effectively uncovered the revolutionary polemic advocacy. It means that she has penned her racial agony in her literary works, making her more intensified about racial discrimination. It becomes also clear that the existence of conflict in her life is resultant of being victimized from the power management of the society on the basis of race.

As a woman and more specifically an individual human being with different race, she does not accept the dominancy of male dominated society. She is taught in her childhood about the secondary position of the woman to the man. Her mother's primary intention about Walker was just to do the primary duties of a woman. She is taught to accept a woman's inferior status in society. But on the contrary, it is Walker who does not have the same point of view of her mother. Even she forcefully holds an air of independence and free thought.

Throughout her journey as a woman, she has experienced several incidences that make her to realize her "self" as a woman and especially as a human being with racial consciousness. Her feelings about love and sex show the helplessness of a woman. It is her thought and personal experience that love and sex is just a sanctuary from social pressure which unfortunately results in pregnancy.

On the ground of political self and liberation, she presents the amalgamation of her generation with older generations. It is her generation who stands for the liberation from the societal pressure from the other. And older generation stands for the oppressed blacks. The intensity of slavery, racial discrimination and other anti-societal elements in relations with human being was higher in older generation. Thus her aggressive reply to her mother makes it more crystal clear that she does not want to follow that traditionalistic approach of woman in the society.

It would be perfectly right to point out that Walker, through her protagonist, presented her personal identity. This personal identity has become a collective identity. Throughout her work, she has experienced several questions concerning her "self" to define her in belief as to who she really is. These incidences caused her the question of identity in relation with race. This crisis of self-establishment into the society stands one of the most prominent conflicts she deals in her development as a woman.

Walker is often compressed with the identical feeling of dislocation and estrangement from her life and her personal experiences as a postcolonial and feminine writer. It is noted that she is crammed in a painful burden of cultural acculturation. The basis meaning of her outcry for self establishment can be tallied by observing her space into in-between cultural atmosphere. She has shifted her personal identity from one to another metropolis area. Thus she represents the struggle of the self, not only as an African American and a woman, but as a human being.

Walker has been discriminated on the ground of race and colour. Her experiences of immigration and social disdain are some of the important elements for her to search her "self" that ultimately results into her emergence into racial consciousness. It is her painful experience about the notion of being treated by race. As a woman of colour, checked by a remote stress, she is confronted with racial slur.

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A Study of Vikram Seth's *From Heaven Lake*

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Although travelogue-writing has existed in all languages right from the burgeoning of literature, it has become popular only in recent years. Prior to the latter half of the twentieth century, travelogues were few and far between and consequently, as a genre, travelogue writing invited hardly any literary criticism. Previously viewed as being unworthy of analytical study by dint of it not meeting the standards of literature, travel writing has slowly been emerging as a genre worth its salt, "especially for scholars looking at the representation of culture(s) in literature."¹

Based on a journal maintained by Seth during the course of a 1981 hitchhiking trip home to India from China via Tibet & Nepal, *From Heaven Lake* takes the reader on a journey through one of the most mysterious and least explored regions of Asia. As a result, throughout the travelogue there is a subdued sense of excitement and danger, resulting from hitchhiking through forbidden areas, neatly side-stepping "guiding" (Chinese regulations, to break which is sacrilege in China), and above all by the landscape itself – varied, desolate and bleak, unfriendly, yet breath-taking in its beauty. Seth crosses four Chinese provinces: the north western desert of Xinjiang and Gansu, the basin and plateau of Qinghai, and finally the mountains of Tibet. The narrative is accompanied by eight pages of black and white photographs. In the course of his journey, Seth introduces the reader to the various nationalities inside China: Han-Chinese who form a majority of the population; Uighurs, who are Muslims and ethnically closer to the Turks than to the Hans; and Tibetans, who have an ancient culture of their own.

From Heaven Lake is an ideal piece of travel writing, delineating the geographical, socio-economic, and cultural features of the region in their totality. Seth's training as an economist imparts an additional dimension to the book, for he tends to see things not only in their immediate perspective but also in their wider economic and political significance. There are two additional advantages that Seth wields over the average travelogue writer: the first one is that before embarking on this journey Seth had already learned how to speak and comprehend Chinese, both written and spoken. This facilitated communication and rounded off the sharp edges of "foreignness" to a great extent, as it dispensed with the necessity of travelling in groups or with guides. Secondly, the avoiding of organized modes of travel and hitch hiking in its stead lead to a wider variety of experience and close encounters with the local people during the journey that would have been virtually impossible otherwise. Consequently, in the travelogue one can discern that it is written in the spirit of a true traveller, although to his credit Seth does not take pains to set himself apart as a "traveller", as opposed to being a mere "tourist". The distinction is a fine one and most travelogue writers subscribe to it to a greater or lesser degree, viewing "tourism" in an offhandedly derogatory manner. Seth's goal, however, was not to follow in the literary footsteps of travel writers – he only wanted to experience and perceive, get the feel of the country, and to see it first-hand instead of jetting above it on a homeward-bound flight. Writing a book about his travels was never at any point his initial goal. As a result, both his manner and style are refreshing.

A striking feature that emerges from this book is that whether it is the beauty of form made by the human hand, the beauty of colour in Nature, or even the beauty of sound as experienced in the cadence of flute music - beauty in any form never fails to leave Seth profoundly moved. To quote instances in point at several places in the book: about Heaven Lake, the Lake that lends its name to the travelogue, Seth proclaims that it is "and area of such natural beauty that I could live here, content, for a year."²

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By self-admittance, Seth finds himself in kinship with the Chinese sage Confucius, who's idea of bliss is to bathe in the river Yi during late spring and then to go home, chanting poetry. Most of the Nature-descriptions in the book have been written with the intent to convey the image that has captivated Seth as graphically as possible. For instance while describing sunset in the deserts of Dunhuang, he says:

Above, the sky, marked with a few residual clouds, changes to a deep red, and the sun sinks over the vague horizon of the desert. For a few minutes afterwards, the underside of the clouds reflects a sun already invisible, and by a strange tilt of light the sky actually appears to become brighter. Then the angle changes, the clouds turn grey, and above me is a sky of deep indigo. In this desert night the Milky Way is brilliantly clear. It strikes me how descriptive of its meandering course is its Chinese name, the Silver River.³

Occasionally he lapses into a spontaneous outburst, delineating experience as event, as in: "The sunset tonight in this vapid flat-roofed town is beautiful- tufts of pink and bands of yellow at the close, and the freshness of skies washed by rain,"⁴ or when he says, about a lake in Nanhu, "the lake in cool, but warm bands sketch sensuously across it."⁵ About the Chaidam basin he says, "The landscape is so spectacular that I seem hardly to have noticed our more mundane activities today."⁶ Of his first glimpse of the Potala Palace in Lhasa: "In this late afternoon light it is so beautiful that I cannot speak at all."⁷ Of Nilamu:

"A land of streams! Some, like a downward smoke,
Slow – dropping veils of thinnest lawn, did go-

And across the valley against the grey verticality of a cliff a thin strand of water indeed vanishes into a mist or smoke atomised by the wind, to reappear, reconstituted from, it seems, the air itself into a liquid skein of light. There is enchantment in flowing water: I sit hypnotized by its beauty- water, the most unifying of the elements, that ties land and sea and air in one living ring.⁸

On hearing flute-music in the market-place in Kathmandu, Seth says:

"I find it difficult to tear myself away from the square. Flute music always does this to me: it is at once the most universal and most particular of sounds. . . to hear any flute is, it seems to me, to be drawn into the commonality of all mankind, to be moved by music closest in its phrases and sentences to the human voice."⁹

Thus, throughout the book Seth displays a sense of reverent wonder at the beauty around him.

Secondly, the book is ample evidence of Seth's artistic faculty, this being inherent in the use of a novelistic pattern of communication despite being an essentially subjective work. Ashok K. Jha says, "Seth's prose as found in his travel book reveals itself to be an adequate means of expression not only for a book of travel but also for the purposes of novelistic description."¹⁰ All through the book, Seth incessantly describes: the landscape, the people, their culture and customs and language; interspersed with purely subjective perceptions and experiences. This saves the book from being merely a well-written travel documentary and moulds it into a delicate blend of fact and the author's own perceptive reality, thereby lending it a sensitive human touch that makes for very interesting reading and actually revealing for more about this region than any run-of-the-mill travel book would. Not only the people mentioned, but even the

places described assume a personality of their own, as Seth vividly conjures up an atmosphere around them.

The book opens with a description of a sultry July morning in Turfan, and within the first paragraph, Seth manages to communicate to the reader the very essence of the place, despite the seasonal variations:

The flies have entered the bus, and their buzzing adds to the overwhelming sense of heat. We drive through the town first: a few two-storey buildings of depressing concrete, housing government

offices or large shops-foodstores, clothing, hardware. Small street stalls too, with their wares displayed on the pavement and vendors selling refreshments—glasses of bilious yellow and red liquids, looking increasingly attractive as our thirst builds. Donkey— carts pulled by tired looking donkeys, pestered by flies and enervated by the dry, breezeless heat, some ridden by boys with white skullcaps, others standing beside a pile of water melons. Even when they flick their tails they do so listlessly. It is not long past dawn, and already the heat has struck. And the light, shining on walls and signs – in Chinese, Latin and Arabic scripts has a painful brilliance.¹¹

Xinjiang province is the land of mountain fed crystal streams that network underground (called “karez”), Tian Chi (Heaven Lake) is a beautiful haven for those seeking solitude set in the very lap of Nature; Xian that is reminiscent of Delhi in its layout, weather and rich historical heritage.

This style of narration is characteristic of Seth's technique, where he observes everything around him first with a purely objective eye and proceeds to subjectify it by correlating it with his past. An interesting self-analytical passage from the book bring this out clearly:

Increasingly of late, and particularly when I drink, I find my thoughts drawn into the past rather than impelled into the future. I recall drinking sherry in California and dreaming of my earlier student days in England, where I ate dalmoth and dreamed of Delhi. What is the purpose, I wonder, of all this restlessness? I sometimes seem to myself to wander around the world merely accumulating material for future nostalgias.¹²

Another feature that emerges clearly from this work is what can be termed as Seth's wide human sympathy. Seth says, “When I think of China, I think first of my friends and only then of Qin Shi Huang's tomb.”¹³ This is significant, because as noted earlier, beauty in all forms touches a chord deep within Seth's soul, and to admit that friendship has precedence over it is to say a lot. All the people that he comes in contact with are not disembodied people without names and faces - he stops to say hello and to individualize them, even while describing types. It is not surprising then, that he makes friends everywhere he goes. For example about an impoverished household in Nanhu he writes:

At the house, the mother is breast-feeding the insatiable baby. Her six-year-old niece looks on and laughs. From defiant curiosity and dread of me she has progressed to friendly mimicry. She is called Xiexie, and has small plaits. Together we watch three boys unload cartloads of sand by the wall outside the house. They then drive the donkey— carts on with cries of ‘kirrick ! kirrick!’ A wall is to be built nearby, or perhaps this wall is to be strengthened: Xiexie only speaks the local dialect and I can catch perhaps one word in three of her explanation.¹⁴

The various observations about Sui, the Chinese truck-driver who gave Seth a lift, and till the time the two were travelling with them, Xio San and Gyanseng, all reveal a genuine sense of bonding with other humans. The following remark made about Sui is curiously true of Seth himself, “He has a way of treating people as individuals rather than as representatives of types that precludes any sense of cultural superiority.”¹⁵

This instinctive humanity extends itself to Seth's thinking. He sees himself first as a human being, devoid of all other racial associations. That is to say, he bonds with other people on a primal, human level, regardless of ethnicity, creed, or nationality. At several places in the book he has expressed the sentiment that nationality has nothing to do with the solidarity of human bonding: as when he is describing a night spent by Gyanseng, Sui, and himself, in Sui's truck:

Here we three, cooped, alone,
Tibetan, Indian, Han,
Against a common dawn
Catch what poor sleep we can,
And sleeping drag the same

Sparse air into our lungs,
And dreaming each of home
Sleep talk in different tongues.¹⁶

A natural corollary of this sympathetic and broadminded attitude is the distress Seth feels as he records the changes wrought by the Chinese Cultural Revolution that brutalised the ancient cultural heritage of China under the leadership of Chairman Mao and fostered a generation of fanatics brought up on Mao's dictums. The flight of the Dalai Lama from Tibet, the suppression of native Tibetans, the Tiananmen Square massacre (the latter in the foreword to the 1990 edition of the book), all are recorded with a keenly felt sympathy. The drawbacks and tyrannies of Imperialism are analysed and especially the plight of indigenous Tibetans after Chinese occupation of Tibet is registered with a pang of sympathy. Taking this feeling to an international level Seth muses:

If India and China were amicable towards each other, almost half the world would be at peace. Yet friendship rests on understanding; and the two countries, despite their contiguity, have had almost no contact in the course of history. . . neither strong economic interest nor the natural affinities of a common culture tie India and China together. . . The best that can be hoped for on a national level is a respectful patience on either side. . .¹⁷

The feeling of global brotherhood is reinforced in the following lines, when Seth in meditating on the nature of the water element: "The solid substances of the earth more easily cohere to particular people or nations, but those that flow – air, water – are communal even within our lives,"¹⁸ or as in:

.. to learn about another great culture is to enrich one's life, to understand one's own country better, to feel more at home in the world, and indirectly to add to that reservoir of individual goodwill that may, generations from now, temper the cynical use of national power.¹⁹

All these ruminations set the tone of the travelogue, making it so much more than just a travel book. Seth's musings on Chinese and Indian politics and Economics are interesting, to say the least. They are the products of an insightful mind that has the ability to penetrate to the tone of things to perceive them in their totality.

In the book, there is perfect balance between the elements that comprise pure travel writing and those that do not. All other thoughts are skillfully woven around the basic theme of travelling home. Seth keeps remembering his family, is glad that they have not stopped writing to him, and despite having lived abroad for several years, still thinks of India as home. As the journey enters its final stages, there is a keen longing to be home.

In this manner, the book partakes of all the elements of travel: homesickness, the difficulty of travelling over an inhospitable terrain, the differences encountered in food, clothing, and lifestyle, and other factors which are simply beyond one's control. All the aforementioned characteristics smoothly coalesce to make *From Heaven Lake* an extremely well-written travelogue. Seth's narrative style is immensely readable and well in keeping with the casual theme of sightseeing, although Seth's sensitivity to his surroundings detracts considerably from the casualness. This is brought out especially in two episodes: the Tibetan funereal rite of chopping the dead body, mixing it with meal, and feeding it to eagles, as seen at the Sera monastery in Tibet, and the visit to the Potala Palace, the erstwhile winter palace of the Dalai Lama. Of the latter Seth says, "So fervid and overwhelming is the experience that when I am finally extruded into the sunlit exit, I find myself trembling."²⁰

The travelogue thus alternates between objective perception and subjective delineation of the sights encountered during the journey. It has a charming timelessness, not simply due to the people on its pages, but because it always rings true.

From Heaven Lake won the 1983 Thomas Cook Travel Book Award.

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छात्र और शिक्षक प्रशिक्षुओं के तनाव और समायोजन शैलियों पर एक शोध: किशारे छात्रों के संदर्भ में

नेहा कुमारी*

आज जीवन तेजी से जटिल हो रहा है, तनाव जीवन का एक अनिवार्य हिस्सा बन गया है, तनाव के विभिन्न स्रोतों से अनुभव हो सकता है, कि छात्रों की माँग और तनावपूर्ण (हैमर, ग्रिग्सफी एंड वुड्स 1998) के रूप में अकादमिक जीवन का अनुभव है। उनके तनाव में भावनात्मक और संज्ञानात्मक प्रतिक्रियाएँ हैं, विशेष रूप से बाह्य दबावों और स्वयं लगाए गए अपेक्षाओं के कारण। छात्रों में उच्च तनाव स्तर की धारणा खराब अकादमिक प्रदर्शन, अवसाद और गंभीर स्वास्थ्य समस्याओं मिश्रा और मैकेन, 2000 के कारण हो सकती है। परहेज करना तनावपूर्ण परिस्थितियों के अनुकूल होने की प्रक्रिया में महत्वपूर्ण भूमिका निभाता है।

हमारी भावनाएँ हमारे व्यवहार के मार्गदर्शन और निर्देशन करने में काफी महत्वपूर्ण भूमिका निभाती हैं। हमारे शरीर में भावनाओं की उत्पत्ति होती है। वे हमें कुछ निश्चित परिवर्तन के बारे में बताती हैं, जो पूरे शरीर में होते हैं। वे हमारी शरीर की स्थिति और जरूरतों को चेतावनी देते हैं।

कॉलेज में पहल साल उपन्यास और उत्तेजक घटनाओं से भरा समय होता है। यह कॉलेज के छात्रों के बहुमत के लिए एक मांग अनुभव भी हो सकता है। कुछ अध्ययनों से पता चला है, उनकी शैक्षणिक उपलब्धि बेहतर होगी (लिंग्ट, तावीरा, शू और सिंगली, 2009)। उच्च विद्यालय से कॉलेज तक संक्रमण चरण छात्रों के लिए चुनौतीपूर्ण हो सकता है। विशेष रूप से घर या स्कूल में आश्रित चरण के माध्यम से प्रस्थान करने के बाद, जहाँ उन्हें माता-पिता और स्कूल द्वारा निर्धारित नियमों के आधार पर खड़ा होना चाहिए। उनके विचार से, कॉलेज एक क्षण है जब ये नियंत्रण वहाँ नहीं है और छात्रों को व्यस्कों की तरह स्वायत्त बन जाते हैं। इससे पहले के अध्ययनों से पता चला है कि माध्यमिक से तृतीयक विद्यालय के संक्रमण समय एक महत्वपूर्ण चरण है।

कई छात्रों ने विश्वविद्यालयों के लिए अलग-अलग तरीकों की माँग और नकारात्मक के रूप में पहला अनुकूलन अनुभव किया (विंटर एंड यार्फ, 2000)। यह अनुभव विशेष रूप से परिसर में प्रारंभिक वर्षों में छात्रों द्वारा सामना की गई कई कठिनाईयों के कारण हो सकता है। कठिनाईयों में नए इंटरैक्शन बनाने, माता-पिता और परिवार के साथ संपर्क में परिवर्तन घर से निकालकर और नई शैक्षणिक सेटिंग में उपन्यास रणनीति सीखने में बदलाव के अनुकूल होना शामिल है। यदि छात्र नई कठिनाई से निपटने में नाकाम रहे, तो उन्हें अपनी शिक्षा पूरी करने से पहले ही कॉलेज छोड़ना होगा।

जिम्मेदारी लेने में परिवर्तन करने के मामले में प्रथम वर्ष की सफलता के लिहाज से विश्वविद्यालय के छात्र अक्सर अलग होते हैं। समाजशास्त्र आधारित सिद्धांत विभिन्न विश्वविद्यालयों के बाहर और अंदर के

*शोधार्थी (शिक्षाशास्त्र), श्री सत्य साई यूनिवर्सिटी ऑफ टेक्नोलॉजी एंड मेडिकल साइंस, सिहोर, मध्यप्रदेश।

विभिन्न कारकों को वर्गीकृत करते हैं, जो विद्यार्थियों के प्राथमिक उद्देश्यों और प्रतिबद्धताओं सहित उनके समायोजन की प्रक्रिया को प्रभावित कर सकते हैं, उनके कॉलेज के प्रदर्शन, अनुपूरक गतिविधियों और संकायों, कर्मचारियों और सहकर्मी समूहों के साथ संबंधों में उनके अनुभवों को प्रभावित कर सकते हैं। माता-पिता, साथियों, नियोक्ताओं और विभिन्न संगठनों के समुदाय और उनके व्यक्तिगत अद्वितीय विशेषताओं टिनों, 1993, एडान्यू, 2007 में उद्धृत सहित विश्वविद्यालय के बाहर लोगों और समाज के साथ बातचीत कर प्रभावित कर सकते हैं। विश्वविद्यालय के छात्रों के संक्रमण के व्यवहार से संबंधित एक अध्ययन, आंतरिक और बाहरी संदर्भों और कारकों के बारे में महत्वपूर्ण जानकारी प्रदान करता है जो

प्रक्रिया को प्रभावित कर सकते हैं। कक्षा-कक्षा की स्थापना के अलावा, छात्रों से पता चलता है कि माध्यमिक से तृतीयक स्तर तक वास्तविक शैक्षिक संक्रमण प्रक्रियाओं में धन और समय प्रबंधन कौशल निजी लक्ष्य की स्थापना, बढ़ती स्व-विनियमन की भौतिक, वित्तीय और शैक्षिक भलाई के लिए जिम्मेदारी उठाने जैसे अस्तित्व कौशल शामिल है और संकाय और साथियों के साथ संबंधों के माध्यम केस अपने और खुद के लक्ष्यों को स्पष्ट समझ विकसित करना, जिनके लक्ष्य दृष्टिकोण या विद्यार्थियों से भिन्न मूल्य है।

समस्या के स्रोतों को जानने के लिए कॉलेज ने छात्रों पर अनौपचारिक मूल्यांकन किया। इसके आधार पर, यह पाया गया कि छात्रों ने अपने अध्ययन समय को प्रभावी ढंग से उपयोग नहीं किया गया था इसके अलावा, वे अतिरिक्त कार्यक्रमों में कम भागीदारी करते थे, लाइब्रेरी का थोड़ा उपयोग करते थे और एक-दूसरे को पढ़ाने की कमी कुछ छात्र नियमित रूप से कक्षा में नहीं भाग रहे थे। इसके अलावा, कुछ छात्रों ने चबाने, भारी पीने और यौन संपर्क करने के लिए अपना समय समर्पित किया।

किशोरावस्था में अवसाद एक खतरनाक दर से बढ़ रहा है और किशोर अवसाद पर आँकड़ें बहुत गंभीर हैं। अवसाद है एक मानसिक रोग में मानसिक स्वास्थ्य पेशेवरों की मुख्य समस्या का सामना करना पड़ता है। और यह दूसरे में एक प्रमुख कारक है आत्महत्या जैसी समस्याओं, पदार्थों के दुरुपयोग और स्कूल की विफलता और किशोरावस्था में अवसाद किशोरों की लगभग 35-40 प्रतिशत प्रभावित होता है जो कि किशोरों में सबसे ज्यादा चिंतित हैं, पाँच में से एक को अवसाद (रुस्टन, फॉरियर और शेक्टमैन, 2002) से पीड़ित हो सकता है।

किशोरावस्था में अवसाद रूप से अधिक सामाजिक और पारस्परिक समस्याएँ पैदा करता है जो सीधे स्वयं से संबंधित होते हैं समस्याएँ। अवसाद के दर्द से बचने के लिए, कुछ ड्रग्स या अल्कोहल के साथ युवाओं के प्रयोग या यौन रूप से बहुत सारे बरमू 2005 ने देखा कि पुरुषों के रूप में दो बार महिलाओं के रूप में उनके जीवन के दौरान अवसादग्रस्तता के लक्षण बताते हैं 25 से 45 साल की उम्र के दौरान विवाहित महिलाओं में विशेष रूप से उच्च स्तर की अवसाद होती है, जबकि इस आयु वर्ग में अविवाहित महिलाओं के पास बहुत कम दर होती जो पुरुषों की दर के बराबर होती है। यह अंतर अधिक से अधिक दिखा सकता है, नौकरी के तनाव के अलावा बढ़ी हुई बाल देखभाल जिम्मेदारियों और विस्तारित परिवारों के लिए समर्थन प्रावधान दोनों से विवाहित महिलाओं के लिए तनाव। कम आय और आर्थिक जरूरत अतिरिक्त तनाव है जो महिलाओं को अधिक बार पुरुष को प्रभावित करती है और महिलाओं के लिए अवसाद की उच्च दर से संबंध

ाकत हो सकती हैं इनना ही नहीं, बिवाहित जोड़ों के बीच अवसाद भी किशोरों में अपनी माँ और पिता के अभिभावक शैलियों के माध्यम से अवसाद के लिए आकस्मिक कारकों में से एक बन जाता है।

तनाव हमारे समय की सबसे घातक घटनाओं में से एक है और यह जीवन के सभी क्षेत्रों में लोगों को प्रभावित करता है। तनाव का तात्पर्य है और समस्याओं में जिसके परिणामस्वरूप चिन्ता का तनाव पैदा होता है, तनाव का कुछ जरूरी होता है और हमेशा हमारे साथ होता है यह इसकी तीव्रता में भिन्न होता है इसके परिणामों की वजह से तनाव को महत्व मिलता है हालांकि तनाव दोनों सकारात्मक और नकारात्मक प्रभावों का कारण बनता है, अत्यधिक तनाव से मनोवैज्ञानिक गड़बड़ी नहीं होती बल्कि जैव प्रणाली पर भी कई

हानिकारक प्रभाव होते हैं। तनाव एक अप्रिय भावनात्मक राज्य है यह तनाव की भावना है, जो शारीरिक और भावनात्मक दोनों है और शारीरिक, मनोवैज्ञानिक और पर्यावरणीय मार्गों के कारण होता है यूनाइटेड किंगडम हेल्थ एंड सेफ्टी कमिशन ने यह भी कहा है कि तनाव ये है कि लोगों पर अत्यधिक दबाव या उनके प्रकार की मांगें हैं।

इस प्रकार तनाव को हानिकारक शारीरिक और भावनात्मक प्रतिक्रियाओं के रूप में परिभाषित किया जा सकता है, जब आवश्यकताएँ श्रमिकों की क्षमताओं, संसाधनों या जरूरतों से मेल नहीं खाती। तनाव से खराब स्वास्थ्य और चोट लग सकती है।

वर्तमान अध्ययन का उद्देश्य शिक्षक प्रशिक्षुओं के बीच तनाव के कारणों को जानना और उनके मानसिक स्थिति में सुधार के उपायों का सुझाव देना है जो अंततः अपने समग्र दक्षता में सुधार करेगा। इस अध्ययन के परिणाम शिक्षक प्रशिक्षुओं के मानसिक स्वास्थ्य को सुधारने में बहुत मदद कर सकते हैं। और शिक्षा प्रणाली को बेहतर बनाने का अवसर प्रदान कर सकते हैं।

समायोजन में, दो महत्वपूर्ण कारक व्यक्तिगत और पर्यावरण है जो व्यक्ति के अध्ययन में, माना जाता है कि आनुवांशिकता और जैविक कारक, मनोवैज्ञानिक कारक और उसके द्वारा दिए गए समाजीकरण की गुणवत्ता। जबकि पर्यावरण में सभी सामाजिक कारक शामिल हैं समायोजन देर से लैटिन एड-जिक्टेचर से, जूझता से निकला हुआ है, लेकिन जल्दी ही यूटस से सही माना जाता है, ठीक है विनियमन, व्यावसायिक कानून में व्यवस्थित करने के लिए, बीमित माल पर समुन्द्र में होने वाले नुकसान ।

समायोजन की अवधारणा का अर्थ है भौतिक वातावरण के साथ-साथ सामाजिक माँगों का अनुकूलन। कोई भी इंसान अपने भौतिक वातावरण से अलग नहीं रह सकता है व्यक्ति और उसके पर्यावरण के बीच चल नही कादर्वाई और प्रतिक्रिया श्रृंखला है। फिर सामाजिक दबाव और समाजीकरण की माँगें हैं। इन्हें व्यक्तिगत की व्यक्तिगत माँग जैसे शारीरिक आवश्यकताओं की सुतुष्टि के रूप में जोड़ा जा सकता है यह सभी व्यक्ति की माँग समायोजन के संकलित कामकाज। समायोजन की प्रक्रिया अभी भी अतधिक जटिल हो जाती है, जब एक स्थिति के साथ उसकी बातचीत दूसरी स्थिति की आवश्यकताओं के साथ संघर्ष में जाती है। एक स्थिति खुशी को जन्म दे सकती है। जिसके परिणामस्वरूप तनाव उसके मानस में गड़बड़ी पैदा कर सकता है। असहज शारीरिक लक्षण पैदा करता है या असामान्य व्यवहार भी पैदा कर सकता है।

हमें उसी तरह मनोवैज्ञानिक अस्तित्व के रूप में समायोजन के बारे में सोचते हैं जैसे जीवविज्ञानी शरीर के अस्तित्व का वर्णन करे के लिए शब्द अनुकूलन का उपयोग करता है। समायोजन एक ऐसी प्रक्रिया है

जिसके द्वारा जीवित जीव अपनी जरूरतों और उन परिस्थितियों के बीच संतुलन बनाए रखता है। जो इन आवश्यकताओं की संतुष्टि को प्रभावित करते हैं।

जीवन अस्तित्व और अस्तित्व के लिए संघर्ष की एक सतत श्रृंखला का प्रतिनिधित्व करता है कुछ हासिल करने के लिए संघर्ष करने में यदि कोई पाता है कि परिणाम संतोषजनक नहीं हैं, तो या किसी के लक्ष्य या प्रक्रिया को बदलता है जीवित जीव की विशेष विशेषता को समायोजन कहा जाता है। समायोजन एक व्यक्ति और उसके पर्यावरण के बीच बातचीत है।

शिक्षा के क्षेत्र में अन्य क्षेत्रों के रूप में भी, शोधकर्ता, को शोध के क्षेत्र के बारे में अपर्याप्त जानकारी प्राप्त करने की आवश्यकता है। पर्याप्त जानकारी के उपलब्धता और इसके साथ पर्याप्त परिचितता के कब्जे, एक शोधकर्ता के लिए अपरिहार्य है यह जाँचकर्ता को यह तय करने में मदद करता है कि क्या पहले से उपलब्ध सबूत पर्याप्त जाँच के बिना पर्याप्त रूप से समस्या को हल करता है और इस प्रकार दोहराव के जोखिम से बचने के लिए।

साहित्य विचारों, सिद्धांतों या स्पष्टीकरण आदि प्रदान करता है, इसके लिए उपयुक्त अनुसंधानों की समस्याओं और तरीकों को तैयार करने में महत्वपूर्ण है। ज्ञान का लाभ, जो अतीत में जमा हुआ है, मानव प्रयास का एक परिणाम है। अनुसंधान पत्रिकाओं पुस्तकों, शोध प्रबंधों और सूचना के अन्य स्रोतों की सावधानीपूर्वक समीक्षा की जाने वाली समस्याओं पर किसी भी शोध शून्य से शुरू होता है। संबंधित साहित्य एक प्रभावी शोध के लिए उपयुक्त है।

शिक्षा के क्षेत्र में अन्य क्षेत्रों की तरह भी, अनुसंधान कार्यकर्ता को उस तिथि के बारे में जानकारी प्राप्त करने की जरूरत है जो विशेष क्षेत्र में किया गया है, जिसमें से जाँचकर्ता अनुसंधान के लिए समस्या उठाने का इरादा रखता है। लेकिन यह पाया जाता है कि शैक्षणिक श्रमिकों द्वारा शैक्षिक अनुसंधान और विचारों के बारे में महत्वपूर्ण अद्यतित जानकारी की सीमा बहुत सीमित है।

मनोवैज्ञानिक, शैक्षणिक और वैज्ञानिक कई दशकों से शैक्षणिक तनाव की अवधारणा के साथ मिल रहे हैं। यद्यपि शैक्षणिक तनाव बहुत ज्यादा छात्र जीवन और बहुत ही अनमोल समय से अस्तित्व में हैं लेकिन यह केवल हाल के दिनों में ही है कि एक प्रकृति, प्रकृति और प्रबंधन को समझने के लिए एक संगठित प्रयास किया गया है। शैक्षणिक तनाव के परिणाम इतने खतरनाक माना गया है और बहुत कुछ के बारे में बात की है, वहाँ शायद ही कोई है, जो इससे अवगत नहीं है शैक्षणिक तनाव के रोगजनक प्रभावों के संबंध में हाल के संबंधों में काफी तेजी से अनुसंधान किया गया है।

कालानुक्रमिक वर्षों के संदर्भ में किशोरावस्था अवधि की सटीक सीमा को इंगित करना बहुत मुश्किल है पश्चिमी देशों की तुलना में हमारे देश में किशोरावस्था की शुरुआत शुरू हो जाती है क्योंकि भारतीय बच्चों को पहले युवावस्था प्राप्त होती है क्योंकि अनुकूल सांत्वनात्मक और सांस्कृतिक कारण किशोरावस्था को किशोरावस्था को किशोरों के रूप में संदर्भित किया जा सकता है — 11 से 19 वर्ष बीच कालानुक्रमिक आयु वाले व्यक्ति।

हम उसी तरह मनोवैज्ञानिक उत्तरजीविता के रूप में समायोजन के बारे में सोच सकते हैं जैसे जीवविज्ञानी शरीर के अस्तित्व का वर्णन करने के लिए शब्द अनुकूलन का उपयोग करता है।

समायोजन एक ऐसी प्रक्रिया है जिसके द्वारा जीवित जीव अपनी जरूरतों और उन परिस्थितियों के बीच संतुलन बनाए रखता है जो इन आवश्यकताओं की संतुष्टि को प्रभावित करते हैं। समायोजन के बारे में कुछ सार्वभौमिक स्वीकार किए गए बिंदु यहाँ दिए गए हैं।

उद्देश्य

वर्तमान जाँच के मुख्य उद्देश्य है

छात्र और शिक्षक प्रशिक्षु के बीच शैक्षिक तनाव और समायोजन शैलियों सामान्य स्तर का अनुमान लगाने के लिए।

शैक्षिक तनाव और स्वतंत्र और जनसांख्यिकीय चर के साथ समायोजन शैलियों के बीच संबंधों को खोजने के लिए।

अध्ययन की आदतों और छात्र और शिक्षक प्रशिक्षु के मानसिक स्वास्थ्य के साथ अकादमिक तनाव और समायोजन शैलियों के बीच संबंधों का अध्ययन करना।

अपने शैक्षिक तनाव और समायोजन शैलियों पर छात्र और शिक्षक प्रशिक्षु के मानसिक स्वास्थ्य के प्रभाव को जानने के लिए।

पर्यावरण संरक्षण और मूल्य शिक्षा

नेहा कुमारी*

जीवन में सफलता का आधार वास्तव में शिक्षा में निहित है समय के साथ-साथ शिक्षा के उद्देश्य भी बदलते रहते हैं। स्वातन्त्रोत्तर भारत में शिक्षा को समाजीकरण का सशक्त साधन मानते हुए इसके द्वारा वैयक्तिकता व नागरिकता के गुणों को विकसित करने का प्रयत्न किया गया। आजकल हम शिक्षा को व्यवसायोन्मुख करने का प्रयत्न कर रहे हैं शिक्षा वास्तव में मूल्य निर्धारण की ही प्रक्रिया है।

मूल्य का अर्थ

मानव-चरित्र के निर्माण में सदप्रवृत्तियों और आदतों के अभ्यास सहायता करते हैं। व्यक्ति जिन प्रवृत्तियों को धारण करता है, उन सभी का योग चरित्र होता है। प्रायः ऐसी प्रवृत्तियाँ अर्जित होती हैं। प्रवृत्ति व्यक्ति के व्यवहार को अभिप्रेरित करने वाली आन्तरिक शक्ति है। इसके लगातार प्रयोग से व्यक्ति की आदत बनती है। सभी आदतों के सुसंगठित होने से चरित्र का निर्माण होता है। “चरित्र आदतों का पुंज (समूह) है।” इसलिए कहावत भी है कि छोटे-छोटे अभ्यासों से ही आदत बनती है और शुरू के जीवन से ही आदतों का निर्माण होना चाहिए। यदि ऐसी प्रवृत्ति बालपन से बन जाए तो सारा जीवन सच्चरित्रपूर्ण होता है।

चरित्र नैतिक या नीतिशास्त्रीय मूल्यों से निश्चित रूप में साहचर्य रखता है अतएव चरित्र निर्माण में मूल्यों और आदर्श का बड़ा हाथ होता है। मूल्य एक प्रकार का मानक है। मनुष्य किसी वस्तु, क्रिया, विचार को अपनाने के पूर्व यह निर्णय करता है कि वह उसे अपनाए या त्याग दें। जब ऐसा विचाराभाव व्यक्ति के मन में निर्णयात्मक ढंग से आता है, तो वह मूल्य कहलाता है।

मूल्य किसी वस्तु या स्थिति का वह गुण है जो समालोचन व वरीयता प्रकट करता है। यह एक आदर्श या इच्छा है जिसे पूरा करने के लिए व्यक्ति जीता है तथा आजीवन प्रयास करता है।

मूल्य-शिक्षा के विभिन्न व्यावहारिक पहलुओं पर विश्व-भर में दार्शनिक व शैक्षिक क्षेत्रों में काफी बहस हुई है व उससे कुछ महत्वपूर्ण तथ्य उजागर हुए हैं

- ‘मानव मूल्यों में शिक्षा’ का एक पृथक, अनिवार्य या ऐच्छिक विषय के रूप में विद्यालयी पाठ्यचर्या के अन्तर्गत शामिल करके विशेषज्ञ शिक्षकों द्वारा नहीं पढ़ाया जा सकता है।
- इसे मूल्य-शिक्षा या नैतिक शिक्षा के निश्चित कालांश में भी नहीं पढ़ाना चाहिए।
- जिस रूप में अनेक विद्यालयों में अर्थशास्त्र व राजनीतिशास्त्र को व्याख्यान देकर, महत्वपूर्ण नोट्स लिखाकर व लिखित प्रश्न-पत्र द्वारा अन्त में परीक्षा लेकर पढ़ाया जाता है उस रूप में भी मूल्यों की शिक्षा नहीं दी जानी है।

*शोधार्थी (शिक्षाशास्त्र), श्री सत्य साई यूनिवर्सिटी ऑफ टेक्नोलॉजी एंड मेडिकल साइंस, सिहोर, मध्यप्रदेश

- इसे असमर्पित, निराश और गैर-गम्भीर शिक्षकों द्वारा उपेक्षा भाव से सामाजिक दृष्टि से उपयोगी उत्पादक कार्य की तरह भी नहीं पढ़ाया जाना है।
- इसे केवल विद्यालयों, महाविद्यालयों, विश्वविद्यालयों, गैर-औपचारिक शिक्षा संस्थाओं, व्यावसायिक, प्राविधिक व शोध संस्थानों में ही नहीं देना है।
- इसे कतिपय धार्मिक प्रार्थनाओं, मन्त्रों, सूत्रों, धार्मिक पात्रों व सन्तों के साहस व शौर्य की गाथाओं के अध्ययन के रूप में जीवाश्मीकृत भी नहीं करना है।
- इसे मानव निर्माण के सजीव विज्ञान का रूप ग्रहण करना है जिसमें आध्यात्मिकता, विज्ञान, प्रौद्योगिकी, सामाजिक कार्य, नीतिशास्त्र, आधुनिकता, भविष्यशास्त्र, पारिस्थितिकी, निरस्त्रीकरण, अन्तर्राष्ट्रीयता तथा वैज्ञानिक मानवतावाद के कार्यात्मक तत्वों का सम्मेलन होना चाहिए। सभी शिक्षित अभिभावकों व नागरिकों को अपने सम्पर्क में आने वाली सभी व्यक्तियों-विद्यार्थियों, विद्यार्थियों के माता-पिता, सेवा-योजक, कार्यकर्ता, मित्र, पड़ोसी से मूल्यों की शिक्षा देने की आशा करनी है। उन्हें प्रारम्भ से ही सही अभिवृत्तियों को सही अभिवृत्तियों में रूपांतरित करने का कार्य करना है।

मूल्यों की शिक्षा में विद्यालय में दी जाने वाली शिक्षा का महत्वपूर्ण योगदान है। बच्चों को मूल्यों की शिक्षा दी जा सकती है परन्तु उन्हें मूल्य सिखाना अत्यन्त कठिन कार्य है। हमें विभिन्न कक्षाओं के लिए अलग से पाठ्यक्रम बनाने तथा अलग-अलग मूल्यों का शिक्षण करने से बचना होगा। विद्यालयी विषयों के अध्यापन को मूल्यों की शिक्षा से सम्बद्ध करके, मूल्यों को विकसित करने के लिए उपयुक्त शिक्षण संव्यूहन प्रयोग करके, सम्पूर्ण विद्यालयी पाठ्यचर्या को विद्यार्थियों तक वांछित मूल्यों के सम्प्रेषण में सक्षम बनाकर, मूल्य अभिविन्यसित शान्त, सहयोगी, सहानुभूतिमय, रचनाशील, अनुशासित, न्यायसंगत, अनुमेयतापूर्ण, स्वीकरण प्रदान तथा संघर्षहीन विद्यालयी वातावरण सृजित कर विद्यालय में विभिन्न मूल्यों को आत्मसात करने हेतु सक्रिय अवसर उपलब्ध कराये जा सकते हैं।

भारतीय संस्कृति में आस्था रखने वाले लोग आदिकाल से ही प्रकृति की पूजा करते रहे हैं। निःसंदेह भौतिक प्रगति से संबंधित विविध खोजों ने मानव समुदाय को प्रकृति द्वारा निर्धारित सीमाओं से लगभग मुक्त की कर दिया है। अपने जीवन को अच्छा बनाने की चाह ने मनुष्य को बिना सोचे-समझे प्राकृतिक संसाधनों को प्रयोग करने हेतु विवश किया।

मनुष्यों द्वारा पर्यावरण को विकृत स्वरूप प्रदान किया गया।

आज हम प्रदूषण में जीते हैं और प्रदूषण में रहते हैं। पर्यावरण संतुलन बिगड़ता जा रहा है। आज ऐसी शिक्षा की जरूरत है जो शिक्षार्थी में न केवल वातावरण बोध विकसित करे वरन् उसे पर्यावरण संरक्षण व सुधार हेतु सक्रिय योगदान करने हेतु प्रेरित करे।

पर्यावरणीय शिक्षा वास्तव में एक ऐसी व्यावहारिक प्रक्रिया है जिसके माध्यम से मनुष्य को पर्यावरण सुधार हेतु जरूरी ज्ञान व कौशल प्राप्त होते हैं तथा उसकी प्रतिबद्धता विकसित होती है। यह जीवन पर्यन्त शिक्षा है जो व्यक्तियों व समुदायों को जीवन के लिए तैयार करती है। पर्यावरण शिक्षा स्वबोध, पर्यावरण बोध तथा वास्तविक जीवन के अपने घटकों द्वारा मूल्यों के स्पष्टीकरण की महत्ता स्वीकार करती है। यह शिक्षा व्यक्ति को पर्यावरण सम्बन्धी समस्याओं के प्रति सचेत करती है ताकि वे अपने तकनीकी कौशलों व उत्तरदायित्व के

भाव के सहारे समस्याएँ सुलझा सकें। पर्यावरण शिक्षा एक पृथक विषय नहीं है। यह तो शिक्षा और पर्यावरणीय समस्याओं के प्रति एक बहुअनुशासनिक उपागम है।

पर्यावरणीय शिक्षा मूल्यों को पहचानने व प्रत्ययों को स्पष्ट करने की प्रक्रिया है जिससे मनुष्य, उसकी संस्कृति और उसके जीवभौतिकीय परिवेश के मध्य अन्तरसम्बद्धता को समझने व उसकी सराहना करने के लिए आवश्यक कौशल व अभिवृत्तियाँ विकसित होती है। पर्यावरणीय शिक्षा में पर्यावरण की गुणवत्ता से सम्बन्धित समस्याओं के बारे में निर्णय लेने का अभ्यास एवं व्यवहार संहिता का स्वानिर्धारण भी निहित है।

पर्यावरणीय शिक्षा के दो आधारभूत तथा परस्पर-व्यापी उद्देश्य हैं –

- घटनाओं पर निरन्तर निगरानी रखने तथा विवेकपूर्ण निर्णयों को लेने के लिए संबंधित अधिकारियों व समाज के शक्ति केन्द्रों पर शिक्षित दबाव डालने के लिए पर्यावरणीय विवादों व समस्याओं के बारे में जन-बोध विकसित करना।
- पर्यावरणीय विवादों व समस्याओं, प्रदूतों के संकलन व मूल्यांकन की विधियों, स्वीकार्य नीतियों के निर्माण व उन नीतियों के कार्यान्वयन की प्रक्रिया तैयार करने के साधनों में गहन अध्ययन के अवसर प्रदान करना।

उपर्युक्त उद्देश्यों के अतिरिक्त निम्न व्यापक उद्देश्य अग्रलिखित हैं

- शहरी तथा ग्रामीण क्षेत्रों में आर्थिक, राजनैतिक और पारिस्थितिकीय अन्तरनिर्भरता के बोध व उनके प्रति चिन्ता का विकास करना।
- पर्यावरण की सुरक्षा तथा उसके सुधार के लिए आवश्यक कौशलों, ज्ञान, मूल्यों, अभिवृत्तियों तथा प्रतिवद्धता के अर्जन हेतु प्रत्येक व्यक्ति को अवसर उपलब्ध कराना।
- पर्यावरण के प्रति व्यक्तियों, समूहों तथा समाज में नये व्यवहार प्रतिमान विकसित करना।

पर्यावरणीय शिक्षा के लिए आवश्यक निर्देशक नियम :-

- इसमें स्थानीय, राष्ट्रीय, क्षेत्रीय व अन्तर्राष्ट्रीय दृष्टिकोणों से प्रमुख पर्यावरण विवादों परीक्षण होना चाहिए जिसमें अन्य भौगोलिक क्षेत्रों की पर्यावरणीय दशाओं में विद्यार्थियों की सूझ विकसित हो सके।
- इसमें ऐतिहासिक परिदृश्य पर विचार करते समय वर्तमान व भावी पर्यावरणीय परिस्थितियों पर ध्यान केन्द्रित करना चाहिए।
- इसमें पर्यावरणीय समस्याओं के समाधान व उनकी रोकथाम में स्थानीय, राष्ट्रीय तथा अन्तर्राष्ट्रीय सहयोग की आवश्यकता व महत्व स्पष्ट होने चाहिए।
- इसे प्रत्येक आयु में अपने समुदाय व पर्यावरणीय संवेदनशीलता, ज्ञान, समस्या, समाधान कौशलों तथा मूल्य स्पष्टीकरण के मध्य सम्बन्ध स्थापित करने का प्रयत्न करना चाहिए।
- इसे पर्यावरण समस्याओं के लक्षणों और वास्तविक कारणों को खोजने में सीखने वालों की सहायता करनी चाहिए।
- इसे पर्यावरण समस्याओं की जटिलता और आलोचनात्मक चिन्तन तथा समस्या समाधान कौशलों को विकसित करने की आवश्यकता पर बल देना चाहिए।

- इसमें पर्यावरण के बारे में तथा उससे शिक्षण करने व सीखने के विभिन्न उपागमों व अधिगम वातावरणों के विविध प्रकारों का प्रयोग होना चाहिए तथा ऐसा करते समय प्रायोगिक क्रियाओं तथा प्राथमिक अनुभवों पर बल देना चाहिए।

उपर्युक्त निर्देशक नियमों पर विचार करने से यह स्पष्ट हो जाता है कि प्रभावी पर्यावरणीय शिक्षा के माध्यम से शिक्षक समाजवाद, धर्म—निरपेक्षता, जनतंत्र, भ्रातृत्व, समानता, स्वतंत्रता पर्यावरण की सुरक्षा वैज्ञानिक दृष्टिकोण, सांस्कृतिक विरासत के प्रति सम्मान, शान्तिपूर्ण सहअस्तित्व, सहनशीलता, अहिंसा, राष्ट्रीय एकता, सहयोग आदि मूल्यों का विकास कर सकते हैं।

पर्यावरण शिक्षा स्वबोध, पर्यावरणीय बोध तथा वास्तविक जीवन के अनुभवों के संश्लेषण नामक अपने घटकों द्वारा मूल्य स्पष्टीकरण का महत्व स्वीकार करती है। इसकी व्यापक संकल्पना में शिक्षा के सभी लक्ष्य स्वतः समाहित हो जाते हैं। इसमें प्राकृतिक उत्पादों की खपत पर नियंत्रण की वांछनीयता निहित है। जनसंख्या वृद्धि पर नियन्त्रण, पर्यावरणीय प्रदूषण से बचाव वन्य जीवन की सुरक्षा पर्यावरण के विभिन्न जैविक व अजैविक कारकों में सह—सम्बन्ध, आनुवंशिक प्रौद्योगिकी, गर्भ समापन, जीव हत्या, अन्धविश्वासों आदि प्रकरणों का शिक्षण अधिक प्रभावी हो सकता है।

विविध प्रकार के प्रकरणों को पढ़ाते समय मूल्य विकसित करने के लिए शिक्षक मूल्य विश्लेषण, मूल्य स्पष्टीकरण, न्यायिक पृच्छा, अन्वेषण, वैज्ञानिक, भूमिका निर्वहन, व्यक्तिगत व सामूहिक प्रायोगिक परियोजना, स्वतंत्र अध्ययन आदि शिक्षण संवाहकों का प्रयोग कर सकते हैं। रेडियों व दूरदर्शन प्रसारणों, फिल्मों, संग्रहालयों, उद्यानों व वन्य प्रदेशों के भ्रमण आदि के माध्यम से भी मूल्यपरक पर्यावरणीय शिक्षा प्रदान की जा सकती है। विभिन्न प्रकरण पढ़ाने के बाद उनसे सम्बन्धित विवदास्पद परिस्थितियों पर चर्चा मूल्यों का विकास कर सकती है। शिक्षकों तथा पाठ्य—पुस्तकों के लेखकों को समाज में चिन्ता के विषयों पर समस्यात्मक विवरण भी तैयार करने चाहिए तथा उन पर तार्किक संवादों को बढ़ावा देना चाहिए। पर्यावरणीय विवादों व कठिनाईयों पर वीडियो कैंसेट तैयार किये जा सकते हैं तथा फिर इनका प्रयोग मूल्य—निर्णय लेने हेतु विद्यार्थियों को पर्याप्त अवसर उपलब्ध कराने के लिए किया जा सकता है।

मानव जाति की इच्छा अपनी सम्पूर्ण सांस्कृतिक धरोहर के साथ जीवित रहने की हैं। अतः हमें विद्यार्थियों की पर्यावरणीय समस्याओं के प्रति सजग करना चाहिए।

पर्यावरण शिक्षा एक ऐसी एकीकृत प्रक्रिया है जो प्राकृतिक एवं मानवनिर्मित वातावरण से मानव के अन्तर्सम्बन्धों पर विचार करती है। इसके अन्तर्गत से समस्त गतिविधियाँ आ जाती हैं जो कि प्रत्येक प्राणी के प्राकृतिक सामाजिक एवं सांस्कृतिक पर्यावरण को प्रभावित करती है। ऐसी शिक्षा का प्रमुख उद्देश्य है। — पर्यावरण के अभिज्ञान द्वारा जीवन का गुणात्मक सुधार करना तथा पर्यावरण संरक्षण के प्रति अपने दायित्व के स्वीकार करना। इस बात में कोई सन्देह नहीं है कि पर्यावरणीय शिक्षा भविष्य के लिए एक उत्तम निवेश है तथा पर्यावरण संकट टालने के लिए यह एक बीमों के समान है।

प्रत्येक देश शिक्षा के साथ पर्यावरणीय संबंधी चिन्ताओं को सुलझाने के प्रयासों में लगा रहा है। इन विभिन्न देशों के अनुसार ई.ई. को केवल शिक्षा प्रणाली का ही हिस्सा नहीं होना चाहिए बल्कि राजनैतिक व्यवस्था में भी भाग लेना चाहिए जिससे राष्ट्रीय स्तर पर कार्य, नीतियाँ और उचित योजनाएँ तैयार की जा सकें।

पर्यावरण की सुरक्षा हर किसी की जिम्मेदारी है। इसलिए पर्यावरण शिक्षा एक समूह या समाज तक ही सीमित नहीं होनी चाहिए बल्कि हर व्यक्ति को पर्यावरण के बचाव संबंधी जानकारी होनी चाहिए। यह एक निरंतर और जीवन भर चलने वाली प्रक्रिया होनी चाहिए तथा पर्यावरण शिक्षा के प्रति व्यावहारात्मक होना चाहिए ताकि इसे भलीभांति लागू किया जा सके।

अगर बच्चों को संसाधनों, पर्यावरणीय प्रदूषण, मृदा अपरदन, अवनति और संकटग्रस्त पौधों एवं विलुप्त जानवरों के बचाव तथा संरक्षण के बारे में सिखाया जाता है तो पर्यावरण के संरक्षण में काफी हद तक सुधार हो सकता है। शिक्षा एक तरह का निवेश है जो समय के साथ-साथ एक मूल्यवान संपत्ति में बदल जाता है।

भारत के विश्वविद्यालयों में शिक्षण, अनुसंधान और प्रशिक्षण पर काफी ध्यान दिया गया है। 20 से अधिक विभिन्न विश्वविद्यालयों और संस्थानों में पर्यावरण इंजिनियरिंग, संरक्षण और प्रबंधन, पर्यावरण स्वास्थ्य और सामाजिक विज्ञान जैसे पाठ्यक्रमों को पढ़ाया जाता है।

समाजिक बदलावों के कारण आज के बच्चे आंतरिक खेलों और इलेक्ट्रॉनिक यंत्रों को खेलने में व्यस्त रहते हैं। उनके पास चारों ओर यात्रा करने एवं चारों प्राकृतिक दुनिया के बारे में जानने के लिए विल्कुल भी समय नहीं है। इससे न केवल बच्चों के स्वास्थ्य पर प्रभाव पड़ता है। बल्कि उन्हें अपने परिवेश और प्रकृति से विलगाव जैसी स्थिति का सामना करना पड़ता है। यद्यपि के बच्चे व्यस्क भी हो जाएं जो भी उन्हें प्रकृति के संरक्षण के बारे में जानकारी

शिक्षक के लिए शिक्षण युक्तियों

(Teaching Tactics of A Teacher)

अर्चना कुमारी*

शिक्षण युक्तियों (Teaching tactics) से हमारा तात्पर्य “अनुदेशन के विस्तृत पक्षों से है, जो व्यूह रचना की अपेक्षा ज्यादा समावेशित होते हैं। शिक्षण की समान युक्तियाँ, शिक्षण की विभिन्न नीतियों में प्रयोग की जा सकती हैं”

शिक्षण युक्तियों के कुछ उदाहरण हैं:— अपेक्षित अनुक्रिया के लिये उद्दीपन प्रस्तुत करना, सही अनुक्रिया का पुनर्बलन करना, अनुक्रियाओं को सीखने के क्रम में रखना, सीखी अनुक्रियाओं का अभ्यास कराना, विभेदीकरण की परिस्थितियाँ उत्पन्न करना, सामान्यीकरण, उदाहरण नियम प्रत्यय आदि को प्रयोग करना।

शिक्षण युक्तियाँ, वे सारी प्रविधियाँ हैं जिनका प्रयोग शिक्षक अपने शिक्षण को प्रभावपूर्ण रुचिकर तथा स्पष्ट बनाने के लिए करता है। ये युक्तियाँ शाब्दिक (verbal) तथा अशाब्दिक (Non verbal) दोनों तरह की होती हैं इनका उपयोग शिक्षक कक्षा की परिस्थितियों तथा आवश्यकतानुसार करता है शिक्षक युक्तियाँ छात्रों और शिक्षकों के मध्य अन्तः प्रक्रिया को प्रभावशाली बताती हैं। स्टोन्स तथा मौरिस (Stones & Morris) के अनुसार शिक्षण युक्तियाँ उद्देश्यों से संबंधित होती हैं और शिक्षक के व्यवहार को प्रभावित करती हैं। शिक्षक किसी परिस्थिति विशेष में कैसा व्यवहार करता है कैसे वह कक्षा में छात्रों के साथ विभिन्न भूमिकाओं में कार्य को पूरा करता है और कैसे छात्र, शिक्षक तथा पाठ्य-वस्तु में अन्तः प्रक्रिया होती है आदि बातें इसमें आती हैं।”

शिक्षण उद्देश्यों को प्राप्त करने के लिए शिक्षण युक्तियाँ एक सफल माध्यम हैं। ये सदैव उद्देश्यों से संबंधित रहने वाली सार्थक प्रविधियाँ हैं। एक शिक्षण युक्तियों के चयन के बहुत जागरूक रहें।

डेविस (Davis) महोदय का यह कथन सत्य है कि शिक्षण की युक्तियों, विधियाँ, आदि शिक्षण नीतियों के विभिन्न अंग हैं। शिक्षण— नीति आधारशिला है। समस्त शिक्षा नियोजन के लिये विभिन्न शिक्षण नीतियों को प्रयोग में लाना होता है संबंधित युक्तियों और विधियों का चयन करना होता है। सच है पूर्व नियोजन ही सफल शिक्षण की कुंजी है और पूर्व नियोजन में शिक्षण नीति, रीति, विधि व युक्ति सभी की भूमिका रहती है।

कक्षाकक्ष में विभिन्न प्रकार की शिक्षण नीतियाँ (Various types of classroom teaching strategies):— इन नीतियों का प्रयोग शिक्षण को अधिक प्रभावशाली बनाने के लिए सावधानीपूर्वक शिक्षक को करना चाहिए।

1. व्याख्यान नीति (Lecture strategy):— यह विधि उच्च स्तर की कक्षाओं के लिए उपयोगी मानी जाती है।

इसकी निम्नलिखित विशेषताएँ हैं।

i. उच्च कक्षाओं के लिए उपयोगी है।

ii. यह शिक्षक के लिए सरल, संक्षिप्त तथा आकर्षक है।

*शोधार्थी (शिक्षाशास्त्र), श्री सत्य साई यूनिवर्सिटी ऑफ टेक्नोलॉजी एन्ड मेडिकल साइंस, सिहोर, मध्यप्रदेश।

- iii. विषय का तार्किक क्रम सदैव बना रहता है।
 - iv. शिक्षक विचारधारा के प्रवाह में बहुत सी नई बातें बता देते हैं।
 - v. शिक्षक सदैव सक्रिय रहता है।
2. प्रदर्शन नीति (Demonstration Strategy):— शिक्षण के क्षेत्र में प्रदर्शन विधि का काफी महत्व है। इस विधि में छात्र एवं शिक्षक दोनों ही सक्रिय रहते हैं।
- प्रदर्शन विधि की निम्नलिखित विशेषताएँ हैं:—
- i. यह विधि छोटी कक्षाओं के लिए अधिक उपयुक्त है।
 - ii. समय कम लगता है।
 - iii. बालकों की दृष्टि एवं श्रवण इन्द्रियाँ अधिक सक्रिय रहती हैं।
 - iv. छात्रों की निरीक्षण, तर्क एवं विचार— शक्ति का विकास होता है।
 - v. उपकरणों की संख्या में कमी होने पर भी शिक्षण प्रभावशाली होता है।
3. अन्वेषण नीति (Neuristic Strategy):— इस नीति के छात्र स्वयं खोज करके सीखते हैं। शिक्षक का कार्य केवल पथ प्रदर्शक का होता है जो उचित समय पर गलतियाँ सुधारने में सहायता देता है।
- अन्वेषण नीति की विशेषताएँ निम्नलिखित हैं:—
- i. छात्रों में वैज्ञानिक विधि तथा भावना का विकास होता है।
 - ii. अधिक धन खर्च होता है।
 - iii. यह विधि छात्रों को जीवन के लिए तैयार करती है।
 - iv. इससे प्राप्त ज्ञान अधिक स्थायी होता है।
 - v. छात्रों में चिन्तन तथा अवबोधन बढ़ता है।
4. परियोजना नीति (Project Strategy):— इस विधि में छात्रों के समक्ष एक समस्या प्रस्तुत की जाती है और छात्र उसका हल निकालने में लगे रहते हैं। इसमें छात्र अपनी रुचि और इच्छा के अनुसार कार्य करता है।
- परियोजना नीति की विशेषताएँ निम्नलिखित हैं:—
- i. छात्र स्वयं चिन्तन करके पढ़ते हैं और कार्य करते हैं।
 - ii. छात्र पूरी योजना में सक्रिय रहता है।
 - iii. यह मनोवैज्ञानिक विधि है।
 - iv. प्राप्त ज्ञान स्थायी होता है।
 - v. यह स्वयं करके सीखने पर आधारित है।
5. दत्त कार्य नीति (Assignment Strategy):— शिक्षण प्रणाली में स्थायी अधिगम व्यवहारों का निर्माण करने में योग देने वाली दत्त कार्य नीति महत्वपूर्ण है।
- दत्त कार्य की निम्नलिखित विशेषताएँ हैं:—
- i. प्रत्येक छात्र अपनी सामर्थ्य के अनुसार कार्य करता है।
 - ii. शिक्षक को पर्याप्त मार्गदर्शन करना पड़ता है।

- iii. छात्रों को स्वयं कार्य करने की आदत पड़ती हैं।
- iv. व्यावहारिक कार्य पर अधिक बल दिया जाता है।
- 6. समस्या समाधान नीति— समस्या समाधान विधि का जन्म प्रयोजनवाद के फलस्वरूप हुआ।
समस्या समाधान की विशेषताएँ—

- i. छात्र समस्याओं को स्वतः हल करना सीखते हैं।
- ii. उनमें निरीक्षण एवं तर्क शक्ति का विकास होता है।
- iii. वे सामान्यीकरण करने में समर्थ होते हैं।
- iv. यह प्रेरणात्मक विधि है।

v. यह Learning by doing पर आधारित है।

- 7. वार्तालाप नीति (Discussion Strategy) ली (Lee) के अनुसार वार्तालाप शैक्षिक समूह क्रिया है। इसमें छात्र सहयोगपूर्वक एक— दूसरे से किसी समस्या पर विचार करते हैं।

वार्तालाप विधि की निम्नलिखित विशेषताएँ हैं—

- i. इसमें गलत उपग्यों को अनुत्साहित किया जाता है।
- ii. छात्रों में आत्मविश्वास जाग्रत होता है।
- iii. छात्रों की अभिवृत्ति के विकास में सहायक है।
- iv. ये छात्रों को सक्रिय बनाती हैं।
- v. यह जनतान्त्रिक नीति है।

- 8. अनुवर्ग या ट्यूटोरियल नीति (Tutorial Strategies)— ट्यूटोरियल या अनुवर्ग एक ऐसी शिक्षण नीति है जिसका प्रयोग व्यक्तिगत तथा सामूहिक दोनों ही प्रकार से किया जा सकता है।

ट्यूटोरियल की विशेषताएँ—

- i. यह कि शिक्षण के सुधारात्मक पक्ष पर ध्यान देती है।
- ii. छात्रों की उपलब्धियों बढ़ाने में महत्वपूर्ण योगदान देती है।
- iii. छात्र के पूर्व ज्ञान के आधार पर उनकी समस्याओं को सुलझाया जाता है।

- 9. ऐतिहासिक खोज नीति (Discovery Strategy) — यह विधि छात्रों को सक्रिय बनाती है और छात्रों के चिन्तन सूझ-बूझ तथा निरीक्षण क्षमताओं का विकास करती है।

इसकल निम्नलिखित विशेषताएँ हैं—

- i. यह छात्रों को खोजकर्ता बनाती है और छात्रों को खोज विधियों में पारंगत करने की ओर प्रयत्नशील रहती है।
- ii. सृजनात्मक चिन्तन के विकास में सहायक है।
- iii. ज्ञानात्मक तथा भावात्मक पक्षों के उच्च उद्देश्यों की प्राप्ति के लिए उपयोगी है।
- iv. छात्रों के लिए यह विधि रोचकता उत्पन्न करती है।
- v. छात्रों की विश्लेषण तथा संश्लेषण करने की क्षमताओं का विकास किया जाता है।

10. पात्र अभिनय या अनुकरणीय अथवा भूमि निर्वाह नीति (Role playing)– यह अभिनयात्मक तथा सामाजिक कौशल विकसित करने से हैं।

Role playing की निम्नलिखित विशेषताएँ हैं:–

- i. छोटी कक्षाओं में भी उपयोगी हैं।
- ii. यह अनुभव की नकल होती है, जिससे वास्तविक बनाया जाता है।
- iii. शिक्षक व्यवहार की समीक्षा तथा उसमें सुधार करना संभव है।
- iv. यह मानवीय संबंधों से संबंधित विधि छात्रों की अभिवृत्तियों में परिवर्तन एवं विकास होता है।

Job Satisfaction in Different Boards

Dr. Ms. Neelima G. Jha*

ABSTRACT

The aim of this study was to study level of Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards (ICSE, CBSE and U.P Board). The sample of this study consisted of 713 Teachers selected from 70 Secondary Schools of Lucknow. The data were collected by using the tool 'Job Satisfaction Scale' by Mrs. Meera Dixit (2013). Data were analyzed using descriptive and Inferential Statistics (Analysis of Variance). An attempt was made to find out the significance of difference between mean scores of three groups of teachers teaching in different schools affiliated to ICSE, CBSE and U.P Board with regard to satisfaction in all the Job Factors and in Overall Job Satisfaction. The study revealed that there was significant difference among secondary school teachers teaching in schools affiliated to ICSE, CBSE and U.P board with regard to satisfaction in all the Job Factors and also in overall Job Satisfaction.

Keywords : Job Satisfaction, Job Factors, Teachers, Secondary Schools, Boards.

INTRODUCTION

Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. This further enables the individual to derive pleasure from his/her work and continue to do the work with more enthusiasm. Job satisfaction plays a very important role in everyday life of both the employees as well as organizations. Organizations affect their employees (either positively or negatively) and its impact is reflected in the way the employees perform their duties. If the impact is positive, it becomes the source of satisfaction and happiness for the employees then it affects the well-being, productivity and quality of job positively. Teachers who are satisfied with their job have a high degree of professional competence. When individuals take up a job according to their formal education, training, interest, skills, they also have some expectations from the job and the organization which needs to be met in order to encourage them to perform their duty honestly and focus on bringing quality in their work. The education commission (1966) states that dissatisfaction of the individual, whatever may be the occupation in which he is engaged, results in professional stagnation. Lam, B. and Yan, H. (2011), Menon, M. E. and Athanasoula-Reppa, A. (2011), Hughes, G. D. (2012), Cevat, E. (2013), Tagreed, A. T. (2013), Velmurugan, A. (2016), Toropova, A., Myrberg, E., & Johansson, S. (2019) mentioned that volume of non- teaching workload, equitability in the distribution of work, professional autonomy, school climate, key stakeholders, support and training, participation in school management, student/ school progress, professional development, employment terms, salary, workload, parent and student participation, cooperation levels, Instructional justice and procedural justice, physical environments of classrooms, relationships within the school influenced Job Satisfaction positively.

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OBJECTIVES

1. To study the different 'Job Factors' of Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.
2. To study the Overall Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.

HYPOTHESES

1. There is no significant difference in the different 'Job Factors' of Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.
2. There is no significant difference in the overall Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.

METHOD

Descriptive and Inferential statistics (Analysis of Variance) were employed to find out the significance of difference between the mean scores of three groups of teachers related to ICSE, CBSE and U.P Board in all the Job Factors and in overall Job Satisfaction. The sample of this study consisted of 713 teachers from the selected 70 Secondary Schools of Lucknow. 105 teachers (ICSE Board), 139 teachers (CBSE Board) and 469 teachers (U.P Board) were selected for the study. 'Job Satisfaction Scale' by Mrs. Meera Dixit (2013) was administered to collect the data.

ANALYSIS

Discussion and Result

Objective 1: To study the different 'Job Factors' of Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.

Hypothesis 1: There is no significant difference in the different 'Job Factors' of Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.

Table 1.1: Analysis of Variance (ANOVA) Job Factor 'Intrinsic Aspect of the Job' of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Aspect of the Job	Between Groups	43.201	2	21.601	1.997	.136
	Within Groups	7678.277	710	10.814		
	Total	7721.478	712			

* Significance Level 0.05

Intrinsic Aspect of the Job

Observation of the above table shows that in the Job Factor 'Intrinsic Aspect of the Job' of Job Satisfaction the value of F-ratio 1.997 is less than the table value (3.00) at 0.05 significance level. The result here indicates that there is no difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor 'Intrinsic Aspect of the Job.'

Table 1.2: Analysis of Variance (ANOVA) Job Factor ‘Salary, Promotional avenues and service conditions’ of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Salary, Promotional avenues and service conditions	Between Groups	226.404	2	113.202	4.600	.010*
	Within Groups	17471.744	710	24.608		
	Total	17698.149	712			

* Significance Level 0.05

Salary, Promotional avenues and Service Conditions

Perusal of the above table shows that in the Job Factor ‘Salary, Promotional avenues and service conditions’ of Job Satisfaction the value of F-ratio 4.600 is more than the table value (3.00) at 0.05 significance level. The result here shows that there is significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor ‘Salary, Promotional avenues and service conditions.’

Table 1.3: Analysis of Variance (ANOVA) Job Factor ‘Physical Facilities’ of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Physical facilities	Between Groups	1055.547	2	527.774	16.438	.000*
	Within Groups	22795.283	710	32.106		
	Total	23850.830	712			

* Significance Level 0.05

Physical Facilities

A careful glance at the above table shows that in the Job Factor ‘Physical Facilities’ of Job Satisfaction the value of F-ratio 16.438 is more than the table value (3.00) at 0.05 significance level. The result here shows that there is significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor ‘Physical Facilities.’

Table 1.4: Analysis of Variance (ANOVA) Job Factor ‘Institutional Plans and Policies’ of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Institutional Plans and Policies	Between Groups	4.995	2	2.497	.142	.867
	Within Groups	12456.481	710	17.544		
	Total	12461.475	712			

* Significance Level 0.05

Institutional Plans and Policies

With regard to the Job Factor 'Institutional Plans and Policies' of Job Satisfaction the value of F-ratio. 142 is less than the table value (3.00) at 0.05 significance level. The result here shows that there is no significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor 'Institutional Plans and Policies.'

Table 1.5: Analysis of Variance (ANOVA) Job Factor 'Satisfaction with authorities' of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction with authorities	Between Groups	113.805	2	56.903	3.412	.034*
	Within Groups	11839.480	710	16.675		
	Total	11953.285	712			

* Significance Level 0.05

Satisfaction with Authorities

A look at the above table shows that in the Job Factor 'Satisfaction with Authorities' of Job Satisfaction the value of F-ratio 3.412 is more than the table value (3.00) at 0.05 significance level. The result here shows that there is significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor 'Satisfaction with Authorities.'

Table 1.6: Analysis of Variance (ANOVA) Job Factor 'Satisfaction with social status and family welfare' of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction with social status and family welfare	Between Groups	96.636	2	48.318	4.372	.013*
	Within Groups	7846.385	710	11.051		
	Total	7943.021	712			

* Significance Level 0.05

Satisfaction with social status and family welfare

Observation of the above table shows that in the Job Factor 'Satisfaction with social status and family welfare' of Job Satisfaction the value of F-ratio 4.372 is more than the table value (3.00) at 0.05 significance level. The result here shows that there is significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor 'Satisfaction with social status and family welfare.'

Table 1.7: Analysis of Variance (ANOVA) Job Factor 'Rapport with students' of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Rapport with students	Between Groups	8.950	2	4.475	.548	.578
	Within Groups	5798.775	710	8.167		
	Total	5807.725	712			

* Significance Level 0.05

Rapport with students

Perusal of the above table shows that in the Job Factor 'Rapport with students' of Job Satisfaction the value of F-ratio. 548 is less than the table value (3.00) at 0.05 significance level. The result here shows that there is no significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor 'Rapport with students.'

Table 1.8: Analysis of Variance (ANOVA) Job Factor 'Relationship with Co-workers' of Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Relationship with Co-workers	Between Groups	9.409	2	4.705	.567	.567
	Within Groups	5891.275	710	8.298		
	Total	5900.684	712			

* Significance Level 0.05

Relationship with Co-workers

A careful glance at the above table shows that in the Job Factor 'Relationship with Co-workers' of Job Satisfaction the value of F-ratio. 567 is less than the table value (3.00) at 0.05 significance level. The result here shows that there is no significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the Job Factor 'Relationship with Co-workers.'

Objective 2: To study the Overall Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.

Hypothesis 2: There is no significant difference in the Overall Job Satisfaction of Secondary School Teachers teaching in schools affiliated to different boards.

Table 2: Analysis of Variance (ANOVA) Overall Job Satisfaction among ICSE, CBSE & UP Board Teachers of Secondary Schools of Lucknow.

Job Factor		Sum of Squares	df	Mean Square	F	Sig.
Overall Job Satisfaction	Between Groups	4636.968	2	2318.484	3.651	.026*
	Within Groups	450841.717	710	634.988		
	Total	455478.684	712			

* Significance Level 0.05

OVERALL JOB SATISFACTION

With regard to Overall Job Satisfaction the above table shows that the value of F-ratio 3.651 is more than the table value (3.00) at 0.05 significance level. The result here shows that there is significant difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in the 'Overall Job Satisfaction.'

CONCLUSION

It is observed that in four Job Factors chiefly Salary, promotional avenues and service conditions (F-ratio 4.600), Physical facilities (F-ratio 16.438), Satisfaction with authorities (F-ratio 3.412), Satisfaction with social status and family welfare (F-ratio 4.372) and also in Overall Job Satisfaction (F-ratio 3.651) the difference between means of three groups of teachers related to ICSE, CBSE and U.P Board is statistically significant.

Thus, the null hypothesis is rejected and it can be said that where Salary, promotional avenues and service conditions, Physical facilities, Satisfaction with authorities, Satisfaction with social status and family welfare, and Overall Job Satisfaction is concerned teachers of the three boards differ.

The percentage wise distribution of level of Job Satisfaction also showed that in the 'Extremely High Satisfaction' category teachers teaching in schools affiliated to U.P Board scored higher where Job Satisfaction was concerned followed by teachers teaching in schools affiliated to CBSE and ICSE Board.

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A Study on Pangs and Struggles of Women in Bapsi Sidhwa's Novel the Pakistani Bride

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ABSTRACT

The research article examines in depth the problems with female corporeality and how one can convert the resultant pain into psychological empowerment. *The Pakistani Bride* by Bapsi Sidhwa, published in 1990, has a cast of female characters that are exploited, oppressed, and dependent on men to meet their socio economic requirements. This paper clarifies how their physical suffering evolves into a safe refuge for their emotions, giving them a space to reflect and make their own choices. In the context of the Sub-continent, this particular component has received little attention from researchers. Bapsi Sidhwa, a representative of Pakistani literature, has very enigmatically conveyed the struggles and exploitation faced by women in patriarchal society. She is both a storyteller and an artist. The novel clearly demonstrates Sidhwa's efforts to illustrate not just the submissive but also the retaliatory sides of female nature. The major purpose of presenting women as meek is to emphasize how patriarchal society always expects women to be weak and submissive. They are not allowed to speak out against men's immoral nature. On the other hand, the novel also shows how strong and protective women can be when faced with society's mistreatment of them.

Keywords: Patriarchy, Marginalization, Corporeality, Empowerment, oppression of women, pangs and struggle for survival.

Bapsi Sidhwa, who was raised in Lahore and is widely regarded as Pakistan's best novelist, was born in Karachi. She routinely travels to the Indian subcontinent despite the fact that she currently resides in Houston, Texas. In her twenties, she began writing after giving birth to her two children and graduating from Kinnaird College for Women in Lahore. Sidhwa has received numerous accolades and awards. She also received the Pakistan Academy of Letters' national award for English literature in 1991, as well as the Putrasbokhari Award for Literature in 1992. *The Crow Eaters* (1980), *The Pakistani Bride* (1983), *Ice candy Man* (1988), *An American Brat* (1994), and *Water* (2006) are some of her most significant and enduring books. Literature serves as a window into modern culture. The author's experiences and goals serve as the basis for many of the themes in fictional works. Themes in literature are drawn from the experiences and goals of the authors. There are as many possible themes for Indian fiction as there are stars in the universe. Any literary work's theme serves as the subject since it serves as the overall focus of the text. The themes may be general or focused. Any novel has a theme, which may also be referred to as the book's lesson or moral. It gives the work purpose. The meaning that underlies the story is what goes underneath. It's important to remember that themes should help readers gain a greater knowledge of human conditions, which may include psychological, political, and social factors. One theme's importance in comparison to another cannot be determined because it depends

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on the state of the society at the time, the fashions that are popular right now, and the readers' interpretation and perspective.

In the tribal culture of Pakistan, gender bias is an entrenched belief system. Women have experienced numerous gender-based injustices for years. Basically, gender inequality is made possible by the socio cultural structure of Pakistani society. Women face a lot of discrimination right from their birth to death. Women are viewed as worthless by society, but men are valued as riches. The Pakistani Bride by Bapsi Sidhwa shines a light on tribal civilization, which is only preoccupied with boy children and develops animosity toward girl offspring. They go through countless hardships at every stage of their lives as a result of the society's preference. In a society where men predominate, the paper describes how girl children's lives are vulnerable to suffering. It reveals the mindset of the prejudiced tribal society in Pakistan.

The study also highlights the continued prevalence of marital rape, underage marriage, and honour killing in tribal regions. Within their family circle, girl children are vulnerable to a variety of partialities. Girl children are driven to seek annihilation from a cruel life by the confused feelings and emotions they experience.

Women are meant to be emotional, sensitive, and subjective, whereas men are thought of as logical, rational, and objective. Analyzing feminism in the current environment is a very significant matter. Most of the authors have portrayed women as inferior and feeble. They believe that men have "stronger sex." The reality is that women are courageous enough to deal with all of life's challenges. Compared to men, women deal with more issues and challenges. The majority of the women in Bapsi Sidhwa's novels are from various social classes. Sidhwa treats the female characters in her novels for the issues they are dealing with in real life. The researcher also describes the female characters and behavioral patterns in Bapsi Sidhwa's works.

Bapsi Sidhwa has been recognised as one of the most talented of twentieth century writers. This Pakistani author, who won the South Asian Excellence Awards for literature in 2008, consistently highlights her Zoroastrian heritage in her writing. *The Pakistani Bride* is a story that explores the darker aspects of tribal Pakistani society and how it frequently deviates from accepted conventions and morals. Bapsi Sidhwa has concentrated on the pervasive issue of women being victimized. This novel focuses on the lives of three brides: Zaitoon, Afshan, and Carol.

In the tribal community where everything occurs due of their own family and surroundings, women's lives become difficult and confusing. When Zaitoon travelled to a remote region of the Karakoram Mountains, a young woman told him about her experience getting married to her nephew in a tribal territory. One month after getting married, her life turned into a living hell in which she was unable to survive. Sidhwa was inspired to write the book *The Pakistani Bride* by this tale. It centres on Zaitoon, the protagonist, who struggles to leave the harsh tribal society in Pakistan where she has been married and endured hardships. In "*A Feministic Approach to Bapsi Sidhwa's: The Pakistani Bride*," Ashok Kumar describes it as follows:

"... I felt I had to tell her story. I had not written before. I had a compulsion to write the girl's story and the story of the tribal hidden away in this beautiful part of the world. I started writing a short story about this girl, without my really being aware of it; it was developing into a long story. It was an obsession." (1170)

Angst is a state of frustration and anxiety in which the source of the fear cannot be recognized or identified. Women frequently experience anxiety over their situation or state. It is a sublime feeling that represents a person's ongoing fight with life's difficulties without knowing how or when they will be resolved. Women suffer terribly in Pakistan's tribal regions. Women experience distress when they

hear this. In this passage, the researcher argues that anxiety is not a bad emotion and claims that it is anxiety that allows women to break free of their bonds and pursue freedom. Everyone understands they have all suffered at the hands of the oppressive society in one way or another through the female characters in the novel *The Pakistani Bride*, Afshan, Zaitoon, Carol, and Saki's mother. In the context of cultural resistance, the novel challenges whether Zaitoon's portrayal of other women subjected to oppressive patriarchal systems should be limited to their roles as wives and mothers solely. In such a society, a woman's only function is to procreate, regardless of her personal needs and wants. Sidhwa was an expert on women's sociological and cultural issues because she was a Pakistani Parsi woman and saw the experiences of other women. She challenges the repressive system of sex roles and women in modern Pakistani society.

In *The Pakistani Bride*, a young girl named Zaitoon, who lost her parents when she was a youngster, is adopted as Qasim's daughter. The unspoken rules of patriarchal society are depicted in this tale very well. Zaitoon accepts her father's choice for her husband as a daughter; later, she is compelled to put up with her husband's torture; and lastly, she makes the decision to overcome the cultural limitations of the so-called society and makes an effort to forge a new identity for herself.

It can be challenging to put out patriarchal fires when a male child is born with the power of domination. In the tribal regions of Pakistan, men have the freedom to use women as toys and the pretended power to beat them. Therefore, a man's honour is determined by his ability to mistreat his wife. In the name of marriage, girls are transported from one location to another as commodities. Women are viewed as goods that men can barter and exchange. This is particularly clear in the example of Afshan, who is married to Qasim, a youngster of ten years old. The wedding ceremony happens unexpectedly since her father is unable to pay back the loan he received from Qasim's father. As a result, Afshan is exchanged to make up for the loss and cover her father's failure. Afshan's marriage has a number of key causes, including poverty and rigid social and cultural norms. The account of Afshan's marriage reveals that,

"Thrice she was asked if she would accept Qasim, the son of Arbab, as her husband and thrice an old aunt murmured 'yes' on her behalf." (8).

Afshan marries Qasim due to a contract her father made. Afshan's father has changed her position into a commodity in order to pay off his debt, but she accepts it without hesitation.

In the novel, women are either bought or sold like objects, with the intention of upholding family honour or of avenging male bullies and grudges. Being *"a man, conscious of the rigorous code of honour by which his tribe lived"* (p. 7) Qasim's sense of honour frequently drove him to engage in violent behaviour, such as fighting, assaulting, and elevating other males in the family, especially if attention was focused on their female relatives. He first saw his wife Afshan washing herself in the brook when he was fourteen years old. He attempted to physically seize her and crush her, but when a stranger tried to mediate in the rumps between the two, *"Qasim, red with fury, cried, 'But she is my wife. Let's go, she is my wife'"* (p. 11). On the one hand, this code of respect objectified women, but on the other, it portrayed males as heroes who were worthy of using sexual power to protect these helpless beings (women).

As Sidhwa examines the shifting roles of women from various areas of Pakistani tribal society, there are three distinct phases of women in this novel. The first phase represents Afshan's function. Women suffer the most at this stage. They suffered silently through everything, and they like being men's slaves. The ties of honour and family values bind women. The suffering phase follows; Carol, an American, moves to Pakistan after marrying Farukh, an army officer in that country. But she finds that pushing the boundaries is quite difficult for her. She experiences assault every day. Because she has grown tired of her husband's possessive attitude, she turns his nightmares into reality, which

pushes her to have relationships with other men as a result of her husband's infidelity. As a result, women from every class experience issues in one form or another.

The transition phase is the last stage. Sidhwa has shown the physical, mental, and emotional struggles of a girl through Zaitoon, the main character. Zaitoon is married to a man of her father's choosing and is not permitted to pursue higher education. Her romantic expectations for married life are crushed by the harsh reality of matrimony. In her husband's home, she is forced to live like a slave, while Hamida, her mother-in-law, too endures hardships as a wife and mother. Even her sons do not respect her. She is severely beaten by her son, demonstrating that no matter how old she is, she cannot expect her son, whom she gave birth to through tremendous agony, to love or respect her.

The argument that Bapsi Sidhwa makes quite clearly is that people's psyche, where they are susceptible to outdated stereotypes about women, is unaffected by simple discussions about the empowerment of women. Her novels are centered on studies into the patriarchal society in which men dictate the stereotypical role that women should play—that of sex objects. They make an effort to win over the family's male members throughout their entire lives. In order to prevent women from becoming strong and intelligent enough to demand equality for themselves, they are purposefully denied the right to an education.

In *The Pakistani Bride*, Sidhwa utilises the image of an eagle with broken wings to represent Zaitoon as she makes a move to leave her marital prison. Two hours are spent as a hostage by two tribal guys while raping Zaitoon. When she regains consciousness, she turns to face herself,

"Her shirt printed with faded lavender flowers and the torn shirt are the symbols of lost innocence, the molestation of this starved, raped and oppressed woman and become a powerful appeal against the oppression of women" (103).

Sidhwa doesn't end her novels on a gloomy tone because she has a strong belief in hope. There is always the possibility of a brighter future. Assuring her female protagonists that a society can be built in which women can move with their head high, she encourages them in her stories to strive for a bright future. Because of this, the researcher ends the paper with the compelling message that there is always hope, even when everything else appears lost.

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Role of Environmental Education in Environmental Protection

Abul Hasnat Ashraf* and Dr. Mozammil Hassan**

WHAT IS ENVIRONMENTAL EDUCATION?

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

The components of environmental education are:

- **Awareness and sensitivity** to the environment and environmental challenges
- **Knowledge and understanding** of the environment and environmental challenges
- **Attitudes** of concern for the environment and motivation to improve or maintain environmental quality
- **Skills** to identify and help resolve environmental challenges
- **Participation** in activities that lead to the resolution of environmental challenges

Environmental education does not advocate a particular viewpoint or course of action. Rather, environmental education teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills.

TOP 10 BENEFITS OF ENVIRONMENTAL EDUCATION

Imagination and enthusiasm are heightened

EE is hands-on, interactive learning that sparks the imagination and unlocks creativity. When EE is integrated into the curriculum, students are more enthusiastic and engaged in learning, which raises student achievement in core academic areas.

Learning transcends the classroom

Not only does EE offer opportunities for experiential learning outside of the classroom, it enables students to make connections and apply their learning in the real world. EE helps learners see the interconnectedness of social, ecological, economic, cultural, and political issues.

Critical and creative thinking skills are enhanced

EE encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative thinking skills, EE helps foster a new generation of informed consumers, workers, as well as policy or decision makers.

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Tolerance and understanding are supported

EE encourages students to investigate varying sides of issues to understand the full picture. It promotes tolerance of different points of view and different cultures.

State and national learning standards are met for multiple subjects

By incorporating EE practices into the curriculum, teachers can integrate science, math, language arts, history, and more into one rich lesson or activity, and still satisfy numerous state and national academic standards in all subject areas. Taking a class outside or bringing nature indoors provides an excellent backdrop or context for interdisciplinary learning.

Biophobia and nature deficit disorder decline

By exposing students to nature and allowing them to learn and play outside, EE fosters sensitivity, appreciation, and respect for the environment. It combats “nature deficit disorder” ... and it’s FUN!

Healthy lifestyles are encouraged

EE gets students outside and active, and helps address some of the health issues we are seeing in children today, such as obesity, attention deficit disorders, and depression. Good nutrition is often emphasized through EE and stress is reduced due to increased time spent in nature.

Communities are strengthened

EE promotes a sense of place and connection through community involvement. When students decide to learn more or take action to improve their environment, they reach out to community experts, donors, volunteers, and local facilities to help bring the community together to understand and address environmental issues impacting their neighborhood.

Responsible action is taken to better the environment

EE helps students understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. Service-learning programs offered by PLT and other EE organizations provide students and teachers with support through grants and other resources for action projects.

Students and teachers are empowered

EE promotes active learning, citizenship, and student leadership. It empowers youth to share their voice and make a difference at their school and in their communities. EE helps teachers build their own environmental knowledge and teaching skills. I hope these “top ten” benefits will give you the confidence and commitment to incorporate EE into your curriculum!

IMPORTANCE OF ENVIRONMENTAL EDUCATION

Environmental education deals with the need to protect the environment because global warming, pollution, and many other issues are ruining our environment badly. We know the importance of a healthy environment, and we should take all the possible measures to keep

our environment healthy. One of the most effective means to promote healthy environment is giving proper education to both new as well as old generations. Environmental education and protection are crucial for the benefit of both the environment and humans, its importance cannot be overemphasised.

Education has the power to modify the society and present better knowledge to its populace. Education can stand as a proper solution to solve different sorts of problems exist in a community and, therefore, education has a prominent role to play to save the environment. The following tips will help you to understand the importance education system plays in protecting our environment:

Role of Awareness in society

The primary purpose of education when it comes to environmental protection is offering awareness to everyone in a society. Education can provide better awareness of a variety of ecological issues that take place day by day. Everyone in society including kids, youths, adults and mature people can understand and become aware of the various environmental issues if they get proper education on it. Education can give right knowledge on how natural environment functions, and how human beings can deal with behaviour and ecosystems for sustainability. In the present day, a lot of people conduct an environmental awareness program in schools and societies. It will help people to become aware of environmental issues and take actions accordingly.

Knowledge on How to Protect the Environment

The education system can play a huge role in saving the earth by imparting knowledge on how to protect the environment to people in diverse communities. Saving environment is a practice of looking after the natural environment on individual, organizational or societal levels for the gains of both the environment and humans. It aids to resolve main problems like acid rain, ozone depletion, climate changes, global warming, etc. Environmental education can be started right from school and can be provided by the use of audio-visual programs, seminars, training programs, awareness campaign, etc.

Knowledgeable Society

There are a lot of environmental issues around the globe. Air pollution, water pollution, unexpected climate change, garbage, and pollution of the natural environment are some of the challenges faced by many other countries in the world. Education plays a massive role in building up a society that is knowledgeable towards the environment and its associated problems. Environmental education teaches individuals and communities to know about the environment and its related issues, become aware of the solutions to the environmental issues, motivate the people to solve the problems and take proper actions to save the environment from potential issues.

Solve Complex Issues

Environmental education can help to solve complex issues that are present in a society. Environmental problems are one of the leading causes of many diseases, health issues and long-term livelihood problems in India. So, incorporating education in schools and conducting an environmental awareness campaign in communities can bring people together, discuss the issues, engage with different sorts of people, make practical judgments about various environmental issues and respond to the problems effectively. It will guide people to think seriously, deeply, and productively.

Promote a Holistic Approach

Education on saving the environment or effective environmental protection programs promote a holistic and lead by example approach among people. It allows people to make certain sustainable and fair use of resources devoid of damaging the environment. Effective programs conducted in schools or any other places encourage kids and parents to have discussion at their home. Environmental education strategies include training individuals to prosper in a sustainable society. Education helps people to establish a strong bond with nature. Nature appreciation and awareness education or programs promote an ecologically sustainable future.

Enhance Appreciation of Environment

Education indeed enhances appreciation of the environment amid people. Enhancing the appreciation of the environment among citizens can give rise to overall positive environmental, behavioural change. Air pollution, poor managing of waste, rising water shortage, declining groundwater tables, water pollution, low conservation and quality of forests, biodiversity loss, and land & soil degradation are a few of the main environmental issues faced by the global world. So, education on environmental issues is essential today since it lets people build up skills, foster a dedication to take steps individually and communally to maintain and enhance the environment.

Making a real investment in environmental education is very important since we live in an epoch where more and more people are disconnected from nature and unaware of critical issues. Education is a tool for self-empowerment because it enables us to take serious and effective action. It leads people to be future conservation leaders and encourage them to take serious and effective action towards critical issues of the day.

Direct & Indirect results of saving environment by education

Environment is understood in different manner by people. Their understanding differs based on their experiences, education level, how much awareness exist in the society etc. People tend to pay more attention to issues which have direct impact on them or whose results are quick to see. However, environmental impacts are not such. They have far long term and lasting effects. In such a case when the issues grow, the importance of saving environment is realized and stress is given on incorporating it by means of education. The direct impact which people face include the changes in climate cycles, extreme climate and temperature, crop failure, draughts. These are the problems faced by people collectively. Individuals might experience these in different manner and to different extent. Change in climate might increase the electricity consumption for individuals, extreme weather increases the tendency to fall ill and have health implications.

The qualitative & quantitative analysis in Environmental Education

Environmental education at school level includes basics and avoids much of the quantitative aspect. Stats and facts are very limited which are just enough to provide a student with some stats which can be compared. At a higher level especially when studying the subject in detail stats and figures cannot be neglected. Numbers act as the basis for comparison in the improvement of deterioration of the condition. Although qualitative data is easy to find the results and decisions can be made with the help of figures. NGOs, educational institutions, Govt. and concerned agencies require data to reach any conclusion. Based on the findings policies to tackle the issues such as air pollution, the decrease in green areas/cover, quality of water, depletion of groundwater, etc. are

made. It is essential to provide a clear picture as the conditions can be easily manipulated by the agency preparing a report.

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Adolescents and Examination Stress

Farhatul - Ain Tasneem Saba* and Dr. Masood Alam**

ABSTRACT

This paper is an attempt to analyse examinations stress on adolescents health. Stress mainly related to examinations getting severe day by day for adolescents health. Stress is the specific and nonspecific response of the body to any kind of physiological pressure or unwanted forces due to environmental or peripheral effects. Examination stress is the result of an examination pressure in form of physiological and psychological changes on health of adolescents. There are mainly two changes which cause stress, on adolescents health, physical changes and mental changes. Some common physical responses during exam preparations are muscle tension, indigestion, sleep difficulties, pounding heartbeat, frequent urge to pass urine, fast or slow breathing, chest discomfort, change in appetite, constipation or diarrhea, backache. Some psychological responses to stress are feeling under pressure frustration, aggression, tense, unable to relax, mentally drained out, fussy, gloomy or suspicious, being constantly frightened or irritable, inability to concentrate or complete the task. The objectives of this paper are to explore the concept of examinations stress, to review the studies related to examination stress and to estimate the effect of examinations stress on adolescents health. It was examined through the origin and evolution of related studies. This paper concludes as a result that the estimated effects of examination stress may be lower performance in academic examinations, students come under depression, substance abuse, eating disorders, psycho-physiological problems, etc. Present study findings suggest academics and exam schedules, more leisure time activities, better interaction with the faculty and proper guidance, advisory services and peer counselling at the campus could do a lot to reduce the stress.

AN INTRODUCTION TO EXAM STRESS

Exam stress occurs when you feel an increased sense of panic or anxiety in the days, weeks or months before, during or after an assessment or test of some sort.

This may be a school examination, coursework or even a test of your skills at a hobby such as a music exam. Exam stress is most frequently short-lived – as soon as it is finished and you realise that you are free from studying for a few months, your stress levels usually diminish.

WHAT ARE THE EFFECTS OF EXAM STRESS?

While you are feeling stressed, your brain is not in its best state to accumulate information. This can lead to a vicious cycle – the more you stress, the less work you do, the more you panic about stressing and not working and the greater the feeling of panic becomes, resulting in even less work being done – and so it goes on.

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Experiencing panic or stress during an exam can make you forget the information you learned. This is less likely to happen if you have put in the hours and prepared well, although sometimes over-preparing can also lead to problems.

The moments after an exam spent discussing answers with friends can prove equally worrying, especially if your answers do not correspond with anyone else's. It is important to remember that, at this stage, nothing can be done to improve the situation and it is best to put it out of your mind and simply carry on.

Exam stress can be unpleasant, but is important as it helps you perform better. If you do not experience stress when these tests of your ability come about, it is unlikely you will care about your subject or be motivated to do well.

When under stress, people can find that they are able to go the extra mile and pull from the backs of their minds answers to questions they did not realise they had ever learnt. So, exam stress can be helpful – but only if you turn all your stress into positive energy.

SYMPTOMS OF EXAM STRESS

Exam stress can manifest itself in different ways depending on the individual and the type of exam they are preparing for. The most common symptoms include:

- A feeling of despair, anxiety or worry
- A feeling that you will never be able to get through enough work or preparation before the exam
- An inability to concentrate or to think clearly
- An inability to sleep because your mind is racing
- An inability to relax because you feel guilty that you are not working
- Migraines or headaches
- Prolonged tiredness
- Increased heart rate or a feeling of panic, perhaps even leading to a panic attack.

COPING STRATEGIES

Exams can sometimes seem like a hopeless or pointless endeavour. But for most of us, exams do have a purpose and there are a number of coping strategies which can be used to diminish the stress to an appropriate level.

First of all, it is important to remember that everyone has a different way of learning – what works for your flatmate may not work at all for you. For example, some learn well in study groups, others work best by making their notes colourful, and yet others find that doing lots of practice papers is the most helpful. Understanding the way your brain works and learns will give you a more productive and effective revision time.

It is good to have an overall plan for your study time. This will allow you to manage your time effectively and make sure that you cover all the topics you are meant to. However, avoid setting unrealistic goals as not achieving these will leave you disheartened and more stressed.

Make sure you look after yourself during your exam period. Eating junk food and relying on stimulants to keep you awake will not help your brain perform at its peak. Taking a little exercise each day will not only give your body a break from studying but give your grey matter time to digest the information you have crammed in. You will also be more likely to concentrate better when you return to your books.

Make sure you sleep well as this will make your brain (and body) more alert and perceptive when revising.

Bear in mind that the exam period is short and you will soon be free from the stress and worry of assessment. Spend a little time each day thinking of all the things you are looking forward to doing once you are free from exams – though don't daydream for hours about this!

TREATMENT OF EXAM STRESS

Some people find that exam stress can be so overwhelming that performance during the revision period as well as in the exam is reduced. For them, remedies to calm their nerves can be of help.

When using these remedies, it is important that you do not become too relaxed as this may cause you to under perform.

Herbal remedies are often viewed to be the treatment of choice for this type of stress as they are not as intrusive to the body as conventional medicines and less likely to cause side-effects. Herbs such as Valerian and Avena sativa have been used for many years to combat the effects of stress and are today, widely available.

In addition, herbs such as Ginkgo biloba have been used to help with concentration and memory by improving blood flow in the brain.

WAYS TO REDUCE YOUR EXAM STRESS

Stick to Your Schedule

There is nothing more effective for your productivity than creating a schedule that you can stick to while preparing for exams. This is the best way to make sure you don't waste your time, but spend it on getting ready and revisiting all the materials and syllabi that you need in order to successfully pass your exams.

There are a few reasons why you need a schedule during the semester and especially when you have exams ahead:

- An opportunity to plan your study sessions
- Track your goals and planning steps to achieve them
- Making sure you are on time with assignment due dates
- Creating a balanced study routine
- Reducing stress because of having a steady and clear plan created

When you surely know how much time you need to get ready for another test, it doesn't seem that frightful after all. Having all your exam dates listed also helps you avoid missing one or confusing the time when it starts. It eases your routine and makes it much less stressful to manage all the daily tasks.

Take Breaks and Rest

Sometimes we all find ourselves in the middle of chaos when we are running out of time and just need to work for hours in order to get everything done on time. But still, each one of us needs little breaks to make sure we can keep our productivity and brain activity high.

Cramming the night before sometimes is inevitable but can be managed with a few easy rules:

- **Take short breaks every now and then.** It's up to you to decide when you need one and how long it should last. But at least a 10-minute break for every hour of studying is necessary.
- **Use your breaks wisely.** Don't just scroll through your social media. Use this time to relax or get up and walk around to ease eye-strain and stretch your legs – just a few sit-ups or bends will help to regulate your blood circulation.

- **Relaxation is the key.** It doesn't matter how many breaks you will take; they won't help you until you learn how to relax and clear your thoughts. You might choose meditation or listening to a relaxing chill-out music, taking a bath, or spend some time on a relaxing hobby – do what really helps you calm down and reboot your brain.

Taking breaks in between and during your study sessions is crucial to make your productivity stay high all day. Don't forget to include them in your daily study schedule. You should definitely find the time to spend with yourself, just chilling and having a rest after another study session. If you have this time planned beforehand, it's much easier to avoid procrastination – as you know how long your break will last and when it starts. Knowing that helps you concentrate on your studies instead of just postponing the time when you need to get to work.

Sleep and Breathe

Having enough sleep during your preparation for exams is crucial. Your body needs the energy to make your brain focus on studies; sleeping and eating healthy meals are the key factors that help you stay organized and concentrated. Sleep reduces stress and allows your body to get ready for another session when you need to consume a lot of information

We know that sometimes it's impossible to do everything on time, and every student faces the need to sacrifice a few hours of sleep at least one time through their study years. But creating a study schedule with fixed sleep hours might help you organize your day the best way.

Breathing exercises are also important if you want to reduce stress. There are multiple different techniques that you might want to try in order to find the one that is the most effective to you. For example, the one that is the most common is the following:

- Make sure you sit or lie comfortably.
- Take a deep and slow breath (through your nose) and count from 1 to 4. Make sure you take a breath with your belly, not your chest. You might need to put your hand just below the ribs to understand if you are doing it right.
- Hold your breath and count from 1 to 7.
- Breathe out, counting from 1 to 8.
- Repeat a few times.

There are also other breathing exercises, for example:

- Stand up.
- Bend forward a little from your waist, with your hands dangled and relaxed.
- Slightly bend your knees. Feel how the muscles on your back relax and stretch.
- Inhale slowly and start rolling up, getting back to the standing position. Make sure you don't make any sharp moves.
- While standing, hold your breath for a few seconds.
- Exhale and return to step 2.
- Repeat several times.

Breath exercise is the easiest and one of the most powerful tactics to calm yourself and let your body relax, get the oxygen that it needs and help your blood circulation.

Eat Healthily

As it was said earlier, eating healthy meals is the best way to keep your body functioning during the period when you experience high stress levels. It's hard to overestimate the importance of a balanced daily menu as it should provide your brain with all the needed healthy fats and elements to boost your brain activity.

What you should do when studying for your exams is to eat 3-4 meals a day with healthy snacks in between. Such snacks might consist of nuts or dark chocolate, fruits, vegetables, and smoothies. Even if you are living in a dorm and don't have access to a fully staffed kitchen to cook yourself complex dishes, you still can enjoy healthy foods.

Here are a few examples of healthy meals that are affordable and easy to cook:

- Oatmeal with berries, nuts, or fruits
- Various salads with avocado/boiled eggs/tomatoes/chicken/tuna
- Toasts or sandwiches with peanut butter/cream cheese and salmon/fried egg
- Pasta with seafood/chicken breasts/sauce
- A potato baked in a microwave

These meal ideas above are just a few examples of how you can eat healthy every day without spending much time cooking. Look for easy recipes and make sure you don't live solely on ramen or chips – these foods don't provide you with vital elements, so needed during the days leading to your exams.

Ask for Help If You Need It

Sometimes, the only way to fight stress is to ask for help from your friends, family, or specialists. It's always great when you have someone you can talk to about your problems. But you can also turn to your advisor or even professors – they will definitely try to help you out if you need some additional materials or would like to discuss a complex topic.

You can also turn to our team if you need assistance with your homework – we have great writers who can save your time when you need to get prepared for your exams.

Communication is one of the best things when it comes to stress. You should definitely try to find time in the schedule for casual meetings with your friends as it will cheer you up. Video calls are also a great option if you live far away from your close ones.

Another option is to find a study buddy or even a group. It will allow you to achieve two goals at the same time – get prepared for your exams and also socialize. Don't miss this opportunity – your roommate or your groupmates might not be the ones with who you would definitely like to spend time, but there are plenty of other people on your campus or the ones who you can find online to make you company.

Keep Up with Your Ordinary Routine

When exams are coming closer, it's hard to avoid studying all night long or change your everyday day so that to get fully prepared. However, it might be pretty stressful for you and your health. Instead, you should try to keep up with your everyday rituals, if you have any, for example, getting a coffee in the morning from the local coffee shop or going for a run before bed. When you don't feel like you need to change your routine drastically, it's much easier to survive through stressful periods of time like exams. If you don't have any everyday rituals, you might find it helpful to eat the same meals as you are used to or talking to your friends at least a few times a week.

Changes are not always bad, but when you need to get prepared for finals, you got to eliminate as many stress factors as possible. So, make sure you live your life in the same rhythm and enjoy things that usually cheer you up a bit. Believe us, watching one episode of your favorite TV show will make your study session much more productive – don't consider this simple joy as a waste of precious time

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Importance of Economics From Colleges of Education

Dr. R. Sridhar*

ABSTRACT

Importance of economics plays a vital role for the growth of educational institutions from colleges of education. The main purpose of economics from colleges of education are very helpful for holistic development of school children from two years of B.Ed., course. Our Tamil Nadu Teachers Education University planned to introduce quality of education to all the colleges of education through Economics way of handling the resources. Colleges of education should develop an attitude towards economic way of handling B.Ed., syllabus through 4 semesters from two years of B.Ed., course. First, second and fourth semesters have 5 papers and third semester for 16 week of teaching practice schools are allotted by the director of school education and Registrar of Tamil Nadu Teachers Education University. To develop an economic way of quality education, our state government takes an initiative to send the student teachers to go for Government and Government aided schools. For that our present study was chosen to find out the importance of economics from our colleges of education.

INTRODUCTION

Firms in India use the principles of economics to help manage and increase their profits. In a broad sense, it is a concept that combines the issues that owners face in daily tasks. Much different analytics of the economic aspects and issues like demand, supply, cost, production, market, and price of running colleges of education. These exist as some of the most important concepts in any real economic decision from colleges of education.

ECONOMICS OF EDUCATION

It is a smooth blend of economic theories with their management aspects. It finds much use in policymaking. In other words, it is a mix of economics theory and owner theory. It helps the owner in decision making and acts as a link between practice and theory. No business is a lone wolf. It is often a combination of teams, departments, and individuals. This combination helps to improve efficiency and the working of any structure. Within these teams, firms often choose high performers and assign them to manage that team. Hence, owners are often in charge of setting goals for their team members. But, a more crucial task for them is to become the point of contact for their superiors, who seek timely updates on the works of different teams. Thus, owners also look after their team's workings and the financial aspects of their teams. The theory of the firm is a common tool for measuring the performance of companies. Based on an economic model, this theory helps big companies make crucial decisions. The theory of the firm often helps the business make decisions about which market to enter, where to invest, or how and when to launch their products.

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NATURE OF ECONOMICS EDUCATION

The way of managing the firm decides its success and failure. This observation made by many economists led to the creation of this discipline. The owner invokes a sense of leadership and guides his team during the project. One more goal which should be important for a college of education to succeed is the knowledge of the economic aspects of the project.

SCOPE OF ECONOMICS EDUCATION

Economics is a proven concept, and many big firms use it to manage different teams better. The owners of the department and their heads look after the company's work. Theorists have defined a set of rules for various problems using the principles which are helpful better to manage the efficiency of different teams and departments from colleges of education.

These are the four main aspects of decision making that help owners from college of education plan for their team:

Resource Allocation

Resources always are the top concern for owners. Most of them often feel that their team has too little workforce to complete the task at hand. It is also one of the principles that allow the best use of the resources to complete the task from colleges of education.

Inventory

Inventory allocation is another one of the major challenges. But, they must be on top of these aspects by analyzing the demand and supply models. Owners from colleges of education can get a better hold of management and transport of inventories by queuing products.

Pricing

Fixing prices for the products in any colleges of education is a crucial part of the decision making process. Pricing problems involve decisions about various methods of pricing that college of education need to adopt.

Investment

Owners must be aware of the future of their colleges of education. In this manner, they can have oversight of falling prey to negative market forces. Thus, investment planning is of the pillars.

STEPS FOR DECISION MAKING IN ECONOMICS EDUCATION

Problem Definition

Defining the problem is the first step in realizing the potential errors of the team. Owners must be aware of the problems and define them for faster resolution. Otherwise, the failure to define and identify the problem often derails projects. So important of economics is to identify the problem and find right solution to solve problem.

Identifying the goal

Creating detailed goals of the firm may help owners arrive at good results later. Owners should know about the current strengths and weaknesses of the firm. Also, Owners should know the changes in the market and makes up for a better realization of the goals from colleges of education.

Coming up with alternatives

It is not always that everything aligns as per the set goals. Markets are highly volatile, and a slight change might heavily impact the firm. Thus, owners must have a deep knowledge of the framework set by them. Also, they must then devise plans for all possible cases where changes might affect the project. The owner must devise a crisis management plan not to be heavily impacted by external changes.

Forecasting

The owner must work based on the crisis management plan. Also, they must be good at predicting the results of their decisions. In this way, the owner still is in charge of the situation. Also, things can be saved from going south even if a slight change in the market forces the team to adopt new ways.

Decision Making

Once all the inquiry is made, the preferred action is taken in this final step. The aims and the results are directly measurable—a crest to the plan set by the owner. The final step involves them making decisions for the team and the firm. After weighing the pros and cons of the problem at hand, these decisions are inspired by in-depth study and employing all the above steps in sequence.

FINAL THOUGHTS OF ECONOMICS EDUCATION

So these are some of how any firm works w.r.t its decision making processes and helps owners fully utilize their team and better manage the efficiency considering the management and financial aspects of the work from colleges of education.

CONCLUSION

The Economic situation of the families of student teachers may give opportunities to learn and practice in large and small groups on significant problems that arise out of their experiences and give proper solution to that problem. Non-semesters to semester should help learners combine new knowledge with prior knowledge, leading to the construction of new ideas within the group to develop Economics education among B.Ed., student teachers. Economics education of student teachers should question, discuss, make mistakes, listen to the ideas of others, provide constructive criticism and summarize discoveries the problem from colleges of education. Economic changes are needed from non-semester to semester of B.Ed., student teachers are very helpful for holistic development of school children. Economic education should be given on students understanding of a particular concept, guiding students in active learning, providing opportunities for discussion and elaboration and encouraging them to work with peers and teachers for the development of colleges of education.

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Lhakar: The Tibetan White Wednesday

Jasmeen Kaur Sandhu*

INTRODUCTION

Every “Wednesday” of the week, Tibetans-in-exile are reclaiming and embracing their Tibetan identity and making a political statement by wearing their traditional clothes, speaking Tibetan language, eating Tibetan food, reciting Tibetan prayers and buying from Tibetan-owned businesses. A demographic survey of Tibetans in Exile 2009, by Planning Commission of Central Tibetan Administration revealed that there are approximately 1,28,014 Tibetans living in Exile among whom 94,203 reside in India, 13,514 in Nepal, 1,298 in Bhutan and 18,999 in rest of the world.

Table 1: Population of Tibetans in India

S. No.	Organization	Tibetan Population in India
1.	Central Tibetan Administration (2007)	85,000
2.	World Tibet Network News (2007)	1,00,000
3.	UNHCR the United Nations High Commissioner for Refugees (2013)	1,10,000
4.	CTA Planning Commission in 2009	94,203

(Source: Compiled from Central Tibetan administration, World Tibet Network News, UNHCR, CTA)

In 1914, a Peace Convention was signed by Britain, China and Tibet that formally recognized Tibet as an independent country. As a result of which representatives from the major monasteries governed Tibet with the Dalai Lama as the head of the government. They had a deep faith in religion. In 1949 China came to Tibet in order to “liberate and protect it”. This was when the Chinese rule started to spread in Tibet as a result of which Tibetans began to leave their country in small numbers. Few years later in 1953 Chinese troops forcibly occupied Tibet killing, detaining and arresting thousands of Tibetan citizens despite pleas from the Dalai Lama and his government. The efforts of the Dalai Lama to find a peaceful solution to the ongoing violence proved futile and his personal security was threatened as a result of which in 1959 he had to flee from his country with thousands of Tibetans following him to seek refuge in India. (Rathee,2010)

The Tibetan refugees were granted asylum by the government of India on the principle of non- refoulement that means protection against compulsion to return to home country. The Indian government tried to settle the exiles in many Indian states. In some places the exile communities were agriculture based and in other places they earned their livelihood through small business ventures in handicrafts like carpet weaving. In 1960 the Dalai Lama and his nascent government-in-exile was relocated to McLeod Ganj, Dharamsala, a hill station in the state of Himachal Pradesh. The Dalai Lama established an extensive network of government departments of his own to meet the needs of India’s growing Tibetan population.

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The settlement process of the Tibetan community can be depicted through three waves. (Kumar, A) The first wave began when the 14th Dalai Lama fled from Tibet in 1959, when the Chinese People's Liberation Army (PLA) crushed an uprising of Tibetans against the Chinese communist establishment. Thereafter, the second wave was characterized by people leaving the country during 1980s and 1990s. In 1980 opening of Tibet to trade and tourism, a second Tibetan wave of exile took place due to rising political domination, about 25,000 Tibetans came to India induration of 10 years. A third wave of Tibetans comprises the arriving Tibetans from Tibet till date. Although, the total population of Tibetan refugees living in northern is almost same as in southern India, there are more Tibetan settlements and communities in northern India due to the weather conditions. Almost half of Tibetans in India live in the following five communities i.e. Ladakh, Dharamsala, Dekyiling, Doeguling and Lugsam. The population of these places is shown the the table below.

Table 2: Population of various Tibetan settlements in India

S.NO.	PLACE	POPULATION
1.	Dharamshala	13, 701
2.	Doeguling	9,847
3.	Lugsam	9,229
4.	Ladakh	6,769
5.	Dekyiling	5,686

(Source: Tibetan Innovation Challenge, University of Rochester)

TIBETANS IN DHARAMSHALA

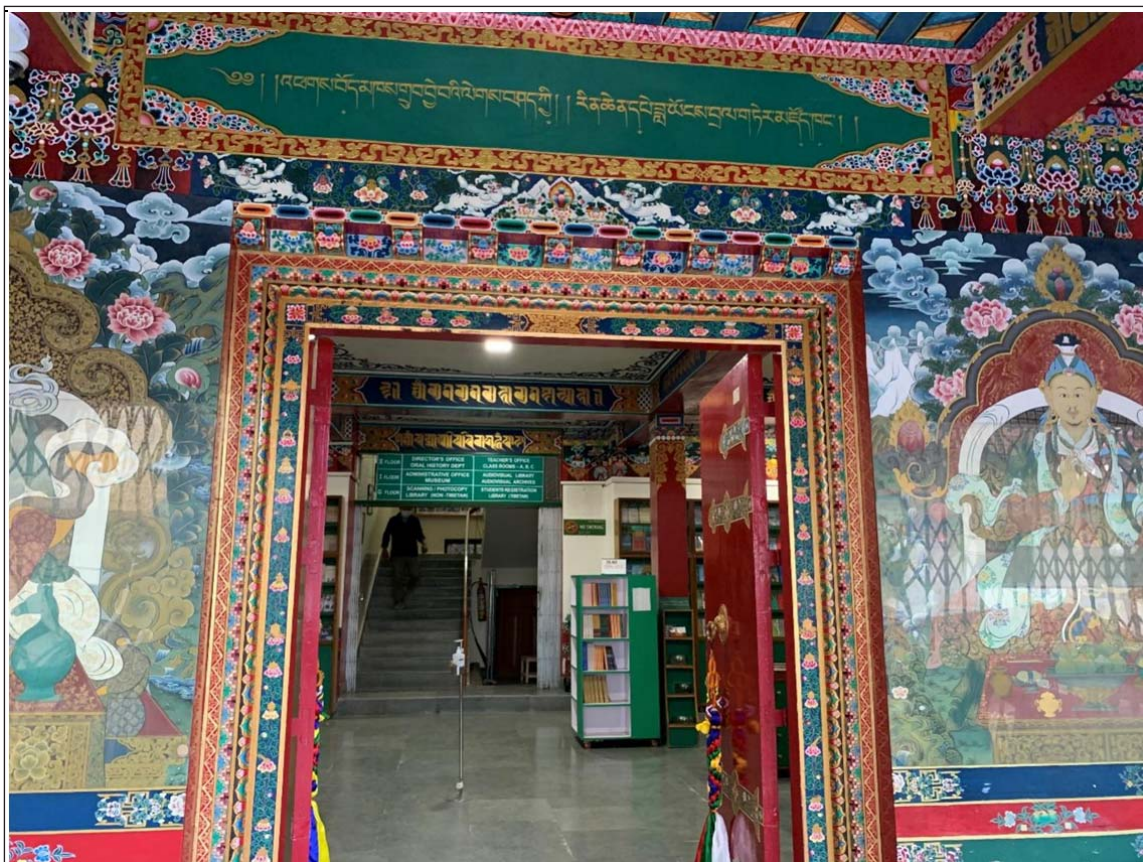
Dharamshala, a municipal corporation city in the upper reaches of the Kangra Valley, is the capital centre of the Tibetans-in-exile in India. On 29 April 1959, the 14th Dalai Lama established the Tibetan exile administration in the north Indian hill station of Mussoorie. In May 1960, the Central Tibetan Administration (CTA) was moved to Dharamshala. In 1960 the government-in-exile was set up and since then, many monasteries have been established by Tibetan immigrants. In 1970, the Library of Tibetan Works and Archives with over 80,000 manuscripts and other important resources related to Tibetan history, politics and culture was set up with a motive to preserve the Tibetan culture. McLeod Ganj is also known as 'Little Lhasa' or "Dhasa", a combination of Dharamshala and Lhasa. The Tibetan Welfare office was established in 1967 and it acts like liaison between the Tibetans refugees in Dharamsala and Central Tibetan Administration. The present population of Tibetan refugees in Dharamshala is 10,470. Prevalence of the Dalai Lama, their religious leader made the Tibetans to continue with their own culture, identity, tradition, belief, language and preservation of culture and ethnicity was their main motto to flee from Tibet.

Tibetan Culture

The remote geographical isolation imposed by the Himalayas allowed Tibetans to develop a unique culture separate from those of other peoples in central Asia. Tibetans have their own distinct language, art, architecture, cuisine, calendar, music, dances, literature and cultural traditions. First priority of every Tibetan, who settled in Tibet or in the rest of the world, was to preserve the traditional and unique identity of their culture. A lot of Tibetan culture is influenced by Tibetan's Buddhist beliefs.

Music, literature and artwork of the community often feature their religious themes (Houston & Wright, 2003).

Dalai Lama founded the (LTWA) Library of Tibetan Works and Archives in Dharamshala in 1970 with the purpose to preserve Tibetan culture in India. The library houses more than 110,000 manuscripts, books and documents, as well as photographs, artifacts and works of art which represent the Tibetan culture.



(Library of Tibetan Works and Archives in Dharamshala)
(Photograph credit: Jasmeen Kaur)

The Tibet Museum, established in 1998 and inaugurated by the 14th Dalai Lama on 20 April 2000, has a collection of Tibetan artifacts and photographs showing Tibetans' struggle to preserve their way of life against oppressive forces. The museum is adjacent to the Dalai Lama temple (Tsuglag Khang). It is the official museum of the Central Tibetan Administration Department of Information and International Relations.

Tibetan Festivals

There are so many numbers of festivals celebrated by Tibetan community. The Tibetan new-year is celebrated as Losar festival by all Tibetan Buddhists. Losar is the Tibetan New Year Festival. Preparations for the festive event are manifested by special offerings to family shrine deities, painted

doors with religious symbols and other jobs done to prepare for the event. Tibetans eat “Guthuk” i.e. Barley noodle soup with filling on New Year’s Eve with their families. The Monlam Prayer Festival follows it in the first month of the Tibetan calendar, falling between the fourth and the eleventh days of the first Tibetan month. It involves dancing and participating in sports events, as well as sharing picnics. The festival follows with processions of music and dancing, mask dances or chaam dances, Black hat dance are popular on this occasion. The Dalai Lama holds teaching discourses during this festival. They influenced the Wild Bull Dance, Deer Dance, Crane Dance, Yak Dance, Peacock Dance, Sorcerers’ Dance, Drum Dance and other kinds of folk dances that are also the main theme of Tibetan Opera. Tibet has various festivals that are commonly performed to worship the Buddha throughout the year.

Tibetan cuisine

Tibetans are very fond of noodles, goat & yak mutton, dumplings, cheese, butter and they also like to prefer butter tea and different flavour of vegetarian as well as non-vegetarian soups. Tibetan snacks like thukpas, momos, tsampa and Tibetan butter Tea are very famous across the region. (Paul, R. 2021)



Tibetan food (Butter tea and Tsampa)

(Source: <https://lastea.com/tibetan-butter-tea>)

LHAKAR: THE WHITE WEDNESDAY

Tibetans are said to emphasize their cultural identity through celebrating “Wednesdays” which they call “Lhakar”. Lhakar can be directly translated to “White Wednesday”, this day of the week bears great spiritual significance to Tibetans because it is the birth day of the current 14th Dalai Lama. Lhakar

is also considered as the Tibetan cultural resurgence based on a nonviolence strategy, applied through social, cultural and economic activities. For Tibetans in the exile, Lhakar is a way to remember who they are, where they are from and to give support to Tibetans back home. Singing a patriotic song on foreign soil or celebrating a Gorshey night in exile around the world, these are the acts that create spaces for Tibetans in exile to redefine their identity as Tibetans. This movement first started in Tibet and appeared in exile in 2008 following the nationwide uprising against Chinese rule. Internet technology played a key role in the spread of Lhakar from inside Tibet to the exiled community. The Lhakar pledge and a video called '**I am Tibetan**' circulated on micro-blogging sites and the movement has spawned a website and blog where young Tibetans across the diaspora record their Lhakar activities. The writer asked for a promise from his fellow Tibetans to follow these 8 practices in order to preserve their ethnic identity.

Their pledge is as follows:

I am Tibetan, from today I will speak pure Tibetan in my family.

I am Tibetan, from today I will speak pure Tibetan whenever I meet a Tibetan.

I am Tibetan, from today I will remind myself every day that I am a Tibetan till I die.

I am Tibetan, from today I will wear only Tibetan traditional dress, chuba, every Wednesday.

I am Tibetan, from today I will speak only Tibetan every Wednesday.

I am Tibetan, from today I will learn Tibetan language.

I am Tibetan, from today I will stop eating meat and only eat a vegetarian diet and gain more merit every Wednesday.

I am Tibetan, from today I will only use Tibetan and speak Tibetan when I call or send a message to Tibetan.



(Lhakar in Dharamshala)
(Photograph credit: Jasmeen Kaur)

Elements of Lhakar movement

Lhakar is also considered as an alternative to earlier Tibetan activism which included self-immolations. The number of self-immolations amongst the Tibetans were on a rise, thus, there was a need of paradigm shift from past Tibetan activism. Lhakar within few years of its initiation was successful in doing so as it has produced a paradigm shift in the way Tibetans conceptualize activism. The new paradigm of Tibetan activism had three key elements: de-collectivization of activism, weaponization of culture and adoption of non-cooperation. (Dorjee, 2013)

De-collectivization of activism

In their fight for human rights and independence, Tibetans have routinely used the most visible form of resistance such as streets demonstrations. In response to attempts by China to stamp out what they consider as general public disorder, Tibetans adopted a strategy of de-collectivization. They successfully showed their revolt against Chinese rule through personal actions such as wearing traditional clothes, eating Tibetan food, listening to Tibetan radio and teaching their native language at home. Many Tibetans began to use their individual space to assert a cultural identity that they consider to have been suppressed for decades. In a politically charged period, cultural rituals became political actions, because they gave Tibetan people a “non-Chinese” identity. Emphasizing individual acts of resistance rather than public acts of protest, Lhakar has decentralized the Tibetan resistance. Through de-collectivization of activism, Lhakar wishes to sustain the Tibetan struggle by empowering the individual resistance against Chinese rule.

Weaponization of culture

The Tibetans while growing up in exile learned that their culture was facing extinction in Tibet and assimilation in exile. They believed that Tibetan culture was like a fragile flower; beautiful to look at but incapable of defending itself. For the preservation of such a fragile and important culture something was needed to be done. Thus, disempowering usual perceptions of culture, Lhakar started to use art, literature, poetry and music as a tool to gain greater political rights. They are using aspects of traditional Tibetan culture, such as expressing their faith in the Dalai Lama, love of their homeland and desire for freedom. Songs with politically charged lyrics or music videos with images of the Dalai Lama became more widely circulated and known. This upsurge in the public consumption of Tibetan music and poetry has spawned a modern renaissance in art and literature across Tibet as well as in exile. It is through these activities, Tibetans are rediscovering how culture can save politics, instead of using politics to save culture. The Lhakar movement is encouraging the revival of public enthusiasm for studying Tibetan. In various parts of Tibet, elders and children take pledges to speak pure Tibetan, shedding Chinese terms from their vocabulary and indulging in more Tibetan activities.

Adoption of non-cooperation

Non-cooperation refers to an undeclared and peaceful boycott inspired by Gandhi's non-cooperation actions during the Indian struggle for independence. The Tibetans have used this method of non-cooperation towards Chinese businesses and institutions. For decades, the predominant tactic in Tibetan resistance has been street protest which is an effective and low-risk tactic in exile but the cost of street protests in Tibet is unsustainably high. The simplest act of protest carries a possibility of being shot at and a certainty of being jailed by the Chinese government. However, through Lhakar, Tibetans have come to appreciate the power of non-cooperation. Since 2008 many Tibetans have started eating only in Tibetan restaurants and buying only from Tibetan shops, prompting Chinese businesses to close down in several towns. This “undeclared boycott” of Chinese-owned businesses has slowed down their business in Tibet.

LHAKAR IN DHARAMSHALA

Every “Wednesday” of the week, Tibetans-in-exile are reclaiming and embracing their Tibetan identity and making a political statement by wearing their traditional clothes, speaking Tibetan language, eating Tibetan food, reciting Tibetan prayers and buying from Tibetan-owned businesses. Lhakar keeps Tibetans in exile culturally rooted (Pasricha,2014)⁶ and bridges the geographical and generational distance between Tibetans in China and Tibetans in exile. Thus, creating a pan-Tibetan unity and solidarity that had not existed prior to the 2008 riots and crackdowns. Lhakar goes beyond celebrating Wednesdays and reminds Tibetans who they are and where they are from. For Tibetans in the exile, Lhakar is a way to remember who they are, where they are from and to give support to Tibetans back home. Singing a patriotic song on foreign soil or celebrating a Gorshey night in exile around the world, these are the acts that create spaces for Tibetans in exile to redefine their identity as Tibetans. Lhakar in Mcleodganj has become a regular routine of Tibetans to gather at the parking ground near the Dalai Lama temple on Wednesday evenings. They come together to celebrate the day of His Holiness by singing, dancing and consuming Tibetan food. They serve Tibetan food and drinks at the parking ground. In Tibetan Gorshey, everyone gathers around in a circle and dance their hearts out on Tibetan beats.

Gorshey



Tibetan Gorshey in Mcleod Ganj
(Photograph credit: Jasmeen Kaur)

In Gorshey, everyone gathers around in a circle and dance their hearts out on Tibetan beats. Lhakar is Tibetan community's daily routine in which they gather and celebrate together. Lhakar helps keep Tibetans in touch with their identity because it's easy to forget that they are in a foreign land and helps them revisit their cultural identity. They wear their ethnic clothes and consume their ethnic food.

Gorshey is favorite among Tibetans, especially among the women who always seem to be the ones starting it. The circle dance only has one requirement, to join in the circle and dance, whether perfectly or imperfectly. Many Tibetan youths who grew up in the exile, struggle with preserving their Tibetan culture and Tibetan language. Growing up influenced by other cultures, they are always concerned that they are somehow letting the older generations down by not being Tibetan enough. The Gorshey circle offers a temporary respite as an encompassing space that manages to connect all Tibetans despite their many differences and generational gaps and have them dance together and celebrate their ethnic identity.

CONCLUSION

Lhakar goes beyond celebrating Wednesdays and reminds Tibetans who they are and where they are from. For Tibetans in the exile, Lhakar is a way to remember who they are, where they are from and to give support to Tibetans back home. Singing a patriotic song on foreign soil or celebrating a Gorshey night in exile around the world, these are the acts that create spaces for Tibetans in exile to redefine their identity as Tibetans. Lhakar is also considered as an alternative to earlier Tibetan activism which included self-immolations. Lhakar is also considered as the Tibetan cultural resurgence based on a nonviolence strategy, applied through social, cultural and economic activities.

From the ritualization of Lhakar, to having a Tibetan name, Tibetans in exile demonstrate a strong sense of Tibetan cultural and political identity, constructed with the fragmented memories of Tibet that they pick up from their family and Tibetan communities around the world. By making Lhakar a weekly ritual, Tibetans-in-exile are reclaiming and embracing their Tibetan identity and making a political statement by wearing their traditional clothes, speaking Tibetan language, eating Tibetan food, reciting Tibetan prayers and buying from Tibetan-owned businesses.

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**विभिन्न सह- पाठ्यचर्या गतिविधियाँ एवं माध्यमिक विद्यालय
के छात्रों के परिप्रेक्ष्य और समर्थन पर एक विश्लेषणात्मक
अध्ययन: भारतीय संदर्भ में**

**An Analysis Upon Various Co-curricular Activities,
Perspective and Support of Secondary School.
Students: A Case of Indian Context**

अर्चना कुमारी*

प्रस्तावना

शिक्षा एक बहुत गतिशील, ऊर्जावान और जीवंत मानव उद्यम है, यह सामाजिक प्रगति के लिए अनिवार्य है, और बहुत महत्वपूर्ण है शिक्षा एक प्रक्रिया और उत्पाद है। इसका मतलब, अभिनय करना, व्यवहार करना और बदलना आदि है, इस तरह की गतिविधि और परिवर्तनों के प्रभाव और परिणाम शिक्षा पर निर्भर करते हैं।

शिक्षा उस सामाजिक परिवर्तन का चरण है जिसके द्वारा युवा अपने जीवन और सोच के तरीकों में बदलाव कर सकता है और धीरे-धीरे समाज रूपी समूह में अपने मानव जीवन को तैयार कर सकता है। इस प्रकार शिक्षा संस्कृति की सामाजिक आनुवंशिकता को प्रेषित करने की एक प्रक्रिया है।

शिक्षा एक ऐसी जरूरत है जिसके द्वारा समय-समय पर बदलने वाले समाज की मांगों के अनुसार, बच्चों को परिपक्वता और जिम्मेदारी की भावना में सुधार करने में सक्षम होती है, जिससे वे एक अभिन्न अंग हैं।

शिक्षा एक बच्चे का उसी तरह पोषण करती है जैसे माता-पिता करते हैं। यह बच्चे का एक प्रेमी माता पिता की तरह ही मार्गदर्शन करती है, और एक पति या पानी की तरह ईमानदारी से उसकी सेवा करती है इस प्रकार शिक्षा एक फूल की तरह व्यक्ति को विकसित करती है, जो सभी पर्यावरण पर अपनी सुगंध को फैलता है।

शिक्षा कुछ भी नहीं है, बल्कि व्यवहार में संशोधन है, जो एक व्यक्ति में सभी दौर के विकास को लाता है। यह शिक्षा, नैतिक आदर्शों और आध्यात्मिक मूल्यों के माध्यम से ही संभव है, राष्ट्र की आकांक्षा और इसकी सांस्कृतिक विरासत को एक पीढ़ी से दूसरी पीढ़ी के स्थान तक स्थानांतरित किया जाता है, क्योंकि उच्च, और उच्च उपलब्धियों में संरक्षण, शुद्धि और उच्च बनाने की क्रिया के लिए आवश्यक है। इस प्रकार आम तौर पर व्यक्ति और समाज के विकास और अन्य विकास के लिए शिक्षा आम तौर पर आवश्यक होती है।

शिक्षा एक निरंतर प्रक्रिया है और इसके अभ्यास और कार्यक्रमों को लगातार सीखने वाले और सामाजिक वातावरण के बढ़ते हुए ज्ञान की रोशनी में पुनर्निर्माण किया जाना चाहिए। यही कारण है कि दिमाग की गड़गड़ाहट, स्मृति अभ्यास, वर्दी

*शोधार्थी (शिक्षाशास्त्र), श्री सत्यासाई यूनिवर्सिटी ऑफ टेक्नोलॉजी एन्ड मेडिकल साइंसेज, सिहोर, मध्यप्रदेश।

पाठ्यक्रम, कठोर अनुशासनात्मक उपायों और विषय पर बहुत अधिक जोर जैसी प्रक्रियाएं आज दुर्लभ होती जा रही हैं और स्वतंत्रता, आत्म-गतिविधि, अनुभव, परियोजनाओं, रुचियों, कौशल आदि पर अधिक दबाव है। कई तरह के अध्ययनों पर जोरदार सुझाव है, कि शिक्षा के लक्ष्य में एक लोकतांत्रिक वातावरण में उपलब्धि के लिए सबसे अच्छा मौका है। जिसमें शिक्षक और छात्र सामाजिक या समूह उद्देश्यों और रुचियों के तनाव के तहत सहकारी गतिविधियों में संलग्न हैं। इस प्रकार शिक्षा में विधियों और प्रक्रियाओं को लगातार संशोधित और पुनर्निर्माण किया जा रहा है। वे सभी समान रूप से प्रभावी हैं यही कारण है कि शिक्षा के उत्पादों को अक्सर मापा और मूल्यांकन किया जाना चाहिए।

शिक्षा दो गुणा में व्यक्तित्व विकसित करती है: गायक ने सुझाव दिया है कि एक व्यक्ति के पास दोनों बुनियादी व्यक्तित्व लक्षण और एक बाहरी व्यक्तित्व है। ये दोनों एक साथ "वास्तविक व्यक्ति" बनाते हैं शिक्षा एक व्यक्ति के पूर्ण व्यक्तित्व को विकसित करती है जिससे उसे अच्छे चरित्र में बुद्धिमान, सीखा, बोलू, साहसी और मजबूत हो। दूसरे शब्दों में, व्यक्ति के विकास और विकास के साथ, समाज प्राप्ति के उच्च स्तर को भी प्राप्त करता है।

शिक्षा का एक सामाजिक कार्य है जैसा कि शिक्षा की प्रक्रिया एक सामाजिक है, समाज के परिपक्व सदस्य समाज के अपरिपक्व सदस्यों को अपने स्वयं के अनुभव, रुचियों, व्यवहारों और स्वभाव से गुजरते हैं।

बच्चों के व्यवहार का तरीका सीखना होगा; वृद्धों को देखकर उनके साथ मिलकर, उनसे बात करके और उन्हें सुन कर युवा मानव अपने व्यवहार की आवश्यक कौशलता तैयार करें।

शिक्षा का उद्देश्य बच्चों को मानसिक और शारीरिक रूप से विकसित करना होता है यह प्रत्येक व्यक्ति के बच्चे को जीवन के विभिन्न अनुभवों के माध्यम से प्रशिक्षण देने की एक प्रक्रिया है ताकि उसके भीतर सबसे अच्छे भाव बाहर निकल सकें। यह एक सामाजिक गतिविधि है जो मानव जाति के बौद्धिक, भावनात्मक, सांस्कृतिक, आर्थिक और सामाजिक जीवन से संबंधित है। शिक्षा एक उद्देश्यपूर्ण और नियोजित गतिविधि है। व्यापक अर्थों में, इसमें सभी ज्ञान और अनुभव शामिल हैं जो एक एकीकृत और परिपक्व इंसान के रूप में बच्चे को विकसित करने की कोशिश करता है। इसका अर्थ है ज्ञान के अधिग्रहण और चरित्र, कौशल, आदतों और मानसिक शक्तियों के विकास।

शिक्षा का शब्द रेडडेन द्वारा परिभाषित किया गया है "व्यक्तिगत शिक्षा के अनुसार शारीरिक, बौद्धिक, सौंदर्य, सामाजिक और आध्यात्मिक शक्तियों के अनुशासन और सामंजस्यपूर्ण विकास के माध्यम से अपरिपक्व पर परिपक्व व्यक्ति द्वारा शिक्षा एक व्यवस्थित है। जो कि जरूरतों और अंतिम अंत के रूप तक अपने निर्माता के साथ शिक्षित के संघ की ओर निर्देशित होती है। "

शिक्षा उन योगों का कुल योग है जो बच्चे को विभिन्न व्यक्तियों द्वारा और प्रयोगशाला, पुस्तकालय, खेल के मैदान और घर और समाज में विभिन्न विषयों के माध्यम से और स्कूल के अंदर, बाहर से प्राप्त होती है। शिक्षा के माध्यम से बच्चे अपनी आवश्यकताओं के अनुसार अपने जीवन को संशोधित कर सकता है, और विश्व समुदाय के सदस्य के रूप में सभी कौशल, क्षमताओं, चरित्र को विकसित कर सकता है। इस प्रकार, इस उद्देश्य के लिए केवल भुखमरी का ज्ञान पर्याप्त नहीं है। यह कुछ गतिविधियों द्वारा पूरक होना चाहिए। उन गतिविधियों को सह-पाठ्यचर्या संबंधी गतिविधियां कहा जाता है।

शिक्षा कक्षा की चार दीवारों या स्कूल के परिसर तक ही सीमित नहीं है। शिक्षित होने की प्रक्रिया एक व्यक्ति के सभी अनुभवों में मौजूद है, चाहे घर, स्कूल या समाज में। लेकिन स्कूलों और कॉलेजों ने अच्छी तरह से शिक्षा का संगठित प्रतिनिधित्व

किया है जहां छात्रों ने अपने समय का एक बड़ा हिस्सा बिताया है। इसके अलावा, स्कूलों और कॉलेजों के छात्रों के व्यक्तित्व पर एक मजबूत प्रभाव है और यह आदर्शों और दृष्टिकोण के लिए स्वाभाविक है और विद्यालय के उद्देश्यों और गतिशीलता के अनुसार किसी विशेष तरीके से छात्रों के कौशल को आकार देने वाला माध्यम है।

सक्रिय भागीदारी का मतलब है कि छात्र कुछ वास्तविक कौशल और ज्ञान सीखता है, जिससे वह सामान्य सामाजिक कार्यों में अच्छे से जुड़ने में भाग ले सकते हैं और अवांछनीय सामाजिक दिशानिर्देशों के बारे में निर्णय लेने के लिए आधार प्राप्त कर सकते हैं।

शिक्षा का यह क्षेत्र व्यक्तित्व विकास के रूप में स्कूल और समाज अंतर-संबंधित हैं स्कूल समाज के लिए अपनी जरूरतों और मांगों को ध्यान में रखते हुए मानव शक्ति प्रदान करता है (क्रिस्टोफर 1998)। समाज की मानसिक और शारीरिक रूप से स्वस्थ व्यक्तियों की रचनात्मकता, कड़ी मेहनत और ईमानदारी जैसे गुण हैं। इस तरह के गुणों को प्रशिक्षण और अभ्यास की आवश्यकता होती है। अकेले पाठ्यपुस्तक ऐसे गुणों को विकसित नहीं कर सकते हैं इन गुणों में भी सह-पाठ्यचर्या संबंधी गतिविधियां भी मिलती हैं। इसलिए, पाठ्यचर्या संबंधी गतिविधियां, स्कूल कार्यक्रम से संबंधित गतिविधियों की एक श्रृंखला है, जो परीक्षा कार्यक्रमों के लिए विषयों के बाहर, छात्रों के चौड़े विकास को लाने में मदद करती हैं।

पाठ्यक्रम को अलग-अलग गतिविधियां माना जाता है जो कि विभिन्न विचार होते हैं। स्कूल के दिनों में बाहर की गतिविधियों के कुछ उदाहरण में नृत्य, टीम के खेल और प्रदर्शन कला जैसी सामाजिक गतिविधियां शामिल हो सकती हैं, जबकि स्कूल में भागीदारी की गतिविधियों में अंतराल और शैक्षिक क्लब शामिल हो सकते हैं। गतिविधि की भागीदारी और भागीदारी के विभिन्न स्तर सकारात्मक रूप से भाग लेने वालों के लिए भविष्य की सफलता को प्रभावित कर सकते हैं। अनुसंधान ने यह भी संकेत दिया, कि दोनों प्रकार के अभ्यास कार्यक्रम और भागीदारी का स्तर व्यक्तियों के विकास (ईक्लेज़, 2003) को प्रभावित कर सकता है।

छात्रों के लिए अतिरिक्त गतिविधियों की पेशकश करते समय विचार करने के लिए कई चर हैं। चुनौतियां हैं कि सीमित अवसरों वाले समुदायों और स्कूलों में अक्सर हिंसा, धमकाने और छोड़ने वालों की दर शामिल होती है ये मुद्दे कई स्कूलों में मौजूद हैं और संभवतः उन गतिविधियों में अधिक भागीदारी के साथ कम हो सकते हैं जो एक छात्र बंधन की सहायता करते हैं और स्कूल समुदाय के साथ इसकी पहचान करते हैं। किशोरों को स्कूल में एक संबंध महसूस करना और स्कूल में रहने के महत्व को पहचानना होगा। कुछ छात्रों ने पोस्ट-सेकेंडरी शिक्षा पर जाना पसंद किया। अन्य स्कूल के सामाजिक पहलू का आनंद ले सकते हैं, और फिर भी अभी भी ऐसे कई लोग हैं जो स्कूलों की पेशकश करने वाली कई गतिविधियों में भाग लेते हैं। ये सब उदाहरण हैं कि क्यों छात्र स्कूल में रहने का फैसला करते हैं, लेकिन क्या किशोरावस्था स्कूल की हिंसा या बदमाशी से बचा है?

कई छात्र अन्य छात्रों से उपहास या उत्पीड़न के कारण स्कूल नहीं आने का चयन करते हैं जिन लोगों को धमकाया जाता है, वे महसूस कर सकते हैं कि इन स्थितियों में उनके पास कोई भी नहीं है। अगर किसी छात्र के साथ सहकर्मियों या दोस्त हैं जो अतिरिक्त गतिविधियों में शामिल है, या यदि वे एक कोच या किसी संकाय सदस्य की ओर रुख कर सकते हैं जो गतिविधि का पर्यवेक्षक है, तो उन्हें कठिन परिस्थितियों में मदद करने के लिए कुछ सहायक सहयोगी हो सकते हैं। यह एक समूह से संबंधित होने की जरूरत पर बल देता है और उन स्कूलों के लिए स्कूल में जुड़ाव की भावना को मजबूत करता है जो अतिरिक्त गतिविधियों का एक हिस्सा हैं।

Microteaching: A Review

Dr. Sher Singh*

ABSTRACT

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in 1963 at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been his/her own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's teaching objectives. Watching the video and getting comments from colleagues and students provide teachers with an often intense "under the microscope" view of their teaching.

A review of the evidence for micro-teaching, undertaken by John Hattie as part of his Visible Learning project, found it was the 6th most effective method for improving student outcomes. Teaching isn't an easy profession. Teachers must possess the skills necessary to teach young students and keep them engaged and attentive throughout a class. The last few years have seen some significant changes in the contents of teaching courses. With the advent of Covid-19, schools resorted to online classes. This was a dramatic change that took place all over the world.

Teaching courses come with a test that aspiring teachers must clear to become teachers. Trainee teachers are evaluated based on certain skills that they should possess to become teachers. Examiners, students, externals and co-teachers are present to evaluate them. This test is known as micro-teaching. Micro-teaching skills are essential in teacher training courses. These skills help determine an aspirant's future. There are different types of micro-teaching skills that to-be teachers must learn to become successful.

In this article, we'll talk about teaching skills in micro-teaching and why they're essential.

WHY ARE MICRO-TEACHING SKILLS IMPORTANT?

The different types of micro-teaching skills play a significant role in the professional development of teachers. Here are a few points why micro-teaching skills are essential:

- Trainee teachers get feedback from video records, supervisors or peers directly, which helps them improve and develop their skills
- Microteaching allows a trainee teacher to choose a lesson or topic that they feel comfortable teaching. Microteaching doesn't affect the students in any way if a teacher fails to teach effectively
- Microteaching helps teachers prepare themselves well in advance and get themselves ready to face a real classroom. Through micro-teaching skills training, teachers learn to become more confident and efficient before they venture into the real world of teaching

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Micro-teaching techniques play a critical role in developing knowledge and attitude in teachers, but most importantly, it equips teachers with certain essential skills. These skills are essential for the modern classroom.

WHAT ARE THE SKILLS IN MICRO-TEACHING?

If you're wondering what are the skills in micro-teaching, take a look at the list below. Different types of micro-teaching skills are essential for a trainee to become a teacher. Some of the microlearning skills are as follows:

1. The skill of introduction
2. The skill of explaining
3. The skill of questioning
4. The skill of stimulus variation
5. The skill of reinforcement
6. The skill of illustration
7. The skill of blackboard writing
8. The skill of achieving closure
9. The skill of demonstration

Now that you've got a basic idea of the skills in micro-teaching, let's dive deeper into each one of them.

TYPES OF MICRO-TEACHING SKILLS

The skills that come together to make micro teaching effective are several in number. The most prominent of them are:

1. The Skill of Introduction

First on the list of the kinds of micro-teaching skills is the skill of introduction. Teachers must possess the skill of giving students a great introduction before they begin teaching a lesson or topic. It's an art that helps engage students and tell them exactly what they can expect from a lesson. Teachers must provide their students with a framework that they can work upon. It's a great way to ensure that students understand what a topic or lesson is about. Through the introduction skill, teachers can use interesting or engaging words to get their students hooked on and interested in a topic from the very beginning. Without a good introduction, teachers won't be able to capture their students' attention.

Micro-teaching skills of introduction involve using previous student knowledge and the right device while trying to introduce a lesson. Teachers must avoid any irrelevant statements or discontinuity.

The major elements of micro-teaching skills of introduction are:

- Maximum use of students' previous knowledge
- Using the appropriate device
- Maintaining continuity
- Relevant statements

2. The Skill of Explaining

Next on the list of teaching skills in microteaching is the skill of explanation. The skill of explanation is an intellectual activity that teachers must possess when it comes to micro-teaching skills. Ideas, phenomena and concepts must be communicated well to students to help them understand a topic well. Teachers should give examples by highlighting relationships among different events and ideas.

Teachers must be able to relate facts with other sets of facts to help promote better understanding. Teachers need to learn microlearning skills like explaining to make students understand concepts and ideas properly. A teacher who can explain well is able to make a topic or lesson effective.

3. The Skill of Questioning

The art of questioning is another important micro-teaching skill that teachers must have. The questioning skill is a technique that helps put meaningful, relevant, specific, clear and precise questions to students. Questioning is a skill used to test the understanding and knowledge of students. By using the skill of questioning, teachers can judge students' knowledge and get a better understanding of whether students have understood a particular topic. It also helps teachers try out different ways of teaching to make students understand topics faster. After questioning, if a teacher realizes that students haven't understood a topic well, they can try to explain things easier for a better grasp.

4. The Skill of Stimulus Variation

Teaching skills in microteaching are essential to succeed as a teacher. The skill of stimulus variation is a teaching technique used to keep students engaged in a topic or lesson by changing the teaching behavior. It's used to capture a student's attention by using different stimuli in the class for maximum response.

"A stimulus is something that evokes a functional reaction in tissues. It has a touching effect on the learner. What to change, when to change and how to change requires skill on the part of the teacher for securing and sustaining attention at a high level. Such a skill is named as the skill of stimulus variation."

The main elements of stimulus variation skills are

- Movement
- Gesture
- Change in speech pattern
- Focusing
- Change in interaction style
- Oral-visual switching
- Pausing
- Students' active participation

5. The Skill of Reinforcement

The skill of reinforcement is another important component of microlearning skills. Teachers use this skill to encourage responses from their students using non-verbal actions, such as nods and smiles, or verbal praises. It's a response technique based on the concept of feedback. The reinforcement skill helps to reinforce student behavior using positive reinforcers rather than negative ones for maximum participation.

6. The Skill of Illustration

The skill of illustration is also known as the skill of interpretation. It's used when the skill of explanation doesn't work. When a teacher fails to make their students understand a concept with the skill of explanation, they must use the skill of illustration. Through illustration, they can motivate and stimulate their students to help them grasp the ideas and concepts being taught. A teacher may also use specific and personal examples to illustrate a topic for better understanding.

7. The Skill of Blackboard Writing

Blackboard writing is another essential skill of micro-teaching. It's used to shift focus, grab attention and highlight vital terms and concepts. Teachers can use the skill of blackboard

writing to draw attention. It's a good technique that teachers can use to bring about clearness in concepts and perceptions. It also helps add variety to a lesson.

8. The Skill of Achieving Closure

Just like the skill of introduction, the skill of achieving closure is also essential. Introducing a topic or lesson is easy, but giving a good closure to a topic can sometimes be tricky. Teachers should ensure they're closing a topic systematically and clearly. They must give enough assignments to their students to help them remember the topic or lesson well without overburdening them.

9. The Skill of Demonstration

Demonstration in teaching helps make things meaningful and simpler for students. It helps teachers link learning with real-life situations. Demonstration describes and explains principles, concepts and ideas to students by showing them devices, experiments or specimens. It helps create a lively environment in the classroom.

Micro-teaching skills help determine whether teachers are trained and well-groomed to carry out their duties effectively. They're a replica of real-life classroom teaching and personality development training given to aspiring teachers. Teaching skills in micro-teaching help teachers develop self-confidence, speech modulation and expressive abilities. They learn time management, improve body language, imbibe a positive attitude and improve communication skills, which are very important when taking up teaching as a profession.

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ओमप्रकाश वाल्मीकि की कहानी 'सलाम': एक अध्ययन

डॉ. महेन्द्र सिंह*

शोधसार

प्रस्तुत आलेख में ओमप्रकाश वाल्मीकि की कहानी 'सलाम' में चित्रित दलित जीवन और उसकी समस्याओं के विविध रूपों का समग्रता में अध्ययन करने का प्रयास किया गया है। ओमप्रकाश वाल्मीकि हिन्दी दलित साहित्य के महत्वपूर्ण रचनाकार हैं। वाल्मीकि ने अपनी कहानी लेखन की यात्रा सन् 1978-79 से शुरू की थी। सन् 93 में छपी 'सलाम' गाँव और शहर के समन्वित अनुभवों की कहानी है। दलित उत्पीड़न को सवर्ण समुदाय समझे और महसूस करे, इसी उद्देश्य की पूर्ति के लिए वाल्मीकि ने 'सलाम' की रचना की है। लेखक ने अपने रचनात्मक कौशल से गैरदलित सहानुभूति को दलित पीड़ा की स्वानुभूति में बदलने का प्रयास इस कहानी में किया है। अपनी विषयवस्तु में यह महाकाव्यात्मक है जिसमें कमल जैसा प्रगतिशील पात्र गढ़ा गया। जातिगत भेदभाव के संस्कारों से केवल कमल ही मुक्त नहीं है, हरीश भी है। कहानी गाँव के खुले जातिवाद और आतंक के साथ शहरों के महीन जाति-संस्कारों पर भी उँगली रखती है। स्त्री शिक्षा और दलित स्त्रियों के प्रति सवर्णों की गिरी हुई मानसिकता को भी खोलकर रख देती है। अपने समय के वास्तविक सामाजिक इतिहास को भी यह कहानी दर्ज करती है।

बीज शब्द: स्वानुभूति, सहानुभूति, ब्राह्मणवाद, आतंक, गैरदलित, प्रगतिशील, चूहड़ा, सलाम।

मूल आलेख

ओमप्रकाश वाल्मीकि हिन्दी दलित साहित्य के महत्वपूर्ण रचनाकार हैं। उन्होंने हिन्दी क्षेत्र में दलित साहित्य की जमीन ही नहीं बनाई अपितु उसकी लहलहाती फसल भी तैयार की। उनके लेखन से दलित साहित्य को न केवल भारत में बल्कि अन्तर्राष्ट्रीय स्तर पर भी पहचान मिली। उनकी रचनाएं आज देश-विदेश के विश्व विद्यालयों के पाठ्यक्रमों में सम्मिलित हैं। वाल्मीकि ने दलित साहित्य को वैचारिक मजबूती देने के साथ-साथ उसे शिल्पगत ऊँचाई भी प्रदान की। डॉ. रजतरानी 'मीनू' का मानना है "वे ऐसे रचनाकार थे जिन्होंने हिन्दी साहित्य जगत में अपने लेखन और स्पष्ट उद्देश्य के साथ प्रवेश किया था।"¹ वाल्मीकि में छपने की उक्ताहट नहीं थी। उन्होंने अपने लेखन और प्रकाशन में संयम से काम लिया।

वाल्मीकि ने अपने लेखन की यात्रा कविता से शुरू की और कहानी, नाटक, आत्मकथा, आलोचना इत्यादि अनेक साहित्यिक विधाओं तक का सफर तय किया। वे जितने अच्छे कवि हैं, उतने ही बेहतरीन आत्मकथाकार और कहानीकार भी हैं। वाल्मीकि ने कहानियाँ लिखना कविताओं के साथ-साथ ही शुरू कर दिया था। 'घुसपैठिये' कहानी संग्रह की भूमिका में उन्होंने लिखा है - "आरंभिक दौर में कविताओं से ही मेरी कहानियाँ जन्मीं हैं। कविताएं पढ़ते हुए, लिखते हुए, अचानक कहानियाँ लिखी गई।"²

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उन्होंने अपनी कहानी यात्रा का अपनी आत्मकथा 'जूठन' में भी जिक्र करते हुए कहा है- «कहानी का पाठक तो प्रारंभ से ही था। 1978-79 के आसपास मैंने कहानी लिखना शुरू किया था।»³ वाल्मीकि ने पहली कहानी 'जंगल की रानी' लिखी थी, जो आदिवासी पृष्ठभूमि पर आधारित थी।

वाल्मीकि के पूरे जीवन काल में उनके तीन कहानी संग्रह प्रकाशित हुए थे, 'सलाम', 'घुसपैठिए' और 'छतरी'। इन तीनों कथा संकलनों में उनकी कुल 38 कहानियाँ संकलित हैं। यहाँ हमारा विवेच्य विषय 'सलाम' कहानी का अध्ययन है।

'सलाम' कहानी अगस्त 1993 के 'हंस' में प्रकाशित हुई थी। यही कहानी आगे चलकर उनके प्रथम कहानी संग्रह के नामकरण का आधार और दलित साहित्य की प्रतिनिधि कहानी बनी।

वाल्मीकि के पास अपने पैतृक गाँव 'बरला' के दलित अनुभव थे, साथ ही उनके पास देहरादून के शहरी जीवन की अनुभूतियाँ भी थीं। गाँव और शहर के समन्वित अनुभवों की ही कहानी है 'सलाम'। यह कहानी इतनी महत्वपूर्ण है, न केवल वाल्मीकि के लेखन को, दलित साहित्य को भी यदि उसकी संपूर्णता में समझना हो तो उसके लिए यह अकेली कहानी ही काफी है। इस कहानी का अध्ययन अनेक रूपों में बांटकर प्रस्तुत किया जा सकता है :-

सहानुभूति से स्वानुभूति की यात्रा

वर्णव्यवस्था और जाति व्यवस्था के ढाँचे ने भारतीय समाज के गैरदलित समुदाय को दलितों के प्रति संवेदनहीन बना दिया है। वे दलितों की पीड़ाएँ ही नहीं समझ पाते। सवर्ण समुदाय के जो लोग संवेदनशील हैं, अनभिज्ञता के कारण वे भी इन तखलीफों को महसूस करने में असमर्थ हैं। 'सलाम' कहानी में हरीश जब भी अपने ब्राह्मण मित्र कमल उपाध्याय को अखबार में प्रकाशित दलितों को पीट-पीटकर मार देने, उन्हें आग में भून देने और उनके घरों को आग लगाने जैसी घटनाओं के समाचार सुनाता है तो उन्हें वह महसूस ही नहीं कर पाता, बल्कि उल्टा तर्क देता है – “हरीश अपने मन से हीन भावना निकालो। दुनिया कहाँ से कहाँ निकल गई और तुम लोग वहीं के वहीं हो। आते सूरज की रोशनी को देखो। अपने आप पर विश्वास करना सीखो। पढ़-लिखकर ऊपर उठोगे तो सब कुछ अपने आप मिट जाएगा।”⁴

यह समस्या न केवल कमल उपाध्याय की है बल्कि संपूर्ण संवेदनशील गैरदलित समुदाय के लोगों की है। दलित उत्पीड़न को सवर्ण समुदाय समझे और महसूस करे, इसी उद्देश्य की पूर्ति के लिए वाल्मीकि ने 'सलाम' की रचना की है। लेखक ने अपने रचनात्मक कौशल से गैरदलित सहानुभूति को दलित पीड़ा की स्वानुभूति में बदलने का प्रयास इस कहानी में किया है।

दलितों की स्थिति शहरों की तुलना में गाँव में अधिक दयनीय है। इसलिए लेखक कमल उपाध्याय को शहर से गाँव की यात्रा कराता है। हरीश की बारात देहरादून से गाँव में जाती है। कमल हरीश की बारात में जाता है। स्कूल के कमरों की चाबी न मिलने के कारण बारात स्कूल के बरामदे में ठहरती है। जहाँ पानी पीने के नल के हथे और वाल्व को चूहड़ों द्वारा छू जाने के डर से उतार लिया जाता है।

कमल को सुबह - सुबह चाय पीने की लत है। चाय की तलाश में वह गाँव की सड़क पर एक दुकान पर पहुँच जाता है। जहाँ पहुँचकर वह चायवाले से चाय बनाने के लिए कहता है। चाय की भट्टी सुलग रही होती है। चायवाला कमल से पूछता है कि वह कहाँ से आया है? कमल उत्तर में देहरादून बताता है। देहरादून का नाम सुनकर चायवाला चौंक जाता है। वह कहता है देहरादून से तो कल चूहड़ों में बारात आई है। कमल स्वयं को उसी बारात में आया हुआ बताता है। उससे चायवाला कमल को

चूहड़ा समझ लेता है। चायवाले का पूरा मनोविज्ञान और क्रियाकलाप बदल जाते हैं। वह इधर उधर के कामों में लग जाता है लेकिन चाय बनाकर नहीं देता। कमल उससे चाय बनाने के लिए दुबारा कहता है। कमल में चूहड़े का भ्रम होने के कारण उसके प्रति चायवाले की भाषा, व्यवहार बदल जाता है। वह 'आप' से 'तू' पर आ जाता है और कहता है। "तुझे यहाँ चाय ना मिलने की"⁵ कमल जब कहता है कि अभी तो आपने कहा था चाय के लिए तो वह प्रत्युत्तर में कहता है – "कहा था.. और इब कह रा हूँ नहीं मिलेगी... यहाँ चूहड़े - चमारों को तो मेरी दुकान में तो चाय ना मिलती.... कहीं और जाके पियो"⁶

चूहड़ा समझे जाने पर कमल का स्वाभिमान आहत होता है। गुस्से में वह चायवाले से उसकी जात पूछता है तो वह कहता है कि चूहड़े चमार भी अब जात पूछेंगे? कमल उसे अपनी जाति 'ब्राह्मण' बताता है तो वह उसपर विश्वास नहीं करता। दुकान पर शोर सुनकर वहाँ भीड़ इकट्ठी हो जाती है। बल्लू रांघड का रामपाल भी वहाँ आ जाता है जिसे देख चायवाला बिफरकर कहता है, जुम्न चूहड़े का बाराती है जो जाति छिपाकर चाय मांग रहा है। कमल खुद को चक्रव्यूह में फंसा हुआ पाता है और वहाँ लोगों से कहता है – 'भाइयों'। बात पूरी होने से पहले ही रामपाल उसे डांटता है और कहता है- "ओ, सहरी जनखे हम तेरे भाई है? साले जबान सिंभाल के बोल.... जाके जुम्न चूहड़े से रिश्ता बना। इतनी जोरदार लौंडिया लेके जा रे हैं सहरवाले, जुम्न के तो सींग लिंकड़ आये हैं? अरे लौंडिया को किसी गाँव में ब्याह देता तो म्हारे जैसों का भी कुछ भला हो जाता।"⁷

यहाँ पहली बार कमल अखबारों में छपी दलितों पर अत्याचारों की खबरों को शिद्दत से महसूस करता है। हरीश के प्रत्येक शब्द की वह सच्चाई अनुभव करता है। गाँव के बच्चे कमल के पीछे 'चूहड़ा चूहड़ा चूहड़ा' कहकर लग जाते हैं। इस प्रकार यहाँ कमल दलित पीड़ा का भोक्ता बनकर स्वानुभूति की स्थिति में पहुँच जाता है। स्वानुभूति की अवस्था में पहुँचने के बाद ही उसे हरीश के साथ किया गया अपनी माँ का जाति के कारण दुर्व्यवहार और उसके लिए रखे गये अलग बर्तन भी याद आते हैं। गैरदलितों को दलित पीड़ा की अनुभूति कराने का यह लेखक का अदभुत रचनात्मक कौशल है, जो दलित साहित्य में दुर्लभ है।

सामंती रस्म 'सलाम' का तोड़ा जाना

दलित समुदाय का मान-मर्दन करने के लिए अनेक कुप्रथाओं का चलन भारतीय समाज में रहा है। जिनमें 'जूठन' और 'सलाम' जैसी प्रथाओं को ओमप्रकाश वाल्मीकि ने अपने साहित्य लेखन में जगह दी है। 'मार-मार कर भंगी बना देने' की कहावत तो भारतीय समाज में प्रचलित है ही। इससे हम अंदाजा लगा सकते हैं इन कुप्रथाओं का पालन दबाव देकर चूहड़ा समुदाय से करवाया जाता था। दबाव की यह स्थिति 'सलाम' कहानी में अभिव्यक्त हुई है।

आजादी के बाद शिक्षा और सामाजिक आंदोलनों के कारण दलित समाज में चेतना आ रही थी इससे वे इन कुप्रथाओं की साजिशों को समझने लगे थे। कहानी में किसी दूल्हे को हरीश जब भी सलाम पर जाते देखता था तो उसे महसूस होता था – "हरीश ने जब-जब भी किसी दूल्हे या दुल्हन को इस तरह दरवाजे - दरवाजे घूमते देखा, उसे लगता था जैसे स्वाभिमान को चिंदी - चिंदी करके बिखेरा जा रहा है। बाजे-गाजे के साथ घूमता दूल्हा निरीह जीव दिखाई पड़ता था।"⁸

हरीश पढ़ा लिखा जागृत व्यक्ति है जिसके भीतर आत्मविश्वास व स्वाभिमान है। वह सलाम की रस्म की साजिश को समझता है। वह कहता है – "आप चाहे जो समझें, मैं इस रिवाज को आत्मविश्वास तोड़ने की साजिश मानता हूँ। यह 'सलाम' की रस्म बंद होनी चाहिए।"⁹

जिन रांगड़ों के घरों में हरीश की सास साफ - सफाई का काम करती थी उनके दरवाजे पर दूल्हे के रूप में हरीश को सलाम पर जाना था। भयग्रस्त पुरानी मानसिकता के पात्र बाप-दादों की रीत निभाने की और नेग दस्तूर में कपड़ा-लत्ता, बर्तन भांडे मिलने की बात करते हैं। लेकिन हरीश साफ कहता है –“मुझे न ऐसे कपड़े चाहिए, न बर्तन, मैं अपरिचितों के दरवाजे ‘सलाम’ पर नहीं जाऊँगा”¹⁰ इस तरह इंकार कर हरीश इस सामंती रस्म को तोड़ता है। विश्वनाथ त्रिपाठी ने लिखा है- “वह (हरीश) भारतीय समाज का एक ऐसा पात्र है, जो एक कहानी के पात्र से अधिक भारतीय समाज की द्रुत गति से रूपांतरित होती हुई प्रक्रिया गाथा का ऐतिहासिक पात्र है।”¹¹

दलित समुदाय पर गैरदलितों के आतंक की अभिव्यक्ति

‘सलाम’ कहानी के हरीश से जुड़े हुए इस हिस्से में सवर्ण समुदाय का दलितों पर कितना आतंक व्याप्त है, वह भी सामने आता है। जैसे –“वे बड़े लोग हैं। ‘सलाम’ पे तो जाणा ही पड़ेगा। और फिर जल में रहकर मगरमच्छ से बैर रखना तो ठीक नहीं।”¹²

सवर्ण जाति के लोग दलितों को नया कपड़ा नहीं पहनने देते थे। इस डर से शादी के अवसर पर भी –“हरीश की सास ने पुराने कपड़ों पर एक नई ओढ़नी डाल ली थी। दूल्हे को साथ लेकर उसे ‘सलाम’ पर जाना था।”¹³

गाँव में जैसे ही पता चलता है दूल्हे ने सलाम पर आने से इंकार कर दिया इससे क्रोधित होकर रांगड़ चौपाल पर इकट्ठा होने लगे थे। बल्लू रांगड़ जुम्न के घर आकर मेहमानों के सामने ही उसे फटकार लगाता है और फैसला सुनाता है कि अपने जँवाई को समझा दे ‘सलाम’ के लिए जल्दी आये।

सवर्णों के भय के कारण ही जुम्न स्त्रियों को हिदायत देता है –“टीके की रस्म जल्दी निबटाएँ, बिना हो-हल्ले के, रांगड़ कभी भी रौला कर सकते हैं।”¹⁴ रांगड़ों के आतंक के कारण शादी की चहल-पहल सन्नाटे में बदल जाती है। इस सन्नाटे के शोर में कमल को अपना दम घुटता हुआ महसूस होता है।

दलितों में व्याप्त ब्राह्मणवाद की आलोचना

कहानी का तीसरा और अंतिम हिस्सा दलित समुदाय के भीतर की ब्राह्मणवादी मानसिकता को स्पष्ट करता है। सवर्ण समुदाय जिस दलित वर्ग के साथ छूआछूत का व्यवहार करता है वही दलित समुदाय अपने भीतर उच्च जाति व्यवहार की घृणा की मानसिकता पाले हुए है। वह उच्च जातियों की तरह ही जाति-धर्म व्यवस्था का अनुकरण करता है। एक बुजुर्ग जब दस बारह साल के लड़के को ढूँढ़ता हुआ आवाज लगाता है – “दीपु...ओ...दीपु... कहाँ हैं...ये लौंडा भी बहुत दिक करे है। चूहड़ों के घर पैदा होके वामनों-सी बोली बोले है।.... मुसलमान के हाथ की बनी रोट्टी मैं नी खाता।”¹⁵ इस संवाद के माध्यम से लेखक दलितों के भीतर की जातिवादी और सांप्रदायिक मानसिकता को बाहर लाता है।

गैरदलित प्रगतिशील पात्र की दृष्टि से ‘सलाम’ का मूल्यांकन

दलित साहित्य पर आलोचकों द्वारा अक्सर यह आरोप लगाया जाता है कि पात्रों की जाति उल्लेख से ही उनका आचरण स्पष्ट हो जाता है। वाल्मीकि की ‘सलाम’ कहानी ऐसे आलोचकों के लिए एक उत्तर है। ‘सलाम’ का कमल उपाध्याय जाति से ब्राह्मण होते हुए भी एक प्रगतिशील चरित्र है। जो पूरी तरह ‘डीकास्ट’ और मानवीय है।

दलित साहित्य का अध्ययन करने के पश्चात पाते हैं उसमें वाल्मीकि के अलावा अन्य दलित कहानीकारों के यहाँ प्रगतिशील पात्र लगभग नहीं मिलते हैं। वाल्मीकि ही प्रगतिशील चरित्रों का निर्माण कर पाये, इसका उत्तर हम उनके 'बनास जन' पत्रिका को दिये गये साक्षात्कार से जान सकते हैं —“मेरे संपर्क में जो लोग आए, उनमें ऐसे अनेक लोग हैं, जिन्होंने हमेशा मेरी मदद की है।.... मेरे ऐसे बहुत सारे मित्र हैं जो गैरदलित हैं, मेरी पीड़ा को समझते हैं।... वे मेरी संवेदनाओं को समझते हैं और मेरा साथ भी देते हैं। इसलिए मुझे लगता है कि कुछ लोग तो अच्छे हैं समाज में, जो बेहतरी की चिंता करते हैं। लेकिन ऐसे लोगों की संख्या बहुतायत नहीं है।”¹⁶

क्योंकि वाल्मीकि के जीवन में अच्छे गैरदलित लोग थे, इसलिए वे अपनी कहानियों में प्रगतिशील चरित्र निर्मित कर पाये। लेकिन ऐसे लोगों की संख्या अधिक न होने के कारण मात्र उनकी तीन कहानियों में ही प्रगतिशील पात्र मिलते हैं। बहरहाल जहाँ दलित साहित्य में ढूंढने से भी गैरदलित प्रगतिशील चरित्र नहीं मिलते वहाँ वाल्मीकि के यहाँ इनका उपलब्ध होना, दलित साहित्य को उनकी बड़ी देन है।

कमल उपाध्याय हरीश का अभिन्न मित्र है, वह उसके लिए परिवार के सदस्य की तरह है। हरीश की शादी की व्यवस्था भी कमल की देखरेख में ही संपन्न होती है। कमल को सुबह - सुबह चाय पीने की आदत है। लेकिन इतनी सुबह बारात में चाय उपलब्ध न होने के कारण वह गाँव में एक चाय की दुकान पर जाता है। जहाँ जाकर वह चायवाले को चाय बनाने के लिए कहता है। चायवाला उसको गाँव में नया देखकर पूछता है कि वह कहाँ से आया है? कमल उसे देहरादून उत्तर देता है। चायवाला कहता है देहरादून से तो गाँव में रात एक बारात आई है। कमल उससे कहता है कि वह उसी बारात में आया है। चायवाला कहता है —“वह बारात तो चूहड़ों के घर आई है।”¹⁷ इसका उत्तर कमल —“तो क्या हुआ है?”¹⁸ देता है। कमल का यह उत्तर उसकी जातिविहीन मानसिकता का उदाहरण है।

रामपाल रांघड़ जब हरीश की दुल्हन के लिए अश्लील शब्दों का प्रयोग करता है तो कमल उससे कहता है —“आप लोग अपने ही गाँव की लड़की के लिए ऐसी बातें कर रहे हो। क्या वह इस गाँव की बेटी नहीं?”¹⁹

इस संवाद से कमल की स्त्रियों के प्रति मानवीय दृष्टि का पता चलता है। ‘सलाम’ की रस्म निभाने के लिए जब गाँव के रांघड़ दबाव बना रहे होते हैं तो जुम्न टीके की रस्म को जल्दी निबटाने की स्त्रियों को हिदायत देता है क्योंकि रांघड़ कभी भी रौला कर सकते थे। रांघड़ों की दहशत के कारण शादी की चहल-पहल सन्नाटे में बदल जाती है। लेकिन —“इस सन्नाटे का शोर कमल उपाध्याय को बेचैन कर रहा था। उसका दम घुट रहा था।”²⁰

कमल का बेचैन होना और दमघोटू माहौल में उसका दम घुटना, दलितों की पीड़ा को शिद्दत से समझना है जैसे यह पीड़ा दलितों की नहीं उसकी अपनी है।

हरीश के साथ जब कमल की माँ दुर्व्यवहार करती है और कमल को समझाती है —“बेटे इनके संस्कार गलत हैं, ये छोटे लोग हैं। इनके साथ बैठने से बुरे विचार मन में पैदा होते हैं।”²¹ तो इसका उत्तर वह अपनी माँ को देता है —“तुम कभी उनके घर गई हो? उनसे मिली हो? फिर कैसे जानती हो वे बुरे लोग हैं?”²² यह कमल की प्रगतिशीलता का ही उदाहरण है।

सामाजिक इतिहास लेखन की दृष्टि से ‘सलाम’ का महत्व

दलित साहित्य कपोल कल्पित नहीं है। इसे यथार्थ के स्थान पर वास्तविक कहा जा सकता है। ‘सलाम’ कहानी में जिन घटनाओं का उल्लेख या वर्णन लेखक ने किया है, वे उस दौर की समाज में घटित वास्तविक घटनाएं हैं।

कहानी में कमल के संदर्भ में चाय की घटना का जो वर्णन है, वैसी घटनाएं चाय की दुकानों पर भंगी समुदाय के साथ उस दौर में घट रही थीं। संभावना यह भी है दूर-दराज इलाकों में शायद आज भी ये कहीं घट रही होंगी।

बारात जिस स्कूल में ठहरती है वहाँ पानी के नल का हत्था और वाल्व उतार लिया जाता है। दलितों की शादियों के वक्त गाँव-देहात में यह आम बात थी।

कमल की माँ हरीश के खाने-पीने के बर्तन अलग रखती है, जिसका हरीश को पता नहीं होता। आजादी के बाद शिक्षा और नौकरियों के कारण दलित और गैरदलित समुदाय की कुछ नजदीकी बन रही थी जिसके कारण दलितों का कभी-कभार सवर्णों के घर भी आना-जाना होता था। लेकिन पुरानी पीढ़ी इसी बदलाव को आत्मसात नहीं कर पा रही थी। पर वह अपने बच्चों के दबाव में भी थी। इसलिए वह अपने घर आने वाले दलितों के लिए खाने-पीने के बर्तन अलग रख लेती थी। यह उस समय के समाज की वास्तविक स्थिति थी। गाँवों में जातिवाद खुला होता है लेकिन वही शहरों में होते हुए भी दिखाई नहीं देता क्योंकि वह यहाँ महीन रूप धारण कर लेता है।

‘सलाम’ या कहे ‘सलामी’ की रस्म भी उस दौर में समाज में मौजूद थी जिसको वाल्मीकि ने अपने कहानी लेखन का आधार बनाया है। अपनी आत्मकथा ‘जूठन’ में भी उन्होंने ‘जूठन’ की अमानवीय प्रथा को केंद्र में रखा है। इसलिए भारत के समाज के वास्तविक इतिहास लेखन की दृष्टि से दलित साहित्य महत्वपूर्ण सामग्री उपलब्ध कराता है। ‘सलाम’ कहानी भी इसका उदाहरण है।

‘सलाम’ कहानी का शीर्षक

ओमप्रकाश वाल्मीकि ने इस कहानी का शीर्षक ‘सलाम’ दिया है। सलाम एक सामंती रस्म है। कहानी में इस रस्म को कथानायक हरीश तोड़कर एक प्रगतिशील कदम उठाता है। ‘सलाम’ कहानी की मुख्य घटना होने के कारण शीर्षक को हम सार्थक कर सकते हैं।

जहाँ तक ‘सलाम’ शब्द के अर्थ का प्रश्न है, उर्दू-हिन्दी शब्दकोश में इसके अर्थ “प्रणाम, तस्लीम, शांति, सलामती”²³ दिये हुए हैं। सामान्य तौर पर ‘सलाम’ मुस्लिम समुदाय में परस्पर अभिवादन के रूप में प्रयुक्त होता है। जैसे हिन्दू समुदाय में ‘राम-राम’ या ‘नमस्ते’ प्रयुक्त होता है, ठीक उसी तरह। सलाम में एक दूसरे की सलामती की दुआ की जाती है।

सलाम से मिलता-जुलता एक शब्द है ‘सलामी’, इसका अर्थ ‘सैल्यूट’ होता है। सैल्यूट अधीनस्थ अपने से उच्च अधिकारी को करता है।

वास्तव में वाल्मीकि की इस कहानी का शीर्षक ‘सलाम’ नहीं ‘सलामी’ होना चाहिए था। जिस सामंती प्रथा की बात वाल्मीकि ने की है, वह लोक में ‘सलामी’ के नाम से जानी जाती है, ‘सलाम’ के नाम से नहीं। इस प्रथा के तहत शादी के अवसर पर दूल्हे को उन लोगों के दरवाजे पर ले जाया जाता था, जिन लोगों के घर चूहड़ा समुदाय सफाई कार्य करता था। यह रस्म सिर्फ दूल्हे से जुड़ी हुई थी, दुल्हन से नहीं। लेखक ने भूलवश या जानकारी के अभाव में लिख दिया है —“दामाद हो या नई नवेली दुल्हन ‘सलाम’ के लिए घर- घर जाने का रिवाज है।”²⁴

‘सलाम’ में सलामती की दुआ होती है ‘सलामी’ में नहीं। ‘सलामी’ की रस्म में अधीनस्थ, निम्न या गुलाम जाति उच्च जाति समुदाय को ‘सैल्यूट’ करने जाती थी, इसलिए इसे दलितों के मान-मर्दन करने वाली प्रथा कहा जाता था। ‘सलाम’ में मान-मर्दन नहीं बनता। इसलिए कहानी का उचित शीर्षक ‘सलामी’ हो सकता है, सलाम नहीं।

‘सलाम’ शब्द का चलन पश्चिमी उत्तर-प्रदेश के चूहड़ा समुदाय में दूसरे संदर्भ में था। सवर्ण समुदाय चूहड़ा जाति को ‘राम-राम’ नहीं करने देता था। ‘राम-राम’ के स्थान पर उन्हें ‘सलाम’ करने के लिए बाध्य किया जाता था। जिस प्रकार दलित समुदाय को मंदिर पर चढ़ने से रोका जाता था उसी प्रकार राम का नाम लेने से भी लोक में रोका गया था। कारण क्या रहे ? इसका उत्तर तो इतिहास ही दे सकता है।

‘सलाम’ कहानी का भाषा – शिल्प

हिन्दी दलित साहित्य में अपने समय में वाल्मीकि एकमात्र ऐसे लेखक थे, जो भाषा शिल्प के प्रति बेहद सजग थे। यह सजगता न केवल उनकी कहानियों में बल्कि उनके पूरे लेखन में देखने को मिलती है। वे शब्दों के प्रति मितव्ययी नहीं हैं।

कोई भी भाषा जिस समाज से संबंधित होती है उसके भीतर उस समाज का पूरा सामाजिक ढाँचा घुला - मिला होता है। इसलिए हिन्दी भाषा का चरित्र जाति और लिंग आधारित है। सवर्ण समुदाय की भाषा में जाति अहंकार साफ दिखाई देता है। दलितों के प्रति गाली-गलौज, घृणा, अपमान, हिंसात्मक शब्द प्रयोग साफ-साफ होता है। ‘सलाम’ कहानी में चायवाला कमल को पहले ‘बाबूजी’ कहकर सम्मान से बात करता है, लेकिन जैसे ही उसे पता चलता है कि वह चूहड़ों की बारात में आया है तो उसकी भाषा कमल के प्रति एकदम अपमानजनक हो जाती है – “तुझे यहाँ चाय ना मिलने की।”²⁵ उसी प्रकार रांघड़ रामपाल भी कमल को “ओ सहरी जनखे, हम तेरे भाई हैं साले, जबान सिंभाल के बोला।”²⁶ दुल्हन के लिए भी वह अश्लील और अपमानजनक शब्दों का इस्तेमाल करता है।

सवर्णों की भाषा दलितों के प्रति आदेशात्मकता से युक्त रहती है। जैसे “ईब तेरा जँवाई सलाम पर जाने से मना कर रहा है। उसे समझा दे सलाम के लिए जल्दी आवै। बल्लू ने फैसला सुनाया।”²⁷

दूसरी तरफ वर्णाश्रम को स्वीकार करने वाले दलित पात्रों की भाषा, उनकी लाचारी, मजबूरी और हीनता को प्रकट करती है। लड़की के पिता जुम्नन का एक संवाद देखिए - “चौधरी जी मेरी लाज रख लो, मै तो थारा गुलाम हूँ, मेरा जीना मरना सब थारी गैल है।”²⁸ पुरानी मानसिकता के चरित्रों की भाषा में सवर्ण समुदाय का भय मौजूद रहता है। भय के कारण खामोशी भी उनके यहाँ भाषा में घुली - मिली है। डॉ. प्रवीण कुमार का कहना है – “अभिव्यक्ति की आजादी नहीं होने के कारण दलित समाज अपनी बात कभी सार्वजनिक तौर पर... नहीं कह पाया, परिणाम उनमें खामोशी की संस्कृति पनपती चली गई।”²⁹ ऐसे ही मूकों के नायक बनकर उभरे थे मुकनायक बाबा साहेब। जिनके कारण दलितों के भीतर वर्ण व्यवस्था, जाति व्यवस्था के प्रति विद्रोही मानसिकता पैदा हुई। जिसके परिणाम स्वरूप समाज और साहित्य में आत्मविश्वासी, स्वाभिमानी और साहसी चरित्र निर्मित हुए। ‘सलाम’ में हरीश इसी प्रकार का चरित्र है, जो स्पष्ट तौर पर कहता है – “मुझे न ऐसे कपड़े चाहिए, न बर्तन, मैं अपरिचितों के दरवाजे ‘सलाम’ पर नहीं जाऊंगा।”³⁰

‘सलाम’ की भाषा पात्रानुकूलता के साथ-साथ स्थानीयता से भी युक्त है। इसमें लेखक ने अपने गृह जनपद मुजफ्फरनगर की खड़ी बोली का प्रयोग किया है। एक बानगी देखिए – “मुसलमान के हाथ की बणी रोट्टी मैं नी खात्ता।”³¹

लेखक ने अनेक मुहावरे और लोकोक्तियों का भी प्रयोग कहानी में किया है। यथा-

“कच्चा कभी भी हंस ना बन सके है।” “जल में रहकर मगरमच्छ से बैरा।”³² ‘सलाम’ की भाषा में गालियों का भी इस्तेमाल किया गया है। गालियों का निर्माण स्त्रियों और दलितों के लिए ही सवर्ण समुदाय ने किया है जिससे उसके सभ्य और उच्च होने की कलाई भी खुलती है।

भाषा में शब्दावली के तौर पर - हेडमास्टर, हैंडपंप, लैपपोस्ट, इंसलेट, टेम, हाईस्कूल, इत्यादि अंग्रेजी के शब्द और बुक्कल, लौंडिया, रौला आदि देशज शब्दों के साथ-साथ अतिथि सत्कार जैसे तत्सम, कलजुग जैसे तदभव शब्दों का प्रयोग भी मिलता है। कहानी की शैली वर्णनात्मक और संवादात्मक है। वाक्य गठन अच्छा है, छोटे - छोटे वाक्यों और संक्षिप्त सवालों का प्रयोग किया गया है।

निष्कर्ष रूप में कहा जा सकता है 'सलाम' सिर्फ वाल्मीकि की ही नहीं, दलित साहित्य की महत्वपूर्ण उपलब्धि है। अपनी विषयवस्तु में यह महाकाव्यात्मक है जिसमें कमल जैसा प्रगतिशील पात्र गढ़ा गया। 'सलाम' जैसी मान-मर्दन करने वाली प्रथा को तोड़ा गया। जाति संस्कारों से केवल कमल ही मुक्त नहीं है, हरीश भी है। संभवतः सहपाठी के साथ-साथ दोनों की मानवीय दृष्टि ही उनकी मित्रता का आधार है।

यह कहानी गाँव के खुले जातिवाद और आतंक के साथ शहरों के महीन जाति-संस्कारों पर भी उँगली रखती है। स्त्री शिक्षा और दलित स्त्रियों के प्रति सवर्णों की गिरी हुई मानसिकता को भी खोलकर रख देती है। अपने समय के वास्तविक सामाजिक इतिहास को भी दर्ज करती है।

भाषा शिल्प की दृष्टि से दलित साहित्यकारों पर जो आरोप लगाये जाते रहे हैं, यह कहानी उसका एक मजबूत उत्तर देती है।

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Breaking the Stereotypes: A Study of Disney Princess Movies, 'Brave' and 'Moana'

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Cinema, particularly fairy tales has generally been considered a minor generic category within the literature, yet has been the object of a great deal of analysis from the perspective of other fields, from anthropology to psychoanalysis. These approaches have foregrounded their relevance as vehicles for the transmission of certain values and the development of both the individual and the common psyche. However, for literary critics whose orientation is focused on the ideological impact of literary texts, the values expressed through fairy tales are considered conservative as they maintain the long-established supremacy of patriarchal principles. The persistent representation of the hero as male and the heroine as a passive character, typically a reward for the hero, is thus one of the main focuses of this type of story. The film is a part of everyday life and the industry is developing every single day. Society is reflected in movies and in turn, movies influence society by changes in representations, challenging the audience's morals, and transforming viewers' opinions.

One of the most notable effects of stereotypes portrayed in films is the stereotype threat. Studied by psychologists and researchers and first introduced by Steele, stereotype threat refers to being at risk of confirming, as a self-characteristic, a negative stereotype about one's social group. In all aspects of society, gender stereotypes are present. Many forms of media, whether it be television shows, movies, or even the radio, help express and develop these stereotypes. While some producers try to keep up with changing times regarding gender equality and breaking stereotypes, many still fall behind. Even when movies appear to break through gender stereotypes at the beginning, it is usually not the case for the whole duration. The movie ends with a "happily ever after" and the woman choosing marriage over anything else. Real life does have an influence on what is portrayed in the media, but accuracy and being up to date is not always guaranteed.

Media portrayals of gender can greatly influence the real world, especially young, impressionable children. For example, children often purchase dolls and other material goods relating to their favourite characters in princess movies by the Walt Disney Company. They act out scenes and, in turn, become the character. By doing this, they are inadvertently practicing stereotyped gender roles and see how they should fit into society. As a result, such stereotypical representations of women as seen in the early Disney movies, cause children to subconsciously believe that they are inferior and less capable than men, eventually making them unable to perform at their best and lose confidence. When girls learn from a young age that they should be like Cinderella, a damsel in distress waiting for her prince to save her, they are going to mimic that behaviour. However, when girls imitate another princess, like Merida or Moana, they learn that they can be strong and save the world without a man. Between the first Disney princess movie, Snow White and the Seven Dwarfs, and the most recent, Moana, the Walt Disney Company has made great strides in how they present their lead female characters. Snow White is portrayed as a helpless servant while Moana plays the part of the heroine, following her heart and saving her people.

Disney's animations have always been characterized by the pursuit of audiences of all ages and have been avoiding the "juvenile" label. Their animation works strive to show rich connotations and can

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adapt to people's common social concepts. It is fair to say most people who have access to cinema and television have watched Disney movies, past, present, and future. With such a large audience base, gender portrayal in Disney cartoons will inevitably shape how people perceive women in society. The influence of female characters in Disney movies on society cannot be ignored, especially female stereotypes. People will always subconsciously regard the characteristics of the characters as the criteria for judging real women. An example of this is the portrayal of princesses and their counterpart antagonists in the early princess movies of Disney. The princess was always delicate and beautiful while the witches, evil queens, etc. were presented as ugly. In the case of gender roles, man is seen taking the dominant position while women take the burden as a housewife, always dependent on the other. Disney itself has played an active role in reinforcing harmful stereotypes, which has produced performance, mental, and physical effects on children and teens. During childhood, just one year of exposure to stereotypical Disney films can result in an exhibition of more female gender-stereotypical behaviours, even after taking into account initial levels of stereotypical behaviour. The results suggest that engagement with princess culture, including media, can influence gender stereotypes and may contribute to a hyperfeminine culture. Stereotypical Disney princess films have negative impacts on young girls at present. The stereotypes shown in Disney princesses themselves have been proved by many researchers to be physically and psychologically harmful to female viewers.

Disney has taken steps forward to keep viewers interested in their films and to continue making a profit from the princesses. They have followed shifts in society in how women are portrayed and treated, and this is reflected in their movies. Each period discussed shows how society has influenced the movies to make the princesses more relatable to everyday life. Feminist Movement had a great influence on how Disney portrayed female characters because they knew not keeping pace with society would cause them to lose a large number of viewers and money.

The standards being set by women all across the world created a new standard for how Disney Princesses should be portrayed. Two such movies adhering to the new standards selected here are; *Brave* and *Moana*, which have a lot in common but still stand as independent powerful stories with their uniqueness. These movies gave a new perspective to the old type of Disney movie plots in which the princesses are kept within their houses being vulnerable waiting for an exciting event or a prince to save them. Both movies selected here depict the story of a sixteen-year-old young girl who sets on a dangerous adventure journey to undo a curse, find the solution, and save her kingdom or loved ones from danger. However, unlike the passive damsels of the first and second generations of Princess movies, the protagonists in both these movies are strong, and independent, breaking the stereotypes, and able to fight back when they get worse. They don't let anything get in their way when it comes to rescuing their people and place. Both films also do not mention romance and the portrayal of a male love interest is also totally absent. Both movies are all about finding purpose in life, finding the fate that lies within us, and not about finding love. While the Walt Disney Company has acted on societal cues and made their leading ladies much more than just pretty faces, they still have a way to go before their movies are free of the plot of the movie '*Brave*' focuses on Merida, a young Scottish princess, her relationship with her mother, as well as her struggle to carve out her path. Merida lives with her mother, Queen Elinor, her father, King Fergus, and her three younger brothers. Merida spends most of her life with her mother Queen Elinor, enduring lectures about how a princess should behave and act. But Merida lives for the days she can be herself riding her favourite horse Angus, going on adventures, and perfecting her skills in archery. When Merida's parents want her to marry one of the sons of the three lords of the kingdom, she rejects the proposal and expresses that she is not ready, and may never be. Nevertheless, an archery competition is held to choose the right partner for Merida, but she defiantly shoots for her own hand and beats all three suitors. Merida's act of defiance ends up in a huge fight between Merida and her mother,

Queen Elinor, during which Merida slashes a tapestry depicting the family, resulting in a large tear between the images of her and her mother. Merida runs away into the forest where she meets a witch, and grants a wish a spell to change her mother, which would then change her fate. The witch finally grants a spell to Merida in the form of a cake and, to both her and Elinor's surprise, upon eating the cake Elinor turns into a giant bear. Merida and Queen Elinor escape to the forest to meet the witch to break the spell, where Merida uses her archery and outdoor skills to get proper food and shelter. They learn from the witch that the cure for the curse is to "heal the bond torn by pride," which is the tapestry that Merida tore during her fight with her mother. So, they return to the castle, where Merida gender stereotypes.

The plot of the movie *Brave* focuses on Merida, a young Scottish princess, and her relationship with her mother, as well as her struggle to carve out her path. Merida lives with her mother, Queen Elinor, her father, King Fergus, and her three younger brothers. Merida spends most of her life with her mother Queen Elinor, enduring lectures about how a princess should behave and act. But Merida lives for the days she can be herself riding her favourite horse Angus, going on adventures, and perfecting her skills in archery. When Merida's parents want her to marry one of the sons of the three lords of the kingdom, she rejects the proposal and expresses that she is not ready, and may never be. Nevertheless, an archery competition is held to choose the right partner for Merida, but she defiantly shoots for her hand and beats all three suitors. Merida's act of defiance ends up in a huge fight between Merida and her mother, Queen Elinor, during which Merida slashes a tapestry depicting the family, resulting in a large tear between the images of her and her mother. Merida runs away into the forest where she meets a witch and grants a wish a spell to change her mother, which would then change her fate. The witch finally grants a spell to Merida in the form of a cake and, to both her and Elinor's surprise, upon eating the cake Elinor turns into a giant bear. Merida and Queen Elinor escape to the forest to meet the witch to break the spell, where Merida uses her archery and outdoor skills to get proper food and shelter. They learn from the witch that the cure for the curse is to "heal the bond torn by pride," which is the tapestry that Merida tore during her fight with her mother. So, they return to the castle, where Merida gives a speech to the three lords and the crowd and commands them to restore peace and harmony. During her speech, Merida and her mother, Queen Elinor, share a moment where Elinor communicates that she no longer forces Merida into marriage and that she wants her daughter to be "free to write her own story." After Elinor sneaks with Merida to her room to fix the tapestry, King Fergus finds them and attacks Elinor, believing she is a bear, and chases her into the forest. King Fergus and the soldiers go after Queen Elinor while Merida follows them on Angus sewing the tapestry, and gets there in time to stop her father from slaying her mother. Elinor then declares, "I'll not let you kill my mother" as she grabs a sword and fights back her father. By the time a demon bear named Mor'du appears and attacks Merida, but Elinor saves her and kills Mor'du. Merida hugs her mother, and Elinor changes back to human form. The film ends by showing Merida and Elinor riding horses together to carve new paths in their lives. Merida states, "Our fate lives within us. You only have to be brave enough to see it." The story of *Moana* starts with grandmother Tala telling a tale about Te Fiti, the mother island, and Moana and other kids eagerly listening to it. After the story is told, Moana goes to the beach and starts collecting the seashells. She sees a green stone coming towards her which is the heart of Te Fiti. Before she can pick it up, her father takes her back to the village. A fast forward starts to happen in that we are shown Moana learning more about how to be a chief from her father and helping people around the village as a chief. Soon she noticed some unusual happenings on her island and determined to find a solution for the cause. Moana suggests to her father they should fish beyond the reef, but her father does not agree with this idea and gets angry over her suggestion. Later Moana's mother, Sina, instructs Moana to do what her heart feels, despite the protest of her father.

Moana tries to go out beyond the reef with her pet pig but a huge wave eventually turns over the canoe and she barely makes it back alive. After this experience, Moana feels like quitting her ideas but is intrigued by grandmother Tala's diffidence. From Tala, Moana learns that her people were once voyagers, but stopped sailing when they knew the forces of evil were around. Tala tells Moana that she must restore the heart of Te Fiti, and in addition, Tala shows a constellation where Maui is, and tells her to go there to meet him. Moana gets a canoe from the secret cavern and she sets out, and successfully makes it out of the reef, following Tala's spirit acting as a guide, in the shape of a manta ray.

Moana sails safely for a while, but at night, a storm comes and knocks her boat over and she is washed ashore on a rocky island, where she meets Maui. Moana convinces Maui to help her, as she says Maui will become the demigod he used to be when he restores the heart of Te Fiti. Maui said first they needed to get his hook, a magical weapon. As he gets his magical hook back, Maui says that even with his hook, he believes he is no match for Te Ka, and describes how he became a demigod. Moana encourages him and he teaches Moana how to sail, and they arrive to Te Fiti through his guidance. As they approach Te Fiti, Te Ka rises to confront them and attacks their boat. Maui blocks the attack, but the blow sends them flying far away to a remote place. Maui then notices that his hook is severely damaged, and disagrees to find with Moana to restore the heart. Moana is sad about Maui leaving, and loses her courage. Later Tala's spirit comes back and comforts her. Moana realizes that her village is in danger and she must try to help them. At this point, the spirits of her ancestors appear, and she dives into the ocean to retrieve the green stone and, she sails towards Te Fiti.

She sneaks around the islands while trying to get to Te Fiti, and Te Ka gets enraged. Te Ka tries to attack Moana, but by the nick of time, Maui appears and blocks the blast. While Maui engages in fighting with Te Ka, Moana goes to Te Fiti. Moana notices that Te Ka has a spiral symbol on its chest that matches the green stone. Moana understands that the Goddess has transformed into Te Ka, and she raises the green stone, which catches the attention of Te Ka, and Moana asks the ocean to clear the way so she can reach Te Ka. As Te Ka comes closer to the green stone, it relaxes and Moana inserts the heart of Te Fiti into the goddess Te Fiti. The goddess transforms in a lush green person, and restores the island in all of its beauty, and gives Maui a new hook, and Moana a new canoe. Te Fiti lays down to rest after 1,000 years of struggle. Moana returns to her island, now full of greenery and plentiful in food supplies. The ocean gives her a pink seashell and she places it on top of the mountain where tribal leaders are represented. By the end of the film Moana sets on a voyage with village people, along with Tala's spirit and Maui at her side.

The feisty princess Merida, the protagonist of *Brave*, defies the patriarchal princess tradition in many ways, beginning with her appearance. Her huge mass of uncontrolled brilliant orange curls is Merida's most striking characteristic. Her unkempt hair contrasts sharply with the perfectly styled hair seen on other Disney princesses, which goes against stereotypical conventions of feminine beauty. Even when her mother tries to tuck her hair under a bonnet to make her look more attractive one curl resists and hangs out in front of the clans, and Merida adores the rebellious curl and pulls it back when it's tucked in. Merida's hair is unruly and reflects her mood of refusal to follow orders. Merida has a unique set of freckles and doesn't have the "airbrushed" look of past princesses. She has more realistic body proportions than past princesses, with a slightly protruding belly and wider hips, and overall is not overly sexualized. Merida's face is rounder and her features aren't as refined as those of her fellow princesses. Moreover, although Merida wears a dress, she insists that her clothing be comfortable so she can enjoy her active lifestyle. She dislikes the stifling dresses that are more traditional for a princess in her territory, and when she is forced to wear one, she purposefully rips the dress to allow a better range of motion to aim her bow and arrow. Overall, Merida looks more

like a young woman than a male fantasy. Merida defies patriarchy by rejecting traditional notions of beauty, and she has a strong personality, contrary to the patriarchal assumption that women are weak and submissive. As a princess, Merida does not enjoy the popular “womanly” activities championed by patriarchy and often performed by past Disney princesses. Princesses like Snow White and Cinderella are often shown cleaning, cooking, or sewing, but Merida enjoys horseback riding, rock climbing, and archery. Despite her mother’s belief that weapons are inappropriate for a lady, she possesses the confidence to take charge when necessary, such as sneaking Elinor out of the castle in bear form or procuring food for the two of them when they are hungry in the woods. It is her insistence on thinking for herself that exemplifies the feminist principle of self-determination. Even though her decisions may not always work out the way she intends, she is strong enough to make her own choices rather than just follow her parents. Merida, when told she must marry one of the three lords’ sons, asserts that she is not ready and insists her parents respect her wishes. “I suppose a princess just does what she’s told?” she asks defiantly. She fights for what she believes is right by going to the old witch to attempt to change her fate. She insists that her thoughts and opinions have value and does not passively give up when others dismiss her opinions. Despite going to the witch being a mistake, Merida showed courage and determination by actively trying to better her life, as well as character when she later admitted that she made a mistake and took responsibility for it. Merida’s personality defies the stereotypical princess persona and the patriarchal notion of women as submissive. Merida’s actions also challenge stereotypical gender roles in that she performs many things traditionally associated with male characters. For example, one day Merida rides off into the woods and climbs a huge rock to drink from a waterfall called the Fire Falls. When Merida tells her family about her adventure that day, her father responds, “Fire falls? They say only the ancient kings were brave enough to drink the fire.” (Brave). The feat Merida accomplished was thought of as something only men of power could achieve, a very oppressive patriarchal view that Merida rejects and her father is proud of her for this. She also rebels against her traditional gender role when, instead of allowing her suitors to compete to win her hand, she proclaims adamantly, “I will shoot for my own hand,” and defeats them in the competition. In addition to breaking the rules, Merida showed a strong sense of self-determination. She was more determined to make her own choices than to conform to society’s expectations. Merida bravely and consistently completes actions termed “inappropriate” for a woman despite the disapproval of those around her, and in doing so acts as a strong model for others who do not fit into society’s narrow conceptions of gender. Merida is not the only character featured in Brave that demonstrates a move away from gender stereotypes. The character Elinor, Merida’s mother, also defies the patriarchal concept of women being second to men. Though Fergus is king, it is clear that Elinor is just as powerful in the kingdom. When everyone begins fighting in the castle hall, Elinor can end the entire fight simply by walking calmly through the hall retrieving her husband and the other three clan leaders, and insisting that they behave respectfully. This shows that the people of the kingdom highly respect Elinor. Elinor’s influence is also apparent when knowing a decision about the suitors must be made, the lords go to her, rather than the king, to request an answer. The lords’ high respect for the Queen, rather than just the King, shows an openness to look beyond gender. They go to the Queen because she is skilled in diplomatic matters, regardless of her gender. Elinor is an example of a woman being portrayed as strong and intelligent, and gaining high respect for these admirable qualities.

The plot of Brave breaks traditional fairy-tale stereotypes and shows that the film is an important step away from patriarchy. One example is that the plot is centred on the relationship between a mother and her daughter. The relationship between Merida and Elinor is full of misunderstanding, struggle over conflicting ideas, and love. In almost all past princess movies, including Snow White, Cinderella, The Little Mermaid, Pocahontas, The Beauty and the Beast, The Princess and The Frog,

Frozen, and Aladdin, the princess' mother is deceased or in some other way out of the picture. This makes it even more remarkable that in *Brave*, repairing the relationship between the princess and her mother drives the plot of the movie. Bringing the exploration of relationship dynamics between two close females to the forefront of a film is significant because it highlights an important struggle that women face. It also downplays romance and highlights family dynamics, which counteracts the message that romance is the only goal worth pursuing for girls, a message they get from other princess stories where marriage is the only goal that is typically focused on. Additionally, while both mother and daughter are flawed, with Merida being headstrong and Elinor being a somewhat stubborn perfectionist, ultimately both are portrayed as likable characters with valid ways of being. This means that the film offers two suitable models of empowered females. Another important pro-feminist feature of *Brave* is that there is no love interest throughout the film. Merida's three suitors play only minor roles in the film and are used primarily for comedic value. She has no romantic interests and she is perfectly happy with that. She has other ambitions besides love, and insists on finding love when she is ready, and at one point mentions that she may never be ready. As she is practicing what she wants to say to her mother about marriage she states, "You can just tell the lords the princess is not ready for this. In fact, she might not ever be ready for this." This sends an important feminist message that it is all right if love and marriage do not fit into women's current plans and that they are free to pursue the goals they choose, rather than be bound to the traditional roles of wife and mother. Additionally, in so many princess movies the princess is taken away from all of her troubles by her love interest, but Merida must solve her problems. There is no handsome prince who sweeps the princess off her feet and provides a new life for her. Merida believes in her self-worth, and she does not need a man to define her or show her how to live her life. The final feature of the plot of *Brave* that goes against stereotypical gender roles is that women perform all of the rescues shown in the movie. The first rescue occurs when Merida and Elinor, in bear form, find the ruins of the old kingdom and Merida falls into the throne room where she is attacked by the bear Mor'du. She uses her rock-climbing skills to reach the hole in the roof, and then Elinor grabs her and she rides to safety on Elinor's back. When Merida is in trouble, she uses her skill and the help of another woman to escape. She does not need a man to rescue her. This sends the message that women can handle dangerous situations. The final climatic scene of the movie includes a two-part rescue, both performed by women. The first portion of the rescue occurs when Merida's father, Fergus, sees Elinor in bear form and believes that the bear killed his wife, rather than seeing the truth that the bear is his wife. Instead of passively watching and waiting for a man to save her mother, as so many princesses in past Disney films do when someone is in trouble, Merida grabs a sword from one of her father's men and bravely fights to keep Fergus away from the bear. "I'll not let you kill my mother," she says firmly (*Brave*). This act shows that Merida is willing to take control of situations and defies gender roles in that fighting is something stereotypically done by male characters, especially in princess movies. It also reinforces that Merida, a woman, can be brave, strong, capable, and willing to stand up to and hold her ground against a man. The second part of the final rescue occurs when, in the middle of the sword fight, Mor'du attacks and tries to kill Merida. Elinor, in bear form, comes to her rescue and kills the beast using both great strength and cleverness since she kills him by unsteading a huge stone and letting it fall on him. This once again offers a representation of women as self-reliant, bold, and quite capable of executing rescues. This is a sharp contrast from past Disney movies in which, if a physical rescue occurs, it is usually a man rescuing a damsel in distress. *Brave's* portrayal of a woman as the rescuer also goes directly against the stereotype that women are weak and require men's help to survive and succeed. This final rescue scene challenges the patriarchal construction of women as requiring help and men as being brave rescuers.

Moana embodies the enduring feminist values of empowerment and agency, constituting a continuity with the feminist agenda while the narrative incorporates a new component in Disney films: female solidarity, based on the concept of gender performativity coined by Judith Butler (1990). Moana's opening scene prepares the ground for the shattering of Disney princess femininity stereotypes. A terrifying story about creatures invading Moana's Island, Motunui, is told, leading youngsters to be afraid while the protagonist is filled with anticipation and interest. She is expressing her forceful personality as both a child and a girl in this scene, which foreshadows her controversial portrayal of femininity later in the film. Rather than being a Disney narrative with a happy ending, Moana is classified as an action picture due to the protagonist's active performance and the athletic presentation of her physique. Moana's bravery is anchored in her destiny, as her childhood goal of knowing what is beyond her purpose when she resolves to sail the unknown waters to ensure the safety of her people. The continuous movement of the protagonist while jumping, running, or avoiding to confront the attackers is a feature of action scenes. Moana is unable to represent traditional feminine attributes seen in classic Disney princesses such as "docility, delicateness, emotionalism, physical weakness, reliance, and gullibility" as a result of these conflicts. Instead, she is seen as a potentially rebellious figure who has the ability to change the public's perspective of women's responsibilities and skills. Apart from depicting Moana as a heroine, action scenes play an important role in challenging past Disney films' conventional depictions of womanhood. Butler's (1999) gender performance is linked to the shift in female body depiction that led to the emergence of female action characters. Moana's active evolution in action moments defies typically masculine performing methods. This unusual approach to gender brings out visuals that "challenge the conventional concept that women are only represented through the conventions of femininity" as depicted in classic Disney films. Three separate battle scenes reflect Moana's action performances that portray her as a heroine. In her quest to repair the heart of Te Fiti, the goddess of nature, she encounters mystical animals as well as Maui, a demigod who has put Moana's town in jeopardy. To begin with, rather than seeking sanctuary in the boat, the heroine's instinctual impulse is to fight alongside Maui in their battle against the coconut pirate army Kakamora. Even though the demigod surrenders and flees, Moana refuses to accept defeat and confronts the coconuts, recovering the heart despite Maui's warnings that "they're just going to murder ya." (Moana). Later, when they face Tomatoa, a giant crab, Moana manages to break free from jail to aid Maui and confronts the giant creature on her own; she eventually defeats him with trickery. She not only retrieves Maui's magical hook, but she also saves his life as a result. Moana's talent for sailing is showcased in the third fight scene, in which she utilizes the boat to deceive Te Ka, the lava monster, and successfully traverse the barrier islands to reach Te Fiti. In terms of the dynamics and significance of these events, they triumph in the last two scenes due to Moana's mental acuity in deceiving the monsters, a characteristic trait in heroines identified by Elizabeth Hills (1999): "as female characters who take up central spaces in the traditionally 'masculine' genre of action cinema, they derive their power from their ability to think." In terms of physical characteristics, the protagonist possesses the strength and agility normally associated with heroes, allowing her to defend herself and attack her foes skilfully as shown in each encounter. The portrayal of heroes like Moana illustrates that toughness and action are not limited to men. Because their action performances are balanced in terms of their combat skills, Maui and Moana's team demonstrate that they are both equally equipped to face the monsters. In addition, the occasions when Maui abandons the fight and Moana is not intimidated by having to continue the confrontation alone, demonstrating her courageous and determined behaviour, "the heroine's move from her position as a subsidiary character within the action narrative, to the central role of action heroine, a figure who commands the narrative" become apparent.

Moana's strong attitude is one of the characteristics that distinguishes her as a feminist heroine. Empowerment, according to Naila Kabber (1999), "is inextricably linked to the condition of disempowerment and refers to the procedures by which persons who have been denied the ability to make choices acquire that ability." In this setting, Motunui Island has only one stringent rule, which Moana's father has often reaffirmed: "no one ventures beyond the reef" (Moana); nonetheless, Moana has always had a deep desire to explore the ocean: "I wish I could be the perfect daughter, but I come back to the water no matter how hard I try" (Moana). Chief Tui is a powerful person who "paves the way for Moana's eventual ascension to his throne by compelling her to follow his vision for her life and behaviour". Similarly, Moana's mother demonstrates to have passively accepted their role in the community: "sometimes who we wish we were and what we wish we could do it's just not meant to be" (Moana). Despite Chief Tui's strong prohibition on sailing beyond the reef: "the island gives us what we need and no one leaves" (Moana), the protagonist feels empowered to challenge his authority. As a result, despite being disempowered by her parents, the young heroine chooses to disobey the rule to stop the spread of darkness in her village: "Moana is not only fearless, independent, and brave: she is also the one who actively decides on her course of action. "She doesn't need to be saved by others; she is the one who saves herself –. This decision illustrates how her altruistic personality guides her decision-making while driving her to behave by her values and Motunui's benefits.

Furthermore, Moana's empowering lyrics when leaving the island: "every turn I take, every trail I track is a choice I make, now I can't turn back" (Moana) show that she has finally acquired "the ability to make choices", which is the foundation of feminist thought. Motunui represents a haven for its residents, and the protagonist is willing to give up her image of paradise, leave her comfort zone, and journey beyond the reef to repair Te Fiti's heart. "You must find happiness just where you are," the villagers tell Moana, but she feels a great sense of responsibility to her people, and despite the failure of her initial attempt to get beyond the reef, she does not allow this to stop her from embarking on her trip to find Maui. As a result, she exemplifies "what it means to be free in terms of following one's passions, making one's own decisions, and taking full responsibility for one's actions". (Moana) Furthermore, another virtue that characterizes her feminist heroism is agency. Moana's goal is to accomplish her mission to save Motunui and it is her sense of duty and determination that lead her to success. Since the beginning, the protagonist is resolute in fulfilling her quest as she resists being swayed by Maui's arrogant attitude and courageously commands him: "You are not my hero [...] I'm here because you stole the heart of TE FITI and you will board my boat, sail across the sea and put it back" (Moana).

Moana's self-assurance encourages her to participate in traditional male activities like sailing: "Teach me to sail," she says to Maui, but the demigod dismisses her: "it's called wayfinding, princess," he says, implying that Moana lacks the necessary knowledge to develop such skills as a princess would. However, the protagonist declares, "I'm not a princess, I'm the daughter of the chief", distancing herself from the stereotype of an inept princess and indicating that she is just as capable of sailing as Maui. She "defines herself as a strong and independent young woman –capable of enjoying life on her own terms" with such a determined attitude. She develops expertise as a voyager, growing from a helpless traveller finally to an independent way finder. Furthermore, Moana's apprehension about entering the land of monsters is conquered by her bravery and devotion, since she believes she is capable of dealing with dangerous situations. Maui is taken aback by Moana's behaviour, saying, "So, daughter of the chief, I thought you stayed in the village, you know, kissing babies and things" (Moana), anticipating that Moana's role would be passive and caring rather than a perilous expedition. Finally, Maui's resolve to attain her goal is evident in her perseverance in the instances when she gives up, implying that she does not regard her companion as a vital comrade in combat. As a result, the agency apparent in Moana's performance confronts Maui and Chief Tui's

internalized gender stereotypes. “Congratulations on not being dead, girlie.” After their confrontation with Kakamora, the demigod remarks, “You surprised me” (Moana). The fact that Maui refers to Moana as “girlie” suggests that he did not expect a little girl to battle and destroy the coconut army in the same way that the protagonist did. Maui takes a solemn tone after their following victory over Tomatoa, saying, “I appreciate what you did down there.” You did me a favour [...] for a little kid, child, anything, who had no business being down there” (Moana). After ridiculing her in the start, this moment demonstrates how his discourse begins to shift: “You’re going to stay here with the other chicken” (Moana), which he now considers appropriate language to avoid alluding to her gender and acknowledges Moana’s bravery and agency to act by the conditions. As a result, “agency and action may be taken by an act of conscious choice, and, in the case of Moana, it is the eponymous girl hero who seizes the opportunity” (Mouzakis 2019, 73). When it comes to sailing, both Maui and Chief Tui admit to having misgivings about Moana’s physical talents and role in the community. The heroine invites Maui to join her people as a master of wayfinding”, but he declines, saying, “They already have one” (Moana), despite her abilities. Similarly, Moana’s father says, “It suits you”, referring to her adventurous nature while sailing across the ocean. “It is Chief Tui who provides reverence, moral attention, and respect to Moana, rather than her to him,” the protagonist observes as she begins to teach her people how to navigate. As a result, Moana’s agency allows her to have equal power with her father rather than being subject to him.

Mental Health among Yoga Practitioners and Non-Yoga Practitioners

Dr. Sunita*

ABSTRACT

Mental Health includes our emotional psychological and social well-being. It affects how we think, feel and act, yoga is a powerful combination of physical movement deep breathing meditation and mindfulness aspect. The present study aimed at assessing the level and difference in mental health among yoga practitioners and non –Practitioners. The sample consisted of N=30 Yoga practitioners and 30 non practitioners Mean and t-test were applied to analyze the data. Findings revealed that the yoga practitioners had better mental health than non-Practitioners and their was significant difference in the mental health of yoga Practitioners and non yoga practitioners, suggesting that those who regularly practiced yoga were physically and emotionally healthy.

INTRODUCTION

In 1955 Erich Fromm exposed the “sane society”, defining mental health as “the ability to love and to create”(Fromm, p.69). During the same period, social psychologist Marie Jahoda (1958) Characterized mental health as the positive condition that is driven by a Person’s psychological resources and desires for personal growth. she described these six characteristics of the mentally healthy person:

1. A personal attitude toward self that includes self acceptance, self-esteem and accuracy of self perception.
2. The pursuit of one’s potentials.
3. Focused drives that are integrated into one’s personality.
4. An identity and values that contribute to a sense of autonomy.
5. World perceptions that are accurate and not distorted because of Subjective needs.
6. Mastery of the environment and enjoyment of love, work and play.

The concept of yoga has its origins in ancient Indian philosophy yoga mean “to Join”. Joining mind and body which helps to improve physical, mental, social and spiritual health. The right limbed path of yoga includes yama (moral codes) niyama (self- discipline) asana (postures) pranyama (breath practices promoting life force) pratyahara (sensory transcendence dharana (Concentration), dhyaane meditation), Samadhi (stalt of bliss)

According to WHO Health Organization (WHO 2014), mental health is not Just the absence of Mental illness. It is defined as a state of well-being

In which every individual realizes his or her own potential cam cope with the normal stresses of life can work productively and fruitfully and is able to make a contribution to his or her community. The researchers have argued that practices induce brain changes resulting in greater activation in left than right prefrontal cortex (Davidson et al., 2003)

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Some studies have demonstrated that yoga based exercises are responsible for formation of new neural pathways (Kreiman, Kock & Fried, 2000)

OBJECTIVES

1. To study the level of Mental Health in yoga practionars and Non- Practionars.
2. To study the difference in Mental Health of yoga practionars and Non-practionars

Hypotheses

1. Yoga Practitioners would have better mental health than Non Practitioners.
2. There would be significant difference in mental health of yoga Practitioners and Non Practitioners.

Variables

- Independent variables- yoga Practitioners and Non Practitioners.
- Dependent variables –Mental Health.

METHODOLOGY

Sample And Design -The study was conducted on 30 yoga practitioners who practiced yoga regularly at art of living and patanjali yoga center. And 30 Non practitioners were selected. All the participants were working & belonged to the age group of 20-25 years old.

Tools-- Mental Health Battery by Arun Kumar singh and Alpana sen Gupta was used for data collection. Scale consists 130 items divided in 6 areas of mental health i.e. Emotional stability (ES) over-all Adjustment (OA), Autonomy (Ay), Security-Insecurity (S1), Self concept(SC) and Intelligence).

Procedure-the mental health scale was administered Personally and her Purpose of the study was explained to the subjects,after taking consent scales were administered as per the standard instructions of the questionnaire. All participants were requested to ensure that they has responded to each item of the questionnaire before returning the questionnaire.

Data Analysis- mean t-test was conducted for data analysis conducted.

Table 1: Mean For yoga and Non Yoga Practitioners

Mean	yoga Practitioners	yoga non Practitioners
	77.66	49.53

t-value 8.74<0.01**

t-value found significant at 0.01 level of confidence.

DISCUSSION

In the present investigation, First hypothesis yoga Practitioners would have better mental health than Non Practitioners. Second was that there would be significant difference in Mental Health of yoga practicing & Non Practitioners and non Practitioners. Results showed that both hypotheses were accepted. t-value was found to be significant at. 01 level of confidence. The present finding corroborated with previous researches. The yoga and yogic practice have found to benefit the patients with cardiovascular disease associated with insulin resistance in diabetes (Innes et. al, 2005) Sleep (Cohen at, al, 2004)

A relationship between the practice of yoga and benefits related to mental health and overall wellness is apparent. (Schaeffer, 2002)

Yoga also improves mental health, decreasing symptoms Such as anxiety and stress while increasing, psychological well-being (Ross and Thomas, 2010)

Mental health and physical health are very closely tied together, and each can exert a significant effect on the other. Mental health can be positively affected by physical activity and exercise and Conversely individual Involved in physical rehabilitation adhere to their treatment programme better and make greater advances in treatment when they have stable positive mental health (Hellman, 2008)

CONCLUSION

The mental health is an important concern in present scenario, when most of people. As young, old, children, women and Adolescents, etc are Suffering from Mental and physical problems, yoga has been found useful in improving mental health & physical well-being as well. Studies proved that regular Practice of yoga improve various issues like stress, anxiety depression psychosomatic, diabetes, obesity, tension, eating, disorder and Migraine.

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