
Impact of Education on Economic Growth in Ethiopia

Dr Manoj Kumar Mishra*

Abstract

The main objective of this study is to analyze the impact of education on economic growth in Ethiopia using real GDP, as a proxy for economic growth. We used the secondary sources of annual data from Ethiopian Minister of Education (MOE), International Monetary Fund (IMF) and NBE (National bank Ethiopia) for the period 2009-2015. And also we apply multiple linear regression model; RGDP as a dependent variable and education expenditure, primary education enrolment, secondary education enrolment and tertiary education enrolment as independent variable for our study. Education is the important determinant to develop Human capital that acquired mental and physical ability to human being, skill development, training, health care and other capacities of people to enhance their productivity and efficiency. The level of education has a positive impact on economic growth. Therefore increased graduation rates in primary, secondary and tertiary education have a positive impact on economic growth in Ethiopia. As we observed in the regression output $R^2 = 0.97$ indicates that about 97% variation (Change) in the RGDP of the country is explained by Education and the rest 3% are explained by the variables other than Education. And also based on the p-value of the coefficient of the explanatory variable education expenditure, primary education enrolment, secondary education enrolment and tertiary education enrolment are those variables which have significance impact on the real economic growth of Ethiopia. Finally, based on the analysis of the data we recommend that In order to improve the contribution of the human capital through education, the government of Ethiopia has allocated adequate finance which will help to work on quality of education at all levels of education.

Key Words: Education, Economic growth, Human capital, Physical capital, GDP etc.

1. Introduction

1.1. Back ground of the Study

Economic growth is gradual and steady process which continues even in the long period and this gradual and steady process helps to raising the level of output, income and employment. The concept of investment in human being and its role on economic growth is an old concept and new theory of economic growth developed to emphasizing the importance of human capital in long term economic growth. One of the characteristics of modern economic growth is technological progress including of existing physical and human resources account for most of measured historical increase in the per capital growth domestic product (Tefera Y. 2017).

There are many reasons why education is important to economic growth. Education 'can be defined as the stock of skills, competencies, and other productivity-enhancing characteristics'. Education as a critical component of a country's human capital increases the efficiency of each individual worker and helps economies to move up the value chain beyond manual tasks or simple production processes. Human capital has long been

* Associate Professor in Economics, Ethiopian Civil Service University Addis Ababa, Africa

considered the most distinctive feature of the economic system and productivity growth (Catherine Grant,2017).

According to World Economic Forum 2016, education affects positively a country's productivity for three things basically. First, it increases the collective ability of the workforce to carry out existing tasks more quickly. Second, secondary and tertiary educations especially facilitate the transfer of knowledge about new information, products, and technologies created by others. Finally, by increasing creativity it increases a country's own capacity to create new knowledge, products, and technologies.

Education is a primary determinant of economic growth, employment and incomes. Ignoring the economic dimension of education would endanger the wealth of future generations, with widespread outcomes for poverty, social exclusion, and sustainability of social security systems (Woessman 2015). Education is the important determinant to develop Human capital that acquired mental and physical ability to human being, skill development, training, health care and other capacities of people to enhance their productivity and efficiency. It refers to any aspects of person that produces economic values which includes personal attributes such as health, nutrition status, knowledge and skills (Todaro, 2012).

Education has the positive impact on the economy when a country is invest on the quality of education. When investing in science and education, professional development of the workforce, the educational institution may create a number of skilled man powers. Investment in education not only affects the development of creative abilities, professionalism, the enhancement of the social status of each individual, but also affects the reproduction of the intellectual and spiritual potential of the whole society. Such costs are invested on one time basis and provide positive result within several cycles of the production process. Investment in education is not only the cost of building new and reconstruction of the existing institutions, their material and technical equipment, the organization of the educational process, the development of teaching technologies, and the management of the training (Oliver Swanson, 2018).

Education concerns not only the quantity of schooling that the percentage of the population that completed primary, secondary, or tertiary education but also, critically, its quality. A developing country usually lacks the skill sets and knowledge required to adopt new technology and to implement it to the local environment. Thus, implementing a learning process becomes a necessity. Educational quality measured by what people know has powerful effects on individual earnings, on the distribution of income, and on economic growth. The educational quality in developing countries is much worse than educational quantity (school enrollment and attainment). Just providing more resources to schools are unlikely to be successful improving the quality of education will take major changes in institutions.

In the economy, education can increase the human capital in the labor force, which increases labor productivity and thus leads to a higher equilibrium level of output. It can also increase the innovative capacity of the economy; knowledge of new technologies, products, and processes promotes growth. And it can facilitate the diffusion and transmission of knowledge needed to understand and process new information and to implement new technologies devised by others, again promoting growth (WB; 2007).

Ethiopia is the second most populous nation in Africa after Nigeria, and the fastest growing economy in the region. However, it is also one of the poorest, with a per capita income of \$783. Ethiopia aims to reach lower-middle-income status by 2025. The economy experienced

strong, broad-based growth averaging 10.3% a year from 2006/07 to 2016/17, compared to a regional average of 5.4%. Ethiopia's gross domestic product (GDP) is estimated to have rebounded to 10.9% in Fiscal year 2017. Agriculture, construction and services accounted for most of the growth, with modest contribution from the manufacturing sector. Private consumption and public investment explain demand-side growth, the latter assuming an increasingly important role (WB 2018).

The composition of Ethiopian economy is based on the three economic sectors. The distribution gives the percentage contribution of agriculture (35.8%), industry (22.2%) and services (42%) to total GDP, and will total 100 percent of GDP if the data are complete. Agriculture includes farming, fishing, and forestry. Industry includes mining, manufacturing, energy production, and construction. Services cover government activities, communications, transportation, finance, and all other private economic activities that do not produce material goods (CIA World Fact book 2018). In developing country there are different reasons in which education affects the economic growth such as: years of schooling, school enrolment, children's and adolescents out of school, average school completion. In Ethiopia now there are a number of schools in each regions, zone, wordas even if in kebeles especially; primary and secondary schools.

In general, the level of education has a direct impact on economic growth. Therefore increased graduation rates in primary, secondary and tertiary education have a positive impact on economic growth in Ethiopia.

1.2. Statement of the Problem

Human capital has gained significant importance in economic growth. Increased education of the labor force performs to explain the important part of the growth of output in both developed and developing countries.

Education is commonly regarded as the major form of investment in human resources. There is the question whether one should consider all outlays for education as formation of human capital regardless of whether the particular teaching and learning would increase the productivity of labour. Education can, by moving the learners' attitude, improve their quality of life and it may also improve the individuals' skills and efficiency in producing useful things. The contribution of education may make to the flow of intangible satisfactions and the contributions which the skilled and efficient workers will provide goods and service in greater quantity or of better quality. But we face the problem of the labor force in Ethiopia in all sector most of the workers are not skilled labor force especially; in agricultural sector. Therefore using unskilled labor force for providing service and producing product leads less productivity which has a greater impact on the economic growth of once country.

The quality of human capital as a productive source has been consistently improving due to improvement in education and skills, availability of health services etc. Ethiopia is faced by the diverse manpower problems. So, they spread the education, knowledge and knowhow and raise the level of skills and physical efficiency of the people for fast growth of their economy.

Based on the above commonly existing problems, this study attempts to investigate the impact of education on economic growth in Ethiopia. For this purpose the study has the following leading research question that is going to be answered in this study

Does education affects economic growth?

What educational determinants affect economic growth?

What are the possible implications for the concerned body to solve this problem?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of this study is to examine the impact of Education on economic growth in Ethiopia.

1.3.2 Specific Objectives

To examine how education affects economic growth in Ethiopia

To analyze the relationship between economic growth and education in Ethiopia

To propose policy recommendations, based on the research findings and to suggest a way forward.

1.4. Hypothesis of the study

Modern theory of economic growth argues that human capital, especially education and health has the principal role on achieving economic growth and development. Proponents of endogenous growth theory lay emphasis on human capital formation and regard it a factor which explains difference in growth performance of under developed and developed nations (Romer, 1996). Becker (1962), who believes that human capital is just like physical capital and one, can invest in it by means of education, health and training which, in turn, will raise output and contribute to economic growth. Then the study tests the hypothesis:

Ho: $\beta_i=0$ (i.e. Education haveno significance impact on economic growth)

H1: $\beta_i \neq 0$ (i.e. at least one educational factor has significance impact on economic growth)

And

Ho: There is no relationship between Education and economic growth)

H1: At least one educational factor has a relationship with economic growth)

In the empirical findings of this study we will expect that there will be significant relationship between education and economic growth and there is causality between education and economic growth.

1.5. Significance of the study

This study deal with the impact of education on economic growth in Ethiopia and beneficial for different stakeholders such as for the researcher, governments, policy makers and other economic agents. The study improves the practical knowledge and skill of the researcher of this study by making familiar with factual evidence and general information on the relationship between education and economic growth.

2. Literature Review

2.1. Theoretical Evidence

Education has a strong effect on economic development from two points of view according to the new theory of the economic growth. First of all, the human capital is an input in the production function, thus explaining the options for the investment in education and, secondly, the factors that involve the endogenous growth – especially the technological progress – are correlated to the human capital stock because either it is supposed that it directly determines new technologies or new knowledge, or it is an essential aspect for the research field that generates technology and knowledge. In the same direction it comes the opinion of Harmon, Oosterbeek and Walker [2000], arguing that the more educated countries are developing faster due to the fact that the school enables the labor force to innovate new technologies and to adapt the existing ones to the local production. Consequently, the economies that are inside the technological frontiers have greater opportunities to develop faster [Barro and Sala-i-Martin, 1995]. This is why the growth in the regional capacity of generating and using the human capital may be one of the most important policies of regional

development in order to ensure the success of the future high-tech economy. As Gilmore [1999] noted, the human capital is the result of the learning institutions that, in their turn, represent the educational support of the regional economies.

The level of education is influencing not only the growth but also the economic productivity of a country: the states with a rapid growth in the number of persons that enroll the school have experienced a raising productivity and an improvement in the quality of the labor force [Lange and Topel, 2005]. This idea is argued by Gilmore [1999] who considers that the education is preparing the labor force for the productive participation inside an economy, also offering other national benefits: an educated citizen is more able to take part in the local or regional decisions. The influence that education has on the productivity was also analyzed on different periods of time. Lange and Topel [2005] consider that on a long period of time (15-20 years) the estimated impact of education on the productivity is much greater than on a short time (5 years).

Only the human capital accumulation is not always a determinant factor of the economic performance. The contribution of human capital depends on the efficiency of its accumulation: those countries that have inefficiently allocated their resources have little benefits from their investments in human capital, in terms of economic growth [Sianesi and Van Reenen, 2000, 5]. The efficiency of resource allocation is defined by Judson as a ratio between the level of the obtained results and the maximum level possible to be attained in a country, considering the actual global budget and the actual costs for each educational level [Judson, 1998, 337-360]. The analysis made on a few countries, both developed and developing or less developed states, show the fact that, in spite of the considerable differences existing between the actual and optimal schooling rate, some economies seem to allocate their educational resources in an optimal way.

A World Bank study, made in 2003, shows an essential factor that has led to the growth and development of the Asian tigers: the good allocation and the high quality of education. The same idea is mentioned by Lee [2001] and Lall [2001] who analyze the way in which the resource allocation has evolved on different educational levels in East Asia, starting with the '70s.

The relationship between education and development does not have to be regarded only from the economic point of view. The development process is a more complex one that, apart from the economic growth, also involves social and Cultural Revolution, environment protection, healthcare, etc. The level of instruction has influences on the social life. It is noticed that the educated persons are interacting easily and efficiently not only inside the groups but also in front of the law, norms and social conventions. Such a behavior creates a harmonious environment in which the negotiating costs are very low.

The more educated countries are developing faster due to the fact that the education sector fosters the innovation of new technologies and to adapt the existing ones to the local production; the economies inside the technological frontiers have greater opportunities to develop faster as a result. This clearly indicates that Education has a strong effect on economic development.

For many years, the proposition that educational expansion promoted and in some cases even determined the rate of overall GNP growth remained unquestioned. The logic seemed fairly straightforward. Third World nations were deficient in their supply of semiskilled and skilled manpower. Without such manpower, which, it was assumed, could be created only through

the-formal educational system, development leadership in both the public and private sectors would be woefully lacking.

Impressive statistics and numerous quantitative studies of the sources of economic growth in the West were paraded out to demonstrate that it was not the growth of physical capital but rather of human capital (the *residual* in econometric production function estimates) that was the principal source of economic progress in the developed nations.¹⁵ Clearly, in the newly independent nations of Africa and Asia, there was an immediate need to build up the human as well as physical capital infrastructure in order to provide indigenous leadership for the major tasks of development. Rapid quantitative expansion of enrollments therefore appeared justified in light of the substantial manpower scarcities of the 1950s and 1960s. And although it is often difficult to document statistically it seems clear that the expansion of educational opportunities at all levels has contributed to aggregate economic growth" by (1) creating a more productive labor force and endowing it with increased knowledge and skills; (2) providing widespread employment and income-earning opportunities for teachers, school and construction workers, textbook and paper printers, school uniform manufacturers, and related workers; (3) creating a class of educated leaders to fill vacancies left by departing expatriates or otherwise vacant positions in governmental services, public corporations, private businesses, and professions; and (4) providing the kind of training and education that would promote literacy and basic skills while encouraging "modern" attitudes on the part of diverse segments of the population. Even if alternative investments in the economy could have generated greater growth, this would not detract from the important contributions, noneconomic as well as economic, that education can make and has made to promoting aggregate economic growth. That an educated and skilled labor force is a necessary condition of sustained economic growth cannot be denied. However, any evaluation of the role of education in the process of economic development should go beyond the analysis of the single statistic of aggregate growth. We must also consider the structure and pattern of that economic growth and its distribution implications—who benefits.

2.1.1. Education, Inequality, and Poverty

Studies on the economics of education in both developed and developing nations formerly focused on the link among education, labor productivity, and output growth. This is not surprising in light of the main objective of development during the 1950s and 1960s, the maximization of aggregate rates of output growth. As a result, the impact of education on the distribution of income and on the elimination of absolute poverty was largely neglected. Recent studies, however, have demonstrated that contrary to what might have been assumed, the educational systems of many developing nations sometimes act to increase rather than to decrease income inequalities.

The basic reason for this perverse effect of formal education on income distribution is the positive correlation between level of education and level of lifetime earnings. This correlation holds especially for workers who are able to complete secondary and university education where income differentials over workers who have completed only part or all of their primary education can be on the order of 300% to 800%. And as levels of earned income are clearly dependent on years of completed schooling, it follows that large income inequalities will be reinforced if students from the middle and upper income brackets are represented disproportionately in secondary and university enrollments. In short, if for financial or other reasons the poor are effectively denied access to secondary and higher

educational opportunities, the educational system can actually perpetuate and even increase inequality in Third World nations.(Joseph Kizerbo 1991)

2.2. Empirical Evidence

Some of those who analyzed the effect that different educational levels have on the development of a country were Sianesi and Van Reenen [2000]. They noticed that in the case of the primary school, a 1% growth in the schooling rate determines an increase of 2% of GDP per habitant in the less developed countries from the developing ones, while for the OECD states this effect wasn't noticed. An increase of 1% of the enrollment rate in the secondary school would determine a raise of 2,5 - 3% for the developing countries and up to 1,5% for the OECD ones. As it can be seen from this study, the impact of the raising educational rate, on different levels, varies from one country to another, according to the level of economic development, existing a "positive correlation between the economic growth rate and the human capital accumulation at the primary level for the poor countries, at the secondary level for the medium income ones and at a superior level for the rich states" [Judson, 2002, 209–231]. This idea is also underlined by Cowling, who considers that the specific factors for each country are shaping the nature of the entrepreneurial talent and the impact that the education has on performances [Cowling, 2000, 785-789].

In an incipient level of development, East Asia has focused on primary education, attaining an almost 100% rate for this learning cycle, in 1970. This fact facilitated improving the quality and raising the resources allocated for the secondary and tertiary educational levels. The schooling rate has considerably grown for these levels, especially after the '80s. A good example for this is given by the Korean Republic, where the schooling rate for the tertiary education was 16% in 1980, 39% in 1990 and 68% in 1996.

This exponential growth went together with the level of development. There are different opinions regarding the cause-effect relationship. There is a positive correlation between the level of education and the level of development – and this one is not very much criticized – but, in what it consists the causing factor – the education leads to the economic and social evolution or the socio-economic state determines the increase in the enrollment rate in various educational levels – there are many controversies.

Manpower planning needs, the people themselves, both rich and poor, have exerted tremendous political pressure for the expansion of school places in developing countries. Parents have realized that in an era of scarce skilled manpower, the more schooling and the more certificates their children can accumulate, the better will be their chances of getting secure and well-paid jobs. More years of schooling have been perceived as the only avenue of hope for poor children to escape from poverty. As a result of these forces acting on both demand and supply, there has been a tremendous acceleration in LDC public expenditures on education during the past three decade?. The proportion of national income and of national budgets spent on education has increased rapidly. In Asia, total public expenditures tripled during the 1960s and 1970s; in Africa and Latin America, public educational expenditures more than doubled. In fact, the increase in public expenditure on education in the 1960s and 1970s exceeded increases in any other sector of the economy. By the end of the 1980s, educational budgets in many Third World nations were absorbing 15% to 27% of total government recurrent expenditure. Although this is a sizable expenditure in terms of overall budget, developing nations nevertheless were spending only \$229 per capita on public education, compared to \$468 per capita spent in the developed world. Moreover, with declining or stagnating economic growth combined with rising debt repayment burdens,

most Third World governments—primarily the least developed countries of Africa and Asia—were forced in the 1980s and early 1990s to curtail their educational (as well as health and social services) budget.

In a study conducted by Moretti [1998] in USA it is shown that, in the '80s, each additional learning year has led to a medium increase of the income with 5,8%; in the '90s this coefficient has almost doubled, reaching up to 10,9%. The workers with a better level of education have higher revenues because even when they have the same responsibilities it is considered that the productivity of the higher skilled people is greater. As a particular phenomenon, Moretti noticed that a 1% increase in the number of the persons with tertiary education would determine a 1,3% increase in the incomes of the high-school graduates and a 2,2% of those with post-high-school revenues. The idea is undertaken by Sianesi and Van Reenen [2000] who show that the well trained employees have an important influence on the productivity of the less trained ones, generating a knowledge spill-over inside the firm and, in this way, raising the firm's innovation capacity. In this context, we do trust in the Schumpeterian idea, launched by Nelson and Phelps [1966], according to which there is a straight correlation between the human capital stock and the economic growth through the capacity of technological progress induction. The high level of instruction means increased innovation capacity, which can determine technological advance and innovation monopoly, fact that creates competitive advantages generating high profits [Moretti, 1998]. It was noticed that the firms' location in the cities with an educational level over the average determines an increase in the investments in technologies and in new equipments. The production function changes in the case of an additional instruction, the proportion of the physical capital being more and more significant, compared to labor. In this way, the ratio capital/labor is changing [Acemoglu, 1996, 779-804]. Even since 1966, Nelson and Phelps have noticed that the new technologies are favored by the increase in the educational stock [Nelson, Phelps, 1966, 69-75].

Regarded from the two main points of view, the ratio education/development is a relevant one, showing that the modern economies cannot be functional in the absence of a major preoccupation for the qualitative development of human capital.

2.2.1. Enrollments data

Between 1960 and 1990, the total number of persons enrolled in the three main levels of education in Africa,

Asia, the Middle East, and Latin America rose from 163 million to 440 million—an average annual increase of 5%. Although the largest part of this increase has been in primary education, it is in the secondary and tertiary levels that the greatest proportionate increases have occurred—12.7% and 14.5% per annum, respectively.

Nevertheless, primary enrollment still accounts for nearly 78% of the total LDC school enrollments.

In terms of the proportion of children of school age actually attending school at the primary, secondary, and tertiary levels, the differential between the developed and the less developed regions and among Third World regions themselves is substantial. African countries lag behind at all levels, with only 67% of their primary school-aged children actually enrolled. Table 11.1 shows comparative. Data on **enrollment** ratios at the primary, secondary, and higher education levels for a selected group of low- and middle-income developing countries in 1965 and 1989. The remarkable increases in enrollments at both the primary and secondary levels are strikingly evident from this table.

2.2.2. Literacy data

The percentage of LDC adults (persons 15 years of age and older) who are illiterate has fallen from 60% in 1960 to 36% in 1990. However, as a result of rapid population growth, the actual number of adult illiterates has risen over this same period by nearly 120 million to an estimated total of over 940 million in 1990. The highest illiteracy rates are found in Africa (50%) and the Arab states (47%), followed by Asia (40%) and Latin America (16%). In North America and Europe, illiteracy rates are a mere 1.0% and 2.5%, respectively.

3. Methodology

3.1. Data Sources and Type of Data

The main objective of this paper is to examine the impact of education on economic growth in Ethiopia. This study is based on the secondary sources of data. The data used in the model is annual data from Ethiopian Minister of Education (MOE), International Monetary Fund (IMF) and NBE (National bank Ethiopia) for the period 2009-2015.

3.2. Research Design

To achieve the objective of this study, we have been used quantitative research approach to examine the impact of education on economic growth in Ethiopia from the period 2009 to 2015 based on the variable of RGDP, Expenditure on education and labor force (primary education enrolment, secondary education enrolment and tertiary education (diploma and above) enrolment).

3.3. Method of Data Analysis and Model Specification

This study uses two basic method of data analysis. These methods are descriptive and inferential analysis approach. In the descriptive analysis we simply summarized the collected data in the form of frequency table and histogram while in inferential analysis as its name indicate that we give generalization about our study problem depending on the result findings in this study by using multiple liner regressions methods.

3.3.1 Multiple Liner Regression Method

Multiple linear regressions are regression model that have more than one regress or (independent) variable. The general model for multiple linear regression analysis in which a response is related to a set of quantitative independent variables and dependent variable (Y). In this case, this method is used to investigate the relationship between the education and economic growth. Mathematically, the model is stated as follows:

$$RGDP_t = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where:

$RGDP_t$ = Real Growth Domestic Product GDP at time t.

X_1 = Expenditure on education

X_1 = primary education enrolment

X_2 = secondary education enrolment

X_3 = tertiary education enrolment

β_0 = is the intercept (constant)

β_1 , β_2 and β_3 are coefficient of the variable X_1 , X_2 and X_3 respectively

4. Result and Discussions

The general objective of this study is to analyze the impact of education on economic growth in Ethiopia using multiple liner regression analysis. Explanatory variables are represented by education expenditure, primary education enrolment, secondary education enrolment and tertiary education enrolment from 2009 up to 2015 period.

4.1. Descriptive Analysis Approach

In this study the data are summarized in descriptive analysis approach as follows:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Real GDP of Ethiopia	7	8.70	11.40	10.19	.82
Education Expenditure	7	4.40	5.60	4.83	.50
Primary education enrolment	7	93.40	108.70	98.4	5.59
Secondary education enrolment	7	30.10	37.70	33.91	2.87
Tertiary education enrolment	7	5.20	9.20	7.84	1.34
Valid N (list wise)	7				

Table 4.1.1:- Descriptive statistics table

Discussion

From the table above we observe that the means show where the center of the data is located, it also show that the averages of the data sets. The standard deviations give us information about how close or far from the mean are the values of the statistical data sets i.e. how concentrated data are around the mean.

Based on the table value the average value of real GDP over the seven year period is 10.19 and its standard deviation from the mean value of 10.19 is 0.82. The mean value of education expenditure, primary, secondary and tertiary education enrolment are 4.83, 98.4, 33.91 and 7.84 respectively.

Among the mean value of primary education enrolment, secondary education enrolment and tertiary education enrolments we observed in the above table the primary education enrolment have average value of 98.4, this value is the larger value among the other explanatory variables which indicates that a large number of students are enrolled in primary schools than the secondary and tertiary education enrolment. And also relatively secondary education enrollment is higher than that of tertiary education enrolment.

4.2. Inferential Analysis using own computation result

4.2.1 Regression Model summary

Table 4.2.1.1 Table of model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.985	.970	.965	1.91

a. Predictors: (Constant), Tertiary education enrolment, Secondary education enrolment, Primary education enrolment , Education Expenditure

Discussion

From the above table 4.2.1.1 R means that the coefficient of correlation which used to measures the relationship between the dependent variable and independent variable. In this model the value of coefficient of correlation (R) is 0.985, which is close to one. It indicates that there is a strong relationship between education and Economic Growth.

The other main point we observed that the R square(R²), it mean that the coefficient of determination, which is used to measure by how much the endogenous variable explained by exogenous variable. In the above table R² =0.97 indicates that about 97% variation

(Change)intheRGDP of the country is explained by Educationand the rest 3% are explained by the variables other than Education. Which means that, if the education sector has been improving in terms of providing quality of education to meet the objectives of producing efficient, effective and innovative citizens, they will be highly contribute to the growth of the country.

4.2.2 Coefficient of Correlation between variables

Correlations

Control Variables		Education Expenditure	Primary education enrolment	Secondary education enrolment	Tertiary education enrolment
Real GDP of Ethiopia	Education Correlation	1.000	.197	.707	.194
	Education Significance	.	.035	.008	.035
	Education Df	0	4	4	4
Primary education enrolment	Primary education Correlation	.197	1.000	.289	.757
	Primary education Significance	.035	.	.028	.041
	Primary education Df	4	0	4	4
Secondary education enrolment	Secondary education Correlation	.707	.289	1.000	.156
	Secondary education Significance	.008	.028	.	.038
	Secondary education Df	4	4	0	4
Tertiary education enrolment	Tertiary education Correlation	.194	.757	.156	1.000
	Tertiary education Significance	.035	.041	.038	.
	Tertiary education Df	4	4	4	0

Table 4.2.2.1. The coefficient of correlation between variables

Discussion:

Decision Hypothesis

Ho: There is no relationship between education and economic growth)

H1: Educational factor has a relationship with economic growth)

To identify which explanatory variable are correlated with RGDP of Ethiopia we use the significance vales of each independent variables by comparing to level of significance $\alpha=0.05$. If the significance value of each independent variable are less than 0.05 we reject the null hypothesis (Ho) and accept the alternative hypothesis (H1) and conclude that the variable are correlated. While if it is greater than 0.05 we accept the null hypothesis (Ho) and reject the alternative hypothesis (H1) and conclude that the independent variable are not correlated.

Based on the above table value the significance value of all variables are less than 0.05, so we have an evidence to reject the null hypothesis and accept the alternative hypothesis. Therefore there is a significance correlation between variables (Education expenditure, primary, secondary and tertiary education enrolment) with RGDP and also there is correlation between one variable with the other. But except secondary education enrolment other variables have weak correlation with GDP.

4.2.3 Results on the variable Coefficients of the model
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.262	1.79		.627	.059
Education Expenditure	2.088	.111	.992	18.827	.000
Primary education enrolment	.103	.004	.996	27.399	.000
Secondary education enrolment	.298	.140	.993	21.350	.000
Tertiary education enrolment	1.267	.091	.985	13.932	.000

a. Dependent Variable: Real GDP of Ethiopia

Discussion

Decision Hypothesis

Ho: $\beta_i=0$ (i.e. Education have no significance impact on economic growth)

H1: $\beta_i \neq 0$ (i.e. at least one educational factor has significance impact on economic growth)

To identify which variable have a significance effect on the dependent variable we use the p-values of each independent variables by comparing to level of significance $\alpha=0.05$. If the P- value of each independent variable are less than 0.05 we reject the null hypothesis (Ho) and accept the alternative hypothesis (H1) and conclude that the independent variable have impacts on the dependent variable, while if it is greater than 0.05 we accept the null hypothesis (Ho) and reject the alternative hypothesis (H1) and conclude that the independent variable have no any impact on the dependent variable.

In our case as we observed from Table 4.2.3 of our data result unstandardized Coefficients of the variable the p-value of the independent variable (secondary education enrolment, primary education enrolment, tertiary education enrolment and education expenditure) are less than 0.05.

Therefore our decision is reject the null hypothesis (Ho) and accept the alternative hypothesis (H1) and we conclude that the independent variable (secondary education enrolment, primary education enrolment, tertiary education enrolment and education expenditure) have a significant effect on the dependent variable (RGDP). In this case we construct the regression model as follows;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where, Y=dependant variable (RGDP)

$X_{i,i=1,2,3,4}$ =independant variable (education expenditure, primary education enrolment, secondary education enrolment, and tertiary education enrolment) respectively.

$$RGDP = 11.267 + 2.088X_1 + 0.103X_2 + 0.298X_3 + 1.267X_4$$

From this regression model we can conclude as follows

The intercept $\beta_0=11.267$, It shows that change in RGDP of Ethiopia, When all explanatory variables have no a significant effect. Which means that; if government not spent on education and no access on primary, secondary and tertiary education in the country which means all the labor force are not educated the Ethiopia RGDP will be 11.267.

The coefficient of education expenditure $\beta_1 = 2.088$, it indicates that the RGDP of Ethiopia increasing by 2.088 when government expenditure on education is increased by one unit; the other explanatory variables remain constant. Hence RGDP and government expenditure on education to produce productive citizen have positive relationship.

The coefficient of primary education enrolment $\beta_2 = 0.103$ is indicates that the RGDP of Ethiopia increasing by 0.103 when a one unit increase on primary education enrolments; the other explanatory variables remain constant. Hence RGDP and primary education have positive relationship.

The coefficient of secondary education enrolment is $\beta_3 = 0.298$, is indicates that the RGDP of Ethiopia increasing by 0.298 when a one unit increase on secondary education enrolments; the other explanatory variables remain constant. Hence RGDP and secondary education have positive relationship. The coefficient of tertiary education enrolment is $\beta_4 = 1.267$, is indicates that the RGDP of Ethiopia increasing by 1.267 when a one unit increase on tertiary education enrolments; the other explanatory variables remain constant. Hence RGDP and tertiary education have positive relationship. In general; the results indicate that for every unit increase in government expenditure on education, primary education enrolment, secondary education enrolment and tertiary education enrolment, the real GDP growth rate increases.

Specially, as we observed in the value of the coefficients the explanatory variable, the coefficient of tertiary education enrollment has a value of 1.267 which is a large value relative to the coefficient of other explanatory variables and it indicates that there is a more economic growth change, if government invests in tertiary education which implies that students are in higher (tertiary) education level we expect that they have collective ability better than students who are completed in primary and secondary education and they can carry out existing tasks more quickly and also they can facilitate the transfer of knowledge about new information, products, and technologies created by others.

Furthermore, the coefficient of education expenditure is 2.088, it is the highest value relative to the coefficient of (primary, secondary and tertiary education enrolment), and it implies that investing on education is by how much the economic growth of Ethiopia is changed. So the government of Ethiopia should allocate adequate finance which will help to work on quality of education at all levels of education.

5. Conclusion and Recommendations

5.1. Conclusions

The main objective of the study was to analyze the impact of education on economic growth in Ethiopia using real GDP, as a proxy for economic growth. To determine the impact of education (government expenditure on education, primary education enrolment secondary education enrolment and tertiary education enrolment) on economic growth (real GDP), from results and discussions of the study, we conclude the following observations. According to World Economic Forum 2016, education affects positively a country's productivity for three things basically. First, it increases the collective ability of the workforce to carry out existing tasks more quickly. Second, secondary and tertiary educations especially facilitate the transfer of knowledge about new information, products, and technologies created by others. Finally, by increasing creativity it increases a country's own capacity to create new knowledge, products, and technologies.

Our study result also confirmed that based on the regression analysis the test was carried out for each variables of government expenditure on education, primary education enrolment,

secondary education enrolment and tertiary education enrolment has a P value of less than a level of significance 0.05. Therefore there is no evidence to reject alternative hypothesis. The test confirmed that there is a significant linear relationship between these explanatory variable (government expenditure on education, primary education enrolment, secondary education enrolment and tertiary education enrolment) and real GDP growth.

Generally, this study has confirmed that education at all levels is one of the positive contributors to the growth of economy as measured by the growth in real GDP and therefore a determinant of the needed economic growth. And all variable included in this study has been found to have a strong relationship with economic growth.

5.2. Recommendations

In order to achieve economic growth, more resources should be devoted to education. Education measures have a large impact on human productivity which leads to improved national output. In order to improve the contribution of the human capital through education, the government of Ethiopia has allocated adequate finance which will help to work on quality of education at all levels of education by expansion of primary, secondary and tertiary education in each region, zone, woreda and kebele. In addition only expansion of schools is not enough but also government and concerned body (stake holder) should give attention about quality of education by fulfilling necessary educational materials, by improving the skills of teachers and by designing skill base curriculum which plays to create skilled and productive human capitals to the economy to improve economic growth of a country.

The government must formulate policies towards the establishment of a labor system that rewards education and should also continue its leadership role in creating good environment that encourage better investment in education. Because, participation of the private sector in the education sector speed up the creation of human capital in Ethiopia.

References

- Acemoglu, D., "A microfoundation for social increasing returns in human capital accumulation", *Quarterly Journal of Economics*, vol. 111, nr.3, 1996.
- *American Economic Review Proceedings*, vol. LVI, nr. 56, 1966
- Becker, Gary S. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy*, 70 (Supplement), 9-49
- Barro, R., Sala-i-Martin, X., *Economic Growth*, McGraw Hill, New York, 1995.
- Catherine Grant, 2017- The contribution of education to economic growth: Institute of Development Studies
- CIA World Factbook (2018) Cowling, M., "Are entrepreneurs different across countries?" *Applied Economics Letters*, nr. 7, 2000.
- DeVol, R.C., "Americas' High-Tech Economy: Growth, Development and Risks for Metropolitan Areas", Milken Institute, 1999.
- Domestic Economic Analysis and Publication Directorate National Bank of Ethiopia 2016/17 Annual Report.
- Federal democratic republic of Ethiopia ministry of education: Education Statistics Annual Abstract, 2008 E.C. (2015/16)
- Gilmore, W., "Education and Human Capital in the New Economy", T, R & P Seminar, 1999.

- Harmon, C., Oosterbeek, H., Walker, I., "The Returns to Education. A Review of Evidence, Issues and Deficiencies in the Literature", Centre for the Economics of Education, LSE, 2000.
- International Monetary Fund, World Economic Outlook Database, April 201
- Judson, R., "Economic growth and investment in education: how allocation matters", Journal of Economic Growth, nr. 3, 1998.
- Judson, R., "Measuring human capital like physical capital: What does it tell us?", Bulletin of Economic Research, vol. 54, nr. 3, 2002.
- Lall, S., "Harnessing Technology for Human Development", QEH Working Paper 44, Queen Elizabeth House Working Paper Series, Oxford University, 2001.
- Lange, F., Topel, R., The Social Value of Education and Human Capital, Amsterdam: Handbook of Education Economics, 2005.
- Lee, Jong-Wha, "Education for Technology Readiness: Prospects for Developing Countries", Journal of Human Development, vol. 2, nr.1, 2001.
- Lucas, R., "On the Mechanics of Economic Development", Journal of Monetary Economics, Elsevier B.V., vol. 22, 1988.
- Moretti, E., "Social Returns to Education and Human Capital Externalities: Evidence from Cities", Centre for Labour Research Working Paper No. 9, University of California, 1998.
- Nelson, R., Phelps, E., "Investment in Humans, Technological diffusion and Economic Growth",
- Oliver Swanson, 2018, the impact of education on personal and economic growth
- Popescu, C.C., Pohoană, I. (coord.), Capital uman, capital social si crestere economica, Editura Universităţii Al. I. Cuza, Iasi, 2007.
- Romer, P. M. (1996), Human Capital and Growth: Theory and Evidence, Carnegie-Rochester Conference Series on Public Policy, Vol. 32.
- Sianesi, B., Van Reenen, J., "The Returns to Education: A Review of Macro-Economic Literature", Centre for the Economics and Education, LSE, 2000.
- Tefera Y. 2017: The Impact Of Human Capital On Economic Growth In Ethiopia
- Woessman 2015) Woessmann, L (2015) The economic case for education,
- World bank- helping to fight poverty and improve living standard in Ethiopia
- World bank 2007, the educational quality and economic growth.
- World Bank, The East Asian Miracle, Oxford University Press, 2003.

JANE AUSTEN'S ACHIEVEMENT

Parveen Kumari

Abstract

The correct evaluation of Jane Austen as a novelist has come comparatively recently. Her genius was not recognised by most of her contemporaries or even her successors. None of her books saw a second edition in her lifetime. The collected edition of her works which was brought out in 1833 could not be sold for about half a century. Her first biographer humbly wished her to be placed beside such novelists as Fanny Burney and Maria Edgeworth and no more. But about 1890 the tide of appreciation and popularity markedly turned in her favour and, correspondingly, against her contemporary, Sir Walter Scott. Today she needs no advocate as she has made a secure niche in the temple of fame from where she cannot possibly be dislodged- at least for many years to come.

Life

Jane Austen's life gives little opportunity for the biographer, unless, perchance, he has something of her own power to show the beauty and charm of commonplace things. She was the seventh child of Rev. George Austen, rector of Steventon, and was born in the parsonage of the village in 1775. With her sisters she was educated at home, and passed her life very quietly, cheerfully, in the doing of small domestic duties, to which love lent the magic lamp that makes all things beautiful. She began to write at an early age, and seems to have done her work on a little table in the family sitting room, in the midst of the family life. When a visitor entered, she would throw a paper or a piece of sewing over her work, and she modestly refused to be known as the author of novels which we now count among our treasured possessions. With the publishers she had little success. *Pride and Prejudice* went begging, as we have said, sixteen years; and *Northanger Abbey* (1798) was sold for a trivial sum to a publisher, who laid it aside and forgot it, until the appearance and moderate success of *Sense and Sensibility* in 1811. Then, after keeping the manuscript some fifteen years, he sold it back to the family, who found another publisher.

Works

Very few English writers ever had so narrow a field of work as Jane Austen. Like the French novelists, whose success seems to lie in choosing the tiny field that they know best, her works have an exquisite perfection that is lacking in most of our writers of fiction. With the exception of an occasional visit to the watering place of Bath, her whole life was spent in small country parishes, whose simple country people became the characters of her novels. Her brothers were in the navy, and so naval officers furnish the only exciting elements in her stories; but even these alleged heroes lay aside their imposing martial ways and act like themselves and other people. Such was her literary field, in which the chief duties were of the household, the chief pleasures in country gatherings, and the chief interests in matrimony. Life, with its mighty interests, its passions, ambitions, and tragic struggles, swept by like a great river; while the secluded interests of a country parish went round and round quietly, like an eddy behind a sheltering rock. We can easily understand, therefore, the limitations of Jane Austen; but within her own field she is unequalled. Her characters are absolutely true to life, and all her work has the perfection of a delicate miniature painting.

The most widely read of her novels is *Pride and Prejudice*; but three others, *Sense and Sensibility*, *Emma*, and *Mansfield Park*, have slowly won their way to the front rank of fiction. From a literary view point *Northanger Abbey* is perhaps the best; for in it we find that touch of humor and delicate satire with which this gentle little woman combated the grotesque popular novels of the *Udolpho* type.

Artistic Concern

Considered strictly as an artist, Jane Austen is superior to most of her predecessors as also successors. Most English novelists have had the fault of carelessness. Scott, for example, never revised a line of his own simply because he had no time for it. In the novels of Dickens also we come across passages which could have been easily improved with a little care. Jane Austen was, by contrast, extremely careful and painstaking. For months together, after finishing a novel, she would go on revising it till she found it incapable of further improvement. Her meticulous artistic concern for form, presentation, and style cannot be exaggerated. "It is", observes Diana Neill, "not, therefore, surprising that the final versions of her novels had a formal perfection- no loose ends, no padding, no characterization for its own sake, and a flawlessly consistent idiom suited to the person who used it." What is remarkable about Jane Austen, therefore, is the flawlessness for her art. Everything in her novels is carefully conceived and exquisitely executed.

Her Range and Themes

Jane Austen's art as a novelist has stringently set limits which she seldom oversteps. She was amazingly aware which side her genius lay and she exploited it accordingly without any false notions of her capabilities or limitations. As Lord David Cecil points out, she very wisely stayed "within the range of her imaginative inspiration." Her "imaginative inspiration" was as severely limited as, for example, Hardy's or Arnold Bennett's. Her themes, her characters, her moral vision, her observation- everything has a well-etched range within which she works, and works most exquisitely. Let us now glance at the territories of her art and achievement.

(i) All her novels have for their scene of action South England where she lived and which she knew so well. However, her novels cannot be called "regional novels" in a category with, say, Hardy's Wessex novels, because she does not particularly concern herself with the landscape and other peculiar features of the region she deals with. She is, as has been said by Robert Liddell, a "pure novelist" whose concern and study are "human beings and their mutual relations." Regionalism as such is unknown to her.

(ii) She deals only with one particular mode of existence. Her novels are all about the upper middle classes and their (mostly trivial) activities. Moody and Lovett observe: "The chief business of these people, as Miss Austen saw them, was attention to social duties; their chief interest was matrimony. This world Miss Austen represents in her novels; outside of which she never steps" The same critics observe: "Unlike Maria Edgeworth, whose novels represented a considerable range of social experience, Miss Austen exploited with unrivalled expertness the potentialities of a seemingly narrow mode of existence."

(iii) Jane Austen had an eye for the minutiae of life. Theatricals, tea parties, and balls were the most important events in the placid life of her own family and her neighbourhood. These very things are given the pride of place in her novels. The most "thrilling" events are nothing more than an elopement or a runaway marriage. In her novels there are no storms-except those in tea cups.

(iv) There is thus no adventure, no passion, and no “romance” in her novels. There are no deeply stirring tempests either literal or psychic, such as we find, for example, in the novels of the Bronte sisters. Charlotte Bronte herself was constrained to observe about Jane Austen: “She ruffles her reader by nothing vehement, disturbs him by nothing profound. The passions are perfectly unknown to her: she rejects even a speaking acquaintance with that stormy sisterhood.”

(v) She was not a romantic novelist of the kind of either the Brontes or Scott. Temperamentally she belonged more to the eighteenth century than her own age which was then being swept over by a strong current of the Romantic Revival. Once when she was invited to write a romance of the kind of Scott's novels, her reply was perfectly clear: “I am fully sensible that [such a romance] might be more to the purpose, profit or popularity than such pictures of domestic life in country villages as I deal in. But I could no more write a romance than an epic poem... No, I must keep to my own style and go on in my own way: and though I may never succeed again in that, I am convinced that I should totally fail in any other.”

Her Characterisation and Plot-Construction

Jane Austen is one of those novelists in whose works characters cannot be considered apart from the plot. Characterisation and the building of plot go hand in hand, and quite often the two are interchangeable too. Her psychological insight into her characters, like her minute observation, needs no elaboration. Most of them are “round” characters and have an organic development in most cases, from self-deception to self-knowledge and self-realisation. Her female characters are certainly more complex and engaging than her men who have a certain softness about them. Her characters are all highly individualised and yet they have something of the universal about them. They reveal themselves not in moments of crisis but during their engagement in the trivial activities of social life. Jane Austen herself was so convinced of the reality of her fictive characters that, as Chew puts it, “she would narrate to her family incidents in their lives which do not occur in the book.”

One of Jane Austen's achievements and merits is her excellence at plot-construction. Very few English novelists have given as well-integrated plots as she has. All the characters in a Jane Austen novel are essential to its plot; even the very minor ones cannot be justifiably excused from it on the ground of being superfluous or supernumerary. She has something like the architectonic ability of a dramatist. Numerous of her novels have been split by critics into so many acts of a drama.

Humour, Satire, and Irony

This detachment from her characters is, mostly, ironic in nature. Her irony, like her humour and comedy, is of the quiet, unobtrusive kind. As Cecil puts it, “humour was an integral part of her creative process.” She laughs at the social aberrations and irrationalities of her characters. She is a satirist but shows no evidence of holding a lash in readiness. She paints more the follies of manners than morals. “Her province,” says Samuel C. Chew, “is not that of sombre delinquency but a venial error. The faults in her characters are mostly due to bad training or want of training in youth. In older people these are often beyond repair; but in young especially the young lovers, they are purged and done away through tribulations which are nonetheless poignant for being generally misunderstandings. Each book is thus a history of self-education and self-correction.” “Jane Austen”, observes Compton- Rickett, “never lashed our follies, she faintly arched her eyebrows and passed on.” She constantly considered decorum, grace, tolerance, sympathy and self-respect in juxtaposition with their

opposites like ill-breeding, coarseness, intolerance, selfishness, and self-humiliation. However, she is never harsh, and she never arrogates to herself any pontifical dignity. She is convinced of the ordinariness of life and all its appurtenances. Her tolerance as a moralist places her beside Chaucer, Shakespeare and Fielding.

Her Style

A word now about her style which is a monument of grace, lucidity, intelligence, perception and a kind of "feminine" charm. "There are," says Samuel C. Crew, "qualities of Miss Austen's style- the delicate precision, the nice balance, the seeming simplicity-which remind many readers of Congreve's comedies."

References

- Singh, T.A History of English Literature. Bareilly: student store Publishers, 2008
- Long, William J. English Literature. Delhi: AITBS Publishers, 2013
- Spark Notes, m: sparknotes.com
- Wikipedia

Utilization of Inter media & Cinema: A blueprint for teaching English effectively

Nitin Antil*

Abstract

A teacher should follow the suitable approach for every class so that he can make his teaching successful. He should understand that reading is considered one of the most important lessons for the learner. Researches in extensive readings have shown many beneficial effects on students and claimed that when students read, they not only learn new words but they can also develop their synthetic knowledge as well as general knowledge of the world. Recent studies have also shown that students who participated in extensive reading increased gains in the areas of vocabulary as well as reading comprehension fluently. Learning vocabulary this way may be considered more effective than rote memorization because through reading interesting texts, students learn new words and reviews old ones. So it is the duty of a teacher to provide the students with such opportunities.

Key words: Media, information, Mass Media, Classroom, Pronunciation

Language problems

In India the need of people in general is to learn how to speak write, read and understand English because now it is recognized as global language. But in our country the situation of its teaching and learning level is very poor. Here neither the teacher-training institute whose job is to supply teachers to schools, nor the universities whose most students get jobs have ever been able to devise a concrete program aimed at teaching students how to use the language themselves and how to teach its use to their would-be students. In almost all the stages whether it is college or schools the language is taught as content subject as History or philosophy. Students are told to get the meaning of a particular poem and afterwards they are left to cram certain stuff out of so called help books. Even the way of teaching English grammar is faulty. They don't teach it in the way which can make the students use of this language in a practical way. They just teach it in theoretical way. In addition to this there are other problems which hinder our way of learning the language especially in India.

English language learners are defined as students whose first language is not English and are in process of learning English. This kind of population is increasing day by day because of increasing value of the language. According to National Centre for Education statistics in 2011. Eleven million students in 2009 spoke a language other than English at home. For effective English language teaching; a teacher should keep this situation in his mind. He should be able to make his students realize that language learning is not just cramming meaning out of lessons. A teacher should understand that his aim to teach this subject is to make student fluent in every aspect regarding this subject so that they can make position as global citizens.

A teacher should follow the suitable approach for every class so that he can make his teaching successful. He should understand that reading is considered one of the most important lessons for the learner. Researchers in extensive readings have shown many

* Assistant Professor (Extension), English Department, T.D.L GCW, Murthal

beneficial effects on students and claimed that when students read, they not only learn new words but they can also develop their synthetic knowledge as well as general knowledge of the world. Recent studies have also shown that students who participated in extensive reading increased gains in the areas of vocabulary as well as in reading comprehension fluently. Learning vocabulary the way may be considered more effective than rote memorization because through reading interesting texts, students learn new words and review old ones. So it is the duty of a teacher to provide the students with such opportunities. In present hour, it is needed to explore more effective ways to make an understanding and fluency among students for English language. Using various kinds of media in the classroom has always been a challenge and how to bring these media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various to meet various needs and interest of their students. These aids provide students with a lot of language practice through activities using newspapers, magazines, radio, T.V. movies, books, internet etc. and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing. Media inform, amuse, startle, anger, entertain, thrill, but they seldom leave anyone untouched. Bearing in mind all these features and positive input of media in education to undertake this study to give a modest contribution to the enhancement of teaching and learning English. As classroom teachers it is necessary to bring mass media to classroom. Newspapers are easy to be brought in the classroom in different subjects and courses especially in English. Radio also plays an important part in developing people's imagination, in creating pictures in the mind through the power of words. It stimulates the imagination to fill in the visuals; etc. They listeners see the drama in their heads. Thus, when radio is used in the classroom it helps students to promote their imagination to voice their creativity. A lot of radio program contribute to language learning. Beside this these programs help in improving the pronunciation.

Today films are a part of young people's lives. Young people between 15-24 are the most active media users. They spend on average about seven hours each day using the internet, watching T.V. movies and listening to radio. This multimedia uses combinations of text, graphics, sound, video and animation controlled, and delivered on the computer screen. We should encourage the students to see as many films as possible outside the classroom or parts of films in the classrooms. Watching films is very important as it increases their visual and critical awareness. Another way to teach them to is that if teacher want to teach a novel or play effectively then he can shown them the movie based on that play.

Students should be encouraged to ask questions related to their language problems. They should be encouraged to speak more and more in the class in English on the different topics. First their speaking habits should be created then a teacher should go for the accuracy in speech. An attempt to acquire the present model of teaching can encourage the students to learn. The role of media and films can not be underestimated and therefore should be used at high rate frequently.

References

Angew, P.W., Kellerman, A.S. Meyer, J. Multimedia in the Classroom, Boston: Allyn and Bacon. 1966.

Angell, J., DuBravac, S. &Gongelwski, M. thinking globally, Acting Locally: Selecting Textbooks for College-Level Language Programs. Foreign Language Annals, 41: 2008

Psycho-Social Approach in Treatment of Bipolar Disorder

Hemant Kumar*

Abstract

The dramatic success of psychiatric medications in the treatment of bipolar disorder has led most clinicians believe that it is the only treatment of choice. Bipolar disorder is a major psychiatric illness, with a life time prevalence of 1-3%. It is estimated that an adult developing Bipolar disorder in his/her mid 20s effectively loses 9 years of life, 12 years of normal health, and 14 years of work activity. However, current evidences indicate that approximately 20% of the patients do not improve all the possible efforts. This particularly holds true for psychosocial dysfunctions associated with bipolar disorder. Presently, bipolar disorder is labeled as one of the world's top ten causes of disability due to these reasons, psychosocial interventions getting more attention in order to improve and manage dysfunctions at individual, family and community level with the ultimate aim to improve overall quality of life. So these statistics, as well as QOL and cost of care can be improved on by integrating psychosocial treatments with the widely used drug regimens.

Keywords: *Psycho-Social, Intervention, Treatment, Disorder, Psychiatric*

Introduction

Today, blending medications and psychosocial interventions in the treatment of bipolar disorder is the norm and has considerable support in the research literature. Successful treatment of substance use disorders may involve the use of multiple specific interventions which may vary over time for any individual patient and which may involve more than one clinician. Collaborative treatment integrates medication and psychotherapy approaches for the patient (Riba and Balon, 1999).

The American Psychiatric Association's Practice Guideline for Treatment of Patients with bipolar Disorders (American Psychiatric Association) is an excellent resource on the specific psychosocial and pharmacological treatments for substance use disorders. In addition, it describes the crucial psychiatric management tasks for the psychiatrist providing integrated treatment for substance use disorders. In addition, the psychosocial repercussions of this illness, such as disability are severe. The heritability of bipolar disorder has contributed to a focus on pharmacological treatments, but only about 60% of bipolar patients respond to Li or anticonvulsants alone. Furthermore, only about 40% of patients remain without an illness recurrence over 2-3 year period even when maintained on standard dosages. Also it is clear that even with remission of affective episodes, substantial subsyndromal symptoms, particularly depression remain in a large proportion of patients. It has been estimated that psychosocial factors may contribute to 25-30% to the outcome variance in bipolar disorder.

Psychosocial Issues In Bipolar Disorder

Most patients with bipolar disorder will struggle with some of the following issues, which need consideration in all psychosocial interventions.

- Emotional consequences of affective episodes.
- Developmental deviations and delays caused by past episodes.

* Ph.D, M.Phil (Psychiatric SW)

- Problems associated with stigmatization.
- Fears of recurrence and consequent inhibition of normal psychosocial functioning.
- Interpersonal difficulties
- Problems in learning to discriminate normal from abnormal moods.
- Academic and occupational problems.
- Marriage, family, child bearing and parenting issues.
- Concerns about genetic transmission.
- Realistic losses due to treatment. These occur for the patient who is truly more creative or productive during hypomania or who experiences significant side effects from treatment.
- Symbolic losses due to treatment. Having a chronic illness and needing medication for life can lead to lowered self-esteem and feelings of defectiveness. The treatment may also be scapegoated, by projection, for unrelated failures in life, or damaging periods of mania are falsely recalled as productive.

For all patients, some psychosocial interventions (in addition to pharmacological management) will be needed to address these issues, although the form, intensity and focus of psychotherapeutic treatments are likely to vary over time for each patient.

Psychosocial interventions can be classified into:

1. Individual approach
2. group approach
3. family approach
4. Community approach including rehabilitation

Psychosocial Interventions For Acute Manic Episodes

The desired goal of psychotherapy in acute mania is not cure of the episode which only time or medications will accomplish, but moderation of the most extreme manic behaviour that can irreversibly devastate lives.

Isolation of the patient from other individuals may sometimes be required to protect both the patient and others. A regular schedule of meetings with the patient may be helpful. Since the manic patient is stimulated by outside events, TV, music and alcohol can heighten manic thought process and activities. Thus a quiet room with fewer distractions may be desirable. Manic patients may also need room to pace or exercise as a way to use energy and ensure sleep. Patients and their families should be advised that during manic episodes patients may engage in reckless driving. Counseling families to disengage from specific arguments and stay calm while maintaining a protective stance may help patients stay in greater control. The psychiatrist may also make concrete interventions, such as "mopping up" after the episode by arranging with merchants for return of inappropriately purchased luxury items.

Psychotherapies For Depressive Episodes

There are a range of psychotherapeutic interventions that may be useful for patients with major depressive episodes. Some of these interventions have been studied in patients with bipolar depression as well as in those with unipolar depression. It is not clear to what extent patients with bipolar and unipolar depression are similar in their responsiveness to psychotherapy. However, it seems likely that the following treatments may benefit some patients with bipolar depressive episodes, especially when the depressive episodes seem to be precipitated or exacerbated by psychosocial issues or are the cause of significant psychosocial morbidity.

Psychodynamic psychotherapy and **psychoanalytic treatments** clarify intra-psychic processes that may precipitate and/or perpetuate affective dysregulation in vulnerable patients, and help them to anticipate and master disabilities and neutralize conflicts through the process of insight.

Interpersonal therapy seeks to recognize and explore depressive precipitants that involve interpersonal losses, role disputes and transitions, and is especially effective in ameliorating occupational and social aspects of the patient's dysfunction.

Behaviour therapy of depression is based on functional analysis of behaviour therapy and /or social learning theory. The techniques involve activity scheduling, self-control therapy, social skills training, and problem solving.

Cognitive therapy maintains that irrational beliefs and distorted attitudes towards the self, the environment and the future perpetuate depressive affects and these beliefs may be reversed through CBT.

Marital and family approaches for the treatment of depression include behavioral approaches, a psycho-educational approach and a "strategic marital therapy" approach.

Group therapy may be particularly useful in the treatment to depression in the context of bereavement.

All these treatments are reported to be effective in the acute treatment of patients with mild to moderately severe unipolar depression, especially when combined with pharmacotherapy. The utility of these therapies in continuation and maintenance phase treatment of patients with bipolar depression has not been subjected to controlled trials. Expert Consensus Guideline for treatment of Bipolar disorder suggests psychotherapy as second line treatment for depressive episodes, to be added when firstline treatment with a mood stabilizer and an antidepressant fails.

Specific Psychotherapeutic Approaches

The available psychotherapeutic treatments for Bipolar disorder are discussed as separate entities, even though in practice, psychiatrists commonly use a combination or synthesis of different approaches depending on the patient's needs and preferences.

Psychoanalysis

Patients suffering from bipolar disorder did not fare particularly well with most earlier psychoanalytic writers as potential candidates for psychoanalytic treatment. In the 1950s and 1960s, a group associated with Mabel Cohen applied developmental theories of Melanie-Klein to pathogenesis, transference and countertransference, and claimed greater success in long term outcome. Successes were claimed by various groups for long term outcomes in small number of intensively treated patients (Rosenfeld, 1963; Scott, 1963) Analytic techniques focused on the depressive phase of the illness or the putative underlying depression during mania, using transference and countertransference to explore abandonment fears, repressed rage, manic defenses and need for engagement through testing of limits.

Psycho-education

Psycho-education can be defined as a mutual process that attempts to improve a patient's illness management skills through the bi-directional sharing of relevant information. In psycho-education a lower level of psychological ability than in other approaches is needed, so it is cheaper and easier to evaluate. It only requires extensive knowledge of the illness and its management and communication skills. Yet bipolar patients frequently complain about the lack of information they receive.

Psycho-education is appropriate for patients in all stages of the illness; however depending on symptoms, content and methods vary. Ideally the process involves key members of the person's social network, including spouse, family members and caregivers. It is generally held that the partner can more easily discuss the problems without the patient being present.

Aims of psycho-educative treatment for bipolar patients

- Providing information, assistance, insight and support to the patient and his family.
- Enhancing illness awareness and destigmatization preventing or mitigating recurrences
- Enhancing treatment compliance
- Avoiding drug abuse
- Identifying relapse symptoms
- Stress management
- Enhancing knowledge and coping of psychosocial consequences of past and future episodes.
- Preventing suicidal behaviour.
- Improving interpersonal and social interepisode functioning.
- Coping with subsyndromal residual symptoms and impairment.
- Increasing well-being and quality of life.

Key steps in the psycho-education process

1. Assessment: What host factors will have an impact on outcome in this patient's disease?
 - A. Which comorbid disorders are present or likely to recur?
 - B. What characteristics are likely to contribute to illness management skills?
 - C. Explore the patient's views about his/her illness and its treatment:
2. Implementation: setting the stage:
 - A. Educate regarding boundary conditions, requirements of treatment, practicalities of accessing the caregivers between appointments. That is: What can they expect from treatment, and how do you expect them to act?
 - B. If there are discrepancies between patient expectations and preferences, discuss and resolve early in treatment.
 - C. Discuss explicitly the how-to's of access, particularly in crisis. (Don't underestimate the importance of this: perceived access dictates degree of participation - i.e., will they call you when they have a side effect or an exacerbation of symptoms and how / when will you respond?).
3. Implementation: personal cost-benefit analyses around specific treatment decisions:
 - A. Fix clearly in your own mind the boundaries to work within (e.g., it is not likely to be clinically justified to give antidepressants to a manic patient; many patients with substance use disorders should not be given benzodiazepines). Then working within these parameters:
 - B. Convey information around expected benefits and possible side effects of an intervention, or preferably a series of option.
 - C. Query the patient regarding concerns, fears, preferences about both good and deleterious effects of the various options.
 - D. If applicable, suggest within the set up of options your own preference and the reasons behind your stance.
 - E. Give the patient the option of treatment choice wherever possible.

F. Set follow-up time frame and procedures for jointly assessing both good and deleterious effects, including how to access you in situations of crisis.

4. Implementation: follow-up

A. You have in essence jointly conducted an experiment. How did it turn out?

i. After assessment, what is your opinion of the good and deleterious effects? Was the gain worth the pain?

ii. What is the patient's opinion? Was the gain worth the pain?

B. Jointly decide (with as much input from the patient as is clinically feasible):

i. Continue as is?

ii. Adjust current intervention (e.g., dose, time, frequency)?

iii. Change intervention (or add another)?

A small number of studies have looked at the effect of psychoeducational interventions in bipolar disorder. **Clarkin et al** (1990) using a structured psychoeducational intervention for patients and their spouses and **Perry et al** (1999) with a program oriented toward recognizing the early symptoms of manic relapse reported encouraging results. **Honig et al** (1994) used a psychoeducational program for bipolar patients and key relatives focused on developing coping skills and recognizing the need for social supports and found significant reductions in expressed emotions in families, with an associated decrease in relapses.

Family therapy

Bipolar patient relatives often state that information given to the patient is really useful for them as well. While applying family therapy in this population, the treatment issues one should anticipate are three fold.

1. As soon as manic or depressive episode is over, the patient frequently wants to resume normal relations immediately. After the ordeal that the family members has been just through, however they are not ready to do so, and an atmosphere of conflict results.

2. Dysfunctional patterns frequently arise around the issue of dependence. For example, immediately after discharge, family members are often active in ensuring medication compliance. While it is appropriate for a time, continued too long such activity becomes dysfunctional and deprives the patient of the chance to assume full responsibility for his/her well being.

3. Family members, consumed with worry about the onset of another episode, find danger in virtually any expression of anger or sadness on the part of the patient. This reinforces the patient's dependent position and also disqualifies virtually all of his or her emotional expression.

Family focused treatment (Miklowitz et al, 1990) is based on the assumption that acute episodes of bipolar disorder have disorganized effects on the family unit that are reflected in disturbances in affective and communication styles of key family members. Based on behavioral family management techniques,

FFT involves not only the patient but also the significant others.

The program consists of 4 modules: (1) assessment of family and marital milieu. (2) Psycho-education for patient and family about Bipolar disorder. (3) Communication enhancement training. (4) Problem-solving skills training. A recently concluded randomized controlled trial (Miklowitz et al, 2000) showed that compared to patients who received follow up crisis management, patients assigned to **FFT** had fewer relapses (especially depressive), the most dramatic improvement being in patients whose families were high in expressed emotion.

Marital therapy

There is a 45% separation or divorce rate among patients of bipolar disorder, compared with 18% in controls. This fact underlines the importance of marital therapy for this population. Mayo (1979) describes the issues in marital therapy for bipolar patients. With improvement from an affective episode, modification of the couple's customary mode of interaction is necessary. Problems in the marital relationship, sexual relation, and time schedules, handling of money and care of children must be dealt with differently. Children are frequently pressured to take sides during parental arguments. They develop ambivalent attitudes about the apparent inadequacy of the "well" parent in face of continued "bad behavior" of the sick parent. During therapy, attention is focused on enabling the spouse to assume more responsibility for his/her own behavior that may lead to exacerbation of symptoms in the patient.

Group Therapy

Arguments in favour of group therapy for bipolar patients are based on illness effects in social adjustment, interpersonal aspects of coping with the illness, and the well-known economic advantages of treating chronic illnesses in group setting. The group can also offer a safe and controlled atmosphere, which could function as a buffer during stressful periods, and would allow an effective change of denial mechanisms. Other authors suggest starting group therapy during hospitalization, even when in acute phase.

Goals of bipolar groups include educating the patients on nature of the disease, helping them learn ways of coping with its symptoms and encouraging them to discuss relevant psychodynamic and interpersonal issues. To achieve these goals, several investigators have explored alternative group approaches for this population.

Cognitive Behavioral Therapy

In bipolar affective disorder, behavioral therapy may be useful for patients with mildly depressed or dysthymic moods, or on post manic dysphoria when the patient quite often remains hypoactive and abulic. Self control techniques, stress management and inoculation, exposition and coping might be useful in the treatment of specific problems derived from the illness. Simple behavioral techniques (such as pairing tablet-taking with a routine activity) can be used to facilitate adherence.

Interpersonal and social rhythm therapy (IPSRT)

IPSRT of Frank et al (2000) integrates interpersonal therapy with social rhythm therapy. It focuses on stabilizing social rhythms, such as patterns of social stimulation and sleep-wake schedule, and on improving interpersonal relationships as a means to develop better coping skills. **IPSRT** begins while the patient is in the acute episode of illness

Milieu Therapy

The term milieu therapy has been used to describe an environment which is in some way therapeutic. Bjork et al (1977) observed that principles of treatment derived from the therapeutic community model - democratization and permissiveness- are generally incompatible with the effective treatment of manic patients. They stress that milieu modifications are necessary to meet individual treatment needs, and describe approaches to managing manic patients in four phases- preadmission evaluation, and the post admission, middle and termination phases of inpatient treatment.

Support Groups

Many support groups provide useful information about bipolar affective disorder and its treatment. Patients in these groups often benefit from hearing the experiences of others who

are struggling with such issues as denial versus acceptance of the need for medications, problems with side effects and how to shoulder other burdens associated with the illness and its treatment. In India we have volunteer groups like friends of NIMHANS, a women's group that had developed and administers with volunteer help a psychosocial rehabilitation centre for psychiatric patients.

Approaches in development

Sleep management: Wehr et al. (1998) worked with a rapid cycling patient over a 2 year period to help him maintaining bed rest in a dark room for 14 hours each night. The regimen resulted in sleep and mood stabilization, and a single case replication has been reported (Justice et al., 1999).

Insight intervention: Davidoff et al. (1988) showed individuals with a range of psychotic conditions videotapes of their own behaviour captured during the first 2 days of hospital admission. The videotape intervention, compared with a control condition, resulted in significant improvements in treatment attitudes and delusional, although not in other symptom areas.

Psychodynamic group therapy : In a small study of psychodynamic group therapy (Kanas & Cox, 1998) bipolar patients obtained higher engagement and lower anxiety conflict and avoidance ratings on a measure of group process compared with groups of schizophrenic or neurotic patients.

Social Approaches

Social approaches can be divided into 2 categories, environmental manipulation and behavioural change.

Environmental manipulation

- 1. Treatment setting:** Inpatient care is indicated for the suicidal, for those with severe or non-responsive illnesses and for those without an adequate social support network. The timing of hospitalization may be important in order not to damage further the fragile self-esteem of the individual nor to foster dependency. Some patients fear stigmatization, but this anxiety can be reduced by educating the patient about the potential benefits of being allowed space to improve current coping responses in a less stressful environment.
- 2. Life-Style Counseling** – Practical help in dealing with financial, housing and other areas may be required. A change to a less vulnerable employment may be indicated. However, reducing stress for an individual should not condemn him or her to an unfulfilling life.
- 3. Enhancing Social Support** – O'connell et al. showed that social support was the psychosocial factor most strongly correlated with a good treatment outcome. One study done in our institute (Singh & Nizamie, 1991) confirmed this finding, and also found that in our population, the 'mother' is the most important role relationship from whom the highest average actual or ideal support is available to bipolar affective disorder patients. These studies emphasize an increasingly important role for a family support component in any treatment package. Such interventions should improve the quality of the domestic environment and reduce the level of maladaptive behaviours in the patient and relatives.

Behavioral change

- 1. Improving Coping Skills:** If exposure to specific life events cannot be reduced, it may be possible to alleviate the stress experienced by changing the meaning of the events for the individual or changing the behavioural response. At a general level, all patients will

benefit from broad-based problem solving training. Rehearsing now to act or cope with anticipated difficulties will lead to development of protective behaviours.

- 2. Social Skills Training:** Social skills training entails the patient's learning specific interpersonal skills and competencies through methods that promote the maintenance and generalization of the new or rehabilitated skills. Studies on role of social skills training in bipolar affective disorder are lacking.

Rehabilitation

10-30% of patient with bipolar affective disorder show evidence of moderate or severe social impairment. The latter is usually a consequence of affective symptoms, even if these are relatively trivial in themselves. Patients with bipolar affective disorder may suffer from some features of the negative symptom complex, like social eccentricity and isolation, and apparent lack of motivation and spontaneous activity. It is now recognized that there is a role for rehabilitation in the management of these patients.

Before instituting a rehabilitation programme, the psychosocial assessment must address the complex interaction of preexisting personal and social problems: the disruptive effects of the disorder upon self-esteem and social functioning, and the current affective psychopathology. For the majority of patients with bipolar affective disorder the primary aim of rehabilitation is to enhance personal adaptation. Shaw and Koch suggest that cognitive therapy may be useful in rehabilitating these individuals. Compared to its applications for patients with schizophrenia, vocational rehabilitation of patients with bipolar affective disorder focuses less on work performance and more on work for restoring confidence and self-esteem and enhancing feelings of mastery. Few patients with bipolar affective disorder show persistent psychotic symptoms or gross behavioural disturbance. For this group, rehabilitation interventions parallel those used for other chronic mentally ill patients. This incorporates four priority areas focussing on social skills and self-care, maximizing role performance, reducing or eliminating inappropriate behaviours and engaging the help of one close contact (who might support the individual on return to the community).

Specific considerations for special group

Children and adolescents: Psychiatric management of children and adolescents with bipolar affective disorder must be informed by an assessment of the individual's emotional, social and academic capacities and skills, as chronic mood lability and major mood episodes may interfere with normal development in these areas. Comorbid conditions such as learning problems also need to be addressed.

Elderly: Foelker et al (1986) made the first psychotherapy program for elderly bipolar patients, integrating traditional therapy approaches with psycho-education, Li level monitoring and case management. Some fear that learning based theories may have less value because older people tend to be more rigid psychologically and less inclined to change, but there is ample evidence that normal elder people can continue to learn. Family members should be instructed about the importance of maintaining adequate hydration, especially considering various fasts in our country, as dehydration can lead to Li toxicity. Other interventions include keeping the medicines in bottles with name of the medication written in big letters.

Pregnancy: Because of the risks of pharmacologic treatment, psychotherapy alone is an important alternative for female patients who are pregnant or planning to conceive. Bipolar women who are maintained on Li deserve family planning as a planned pregnancy increases

available options. Individuals with bipolar affective disorder who are considering having children may benefit from genetic counseling.

Patients exposed to recent life events: The observation has been made repeatedly that bipolar patients are sensitive to life events. One study in our institute (Singhal & Pandey, 1980) showed that 55% of subjects experienced life events before the onset of manic episode, and that the most common stress found was failure in achieving a target (examination, election), economical crises and the death of a first degree relative. Patients and their families should work with the psychiatrist to develop an understanding of the unique association for each individual patient between stressful events and the onset of symptoms; and they should be encouraged to contact the psychiatrist during such times.

Patients with associated comorbidity and complications : Patients with bipolar affective disorder remain vulnerable to other psychiatric disorders, most common being substance use disorders and personality disorders. Each of these has particular consequences and increases overall psychosocial vulnerability of the patient. So, psychosocial interventions should address these disorders also.

Conclusion

Among various psychosocial approaches described for treatment of bipolar affective disorder, evidence is most robust for the efficiency of psycho-education, family therapy, and IPSRT, while group therapy and CBT are supported by weaker evidence. The effects seem stronger for depressive symptoms, while literature on Li and anticonvulsants suggests their greater stabilizing effects on manic symptoms. Also, various psychosocial interventions help to improve patient's compliance with medications and to deal with psychosocial consequences of the illness. Thus, mood stabilizers and psychosocial interventions are complementary treatment approaches that if administered conjointly will offer more efficacious, effective and lasting treatment for patients with bipolar affective disorder.

References

- American Psychiatric Association (1994) Practice guideline for the treatment of patients with bipolar disorder. *American Journal of Psychiatry*, 151 (12 suppl.), 1-36.
- Bjork, D., Steinberg, M., Lindenmayer, J.P., & Pardes, H. (1977). Mania and milieu: treatment of manics in a therapeutic community. *Hospital and Community Psychiatry*, 28(6), 431-436.
- Clarkin, J.F., Glick, G., & Haas, G. (1990). A randomized clinical trial of in-patient family intervention: V. Results for affective disorders. *Journal of Affective Disorders*, 18, 17-28.
- Davidoff, S.A., Forester, B.P., Ghaemi, S.N. & Bodkin, J.A. (1988). Effect of video self observation on development of insight on psychotic disorders. *Journal of Nervous and Mental Disease*, 186, 697-700.
- Foelker, G.A., Molinari, V., Marmion, J.J. & Chacko, R.C. (1986). Lithium groups and elderly bipolar outpatients. *Clinical Gerontology*, 5, 297-307.
- Frank, E., Swartz, H.A. & Kupfer, D.J. (2000). Interpersonal and social rhythm therapy: managing the chaos of bipolar disorder. *Biological Psychiatry*, 48(6), 430-432.
- Honig, A., Hofman, A., & Rozendaal, N. (1997). Psychoeducation in bipolar disorder. Effect on expressed emotion. *Psychiatry Research*, 72, 17-22.
- Justice, W.A., Quinto, C., Cajochen, C., & Warten, E. (1999). A rapid cycling bipolar patient treated with long nights, bed rest, and light. *Biological Psychiatry*, 43, 45, 1075-1077.

- Kanas, N. & Cox, P. (1998). Process and content in a therapy group for bipolar outpatients. *Group, 22*, 39-44.
- Mayo, J.A. (1979). Marital therapy with manic-depressive patients treated with lithium. *Comprehensive Psychiatry, 20*(5), 419-426.
- Miklowitz, D.J., Simonewi, T.L., George, E.L., Richards, J.A., Kalbag, A., Ericsson, S.N., & Suddatn, R. (2000). Family-focussed treatment of bipolar: 1-year effects of a psychoeducational program in conjunction with pharmacotherapy. *Biological Psychiatry, 48*(6), 430-432.
- Perry, A., Tarrier, N., & Morriss. R. (1999). Randomized controlled trial of efficacy of teaching patients with bipolar disorder to identify early symptoms of relapse and obtain treatment. *British Medical Journal, 16*, 149-153.
- Riba MB, Balon R. Psychopharmacology and Psychotherapy: A collaborative approach. Washington DC, American Psychiatric Press, 1999.
- Singhal, A.K., & Pande S.K. (1980). Study of psychologically stressful events in the precipitation of manic episodes. DPM Dissertation submitted to Ranchi University.
- Wehr, T.A., Turner, E.H., Shimada, J.M. Lowe, C.H., Barker, C., & Leibenluff, E. (1998). Treatment of a rapid cycling bipolar patient by using extended bed rest and darkness to stabilize the timing and duration of sleep. *Biological Psychiatry, 43*, 822-828.

Entrepreneurship, Sustainability And Poverty Alleviation: A Mini Review

Anarakali and Dr Arvind Chouhan*

Abstract

Research on poverty reduction through entrepreneurship has frequently emphasized external assist from authorities or charitable establishments. Evidence is used to argue that poverty discount via entrepreneurship is an internal manner to undertake superb actions to lessen their poverty. To conventional analyses emphasizing endogeneity and sustainability, rooted in nostalgia are proposed as some other determinant of the fulfillment of entrepreneurial poverty discount tasks. That expanded theoretical framework gives a polished and deeper expertise of ways poverty discount through entrepreneurship succeeds or fails. This paper is an attempt to review entrepreneurship, sustainability, poverty alleviation and role of small scale industries.

Keywords: Poverty reduction · Entrepreneurship · Motivation · Social networks · Sustainability·

Introduction

The word entrepreneur is a French verb "entrepredre" which indicates, "to include". In the mid sixteenth century, the Frenchmen who looked after out and drove military endeavors have been alluded to as "commercial enterprise man or woman". For Cantillon, entrepreneur became any individual who is enthusiastic about physical games and made installments to owners of creation processing plants in desire for doubtful receipts and become bearing non-insurable risks (Aitken, 1965).

The area of business enterprise inquire about has prolonged impressively finished the preceding two years. Notwithstanding this development, go with the flow of corporation is at the simple stage and is very divided. The hypothetical establishments of entrepreneurship are still on the pre-worldview set up. There is a nonattendance of all around organized and whole system regardless of the presence of various reasonable fashions. The bury affiliation of serial entrepreneur forerunners in the speculations of enterprise does no longer appear to be extremely strong, therefore the logical and prescient depth of the modern-day entrepreneurial hypotheses are restricted. As indicated through PerryMan, M.R (1982), enterprise inquire approximately is by and by portrayed by means of the nonappearance of both a conclusive association of statutes and an all around mentioned strategy system. He additionally expounds that entrepreneurial research is in its developmental degrees and is like 'regular technological know-how' period of the Kuhnian Scientific structure.

Sociologists don't forget the entrepreneur as a component entertainer referring to the part predicted by using most people. Diverse social orders are portrayed by way of diverse traditions and taboos, prizes and restrictions ethnic traits and teenager elevating practices, nationalistic country of thoughts and enthusiastic coaching and distinct morals. As indicated by way of Marris (Priyadarshi, 1997), to collect or reassemble from what is obtainable notably strong kind of innovative electricity, to perceive what others have overlooked, affectability to business and social condition and entrepreneurial bravery are the additives

* Department of Sociology & Social Work, Barkatullah University, Bhopal (India)

that make a business visionary. MSEs are lengthy recognized as essential automobiles of monetary diversification, income era and distribution, and accelerating the economic system of a rustic (Munira, 2012). They also can assist to gain a more equitable distribution of the benefits of economic boom and thereby assist alleviate some of the problems associated with choppy earnings distribution, employment advent, business improvement, rural improvement, poverty remedy, task advent, to discover and make the most market possibilities, and export increase to offer the premise for medium and huge scale corporations (Zemenu and Mohamed, 2014).

Because of restrained growth in employment prospects inside the public area and declining absorptive ability of the rural sector, the numbers of recent process seekers are turning to micro and small firms (MSEs). The authorities are focusing at the micro and small businesses basically because of their contribution in lowering poverty and unemployment becomes better than other sectors. Even more emphasizes is on micro and small organizations than medium and large corporations. The government had been assisting their MSEs extensively through many distinctive programs, with subsidized credit score schemes, monetary assist, developing advertising and marketing link, presenting unfastened displaying location, loose manufacturing and operation place, promotion and so forth (Amare and Raghurama, 2017).

The Characteristics of Entrepreneurs

Academic studies have highlighted the extensive similarities among women and men in their traits and motivations to start a commercial enterprise. Differences may be visible in: the relative teenagers of women enterprise owners; girls' propensity to start companies in retailing and offerings industries; women's lack of previous work enjoy, training and commercial enterprise experience; and girls' desire to begin organizations as a means of circumventing the 'glass ceiling'. Increasingly, studies into the characteristics and motivations of women marketers are turning into more specialized. In particular, three sub-topics can be diagnosed. These are variations in mental characteristics of males and females, social heritage and business variations of men and women, links between entrepreneurial motivations and the labour market. Research investigating differences in mental traits both among woman and male marketers and among girl entrepreneurs and non-entrepreneurs has revealed few differences. Despite this, the search for variations in psychological characteristics remains a famous, albeit many believe a fruitless, theme. Research has revealed many social history and commercial enterprise variations among males and females. While conflicting evidence emerges with reference to differences in instructional levels, own family history and position, ethnicity and so on, maximum research files the youthfulness of girls enterprise proprietors as compared with men, and the novelty in their organizations. These findings have been consistent across many studies, no matter United States of beginning. European researchers, mainly, have sought to establish hyperlinks among girl's motivation to start up companies and their normal function within the labour market. Many studies have speculated that lady entrepreneurship occurs due to character girls in search of to advantage manipulate over their careers following a lack of progression associated with the 'glass ceiling'.

Role of Small Scale Industries

Micro and Small scale corporations are normally seemed because the engine of financial growth, poverty discount and equitable earnings distribution in growing economies like Ethiopia. It is the second largest employment generating quarter next to agriculture in Ethiopia. It had been playing an crucial position for achieving its improvement goals, growth

profits and domestic saving, equitable distribution of income, better utilization of nearby useful resource, growth of large industries, achievement of monetary independence, improve performance and production of goods and services that satisfy the simple wishes of the poor. It has additionally essential for their more utilization of neighborhood raw materials, growth tax revenue of the authorities, adoption of appropriate technology, increasing revenues, growth saving or earnings to the character, merchandising of gender empowerment, growing socio-monetary growth, more advantageous widespread of residing, macroeconomic balance, quick manufacturing response, innovation, reducing fees, participate in rural and concrete improvement, improvement of entrepreneurship, mobilization of nearby savings, linkages with bigger industries, provision of nearby stability with the aid of spreading investments more frivolously, provision of road for self-employment and provision of possibility for schooling managers and semi-skilled workers (Akugri, et al., 2015).

Even if MSEs are contributing lots for poverty comfort, there are troubles which avoid for the enlargement of micro and small enterprise. These are: lack of get entry to to begin up finance, lack of operating capital, loss of availability of enter on time or lack of uncooked cloth, loss of enjoy, lack of enjoy, insufficient aid from Government, lack of access for education, hassle of skilled guy energy, insufficient credit help, lack of production/market area, lack of adequate infrastructure, loss of get right of entry to for schooling, lack of suitable information, lack of right institutional aid, a couple of tax and levis or unaffordable tax, corruptions, mismatch between jobs to be had and larger range of recent graduates, inadequate managerial skill, policy inconsistency and government bureaucracy, high interest charges for borrowing, unfavorable situations from MSE facilitators and lack of get admission to suitable era. Generally, now an afternoon MSEs are widely identified as the most reliable financial improvement and increase, poverty discount, income era and employment creation. MSEs occupy outstanding function in an effort to achieve the above goal. So without MSEs no country can gain a feasible monetary growth and discount of poverty. Inadequate credit help, lack of get entry to begin up finance, problem of skilled guy power, excessive hobby for borrowing and lack of production/marketplace location are the essential aspect which prevent for the expansion of micro and small enterprises. So attention must receive to those problems with a view to enhance the established order and function of MSEs for poverty remedy (Ekpeyong, and. Nyong, 1992).

Poverty reduction through entrepreneurship: incentives, and sustainability

Poverty reduction is a center topic of entrepreneurship research, however whether and how entrepreneurship reduces poverty nonetheless remains beneath-explored within the business literature. The initial definition of poverty refers to a lack of meals, little engagement in social activities, and a general loss of sources for retaining minimal residing conditions. That definition specifically emphasizes agencies' lack of fabric resources (Pearce 2005). By the 1980s, students had come to include health, lifestyles expectancy, and literacy of their definitions of poverty (Lanjouw et al. 2001). For the last decades, the World Bank has endorsed all nations to perform poverty checks and lecturers have paid extra interest to profits volatility (vulnerability) and the political rights (voice) of the negative (Narayan 2000). Sen has argued (Sen 1981) that the actual that means of poverty is the inability or lack of opportunity to generate profits. Poverty approach that negative human beings lack the capacity to create and hold "normal" lives (Bruton et al. 2013; Navajas et al. 1998). So in addressing poverty it's far vital to no longer best address the fabric deficiencies of the poor, however also to assist them build a capability to create and hold normal lives. This

need has regularly been overlooked. While the effect of entrepreneurship in promoting financial improvement appears and reducing poverty is pretty glaring, 3 crucial deficiencies in preceding studies restriction our knowledge of the techniques involved. First, despite the fact that the underlying mechanisms thru which entrepreneurship promotes economic improvement and reduces poverty in emerging economies has gained growing scholarly interest in latest years (Bruton et al. 2013, 2014), the process nevertheless remains below-explored. This is in part due to the particularly sophisticated felony machine linking rising and evolved economies. Western scholars have tended to emphasize the development of organizations underneath a gadget persisting for lengthy time frame. The great majority of bad areas in rising economies have the hazards innate to their natural surroundings and relatively low or even inert population excellent, which is very different from the state of affairs of in Western international locations. In other phrases, it's been assumed that entrepreneurship ought to benefit from incredibly developed institutional framework or a homogenous state of affairs. However, such stipulations are obviously not feasible in many rising financial system situations, so the need for them has been increasingly more challenged via pupils in current years. A associated weakness in existing concept arises from inattention to exogenous and endogenous elements accountable for giving entrepreneurship a push or pulls effect on poverty. Although the legal guidelines and rules in lots of rising economies are still beneath production, governments in such economies have sometimes followed an aggressive stance in enforcing institutions which encourage grassroots startups and may lessen poverty. A proper example is China's marketing campaign for mass entrepreneurship and innovation.

Conclusion

This review has emphasized that entrepreneurship is a key component in assessing the success of poverty comfort initiatives. It is not receiving sufficient attention. Future research might fruitfully make bigger the concept of sustainability beyond monetary growth to different factors including environmental sustainability. Small scale enterprises have pulled many rural areas out of poverty, but the central authorities are now shutting it down due to the environmental degradation worried. Core elements along with assets and capabilities may also have an effect on the sustainability of enterprises in the end. Research elucidating those relationships in a generalizable way might help entrepreneurial activities increase sustainably.

References

- Aitken H.G. 1965.** Entrepreneurship Research: the history of an intellectual innovation, in H.G. Aitken (Ed), Exploration in Enterprises Cambridge: Harvard University Press.
- Akugri, M.S., Bagah, D.A. and Wulifan, J.K., 2015.** The contributions of small and medium scale enterprises to economic growth: A cross-sectional study of Zebilla in the Bawku West District of Northern Ghana. *European Journal of Business and Management*, 7(9), p.262-274.
- AmareAbawa and Prof. A. Raghurama. 2017.** Micro, Small and Medium Enterprises (MSMEs) Development Strategies in Ethiopia: IRACST – International Journal of Commerce, Business and Management (IJCBM), 6(1) ISSN: 2319–2828
- Bruton, G. D., Ahlstrom, D., & Si, S. 2014.** Entrepreneurship, poverty, and Asia: Moving beyond subsistence entrepreneurship. *Asia Pacific Journal of Management*, 32(1), 1–22.
- Bruton, G. D., Ketchen, D. J., & Ireland, R. D. 2013.** Entrepreneurship as a solution to poverty. *Journal of Business Venturing*, 28(6), 683–689.

Ekpeyong, D.B. and Nyong, M.O. 1992. Small and Medium Scale Enterprises Development in Nigeria. Seminar paper on Economic Policy Research for Policy Design and Management in Nigeria.

Lanjouw, P. F., Pradhan, M. P., Saadah, F. 2001. Poverty, education, and health in Indonesia: Who benefits from public spending? Policy Research Working Paper 64.

Munira Sherefa. 2012. Performance of Micro and Small Enterprises and their Role in Enhancing Local Economic Development: A Case Study in Gullele Sub City of Addis Ababa.

Narayan, D., Patel, R., & Schaft, K. 1999. Can anyone hear us? Voices from 47 countries. Washington, DC: Poverty Group, PREM.

Navajas, S., Schreiner, M., & Meyer, R. L. 1998. Microcredit and the poorest of the poor: Theory and evidence from Bolivia. *Economics & Sociology Occasional Papers*, 28(2), 333–346.

Perryman, M.R. 1982. 'Commentary on research in the field of entrepreneurship', in C.A. Kent, D.L. Sexton & K.H. Vesper eds *Encyclopedia of Entrepreneurship*, Prentice-Hall, Englewood Cliffs, New Jersey, pp. 377-378.

Priyadarshi H (1997). A study of enterprenership development in tribal regions: A Comparative Analysis, *Journal of Enterprenership*, 4(1); 21-29.

Sen, A. 1981. Poverty and famines: An essay on entitlement and deprivation. *Economics*, 50(1), 200–201.

Zemenu Aynadis and Mohammed Nure. 2014. Determinants of Growth of Micro and Small Enterprises in Ethiopia: A Case of MSEs in Mekelle City, Tigray. *International Journal of Advance Research in Computer Science and Management Studies*, 2 (6), p.149-157.

Violence Against Women In Indian Society And Role Of Government

IRFAN ASHRAF BHAT*

RAYEESA AKHTER**

Abstract

Indian Society has constantly worshipped ladies and has respected her like deity. Numerous female divinities Saraswati, Durga, Laxmi, Kali and so on, are adored the nation over. As indicated by the Mahabharat by loving the women one essentially loves the goddess of flourishing. On the darker side, the male centric framework has proceeded since the period of Rig Veda. Traditions and qualities were made by men to support men. Ladies endure this separation peacefully. However, this is a surprising insight since the popular media is rife with news of rapes, which appear to be the most rampant and high profile of all the crimes. No other crime has been given as much attention in the media than Rape, with a significant increase in the last few years owing to cases like the Delhi Gang Rape, Scarlett Keeling Case in Goa, etc. which made international headlines. The paper will highlight various issues of women's violence in India and its solutions.

Keywords: violence, women, India, crime, government, solutions

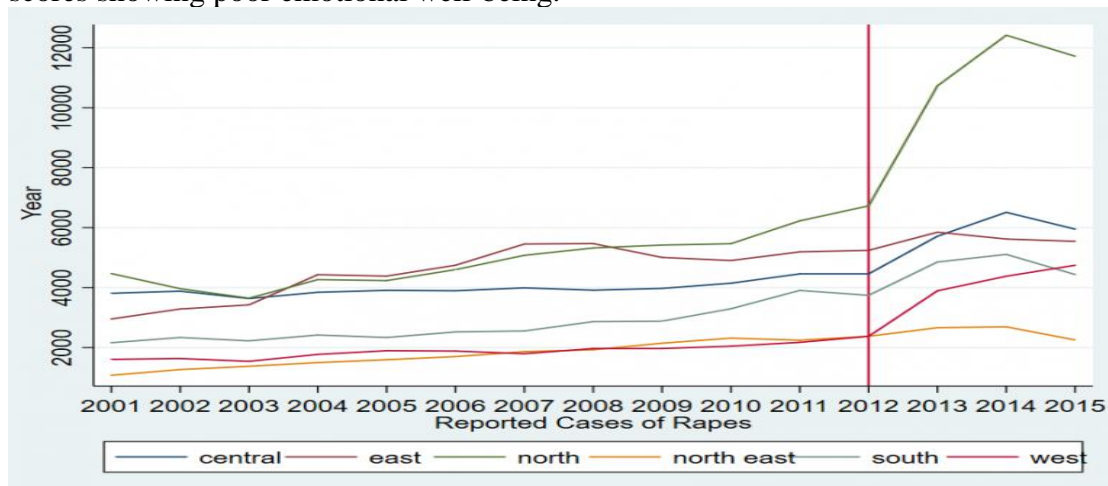
Introduction

The Indian women have been made to receive opposing parts. The status of women is evoked to guarantee that ladies adequately assume their customary parts of nurturance as girls, moms, spouses, and little girl's in-laws. Then again, the generalization of "a frail and vulnerable women" is encouraged to guarantee finish reliance on the male sex [1-3]. Savagery against ladies happens for the duration of the existence cycle from pre-birth, outset, youth, pre-adulthood, adulthood to senescence [4]. Most of the information are accepted to be untrustworthy the same number of cases go unreported. Instances of viciousness against ladies are consistently expanding in the nation. As indicated by the National Crime Record Bureau, India, there is one endowment demise in the nation each 78 h, one demonstration of lewd behavior each 59 min, one assault each 34 min, one demonstration of torment each 12 min and just about one in each three wedded ladies experienced household violence [5]. Concentrates from India announced savagery in 19– 76% of ladies (75% [6] – 76% [7] in bring down standing ladies; 42– 48% in Uttar Pradesh and 36– 38% in Tamil Nadu; [8] and 19% of every a urban ghetto network of childless women.[9]) In Western India, 15.7% pregnancy-related passing's in the network arrangement and 12.9% in the healing facility arrangement were related with household violence.[10] In Uttar Pradesh, 30% men detailed beating wives.[11] 22% of women of childbearing age from a potter network were physically struck. 34% of those physically attacked required restorative attention [12]. The population based, multicenter based communitarian venture of the investigation of manhandle in the family condition (India-study of mishandle in family condition) was built up in seven locales in India.[13] It took a gander at the relationship with poor psychological well-being. A sum

* Government Hamidia Arts and Commerce College (Barkutallah University Bhopal India)

** Department of Sociology, Jiwaji University, Gwalior, Madhya Pradesh, India

of 9938 ladies took an interest (from provincial, urban ghetto, urban nonslum regions). 40% revealed encountering any viciousness amid their marriage. 56% had self-report survey scores showing poor emotional well-being.



Region-wise break up of reported cases of rape over 2001-2015. Source: NCRB Aggressive Behavior At Home

The house is frequently compared with an asylum, a place where people look for adoration, wellbeing, security and safe house. For a few ladies, the house is a place that risks lives and breeds the absolute most extreme types of viciousness executed against young ladies and ladies. Brutality is normally executed by guys who are, or who have been in places of trust and closeness and power e.g. spouses, fathers, fathers-in law, stepfathers, siblings, uncles, children, or different relatives. The Protection of Women from Domestic Violence Act (PWDVA), 2005[14] characterizes abusive behavior at home as any demonstration, oversight or commission or lead of the respondent, which incorporates risk or real mishandle. In the 1996 overview of 6902 men in the territory of Uttar Pradesh, up to 45% of wedded men recognized physically manhandling their wives.[4] The National Health Survey directed under the stewardship of the Ministry of Health and Family Welfare, announced that >1/3 of ladies (34%) between the ages of 15– 49 years have encountered spousal physical violence.[15] The antagonistic wellbeing results that ladies encounter because of brutality are colossal with physical, regenerative and sexual and emotional wellness results. In a network based examination including 450 ladies in Gujarat,[16] 42% experienced physical beatings and sexual manhandle, and 23% encounters injurious dialect, belittlement and dangers. It is fascinating to take note of that 56% ladies conviction that spouse beating is defended.

The International Center for Research on Women (ICRW) in various focuses in India detailed that 85% of men concede they had enjoyed vicious conduct against their spouses at any rate once in most recent a year. 57% of men confessed to have sexual mishandle with their spouses. 32% of men confessed to submitting savagery on their pregnant spouses. The men enjoyed viciousness to set up their control over the weaker sex. Unpretentious and treacherous types of viciousness incorporate rehashed mortification, affronts, constrained disconnection, and confinements on social versatility, the steady danger of brutality and damage, and refusal of monetary resources [17].

Inappropriate Behavior At Work Place

A social laborer was pack assaulted by a gathering of the high society, powerful men, since she had endeavored to stop the act of youngster marriage. The blamed was vindicated by the preliminary court. This propelled a few ladies' gatherings and NGOs to record an appeal to in the Supreme Court under the aggregate stage of (Vishaka and others versus Province of Rajasthan and others).[18] It is a point of interest case as it was the reason for Supreme Court rules on inappropriate behavior at work environment.

Related Violence

The deep rooted routine with regards to share has held on and driven numerous ladies to suicide.[19] In 50 locale court judgments, 1987– 1989, Maharashtra, West India, there was endowment related brutality. 120 instances of settlement passing's and 20 instances of purposeful damage identified with share were distinguished. There were purposeful wounds, including physical viciousness (59%), mental torment 28%, attack by relatives and perversity (10%), and keeping 3%.[20] The causes from death in the ladies who kicked the bucket were: Burns 46% and suffocating 34%. It is significant that the ladies were extremely youthful 88% beneath 25 years; 58% of them were childless, and 22% had just female children.[20] Harassment by in-laws on issues identified with endowment rose as a hazard factor for poor psychological well-being. It is normal for the Indian setting.[13] Dowry related savagery is on the ascent in India. In excess of 5000 ladies are executed every year by their spouses and in-laws, who consume them in "incidental" kitchen fires if their progressing requests for settlement when marriage are not met. On a normal five ladies daily are scorched, and numerous more cases go unreported [4].

Reasons For Violence Against Women: Risk Factors

a. Mental illness

Standard utilization of liquor by the spouse has been firmly connected with poor psychological wellness of women.[13,21] Alcohol has reliably risen as a hazard marker for accomplice brutality that is uncommonly steady over a scope of settings[22] for a wide range of violence.[23] Alcohol works as a situational factor, improving the probability of viciousness by diminishing hindrances, obfuscating judgment and weakening a person's capacity to decipher cues.[24] Others morbidities, for example, bipolar turmoil, neurotic schizophrenia, preposterous and solitary identity issue make the man more defenseless against carry out sexual violations. There has been authenticated from numerous criminological cases (Bobbitt, Manu Sharma, Nirbhaya and so forth.) that liquor was the shared factor in savagery against ladies.

b. Socio-demographic factors

Man centric society has been referred to as the primary driver of viciousness against ladies. Mid (15– 19 years; [25] 10– 19 years), [26] and youthful age (31– 39 years), [26] illiteracy, [26] combined with low level of training, poor financial status, [13,16] ladies with no wage of their own,[16] and urban domicile[23] have been referred to as hazard factors for abusive behavior at home. Ladies occupied with independent company and cultivating will probably be mishandled than ladies who were housewives or who had word related status equivalent to that of husbands.[23] Where ladies have a higher financial status than their spouses and are viewed as having adequate capacity to change conventional sex parts, chance for viciousness is high.[23,27] Unmarried,[26] isolated or separated from status or being in a live-in relationship[23,25] have been accounted for to be related with brutality against ladies.

c. Family factors

Introduction to brutal physical train amid youth and seeing the dad beating the mother amid adolescence is an indicator of exploitation and execution of viciousness against his better half in adulthood.[13,16,21] Childlessness,[28] longer conjugal span, having more youngsters, more distant family and substantial family measure have been related with exploitation and execution of local violence.[13] likewise, the deep rooted custom of settlement and presents for spouse and in-laws has been observed to be emphatically identified with savagery against ladies in India.[13,21,23]

d. Women with psychological sickness

Ladies with serious psychological sickness are alienated on three records, the female status, psychosis and isolated/separated from status, which together constitute the triple tragedy.[29] For some ladies, it is a hopeless scenario. They are neither needed at guardians' homes nor at their spouses' homes. These ladies are vulnerable and experience the ill effects of a large number of stresses that are remarkable to Indian culture [30], for example, fractional abandonments, compelled to live with the spouse she detests, not being conceded consent to enter her own particular home, being sent back to her folks each time her side effects increment, guardians being compelled to pay for her medicinal costs, not permitted to take her solution and so forth.

The circumstance as for marriage of ladies with psychological maladjustment in India is not charming. It has been appropriately portrayed as the "Indian paradox" by Sharma and Tripathi.[31] All ladies must wed independent of the nearness of psychological sickness. It is conceivable to wed ladies with psychological instability, now and then notwithstanding when there is dynamic psycho-pathology, on the grounds that most relational unions are organized, and usually conceivable to bait the other party with a nice looking endowment. Regardless of savagery being dispensed to these ladies, they make berserk endeavors for compensation of marital rights instead of for detachment or divorce [31].

e. Female genital mutilation

Two million/year experience female genital mutilation (FGM) on the planet. It happens in 28 nations in Africa, in a few districts of Asia and the Middle East and in certain migrant networks in North America, Europe, and Australia. FGM can prompt demise, barrenness, and long haul mental injury joined with expanded physical enduring.

f. Acidic assaults

In Bangladesh, it evaluated that there are more than 200 corrosive assaults every year. Sulfuric corrosive assaults have risen as a shabby and promptly available weapon to distort and in some cases murder ladies and young ladies for reasons as changed as family fights, failure to meet settlement requests, and dismissal of propositions to be engaged.

g. Killing for the sake of family respect

In a few nations of the world including Bangladesh, Egypt, Jordan, Lebanon, Pakistan, Turkey, and India, ladies are slaughtered to maintain the respect of the family because of shifted reasons, for example, charged infidelity, pre-marriage relationship (with or without sexual relations), assault, experiencing passionate feelings for a man the family opposes, which legitimize a male individual from the family to execute the lady concerned. It is somewhat irritating that in specific nations (Jordan) the reformatory laws administering such violations are merciful if the individual perpetrating the wrongdoing is underneath the age of 18 years. In India respect killings give off an impression of being on the ascent.

h. Early relations

Early marriage with or without the assent of the young lady, constitutes a type of brutality as it undermines the wellbeing and self-governance of a large number of young ladies. About 12% were hitched by age 12, 26% by age 15, and 24% hitched by age 18.[16] The lawful least age for marriage is normally lower for females when contrasted with guys. In numerous nations, the base legitimate age for marriage with parental assent is significantly lower, than without it. In excess of 50 nations permit marriage at 16 and underneath with parental consent [4].

i. Socio-cultural elements disfavoring ladies

Generalizations of sexual orientation parts have proceeded over the ages. The essential parts for ladies have been marriage and parenthood. Ladies must wed in light of the fact that an unmarried, isolated or separated from status is a disgrace. The custom of endowment is as yet pervasive in Indian relational unions. Marriage can't be broken down. In the settlement of marriage, it is for the most part guaranteed that the lady is more youthful, nonworking, and less taught than her better half. Along these lines, the "sibling sister" or "father-girl" demonstrates proceeds into marriage with the spouse having the privilege to command and teach his significant other. After marriage the young lady needs to go to her better half's home, never to come back to her parent's place. At her significant other's place, she needs to acknowledge the overall standard of a substandard status of the "Bahu" (little girl in-law), which implies she ought to change and be tolerant and conscious toward all individuals from the family, including those considerably more youthful to her. She ought not reveal her issues to anybody outside the home, nor take assistance from outside (not by any means guardians). Spouse is given a perfect status. Relatives favor the spouse "*Suhagvati raho*" (may your significant other live long), or "*Phalo puto*" (may you bear organic products [children]); not the wife. She ought to expedite cash and blessings from guardian's different celebrations. She has nothing of her own. Without spouse life has no importance for her. Despite the fact that the act of Sati has declined, implemented widowhood is as yet pervasive. These socio-cultural variables have proceeded throughout the years and have put ladies in danger for different types of mishandled.

j. Modernization

Mobiles, ipads, TV, PCs, web have turned into the request of the day. Ladies are moving out of the houses all the more uninhibitedly and there is free blending of the two sexual orientations. "Form, Drink, Dine and Make Merry" or "You live just once" culture is being advanced among the adolescent. TV and silver screens are depicting sexual material for profiting. Obscene material is effortlessly accessible to numerous on the web and through different ways.

k. Late relational unions

Relational unions are being deferred for different reasons with a pattern toward getting hitched around 30, or even later.

l. Legal and law requirement hardware

A harsh, wasteful, degenerate and unaccountable legal framework and law implementation apparatus neglects to dissuade against different types of wrongdoings.

m. Decrease in good and religious qualities

Population explosion

Increase in population prompts numerous sorts of stresses, which by implication add to the danger of savagery against ladies.

What Has Been Done

i. Administrative reaction

Worldwide: There are various global Instruments to control brutality against ladies. The United Nations General Assembly determination supported the earnest requirement for the all inclusive utilization of ladies' privileges of correspondence, security, freedom honesty and poise. Article 55 and 56 of United Nations contract cast a legitimate commitment on United Nations association to advance regard for correspondence and human rights.

ii. Local legitimate cures in India

Distinction in treatment amongst people by the state is completely disallowed on grounds of religion race, rank, sex or place of birth. Article 21 is on appropriate to live; ideal to live with human poise.

The National Commission for Women: It was set up as a statutory body in January 1992 under the National Commission for Women Act, 1990 to audit the sacred and lawful protections for ladies; prescribe healing administrative measures, encourage change of complaints and prompt the Government on all strategy matters influencing ladies. The legislation relating to violence against women comprises the Indian Penal Code (IPC), civil law and special laws.

iii. Dowry and dowry death

The Dowry Prohibition Act (DPA), 1961 applies to all people, Hindus, Muslims, Christians, Parsis and Jews. Giving, taking or abetting the giving or taking of dowry is an offence, which is punishable. Several states (Bihar, West Bengal, Orissa, Haryana, Himachal Pradesh, and Punjab) amended the DPA to give it more teeth. The law was found to fail to stall the evil.

iv. Abetment of suicide:

If any person commits suicide, whoever abets the commission of such suicide shall be punished with imprisonment of either description for a term which may extend to 10 years and shall also be liable for fine (306 IPC).[38] 113-A of Indian Evidence Act, 1872, relates to the presumption as to abetment of suicide. The offences of dowry and abetment of suicide are cognizable, nonbailable and noncompoundable.

v. Sexual offences

A man is said to have committed rape if he has sexual intercourse with a woman against her will and consent; or with her consent when the man knows that he is not her husband or when she thinks that he is her lawful husband; or with her consent when she is of unsound mind or is intoxicated by herself or the man. However, sexual intercourse by a man with his own wife, the wife not being under 15 years, is not rape (375 IPC). The latter provision seems deficient as it does not include marital rape.

vi. Protection of Women From Domestic Violence Act, 2005:[14]

The Protection of Women From Domestic Violence Act (PWDVA), 2005 was enacted to provide for more effective protection of the rights of women guaranteed under the constitution who are victims of violence of any kind occurring within the family and for matters connected thereto. It recognizes 4 types of domestic violence: Physical, verbal, and emotional (including not having a child or a male child, marrying without consent), and economic (including violence related to stridhan, dowry, property) and sexual (includes sexual abuse and marital rape).

Solutions

Reaction in the form of declaration of increased punishment is largely an appearance of helplessness and frustration. The prominence should be on prevention and rehabilitation.

Legislation by itself would not suffice because aggression against women is a deep rooted social problem. It is worth quoting late Prime Minister, Jawaharlal Nehru, who remarked: "Legislation cannot by itself normally decipher deep rooted social problems. One has to approach them in other ways too, but legislation is necessary and essential and hence that it may give that push and have educative factors, as well as the legal sanctions behind it, which help public belief to be given a certain shape." Women cannot solve the problems by themselves. Women should understand men and men should understand women. Both should work together to eradicate the menace.

References

1. John and Lorena Bobbitt. [Last accessed on 2014 Oct 05]. Available from: http://www.en.wikipedia.org/wiki/John_and_Lorena_Bobbitt .
2. Mishra A. My story. *The Week*. 1999;17:38–43.
3. Thara R. A Study of Disabled Women. Chennai (India): SCARF; 1997-1998. A study of mentally ill disabled women who have been separated/divorced.
4. Florence: Innocenti Digest, No 6. UNICEF Innocenti Research Centre; 2000. United Nations International Children's Emergency Fund (UNICEF). Domestic Violence Against Women and Girls. Magnitude of Problem; pp. 4–7.
5. National Crime Record Bureau, Crime in India, 1997, Ministry of Home Affairs. 2000
6. Mahajan A. Instigators of wife beating. In: Sood S, editor. Violence Against women. Jaipur (India): Arihant Publication; 1990.
7. Mahajan A, Madhurima O. New Delhi: Deep and Deep Publications; 1995. Family Violence and Abuse in India.
8. Jeejebhoy JS. Wife-beating in rural India: A husband's right? evidence from survey data. *Econ Polit Wkly*. 1988;11:855–82.
9. Bhattacharya S, Pratinidhi KA. A community based study of infertile women from urban slum. *Indian J Matern Child Health*. 1994;5:15–6.
10. Ganatra BR, Coyaji KJ, Rao VN. Pune (India): KEM Hospital Research Centre; 1996. Community Cum Hospital Based Case-Control Study on Maternal Mortality: A Final Report.
11. Narayana G. New Delhi: Published by WHO; 2000. Family violence, sex and reproductive health behavior among men in Uttar Pradesh, India: Policy Project, New Delhi: The Futures Group; 1996. Quoted in Women of South East Asia: A Health Profile.
12. Rao V. Wife-beating in rural south India: A qualitative and econometric analysis. *Soc Sci Med*. 1997;44:1169–80.
13. Kumar S, Jeyaseelan L, Suresh S, Ahuja RC. Domestic violence and its mental health correlates in Indian women. *Br J Psychiatry*. 2005;187:62–7.
14. Allahabad (India): Ekta Law Agency; 2007. The Protection of Women from Domestic Violence Act, 2005. Diglot Edition.
15. Vol. 1. Mumbai (India): International Institute for Population Statistics (IPPS) an Macro International; 2007. National Family Health Survey (NHFS-3), 2005-2006.
16. Nambi S. 1st ed. Chennai: Manushanthi Mental Healthcare Pvt Ltd; 2011. Forensic Psychiatry (Psychiatry and Law) Indian Perspective. Psychosocial and Legal Aspects of Domestic Violence.
17. Washington (USA): ICRW; 2001. The International Centre for Research on Women. Domestic Violence in India II: Exploring Strategies, Promising Dialogue. ICRW Information Bulletin; pp. 1–8.

18. Vishakha and others V. State of Rajasthan and others, AIR 1997 SC 3011 at 3012, 3013. 1997. [Last accessed on 2014 Oct 21]. <http://www.indiankanoon.org/doc/1031794/>
19. Kumari R. New Delhi (India): Radiant; 1989. Brides are not for Burning: Dowry Victims in India.
20. Seshu MM, Bhosale V. Sangli, Maharashtra, India: Meena Seshu; 1990. Imprisoning Womanhood: A Report of Death and Desertion and of Women in Sangli district; p. 62. In: Women of South-East Asia, a Health Profile. Issue 34 of WHO regional publications: South-East Asia series. New Delhi: World Health Organization, Regional Office for South-East Asia; 2000.
21. Jeyaseelan L, Kumar S, Neelakantan N, Peedicayil A, Pillai R, Duvvury N. Physical spousal violence against women in India: Some risk factors. *J Biosoc Sci.* 2007;39:657–70.
22. McCauley J, Kern DE, Kolodner K, Dill L, Schroeder AF, DeChant HK, et al. The “battering syndrome”: Prevalence and clinical characteristics of domestic violence in primary care internal medicine practices. *Ann Intern Med.* 1995;123:737–46.
23. Babu BV, Kar SK. Domestic violence in Eastern India: Factors associated with victimization and perpetration. *Public Health.* 2010;124:136–48.
24. Flanzer JP. Alcohol and other drugs are key causal agents of violence. In: Gelles RJ, Loseke DR, editors. *Current Controversies on Family Violence*. Thousand Oaks, CA: SAGE; 1993. pp. 171–81.
25. Geneva: World Health Organisation; 2005. World Health Organisation. WHO Multi-Country Study on Women/s Health and Domestic Violence Against Women: Summary Report of Initial Results on Prevalence, Health Outcomes and Women's Responses.
26. Sarkar M. A study on domestic violence against adult and adolescent females in a rural area of west Bengal. *Indian J Community Med.* 2010;35:311–5.
27. Koenig MA, Ahmed S, Hossain MB, Khorshed Alam Mozumder AB. Women's status and domestic violence in rural Bangladesh: Individual- and community-level effects. *Demography.* 2003;40:269–88.
28. Koenig MA, Stephenson R, Ahmed S, Jejeebhoy SJ, Campbell J. Individual and contextual determinants of domestic violence in North India. *Am J Public Health.* 2006;96:132–8.
29. Sharma I, Tripathi CB. Hindu marriage Act, psychotic illness and women: The Indian paradox. In: Sharma I, Tripathi MN, editors. *Varanasi (India): Mahaveer Press; 2009.* pp. 317–26.
30. Sharma I, Pandit B, Pathak A, Sharma R. Hinduism, marriage and mental illness. *Indian J Psychiatry.* 2013;55:S243–9.
31. Sharma I. *Souvenir Echo* le. Kovalam, Thiruvananthapuram: Indian Association of Private Psychiatry; 2011. Marriage and mental illness: Helplessness of Indian WOMEN; pp. 54–60.
32. Das PK, editor. *Universal Handbook on Protection of Women from Domestic Violence Acts and Rules*. Delhi (India): Universal Law Book Publishing Co. Pvt Ltd; 1948. Universal Declaration of Human Rights, (Relevant Provisions). Vide United Nations general assembly resolution 17A (III), dated 10th December, 1948; p. 253.

A Study On Agricultural Co-Operative Credit Society – A Literature Review

R.MOHANA*

Dr.K.KARUNAKARAN**

Introduction

Agriculture forms the backbone of the Indian economy and can also largely stand for the prosperity of the Indian economy. According to Census 2011, about 68.8 percent people lives in rural area and their livelihood depends on agriculture either directly or indirectly. The share of agriculture and its allied sectors in the gross domestic product (GDP) has come down to 14 percent in 2011-12. The sector has got potential to achieve higher growth rates and also be an engine of growth, so that growth in other sectors and overall growth rate of the economy can be achieved.

A major quantum of Indian population is engaged in agriculture and this makes agriculture as the backbone of Indian economy, it provide employment to about 50 per cent of country working force and accounts for about 13 per cent to national GDP. Being the mammoth source of income and employment for a major part of population it becomes a vast market for a spectrum of industrial products. The cooperative structure in India comprised of two parts one for the short term and medium term whiles other for long term credit. The former has a three tier structure i.e., (1) Apex Cooperative Bank at State level, (2) Central cooperative Bank at District level, (3) Primary Agricultural Credit Societies (PACS) at grass root level or village level. The PACS are the central visible face for cooperative movement in India. PACS provide credit to farmers in the form of term loans and recover the amount after harvesting of crop from the cultivator.

Farmers need funds for short periods of less than 15 months for the purpose of cultivation or for meeting domestic expenses. With this fund they purchase seeds, fertilizers, fodder for cattle and other inputs related to agriculture. They may require funds to support their families in those years when the crops have not been good or adequate for the purpose. Such short period loans are normally repaid after the harvest. The main agents for granting short term loans are the moneylenders and cooperative societies. Medium term loans are generally obtained for the purchase of cattle, small agricultural implements, etc.

Primary Agricultural Cooperative Credit Societies

A Primary Agricultural Credit Society (PACS) is a basic unit and smallest co-operative credit institutions in India It works on the grassroots level (gram panchayat and village level). Primary Cooperative Credit Societies are formed at village or town level.

A primary credit society refers to any cooperative society other than a primary agricultural credit society. It is basically an association of members residing in a particular locality. The members can be borrowers or non-borrowers.

It is a voluntary association of persons who work together to promote their economic interest. It works on the principle of self-help as well as mutual help. The main objective is to provide support to the members. Nobody joins a cooperative society to earn profit.

* Ph.D RESEARCH SCHOLAR, NEHRU MEMORIAL COLLEGE(AUTONOMOUS), TIRUCHIRAPPALLI

** ASSISTANT PROFESSOR, NEHRU MEMORIAL COLLEGE(AUTONOMOUS), TIRUCHIRAPPALLI

Role Of PACS

A co-operative credit society, commonly known as Primary Agricultural Co-operative Society (PACS) may be stated with 10 or more persons, normally belonging to a village. The value of each share is generally nominal so as to enable even poorest farmer to become a member. PACS occupy a predominant position in the co-operative structure and form its base. A Primary Agricultural Credit Society is organized at grass-root level of a village or a group of small villages. It is the basic unit which deals with rural (agricultural) borrowers, gives those loans and collects repayments of loans given. It serves as the final link between the ultimate borrowers on the one hand and higher financial agencies, namely the RBI/NABARD on the other hand.

In Tamil Nadu, there are 4474 Primary Agricultural Cooperative Credit Societies.

Functions Of Primary Agricultural Cooperative Credit Societies

- It provide credit to the farmers, distribute inputs like fertilizers and also run outlets under Public Distribution System.
- These banks provide short term and medium term credit for agriculture and allied activities.
- The short term loans are repayable within a period of 12 to 15 months and the medium term loans are repayable within 3 to 5 years.
- Crop loan is the prominent item of credit to the farmers by Primary Agricultural Cooperative Credit Societies, provided without collateral security upto 10 acres in respect of registered sugarcane growers and upto Rs.1 lakh in respect of other crops.
- The loan amount exceeding this limit is secured with mortgage of property or pledge of jewels.
- Primary Agricultural Cooperative Credit Societies also issue loans for other agricultural purposes like purchase of farm machineries and for non-agricultural purposes including loans for the purchase of consumer durables, housing loans, education loans and professional loans.

To provide marketing facilities for the sale of agricultural produce

To associate itself with economic and social welfare programmes of the village.

The Primary Agricultural Cooperative Credit Societies will also act as Paddy Procurement Centres on behalf of Tamil Nadu Civil Supplies Corporation and will procure paddy at the minimum support price announced by the Government in the non delta areas apart from Direct Purchase Centres operated by Tamil Nadu Civil Supplies Corporation. Primary Agricultural Cooperative Credit Societies will also assist the Cooperative Marketing Societies, Tamil Nadu Cooperative Marketing Federation and National Agricultural Cooperative Marketing Federation of India (NAFED) to procure the agricultural produce directly from the farmers. Primary Agricultural Cooperative Credit Societies will expand their produce pledge loan operations substantially to prevent distress sale by the farmers during peak harvest.

A Primary Agricultural Credit Society (PACS) is a basic unit and smallest co-operative credit institutions in India. It works on the grassroots level

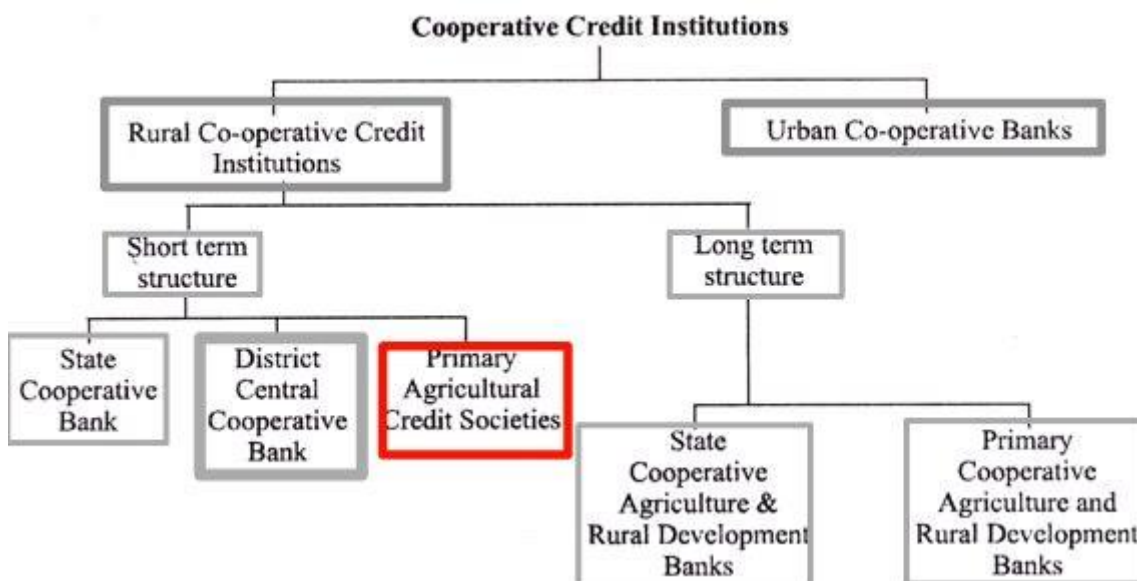
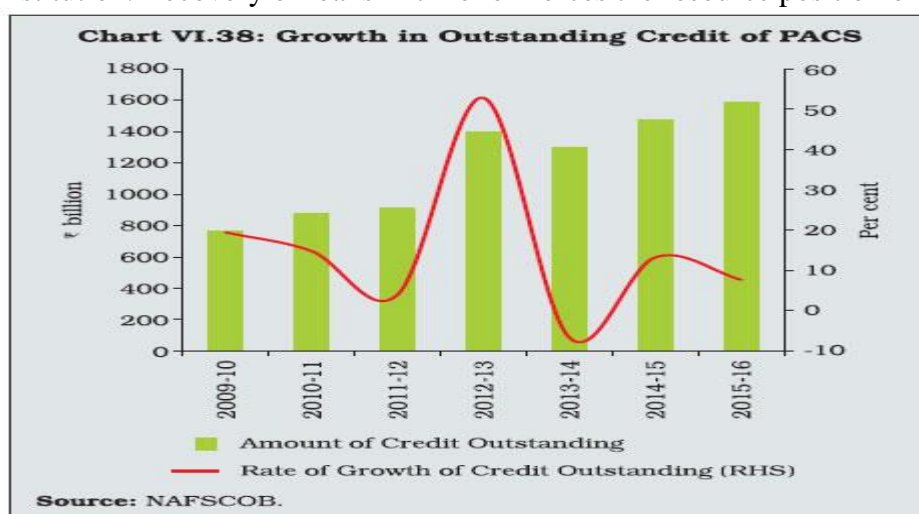


Figure: 1 Primary Agriculture Credit Society

In the field of cooperation, the Primary Agricultural Credit Societies (PACS) provide mainly short term and medium term loans. Since, PACS perform at grass-root level, have direct contact with the rural people and meet the financial requirements of more than 121 million members in 2010-11. The problem of loan overdue is matter of serious concern, as it affects the recycling of funds and credit expansion on the one hand and economic viability of the lending institutions, specially the cooperatives and the Regional Rural Banks, on the other. Agricultural credit and recovery should go hand in hand. These two aspects are interlinked, mutually dependent and indivisible. Hence, the credit service embraces loan advancement along with its recovery in time. Performance of the loan recovery is considered as an index of evaluating the operational efficiency and organizational proficiency of a financing institution. Recovery of loans in time reinforces the resource position of cooperatives.



Credit co-operatives, comprising of urban co-operative banks (UCBs) and rural co-operative credit institutions, were formed as exclusive institutions to meet specific developmental objectives embodied in the extension of formal financial services to villages and small towns in India. Their geographic and demographic outreach plays a pivotal role in credit delivery

and inclusiveness in the financial system. Yet their share is relatively small in the bank-dominated Indian financial system. At the end of March 2016, the assets of rural and urban co-operatives taken together were 10.6 per cent of the total assets held by SCBs.¹ There were 1,562 UCBs and 94,384 rural co-operatives, including short-term and long-term co-operatives, at end-March 2017. Rural co-operatives accounted for a predominant share in the assets of the co-operative sector.

Emergence Of PACS

Based on the recommendations of a committee appointed by the Government under the chairmanship of Edward Law, the Cooperative Credit Societies Act took its birth on 25th March 1904 in response to eliminate the exploitation of moneylenders. "The laudable measure was hailed as a turning point in economic and social history. It holds the promise of helping to solve a host of problems in rural masses, raising moral as well as economic status and laying down the foundation to a new social order." ³The cooperatives solely catered to the needs of the rural poor upto the adoption of Multi-Agency Approach during the year 1969. In the passage of time and at the end of 20th century, this movement has passed through many ups and downs.

In the Short-Term Cooperative Credit Structure, the PACS were functioning at grass-root level. The Government of Madras appointed one of its senior officers, Sir Frederick Nicholson, in 1892, to study the methods of land and agricultural banks of Europe, and to report how best such institutional models could be adopted to Indian conditions, especially in the Madras presidency, in order to relieve the poor people from indebtedness.

Conclusion

To make all Primary Agricultural Society viable and ensure adequate and timely flow of co-operative credit to the rural areas the RBI, in collaboration with State Government's had been taking a series of steps to strengthen the PACS and to correct regional imbalances in cooperative development. These efforts are being intensified by providing larger funds to weak societies to write off their losses, bad debts and overdue.

It supplies short-term credit on the personal security of the borrowers, while medium-term credit is given by charge on their immovable assets. The society provides loans only relate to agricultural credit to farmers. Deposit mobilization in society is less. Because of lack of awareness among the people about the different schemes of the society.

A Study On Sculptures Of Sri Gokarneswarar Temple In Pudukkottai District

Dr.M.JOTHI*

Introduction

The history of Pudukkottai is an epitome of the history of South India. In and around Pudukkottai, there are many vestiges of the oldest habitations of man and some of the lithic records known in the south. The Pandyas, Cholas, Pallavas, Haysalas, Vijaynagar and Madurai Nayaks ruled over this part of the country and fostered its communal organisations, trade and industries and embellished it with temples and monuments of outstanding merit. One of the famous temple in Pudukkottai is Sri Prahathambal temple also called Gokarneswarar temple. In this article the researched discussed sculptures of Sri Gokarneswarar temple.

Sculptures Of Sri Gokarneswarar Temple

The 63 nayanar sculpture was created by Pallavarayers in 15-16th century A.D. This sculpture was made by one single stone. Not only 63 Nayanmars, Shiva with Parvathi seen by all peoples those are visited this place. An important days, some special Abhisekam took place on lord and 63 nayanmars.

Pavai Villakku Sculpture



Lamp and light are of spiritual significance also. when it is lit, then it symbolizes creation. Paavaivilakku: is a lamp in the form of a lady holding vessel with her palms depicting grace and divinity. This sculpture was placed Sri Prakathambal temple. It was created by Raja Ramachandra thondaiman of Pudukkottai. It's a beautiful sculpture. A lady woman called as natchiyar who took the lamp in her hand.

* GUEST LECTURER, DEPARTMENT OF HISTORY , GOVT. ARTS COLLEGE FOR WOMEN (AUTONOMOUS), PUDUKKOTTAI

Saptha Kanniar Sculpture



Before the entrance of cave temple, SapthaKanniar was present on the left side of the path, from which the entrance of the cave temple began (started). The other name of saphthakanniars are “Seven Angels”, “SapthaMatre”, “SapthaMatrikas”, “SapthaKannikas”, etc. Also, some of these sources attempt to differentiate between Matrikas, Matre and Virgin Angels, although in reality, They are One and the Same. They are Eternal Virgins and hence the name “SapthaKannikas”.

It had 11 feet length and 2 feet breath with 9 sculptures. They were builded by MahendravarmaPallavan – I in 17th century A.D cave temple and saphthaKanniar were on same period.

Metal Body Structures

Among panchamoorthikal, Someskanther and Santikeswarar were important metal body structures. Someskantheer had 3 ½ feet height and santikeswarar had 13/4 feet height. Umadevi with paramasivan along with skandar was called as someskandar. Sandikeswarar was an oldest metal body structure. In this metal body, had an axe in his left hand and shown in a manner of join hands, just like of “Namasthe” style.

The mandapams in front of the main rock-out shrine are the work of the Cholas and Pandyas, between 11th & 13th century AD. There is an upper tier in this temple, where the shrines of Subrahmanya, Durga, Lakshmi, Saraswathi, Annapurani and Rudrakshalingam, Brahma, Jvarahareshwarar, Bhairava, Surya, the Shaivait saints.

A well beautiful metal structure body especially on hair and hip was shown. Another metal body structure was chokkar. It had 1 1/2 feet height. Next sakhthiamman metal body sculpture of 2 ¾ feet height. Uthsva metal body structure of Sri prakathambal had 3 ¼ feet height. In this place natarajar metal body sculpture with high level base, then AnnaiSivakami metal body sculpture and four samayakuravar were present. A another name of “SelvaKoother” was given to the Nataraja metal body sculpture presence of Natarajar metal body in /pandia period shown by some evidences.

Bronze Plate Sculptures

Bronze is the most popular metal for cast metal sculptures; a cast bronze sculpture is often called simply a "bronze". It can be used for statues, The Chola bronze sculptures considered as the most refined.. Although bronze casting has a long history in south India, a much larger and a much greater number of bronze sculptures were cast during the Chola period than before, further attesting to the importance of bronze sculpture during this period.

Bronze plate sculptures have seen on the Dhuvajasthamba tree upto "Kumbum" made and covered by bronze and upper of Kumbum made and covered by copper. Four directions of Dhuvatjasthambam, a number of metal sculptures were created in a beautiful manner. Dhuvatjasthambam covered by bronze and copper body sculptures which were made by Raja Thondaimans of Pudukkottai.

Inscriptions



Totally 12 inscriptions were present in this temple. Gokaneswara Temple – on the south wall of the rock cut shrine. It stated that the cave temple of ThiruGokaneswarar appeared on 7-A-D century⁴⁷. Inscriptions of grindha evident that, this cave temple constructed by the leadership of pakthachatiyar .Tirugokarnam on the east face of the second pillar from the right in front of the rock-cut central shrine in the Gokarneswarar temple.

The inscriptions stated that king Rajakesarivarman of chola who was pleased to destroy the enemy's fleet at Kandalursalai... Velakkari, the.. of Adambar and a Vellan (Cultivation) of tenkavirnadu, desoposited with nattar (members of local assembly of the nadu) to pay as tax on behalf ofMahadeva(siva) at Sri Gokarnam On the south wall of the rock cut central shrine in the Gokarneswarar temple.

The inscription stated that the king parakesarivarman donate one "kalanju" weight of gold was given to the magadeva (siva) of ThiruGokarnam to keep the lamp lightedfor one sandhi daily at dawn. This gold was deposited as an endowment to the temple with us, kodumbusingan, sattanaranpallavansingan, son of Sattan and MalapadiNiccacal, may this bright lamp be under the protection of the Maheswara.may it be lighted as long as the moon and sun endure".

On the rock above the rock-cut central shrine of the Gokarneswarartemple.The inscription stated that the 12th year of "Tribuvanachakkaravarthical". On the rock to the left of the steps leading to the turn on the north of the rock-cut shrine of the Gokarnamtemple.The inscription state that "20th year of king Rajarajadevar of chola in 1235-3659 made and endowment to secure the welfare of his mother Manjavi and father Parasadevar to the Nayanars who abide in thirugokarnam in order to provide which was kept alright daily and for keeping alight another lamp daily from the first day of 'Uttarayanam". On the south wall of the cave temple is Gokarneswartemple.

Gender Matters – A Study In Discrimination Against The Daughters At The Hands Of The Mother And The Grandmother In The Dark Holds No Terror And Daughter's Daughter

Jinaal Brahmhatt*

The available paper talks about the discrimination done to the child on the bases of their sex/gender. It seems in our society that sons are more desired and appreciated than daughters. However, the opposition from the same sexuality remarks the complicated and complex relationships. The feminist theory on mother-daughter relationships suggests why daughters are much devalued and why they suffer at the hands of their mothers. It has been a long decade; women are still discriminated and rejected or prejudiced in any of the fields. Women have been considered as an 'object' and the 'others' in the men's centric society. Beauvoire carefully distinguishes between sex and gender and sees that sex is the biological element, but the gender is associated with a social function. "One is not born, but rather becomes a woman. No biological, psychological or economic fate determines the figure that the female presents in a society, it is the civilization as a whole that produces this creature...which is described as feminine" (Beauvoire). Most of the Indian mothers are greatly influenced by this system and they also support patriarchal values in one or other way and do the injustice to their own replicas, their daughters. This study presents the representation of the two popular fictions, *The Dark Holds No Terror* (1980) and *Daughter's Daughter* (1993) by the phenomenal writers respectively by Shashi Deshpande and Mrinal Pande. Both fictions have different time span to present, but the mentalities over sexism remain the same till now.

Shashi Deshpande brings out the pathetic version of prejudice against a daughter in *The Dark Holds No Terror* through the agony of the protagonist Sarita. With a bleak marital status, she returns to her maternal home where she has the worst memories of her childhood. She remembers how she was an unwanted child for her dead mother and how her identity was suppressed by her mother's unacceptable behavior. She recalls: "I can only remember that she cursed me as no mother should" (Deshpande 25).

Sarbjit Sandhu (1991) views, "The mother is much attached to her son. Her attitude is a typical one-after all he is a male child and therefore one who will propagate the family lineage. In another sense also, the male child is considered more important than a girl because he is qualified to give "Agni" to his dead parents. The soul of the dead person would otherwise wander in ferment" (Sadhu).

Sarita stands for a miserable and depressed child as she is victimized of her own mother's cruelty just because she is a daughter of her mother and not a son. In this society, a woman is always highly praised if she gives birth to a son. Man finds his own extension through the male child and that's why many celebrations and rituals are performed if a woman is blessed with a male child. Sarita is the example of direct persecution of the men-centric society where the sons are highly valued and the daughters are discriminated. From the very beginning, Saru pines for love and affection, but her mother neglects her yearning to be loved rather cursing her birth as a bad omen. Saru recalls, "But of my birth, my mother had said to

* PhD Research Scholar, Gujarat University, Ahmedabad 9

me once . . . ‘It rained heavily the day you were born. It was terrible.’ And somehow, it seemed to me that it was my birth that was terrible for her, not the rains” (Deshpande 169). Like other traditional mothers, Sarita’s mother also concerns about her look and she keeps an eye on her as she thinks that one day a daughter should get married off. For her mother, Sarita is a burden. : Don’t go out in the sun. You’ll get even darker...We have to get you married...Will you live with us all your life? He [Dhruva] is different. He is a boy (Deshpande 45). Sarita is always remembered by her mother that she is a woman; mainly when she starts getting menstruation. Her mother considers that the marriage is the final destination for her daughter until she wants her daughter to assure certain limitations; she wants Sarita to carry herself in certain manners which the society has set as the standard of the good woman. Her mother has no importance for Sarita’s further study; even her dominating nature hurdles when Sarita chooses a groom in her own ways. In this context Rashmi Sahi observes, “When a mother differentiates between her own children the boy and the girl for whom she has equally suffered and taken equal pains, there is no other torch bearer than for the girl child” (Sahi 20-21). While plating her daughter’s hair, she often jerks Sarita’s head, which shows the extreme level of cruelty from her mother sides. It seems she has no feeling for her daughter and she passes hatred all the time. Hence, Sarita’s mother stands for rude, strict and insensitive mother.

Her mother is seen throughout blaming, abusing and scolding Sarita for what she has not done. Sarita is accused of her brother’s accidental death. Her mother wishes Sarita’s death instead her brother. Her mother’s tormenting words haunt Sarita making her guilty that she is a murderer of her brother: “You killed him. Why didn’t you die? Why are you alive, when he’s dead?” (Deshpande 191) This pervades Sarita into gloominess and her heart is broken completely. Saru’s feeling of being unwanted and rejected is so acute that she begins to hate her own existence both as a wife and mother. “She was not a wife, not a mother, not a professional woman whom others looked up to. She was the wronged child again, the unloved daughter, the scapegoat” (Deshpande 182). There is no one to soothe her soul and comfort her. Her mental traumas lead her to become a schizophrenic. Rashmi Gaur very aptly summarizes Saru’s dilemma:

The girl-child Saru grows up as a victim of her mother’s sexist and gender-based bias; which reduces her later life into a desperate struggle to overcome the initial victimization, to justify her decisions to her mother who no longer acknowledges her as a daughter, and to find out a new meaning to her life which could enable her to develop and nurture a balanced perspective towards her diversified roles as a mother, as a wife, and as a career woman (Gaur 88).

The element of gender discrimination is once again brought out in an autobiographical novel *Daughter’s Daughter* by a renowned feminist writer Mrinal Pande. She is a keen observer that even small elements she has portrayed to differentiate how a girl child is made to feel inferior in our society. The protagonist Tinu confronts with the reminiscences of early and growing childhood days spent at Almora at her grandmother’s house with her mother and an elder step-sister Dinu. Tinu undergoes both emotional and psychological development and becomes aware of the layers of the relationships between the same gender belonging, and especially the attitude of middle and upper class people towards the girl child. Tinu enumerates quite a few instances where by she and Dinu suffer the gender discrimination at the hands of their grandmother and others simply because they are daughter’s daughters.

Both sisters Tinu and Dinu feel partiality when more love, care and favor are showered upon their Mama's son Anu who is treated to a slice of mango or a toffee where as Tinu and Dinu are ignored because they are girls (Pande Daughter's Daughter 26). Anu enjoys more prerogatives being son of a son and is given special treats cooked for the fasting members of the family; even though he has not observed a fast on the other hand the daughter's daughters are denied (Pande DD 46). In *Fasting, Feasting* (2008) Anita's Desai depicts the same character of Uma's mother who is quite partial to her daughter and once retorts by agreeing that "good things are for boys and not for the girls. Sweets or nuts are given to the boys in her family" (Desai Fasting, Feasting 5).

Tinu's grandmother is that much partial that she wants Dinu and Tinu to hand over the toy of peacock to son's children (Pande DD 33). Her mother also joins others in giving her daughters long disapproving glances and emphatically tells her children to give the toy to their cousins (Pande DD 36). As Tinu and Dinu are the daughters, they are less paid attention and neglected by her mother. They feel that their mother is lost to them as she is more interested in gossiping with her sisters and reading books and magazines (Pande DD 22). Tinu says she loves her mother, but, "disown her when she is being crotchety" (Pande DD 49). When the sisters laugh too much, mother gets angry and says now they will weep. As she thinks: "Girls should not laugh too much" (Pande DD 49).

When their tutor Harish complains about Anu's lack of focus in studies and appreciates younger girls' considerable capacity for concentration, the aunts smile and comment that after all boys are boys and girls are girls, she means that girls need the skills only to roll out chapattis and boiling dal and rice. The aunts also give partial and step-motherly treatment to the daughter's daughters. Tinu and Dinu are denied the holy Prasad of the Ishta- the family deity. Anu and Shubha are both given a portion each but when Tinu and Dinu edge closer, the aunts have smiled and said 'No' (Pande DD 71). They say, "It is not to be for daughter's daughters. It can only be given son's children and unmarried daughters" (Pande DD 71-72). Sometimes when there is a hot argument between the parents, and the mother is in a bad mood, she slaps Tinu for no fault of her own. She pays off being a girl child. Tinu recalls with anguish that 'again and again she has snapped me' (Pande DD 60). This novel also briefly discusses a relationship between step mothers and their stepchildren through the characters of Abdulla and Dinu. Dinu's mother has also died at young and her father had married to Tinu's mother. Tinu has often questions regarding her mother's treatment to Dinu. She looks to her mother for answers, but she has no time. Tinu often wonders – why must step mothers have stepdaughters?

In India, the patriarchal set up expects women to be submissive and sacrificial. Tinu realizes that her Grandmother is also not free from this speculation. When Hira- a widow maid is harsh to her own giggly unmarried daughter and slaps her hard at which Grandmother pretends to be angry and says, "Shame on you Hira for hitting a marriageable girl," but her tone says she agrees that giggly and frisky marriageable daughters need to be tamed (Pande DD 72). Both Hira and Grandmother refer to husbands as Malik- the Master. She is taming Sita for her masters. It depicts that traditional women accept their suppressed roles and they expect the same from the next generation. As other traditional women, Tinu's grandmother also yearns for a male child when her mother is expecting one more time. To confirm the gender of a growing embryo inside her mother's womb, she summons her deaf and mute cousin Prakash. Who eventually makes a sign of money bag which he means a baby boy is coming to this world. The old widows also join grandmother's wish for a boy by uttering "O

Devi, give these poor girls a brother this time!” (Pande DD 83). Tinu’s Grandmother believes that their brother will protect them now and carry on their father’s name (Pande DD 85). Tinu also acknowledges at the end that her Grandmother is also biased with her daughters when she says while departing, “married daughters appear best if they spend as much time in their own houses as they do in others” (Pande DD 112).

To sum up, these fictions reveal the most depressive relationships among the same masculinity group. The mother-daughter relationship is not from the root of tenderness, love and care, but on the bases of the gender, it becomes more complicated. What daughters observe from the traditions they pass it to their next generation. Indian women writers have remarkably given a different dimension of this flaming issue to change the perspectives and liberate the women as a whole. Studies on the inequality treatment given to children within family and kinship groups suggest that discrimination against the girl child goes much deeper than the earlier assumption about female education and empowerment. It is felt that women’s education would be able to overcome the problem of gender bias (Ramanamma and Bambawale).

Works Cited

Beauvior, De Simone. *The Second Sex*, Picador Classics edition, London: Pan Books Ltd., 1988.

Deshpande, Shashi. *The Dark Holds No Terrors*.1980. New Delhi: Penguin, 1990. Print.

Desai, Anita. *Fasting, Feasting*. New Delhi : Random House, 2008. Print.

Gaur, Rashmi. “*The Dark Holds No Terror: A Story of the Mother-Daughter Relationship.*” *Women’s Writing: Some Facets*. Comp. Gaur. New Delhi: Sarup, 2003. 88- 102. Print.

Pande, Mrinal. *Daughter’s Daughter*, London: Mantra Publishing Ltd., 1993. Print.

Ramanamma, A and U. Bambawale. “The Mania for Sons: An Analysis of Social Values in Asia.” *Social Science and Medicine* 14B, (1980): 107-10.

Sahi, Rashmi. “Mother-Daughter Relationship in The Novels of Shashi Deshpande.” *Shashi Deshpande: A Critical Spectrum*. Ed. T.M.J. Indra Mohan. New Delhi: Atlantic, 2004. 19-23. Print.

Transportation and Movement of Caravans from Ladakh to Central Asia and China

Dr. Rehana Parveen*

Abstract

Leh the capital of Ladakh flourished mainly as centers of trade supplying merchants and Caravans. They also became cultural and artistic centers where people of different ethnic and cultural backgrounds could meet and intermingle.

The Central Asian trade route was about 400 miles long. It was known in the 7th and 8th century A.D. The sources of the history of the Ladakh show that it remained one of the most important trade routes between Kashmir and Central Asia during 16th and 17th centuries. A large number of Indian commodities and goods, therefore, had a special attraction for Central Asian merchants. An important ingredient in the socioeconomic relation between the Central Asia and Ladakh was the movement of men and materials such as the merchant, traders, pilgrims, invaders, Wool, shawls carpets, precious stone, etc.,. This paper attempts to illustrate the characteristic component of transport mode on these Central Asian trade routes in order to give a clear picture and comprehensive understanding about the movement of the caravan, mainly from the traders, merchandise and trade aspects.

Keywords: Trade, merchant, transport, Himalaya, Karakoram, Central Asia.

Introduction

Ladakh is one of the most important regions of the Jammu and Kashmir situated on the northern most point of India.

A good road network is a fundamental necessity for any region's economic, social development and progress. Ladakh, an important commercial center in the Himalaya region, was linked through various trade routes to Tibet, China, Central Asia and various parts of northern India

The Central Asian trade route was about 400 miles long. It was known in the 7th and 8th century A.D. The sources of the history of the Ladakh show that it remained one of the most important trade routes between Kashmir and Central Asia during 16th and 17th centuries. This paper attempts to illustrate the characteristic component of transport mode on these Central Asian trade routes in order to give a clear picture and comprehensive understanding about the movement of the caravan, mainly from the traders, merchandise and trade aspects.

Leh the capital of Ladakh flourished mainly as centers of trade supplying merchants and Caravans. They also became cultural and artistic centers where people of different ethnic and cultural backgrounds could meet and intermingle

There was a monopoly on certain materials and goods in many areas along the trade routes. For instance, Khotan was famous for Jade, Carpets, and Silken fabrics. Samarkand was known for its paper, cotton, fabrics and hemp cards. Bukhara was known for its carpets. Badakhshah was for Lapis Lazuli and rubies; Tibet for musk and Pashmina wool; Turfan for Pashmina wool and Kashmir for its saffron, fine shawls and calligraphed books. These goods were transported by pack animals or backpacks over vast distances. The merchant

* Department of History and Culture, Jamia Millia Islamia University, New Delhi 25

encountered unprecedented difficulties following numerous travel risks which often pushed commodity prices three times higher than their actual costs

The traders and merchants from Ladakh and Central Asia used for their transport various types of animals such as double humped camels, horses, mules and donkey. In addition to horses and camels, yaks with specialized function were also used on the Karakoram route. The main source of transport was the burden beast. One of them was the Central Asian's double humped Bactrian camel, which carry much heavier loads than horses over distance of 35 km a day. It was used, especially on the route across the Karakoram from Leh-Yarkand. The camel was known as the desert ship, mainly used in the desert areas. Their humps stores nutrients that allow the camels to live for long periods without water or food. Mir Syed Ali Hamadani first introduced the double humped Bactrian camel in Kashmir when he and 700 companions first travelled to Kashmir in 872. They used these camels to cross the cold desert from Iran via the Silk route. It is known that Syed Ali Hamadani also visited Ladakh. The camel therefore becomes the ideal mode of transport. In Nubra, a small number are still to be seen, earning their stay in local transport and emerged as a favorite of travelers to Nubra villages such as Hunder, Diskit and Panamic

The Horse has been an important means of transport for a long period and was most commonly used animal from one end of the Silk route to the other. There is a wild variety of horses in the eastern parts of Ladakh. It is known as the *Kaing* in Ladakh. Morphologically the *Kaing* or Tibetan wild ass is more of a horse than Ass. The *Kaing* is found in large herds between the Karakoram and Kuen Lun on the highest flat ground. The *Kaing* also lives near the Pangong Lake, Rupshu Lakes and Changchemo in the Hanle Valley. Fahien was the Chinese Buddhist pilgrim who travelled from China to India by foot, visiting many sacred Buddhist sites. He commented that in the six states east of the Pamir plateau, jewels were mainly used for worship and decoration of Stupas. The pilgrim's descriptions and the valuable item scattered around Stupas suggest that they were decorated with gold and with beads made of a variety of precious stones. This mode of decorating Stupas seems to have originated in India and then spread to Central Asia. It was Central Asian horses and camels, the caravan could carry the goods through the deserts and mountains.

The Leh city in Ladakh was Kashmir's chief commercial depot of import and export trade with Tibet, Turkistan and China. Goods between Kashmir and Leh were carried by horse through the Zojila in winter because the pass was covered with snow and only by men in summer. From Srinagar to Leh, if the transport was by men alone, it took a month or a little more. During the year, Kashmir's merchant worked through agents to collect the wool. In June, July, and August, thousands and thousands of Kashmir's merchants used to go to Leh and bring back wool on a large scale. This was spun in Kashmir into a marvelously fine thread that was further into thin and delicate Kashmir shawl renowned all over world.

The area of Changthang is also known as Rupshu, is an open, rolling scenery with heavy winds, inhabited only by the nomadic Changpas. The people of Rupshu do not carry loads like the Ladakhis on their backs; they depend entirely on their cattle, on their sheep and goat for merchandise. The Changpas are herders and lead a nomadic life. They domesticate goats and sheep. These tent dwellers lead a very hard life and keep on migrating according to weather conditions and availability of pasturage for animals. The Changpas keep the horses, mules, yaks and dogs as well. They used sheep as a beast of burden exclusively. Thus the Rupshu people are great carriers between Central Ladakh, on the one hand and Gar in Chinese Tibet, on the other.

Mules were also used for transport via the Karakoram route. It is the offspring of a male donkey and a female horse. Whether in the area bordering Kullu, Kangra and other parts of Himachal Pradesh or in neighboring regions of Yarkand, it has proved to be the toughest beast to carry loads. As they have smooth hooves, the Mules were the great animal to hold the loads to the uneven ground. In the early eighteenth century, Ippolito Desideri, who visited Tibet via Kashmir and Ladakh, found large and very sturdy mules. These were able to carry heavy load for months and with little food during long journey.

Yak (*Kutas*) is a ferocious and wild animal. One male *Kutas* is twelve horses loaded. Although pony was treated as the best means of transport, the Yak was considered as an important carrier carrying a load of 3 mounds on the high passes. Yak is found only on highlands and is inferior in appearance and strength to that of Changthang. The males are applied almost solely to the transport of burdens. Wild yaks are found in large herds on the highest flat ground between the KuenLun and the Karakoram. Wild yak spends their summer at altitudes above 6,000miles. In winter they migrate in herds to the lakes, marshes and lower valley. In Ladakh it has been used for centuries for its milk, wool, and meat and as the main beast of burden.

In Ladakh the ponies are small, active and hardy. They are numerous and much used. The Yarkandi ponies are quite a different animal to the Ladakhi pony. Yarkandi ponies are employed in the Central Asian trade. But villages always prefer their own hardy Ladakhi ponies.

Ladakh's trade with Tibet was regulated by the Tingmosgang treaty of 1648, under which Ladakh had a monopoly on the production of shawl wool in Tibet, and the Tibetans acquired an extensive right to trade a tea brick with Ladakh.

Under the Tingmosgang' treaty, which was concluded in 1684 it was agreed that a trade mission from Lhasa called *Jongrang or Chaba* would come to Ladakh with 200 Pony loads of Chinese tea each year and only sell this tea to Indian merchants and refrain from exporting it to others countries. The King of Ladakh would also send a similar mission called *Lopchak* to Lhasa and make present of gold, Yarkandi cloth, saffron and Indian cloth to the Dalia Lama. Transportation depended on the beast of burden that was slower than ship and not necessarily safer at high altitude for horse, mule, ass, camel and yak. Transport and other facilities for the *Lopchak*, free all of the charge were to be made by Lhasa Govt and reciprocated by the Ladakh Govt in regard to the Lhasa mission.

Tea is more or less drunk by everybody in Ladakh, and a considerable quantity is therefore imported both for home consumption and for the supply of Kashmir and Punjab. According to Chinese legend, the mythical emperor Chinnung discovered the tea virtue in 273 B.C. Another tradition in China attributed the tea knowledge, which came from India and was introduced in 543 A.D in China by Bodhidharma, a missionary ascetic from India. However, in the 18th century, its use had become so common there that a tax was levied on it. It was imported from Lhasa and some finer quality from Yarkand and the maximum they exported to Kashmir.

Due to the high elevation and scarcity of fodder in some areas, the majority of the trade was carried out by porters on their back. Frederick Drew, the author of *The Jummoo and Kashmir Territories* was impressed by the stamina of his porters. According to him, "I have had women employed to carry my baggage, according to the customs of the country, who have done twenty three-four miles with a sixty pound on their back and have come in at the end singing cheerfully"

The Soghdian were the Kushan Empire's international merchants and caravan leaders, along the Silk route. Christopher Beckwith maintains that they also traded as far south as Kashmir and Ladakh. Many rock inscriptions exist in Sogdian in the upper Indus Valley and in Ladakh confirming this movement.

In ancient times, Caravans and Merchants of different countries and races gathered in local *Sarai* or inns to exchange and barter goods, and then left for their destination before heavy snow closed the high passes. Caravan *Sarai* is buildings specially built to shelter men, goods and animals along ancient caravan routes. For the convenience of merchants and traders from Central Asia and pilgrimages, the British government had constructed *Sarai* in at all stages from Panamik in Nubra valley to Srinagar. There are two big *Sarai* each at Leh and Srinagar. The biggest was in Leh and was located where the police station is built now. In Srinagar we have Yarkandi *Sarai* at Safa Kadal. *Sarai* Hindu was in Bukhara, which is now deserted, the Tashkent *Sarai* is now a plain field. All these *Sarais* are indicative of the flourishing trade and commerce that in the Ladakh had with Sinkiang and Tajikistan and Uzbekistan in the medieval period.

In Indo-Central Asia, Ladakh became a major gateway, exchanged for men, materials and ideas. The passage of Traders and travelers of many different nationalities led not to trade, but also to a continuous and widespread process of cultural interaction.

References

1. Abul Fazl, *Ain-i-Akbari*, Vol 3, Lucknow, 1882,
2. *Gazetteer of Kashmir and Ladakh*.
3. Thierry Dodin and Heinz Rother, *Recent research on Ladakh 7 proceeding of the 7th colloquium of international association for Ladakh studies held in Bonn/Sankt, p 405-406*.
4. William Moorcroft and Goegre Treebeck, *Travels in the Himalayan province of Hindustan and the Punjab, in Ladakh and Kashmir, in Peshwar, Kabul, Kundus and Bokhara, Vol 1, p. 309*
5. Cunningham, Alexander, *Ladak, Physical, Statistical and Historical*, London.
6. Drew, Frederic, 1999, *the Jummoo and Kashmir Territories*, New Delhi.
7. Younghusband, Francis, 1993, *Heart of Continent, A Narrative of Travels in Manchuria, Across The Gobi Desert, Through the Himalayas, the Pamirs and Hunza 1884-1894*, New Delhi

Use of Innovative Teaching Strategies in Education for bringing Change : Moving towards Excellence

Dr Inderpreet Kaur*

Abstract

Education is the boldness of our ambition with agility to implement the change. It gives us direction to act purposefully for the betterment of the society. In this technology Savoy society students need more than academics, education is the all round development of the personality of the student.4 C's are focused i.e. communication, collaboration critical thinking & creativity. Education makes us competent to navigate through various challenges of life. Teaching needs improvement in terms of pedagogies which should be according to the learner & changing scenario. We need to focus on effective & advanced teaching strategies to incorporate such skills in the students for better results. This paper has made an attempt to discuss some of the innovative strategies which can be used to meet the requirements of the learners best suited for excellence in education.

Keywords: Excellence, Innovative teaching strategies

Introduction

Assessing the quality of teaching has been a long-standing issue for moving towards excellence in higher education. Excellence in teaching is determined by factors such as the inspirational nature of individual teacher educators, the organization of presentations, the interaction with students as participants and how well the information provided meets the learning objectives of the course. Excellence can be identified both in terms of teaching and learning process. There are differences between deep and surface learning. Excellence in teaching may be seen as the efficient presentation of information which maximizes the learners insight to gain knowledge.

Elton(1998) presents teaching excellence in five parts, considering them inter-related and thus any one without the other four is useless:

- Teaching excellence is a multidimensional concept and its different dimensions call for different forms of recognition and reward.
- If teaching quality is to be maintained and enhanced, teaching excellence must be recognized and rewarded.
- The criteria for individual teaching excellence are no more difficult to enunciate and to evaluate than those for research excellence. They are however considerably more sophisticated than is appreciated by traditional academics, and they cannot be applied fairly as long as those who judge excellence lack the training for their task.
- A prerequisite for real teaching excellence at the individual level is a trained teaching profession. A way forward, which links staff development directly to the process of analysing teaching excellence, has been indicated.
- Individual teaching excellence is a necessary, but not a sufficient condition for an excellent student learning experience. In addition there must be excellences at departmental and

* Principal, University Institute of Teachers Training and Research, Chandigarh University, Gharuan(Mohali)

institutional levels. They can however be developed on the foundation of individual excellence.

Innovative Teaching Strategies

- 1. Interactive teaching environments** Educational techniques which are best suited are interactive, sessions with children at various levels. It increases their sense of personal and professional identity, focus on learning in real sense creates a stronger sense of community for learners resulting in better understanding. There is a large and growing body of evidence on effective learning in higher education, specifically in STEM (Deslauriers, Schelew and Wieman, 2011). This research clearly shows that conventional lecture method does not yield the best results in terms of learning outcomes. 21st century student's success is dependent on various other aspects as well.
- 2. Interactive mode of Teaching:** In the interactive mode of teaching, students will be more equal participants in research based teaching and, hence, in the process of discovery, innovation and learning will be done by the students through their own mistakes (Holmes, Wieman and Bonn, 2015) found that interactive mode of teaching yield better results in terms of professional identity among students. This will provide them with better understanding as they proceed in their curriculum.. There is strong evidence that active learning methods enhance the effectiveness of teaching and instruction (Freeman et al., 2014) in a way that imparts deep understanding of concepts. These methods to enable students to succeed and to fulfil their potential. A transformation to active learning (Talbot 2014) will allow students to spend a significant portion of their class time on activities that require them to interrogate information in a variety of ways.. These activity based techniques make learning more engaging, challenging, authentic and satisfying, leading to better retention of learning outcomes among students.
- 3. Creating active learning communities:** Current pedagogy in higher education regards students as active participants in the shaping of the learning and teaching environment, not as passive absorbers of knowledge. There are variety of students in the class which can be focused by the teacher for research and teaching innovations. They can actively shape and enhance their own experience and that of their peers and be partners in our academic community. Students can be involved for their own learning journey and empower them to develop practical skills and deep knowledge using interactive teaching methods. In active learning environments students learn to work in groups, they collaborate and is supported by all. They are encouraged to focus on broader goals instead of only academic domains. This benefits their mental health and wellbeing, decreases the risk of social isolation and increases their resilience.
- 4. Use of Innovative learning technologies:** Digital and online technology can redefine the nature of the classroom. If delivered appropriately and to a high standard, courses that blend pedagogically-sound learning technologies can be highly effective, and participating students derive high levels of satisfaction (Tamim et al., 2011). Classroom and laboratory time can be more interactive and efficiently be used by teacher and taught. Study material are available online before classes; teachers can get real-time information about students' learning; space and place can become flexible concepts, enabling participation from across campuses and across geographies; and international perspectives can be brought directly into the classroom.

5. **Fostering educational diversity** :As per literature review, It is found that students work and learn better in an inclusive teaching environment with respect to teachers' attitudes, curriculum content, interactive classroom communities, appreciation of the value of different backgrounds and opinions, and social culture on campus (Gurin et al., 2002; Easterbrook and Parker, 2006; Ippolito, 2007; Scudamore, 2013; Murphy Paul, 2015). Our students are diverse in their cultural backgrounds, nationalities and orientations. We have to emphasis on making teaching learning environment inclusive for our students. We can ensure that different cultural backgrounds and perspectives are an integral part of our learning and teaching environment and that students are part of an academic community that treats its members with respect and creates equal opportunities for everyone to succeed, regardless of gender, sexual orientation, ethnicity, cultural background or disability. We need to prepare our students for global job market by learning to work in diverse groups and applying their knowledge across cultures and with a respect for different values and human experiences which is very important from the perspective of education.
6. **Focus on Research-based education**: It enables our students to become independent learners with the curiosity and a drive for continuous learning throughout one's own life. It inculcates a look for evidence before they act, work together across disciplines, manage ambiguity, accept that making mistakes is a crucial part of innovation, understand there are no simple answers to big problems, be confident in the face of uncertainty and understand that positive change for better . These life skills and values. Are required by every employer in all organizations, students will learn how to tackle questions that have no 'right' answer, they will see how to deal with uncertainty and they will gain valuable academic and professional skills. As a teacher and a facilitator we need to support them to develop personal strategies for learning from error and to help them find ways to use that learning in creating progressive solutions.
7. **Student-centered education**: It is giving students responsibility for their own learning. Students will define their own goals, manage their own learning process and have the freedom to find their own direction in their education. They will become independent thinkers by developing the strategies and the confidence to learn by discovery, rather than simply memorizing factual information. This will make students to put information into practice and it will give authenticity to the teaching and research which they have done so far. As facilitator we need to develop lifelong learning skills that will enable them to tackle problems and to compete in the global job market, for students to actively shape innovation in learning and teaching also puts them at the heart of our strategy. Teacher and taught should work in partnership enabling them to co-create innovative teaching practices, and employ them as teaching assistants in classrooms and in online and digital education communities.
8. **Making our learning and teaching inclusive** :It means creating equal opportunities for all students to succeed, regardless of their gender, sexual orientation, ethnicity, cultural and socio-economic background or disability • Recognising and harnessing our students' diverse cultural backgrounds, identities and experiences by creating opportunities for them to learn from each other and to make their different backgrounds an asset • Facilitating all students' sense of personal and professional identity and sense of belonging within a field, so that their background can contribute to their success • Designing a diverse range of teaching, learning and assessment approaches that

recognise and support the needs of students both as individuals and as members of a learning community • Removing barriers to learning and creating a more equitable experience to assist all students, regardless of health issues or language support needs • Counterbalancing the effects of unconscious bias in individuals and in institutional structures through creating and implementing evidence based policies • Using lecture capture and captioning, as well as by making comprehensive lecture notes available in advance

9. **Outward-looking** Our students will develop the ability to look outside the classroom and laboratory and to think about how their learning can be applied to respond to global challenges and for the benefit of society. We will ensure that the content of our curricula remains relevant and is informed by regular dialogue with employers, accrediting bodies and with our alumni. We will use authentic, real life examples and make clear the relationship between our students' learning and their world beyond the classroom. We will encourage and facilitate opportunities for students to engage in work based learning. We will teach our students how to engage the public with their research. They will learn how to create a dialogue about the ways in which their discoveries could benefit society. We will make space within our curricula for all students to engage with outside, integrative, challenging activities for credit, which will enable them to apply their disciplinary knowledge in a new context, driving transformation of understanding and identity. This might include engaging schools, hard to reach groups and local communities with our science; involving patients and other research end-users; and sharing our research with the public more broadly. It could also involve student led projects and entrepreneurship, as well as existing options within the Horizons programme.
10. **Blended learning**, It is the recent method where teacher combines the use of online material with face-to-face learning. Students need to study online before entering the class and will be better prepared for the actual, interactive classroom teaching and learning. This has the benefit of enabling smaller group teaching and increased opportunities for students to interact directly with teacher. Changing the balance of activity within the classroom creates space for real-time assessment, enabling students to check their progress and helping staff to know how to focus their efforts most effectively. We can use group level online data to evaluate our education, change our teaching methods and improve learning outcomes. The availability of high quality online materials also helps to create an inclusive educational experience, which is equally accessible to all students It can help support community-building within our student body. It allows us to create international classrooms by mixing online and digital technology to improve learning and education beyond the classroom, such as fieldwork.
11. **Flipped learning** is a pedagogical approach in which traditional classroom-based learning is inverted, so that students are introduced to the learning material before the class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers. By providing students with the material to gain a basic level of knowledge and understanding before class, classroom time can be used to deepen learning and develop higher-level cognitive skills. One of the core objectives of flipped learning is to move students away from learning and towards active learning where students engage in collaborative activity, peer learning and problem-based learning. Within this context, the role of the teacher shifts towards that

of facilitator and coach by empowering students to take control of their own learning. The use of technology further enriches the flipped learning process and promotes skills that are essential for 21st-century learning

Suggestions to improve the Teaching Learning Process for Excellence

- **Integration:** Teacher education curriculum has the crucial responsibility of integrating academic knowledge and professional skills into a meaningful whole. Teacher education programmes should be redesigned to respond to the school curriculum renewal process and in accordance with the state and regional context in which they are situated.
- **Identification of the curricular areas.:**The Curricula Areas presented should form the basic framework for redesigning teacher education programmes at all levels.
- **Integrated Model :**Teacher education programmes should ideally be of 4 years integrated course after the completion of 10+2 level of school education. To begin with four year integrated programmes could be instituted. Along with a four-year model, other models should be encouraged, for instance two-year models with six months to a year of school internship. Integrated model for teacher education could comprise of core components that would be common to all teacher education programmes (pre-primary, elementary and secondary) followed by specialization of professional development specific to the stage of education. Mechanisms need to be evolved to promote the entry of talent in teacher education programmes.
- **Vertical linkages :**For post-graduate studies in education, including research programmes, for students from a variety of Science and Social Science disciplines need to be provided. A study to assess the dominant entry qualification of candidates for preservice programmes in elementary education to design state specific strategies will need to be undertaken. High-level consultative arrangements between NCERT and NCTE on building linkages between teacher education and school curriculum design and its processes of renewal, including the development of curriculum materials would need to be developed.
- **Review :**Teacher education curriculum in the light of the school curriculum renewal exercise would need to be undertaken. This could be initiated by NCERT in collaboration with NCTE. Nation-wide seminars and workshops could be held to initiate discussions and possible strategies for operationalising the institution of redesigned teacher education and development.
- **Innovations in Teaching Methods and Aids** Conducted studies reviews suggested that the method of teaching should be dynamic and thoroughly rationalised. In this regard the Commission has made the following recommendations: (a) The method of teaching should not merely aim at imparting knowledge in an efficient manner but also at inculcating desirable values and aim, attitude and habit of work in the student. (b) It should try to create in the students a real attachment to work and a desire to do it as efficiently as possible. (c) In teaching, the emphasis should shift from verbalism and memorization to learning through purposeful, creative, realistic situation, and for this purpose, the principle of 'Activity Method' and 'Project Method' should be used in school work. (d) The method should provide opportunities for students to learn activity and apply mechanically the knowledge acquired in the class room. (e) Clear thinking and expression, both in writing and speech, should be stressed upon in all subjects. The method should aim more on teaching the student in the method of acquiring knowledge through personal efforts. It should not aim at imparting knowledge to them in such a way

that they may only be passive listeners. (f) The students should be trained to acquire the qualities of group-life and co-operative work.

- **Flexibility** :They should be given adequate opportunities to work in groups and to carry out group projects and activities. This should be an essential part of the method of teaching. National Policy on Education (1986, modified 1992), envisaged major reforms in textbookscum-workbooks and other teaching-learning aids, promoting activity-based and joyful learning, introduction of self learning and group learning activities besides teacher directed learning, offering non-formal and alternative education systems, initiatives like Operation Blackboard, Special Orientation Programme for Teachers, Promoting Primary and Elementary Education and a host of other developments. In present circumstances, where teachers as well as students have to work under many complications, there is an urge to use team-teaching. The innovation of teamteaching is widely spreading to improve teaching-learning process in the class-room. Generally, team-teaching is successfully implemented in Britain and America. So far as the India is concerned, it is proved totally unsuccessful. A successful contribution to team-teaching was made by Leyod Trump in India.

In spite of its effectiveness, educationists do not believe in implementing it in schools and colleges. (Sharma & Sharma, 2002). System approach is taken as a rational problem solving method of analyzing the educational process and making it more impressive. It incorporates all aspects and parts of educational programme namely pupils, teachers, curriculum content, instructional materials, instructional strategies, physical environment and evaluation of instructional objectives. Prtrov & Marina (2006), considered Collective Method of Teaching (CMT) as one of the highly effective innovative educational systems and methods. Patil (2008) referred to role playing as an innovative method of teaching in education.

Conclusion

Education is a weapon in the hands of a teacher. It has to be properly dealt, so as to yield results which is not quality based but focus on the aspect of excellence. In education. We are moving at very high pace .Education should cater to the needs of the learners and develop citizens who are sensitive towards the growth of the society. It is creating a harmony with the global arena.

References

- Aggarwal, J. C & Vikas. (2003). *Essentials of Educational Technology: Teaching Learning Innovations in Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J. C. (2001). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Arulsamy, S. (2010). *Educational Innovations & Management*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Deslauriers, L., Schelew, E., & Wieman, C. (2011). Improved learning in a large-enrollment physics class. *Science*, 332, 862-864. doi:10.1126/science.1201783
- Easterbrook, D. and Parker, M. (2006) 'Engineering Subject Centre Mini-Project: Assessment Choice Case Study', Higher Education Academy. Available at: <https://www.heacademy.ac.uk/system/files/assessment-choice-case-study.pdf> (Accessed: 10 April 2017)
- Elton, L. (1998). *Dimensions of Excellence in University Teaching*. International Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M.

P. (2014). Active Learning Increases Student Performance in Science, Engineering, and Mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415

Gassmann, O., & Zedtwitz, M. Von. (2003). Innovation Processes in Transnational Corporations. In L.V. Shavinina (Ed.).

Gibbs, G., (2008), Conceptions of teaching excellence underlying teaching award schemes, The Higher Education Academy, York

Gurin, P., Dey, E., Hurtado, S. and Gurin, G. (2002) 'Diversity and Higher Education: Theory and Impact on Educational Outcomes', *Harvard Educational Review*. Harvard Education Publishing Group , 72(3), pp. 330–367.

Murphy Paul, A. (2015) Are College Lectures Unfair? – The New York Times, The New York Times. Available at: <https://www.nytimes.com/2015/09/13/opinion/sunday/are-college-lecturesunfair.html>.

Patil ZN (2008). "Rendering the objectives of teaching English in India", in proceedings of the National conference on Functional English. 26-27 Sep, MIT Mandsaur, p-4.

Scudamore, R. (2013) 'Engaging home and international students: A guide for new lecturers', Higher Education Academy. Available at: <https://www.heacademy.ac.uk/system/files/rachelscudamorereport>

Talbot, J., Perrin, D. and Meakin, D. (2014), "Risk management and cultural virtue in HE co-delivery arrangements", *Quality Assurance in Education*, Vol. 22 No. 2, pp. 109-124.

Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C. and Schmid, R. F. (2011) 'What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study', *Review of Educational Research*, 81(1), pp. 4–28.

The International Handbook on Innovation. London: Pergamon. Geoghegan, W. H. (1994). Whatever happened to Instructional Technology? Paper presented at the 22nd Annual Conference of the International Business Schools Computing Association. Baltimore:

Wieman, C. & **Holmes, N.G.** (2015) Measuring the impact of introductory physics labs on learning and critical thinking, presented at the Physics Education Research Conference 2015, College Park, MD.

Construction of Cinematic Symbols in the light of Madhur Bhandarkar's Films

HARINATH KUMAR*

Dr. Govind Ji Pandey**

Abstract

The present study attempts to explore how the meaning of any given shot is determined by what is left out as well as by what is included, and how the arrangement of symbols constructs mise-en-scene. This study finds that the editing techniques chop up the continuity into a sequence of separate space "blocks," thus permitting the director to exploit the spatial fragmentation for metaphorical purposes. This research work is limited to Madhur Bhandarkar's films. The method of the study is content analysis.

Introduction

'There is a railway station somewhere in Uttar Pradesh. Passengers are passing by over bridge. Sound of passengers' footstep rumbles at railway station. The passengers are moving towards train standing at platform. Far from the stair at which footsteps rumble, a tearing lady sitting with old guy, is ready to tell her past story. She narrates why she is leaving the city. In 1985, after her parents are killed in a communal riot in U.P., the crying lady migrates to Bombay (Now Mumbai) with her uncle; their street-smart relative Iqbal takes them both to the Chandni Bar, where the lady reluctantly goes to work as a dancer who must flirt with drunken men for tips.'

This scene could be from a movie made in Hindi, Bollywood, or almost any city in the world. Have you ever watched a foreign film (or other language that you don't know) with no subtitles? Were you completely lost or could you follow the story even though it was in an unfamiliar language? Chances are you could get the gist of it even without the benefit of dialogue.

A language is more than a collection of words, written or spoken, based on region or ethnicity. In the broader sense, language is a system of terms, symbols and syntax used to generate and communicate meaning. Visual language allows us to record ideas in a way that is more universal than spoken words (Siegel, 2015).

From ancient cave paintings to modern interactive games, humans have excelled at visual storytelling. Cinema is a relatively new media whose stories transcend geographical boundaries. Since the dawn of moving pictures in the 1890s, cinema has evolved as a language spoken across the globe. Fortunately, this universal language is far easier to learn than a foreign dialect (Siegel, 2015). In this regard, a veteran filmmaker Madhur Bhandarkar firmly stands in constructing cinematic symbols and metaphors to narrate his stories.

Metaphors and symbols can be used to develop plot, theme, and character in deeper ways visually. Madhur Bhandarkar has used a unique metaphorical language in his films. To tell

* Ph.D. Research Scholar at Department of Mass Communication and Journalism, Babasaheb Bhimrao Ambedkar University, (A Central University) Lucknow

** Professor and Head of the Department, Mass Communication and Journalism, Babasaheb Bhimrao Ambedkar University, (A Central University) Lucknow

the same story of woman liberation and freedom, he practices taking different storytelling techniques in metaphorical ways.

Cinematic Symbols

Cinema, itself is metaphor for how humans experience life on a deeper level. Creating a unique language of metaphors and symbols for a film is a big part of visual storytelling. Symbolic images help us to understand abstract concepts that cannot always be translated into words. I use the word metaphor to encompass metaphor, symbol, motifs, and leit motifs for the remainder of this research work to simplify things (Sheridan, 2004).

Metaphor = Action/Sound. Visual or auditory representation of a separate action, experience, or idea. A character blows out (action) a candle in a bedroom to show death of a loved one.

Symbol = Object/Sound. Visual or auditory representation of another object. The candle (object) is in the shape of a ballerina to show grace and beauty.

Motifs = Collections. Collections of related metaphors or symbols used to represent a related concept. Lights or flames going on and off to show life or death states throughout a film.

Leit Motifs = Repetition. The repetition of identical metaphors or symbols to represent a greater concept. The color of the candle is gold (valuable color), along with other gold symbolic objects and activities in each scene to show the overall concept of what is valuable in a character's life.

Cinematic Metaphors

The theoretical premises underlying most discussions of cinematic metaphors are based on Siegfried Kracauer's assertion that film does not lend itself to metaphoric expression. According to Kracauer, film is essentially a realistic medium which, like still photography, shows a marked affinity for recording the objective world around us.' That is, the photographic image is a kind of xerography, a literal copy of perceivable objects in nature. Literature, on the other hand, is more suited to the creation of metaphors, for its medium is language - a system of abstract notations which are symbols of objects, feelings, and ideas. Language is conceptual, photography is perceptual. In other words, the word "rose" is a mental "image" of something in nature, whereas a photograph of a rose is a literal copy of the object (Giannetti, 1972)

In literature, then, language is a necessary intermediary between the reader and the object described. The word "rose" could just as easily be "x," but without some kind of symbolic medium, a writer could not conjure the absent object. The term "imagery" in literature is itself a metaphor: the pictures are seen only by the "mind's eye." The movie image, however, is more direct. It presumably eliminates the intermediary stage of a symbolic medium between the perceiver and the object perceived, since the rose and the picture of the rose are virtually identical (Giannetti, 1972).

Theoretically, the immediacy and precision of movie images give film an edge over literature in dealing with concrete subjects, whereas the symbolic flexibility of language gives literature the advantage in dealing with abstractions and nontangible subjects. The argument runs some- thing like this: a photograph of a red rose is perhaps more vivid and direct than the phrase "a red rose," but only literature can link this image with an abstraction - "my love is like a red red rose." Hence, the argument that literature is more supple and complex than cinema because language can symbolize concrete objects and mental states with equal ease. Through the use of metaphors and other figurative devices, literature can be nearly as concrete as film, and far more abstract, for the camera is restricted to those objects which can be photographed. The literalness of photography, according to this view, makes

metaphor difficult if not impossible, for how can film link a concrete object like "rose" with a nontangible emotion like 'love' (Giannetti, 1972)?

Cinematic Syntax

Written language uses letters, words, sentences and paragraphs to convey a narrative. Cinema uses shots, shot sequences, scenes and dramatic sequences. Using language as an organizational structure can give your video greater narrative impact and broader appeal. They say a picture is worth a thousand words. A moving picture is worth even more (Siegel, 2015).

The language of cinema starts with the shot. In film and video, a shot is a series of still image frames that runs for an uninterrupted period of time. Like a letter in written language, the shot is the smallest piece of visual language. However, a shot is closer to a word because it communicates much more than a single letter can (Siegel, 2015).

Depending on its elements, a shot can tell the entire story or just a tiny piece. These elements include the shot's duration, camera angle and movement, sound, lighting and all the visual design of the production that comprise its "mise-en-scène." If an actor or actors are in the shot, their physical performance and emotions can also communicate more than dialogue (Siegel, 2015)

A shot sequence is a collection of shots that communicate an idea, just as a collection of words form a sentence. A sequence can be long or short, using many shots or a few, sometimes using only a single long take. Just like the order of the words matters in a sentence, the order of images are important in cinematic syntax. Film scenes often start with a wide shot to establish the location before moving closer to the talent or action. But this isn't always the case (Siegel, 2015).

Methodology

In film studies, constructions of cinematic symbols are very important. In this case this study is open to adopt variety of methods to meets its objectives. However, the discourse analysis and content analysis have been used to conclude the study. The primary data for the study have been collected while watching the selected films. The secondary data have also been consulted from other sources like research journals, historical biographies, textbooks, etc.

Rationale for Data

Film studies are very creative discipline; it cannot be confined to celluloid only. It exhibits social reality of the society. For the generalisation of the data, it's not easy to cover up all released Hindi cinema, therefore, the study limits itself to Madhur Bhandarkar's film as a primary source of research.

Units of Analysis

Objects/props: Household items, flags, T-shirts, games, art in room, statues, furniture style, shape of windows, magazines, pictures, weapons, wall hangings, books, instruments, pets, cars, people, houses.

Music/sounds: Background sounds, songs, atmospheric music bed, music in scenes, street noises, weather sounds, sirens, people crying/laughing/ screaming in the next room, weird unexplainable sounds, heaters, equipment, natural sounds, animals, event sounds.

Color: The color of everything in the frame may mean something. Therefore, colors for everything in each scene, including for costumes, sets, lights, cars, hair color, makeup, props, sky, fur, and weather are important.

Words: Heard in dialogue or appearing on sets or otherwise onscreen (pop-up bubbles to indicate thought, subtitles, and so on). Posters in the background, titles, onscreen text with

background info, poems, fables, stories inside stories, signs, subtitles for slang, graffiti, product names on packages, license plates, bumper stickers, billboards, song lyrics, street names, character names, location, event lingo, speeches, slang, vocabulary, dialect, cultural misinterpretations, multiple meaning for some words, word puzzles, T-shirt sayings.

Sets: Location as character. What does the setting say about the mood of each scene? A conversation in a junkyard has a different context than one at India Gate. National monuments, natural settings (swamps, waterfalls, caves, rivers, ocean, desert), cities with different personalities, small-town local flavor, visual themes, types of businesses, geographical themes, amusements parks, clubs, bars, graveyards, temples, stores, abstract interpretations of the Internet, art galleries, circus tents, fantasy places.

Character types: People who represent the theme or plot to the extreme (positive or negative, even an extreme mix of the two).

Fashion preferences: Cultural backgrounds, accents, jewelry, uniforms, piercings, tattoos, hats, clothes, masks, T-shirt sayings.

Lighting: Colored lights, light sources, brightness, lighting subjects specific to metaphor. Good characters may be in bright light, whereas evil characters may be darkly lit. Quality of light (time of day as a metaphor, glowing around certain characters, face-lighting strategies to evoke emotion, source of light (sun, spaceship, flaming building) as metaphor, spinning ambulance lighting in room to represent emergency situation.

Staging: Placement of characters and metaphoric objects inside the frame to represent relationships. Where are characters in relationship to each other metaphorically? What metaphoric items surround the characters? Are they talking while walking through a field of sunflowers or in between cactuses? What metaphoric objects could a filmmaker place between characters to show relationships or emotional states during a scene? How a filmmaker uses a series of staging metaphor shots to show relationships?

Fables: How have little stories been interjected into scenes to show plot, theme, or character?

Discussion

List of selected films directed by Madhur Bhandarkar

S.N.	Name of Film	Year of Release	Subject Matter
1	Chandani Bar	2001	Life of a Bar Dancer, Social Inescapability
2	Satta	2003	Nexus between underworld, businessmen, corrupt policemen and politicians
3	Aan : Men at Work	2004	Honest policemen's struggle with goons and henchmen
4	Page 3	2005	the glitz and glamour of celebrity lifestyles and their artificial world of luxury, leisure and leverage which feed cynical attitudes and sexual motivations
5	Corporate	2006	women's liberation, gender and business
6	Traffic Signal	2007	Working life style of beggars (kids and adults), prostitutes, tricksters, eunuchs and others who sell clothes, flowers and trinkets at traffic signal
7	Fashion	2008	Model, modelling, career and success against family values and wishes
8	Jail	2009	False drug case, peaceful life and fiasco
9	Dil Toh Baccha Hai Ji	2011	the "love" defined in practical terms with satire
10	Heroine	2012	Life choices of an actor

Chandani Bar (Moonlight Bar)

It is a hard-hitting realistic depiction of the life of a Mumbai "beer bar" dancer, whose disgraceful profession proves to be socially inescapable for her as well as her children. The

movie reveals the women who work in beer bars that lead to prostitution due to livelihood problems. In the film Mumtaz (Tabu) came to Mumbai with her uncle with a dream of happy life but she was forced to dance in a beer bar to earn her livelihood. She was also raped by her uncle and after that she asked help from her bar friend Deepa (Ananya Khare) who warns the naive Mumtaz that “Yeah mardo ka jamana hai, jaise hi pata chalega tu akeli hai, giddho ki tarah noach dalege tujhe” (it’s a man’s world, and when men know you’re alone, they rip you apart like vultures).

After marriage she looked forward to a happy life but unfortunately she became a widow. Still she tried her best to educate her children. But fate played a crucial role in her life. Her son Abhay (Vishal Thakkar) is arrested in a fake case and in order to get her son out in bail, she tried to raise money in all possible ways. Her daughter Payal (Minakshi Sahani) also accompanied her to Chandni Bar. Life in jail changed Abhay and turned him like his father. Mumtaz's all efforts to give a respectable life to her children turned futile. Her dreams of better, educated lives for Abhay and Payal were tragically aborted. With this, in the humdrum of busy nook and carnies of the bars of Mumbai, another dream got killed.

Satta

This film is a portrait of the nexus between the underworld, businessmen, corrupt policemen and politicians. The movie also showed the bigotry of the Indian mind set and how women were used according to the whims of the men who are looking for their share of power. The movie shows how women face abuse from the husbands, how a man could be a womanizer and alcoholic but the woman has to stand along. The movie develops and gives away a strong image of woman in politics. Raveena Tandon struggles to bring order to the chaos surrounding the protagonist's character and succeeds to a large degree. Proving which that the women could give a great fight to men in their dominated world. Her aggressive stance against the patriarchal politics of the nation is wonderfully rabble rousing, though at times a little removed from her character's demeanor and body language.

Aan : Man at Work

Aan is about dutiful and honest policemen’s struggle with goons and henchmen. Four cops working in the Mumbai Crime Branch: Hari Om Parnaik, D.C.P. Crime Detection (Akshay Kumar); Vikram Singh, Sr. Inspector (Shatrughan Sinha); Appa Kadam Nayak, Sub Inspector Encounter Specialist (Suniel Shetty); and finally Khaled Ansari, Head Constable (Pareesh Rawal). The film introduces Hari Parnaik coming to the Mumbai Crime Branch to set things right. Hari, along with his 3 other counterparts, must stop the evil trio: a big businessman, Walia (Jackie Shroff); a home minister, Manik Rao; and a don, Pathan (Irfan Khan). DCP Hari Om Patnaik (Akshay Kumar) arrives and realizes that the other cops are not serious and that no one is following the rules and regulations. Vikram and Hari manage to capture Walia, Manik, and Roshni for their crimes, and Mumbai is crime-free.

Page3

The film Page-3 projects the glitz and glamour of celebrity lifestyles and their artificial world of luxury, leisure and leverage which feed cynical attitudes and sexual motivations. The filmmaker Madhur Bhandarkar makes revelations through the interplay of culture and media in the city of Mumbai. It portrays the metropolitan culture of high society or upper class. It is a world that is dark, sad, slick, and full of crime and corruption. It presents “spurious nostalgia, the underlying mood of pessimism that undercuts any attempted happy endings and it has the existential motifs of dark visual style and the black vision of despair, loneliness and dread”(Porfirio, 85).

The mise-en-scene of the film reinforced the vulnerability of its lead characters especially and inescapably coded, written and over determined” (Doane, 216). The lead heroine of the film Madhavi Sharma (Konkona Sen Sharma) who collects articles for the third page of a popular, colourful, daily newspaper, has to update herself with the scandalous social events happening in parties and at get-togethers, mostly start late at night and continue till the wee hours of the next day. Her task is to create entertainment for readers and “to cause sensational gossips in the social circuits through Page 3 culture” (The Hindu (India): 30 June, 2005).

This film is also the story of three girls who intend to live with dignity in an indecent society. Madhavi Sharma, an entertainment journalist shares room with Pearl Sequiera, a bold outspoken Air-hostess, who wants to marry for money, while there is another woman Gayatri Sachdeva, who comes across Madhavi in a state of trance due to consumption of alcohol and sexual abuse when she was travelling by a Borivellibound Western Railway train on her way to Malad. Gayatri has been the victim of abuse at the hands of Charu Mohanty, the filmmaker.

The cinematic representation of metropolitan life manifests that ethics and emotions gets displaced and contradicted due to desire, vices, class or caste identity, commerce, lifestyle and occupation. The filmmaker uses a language that shows how capitalism and its human agents deviate from semiotic environment of human life for the sake of “heteronomy of elements” (Prasad, 1998).

Corporate

Corporate portrays the story of Nishigandha Dasgupta or Nishi played by Bipasha Basu who fell into a trap and rotted for the rest of her life. She thinks that she could make a mark in the corporate world by agreeing to take responsibility of a crime to save her husband and his family. Corporate can be considered to be a film on women’s liberation, because it so was not. It was just a corporatized version of a sati savitri who would take any kind of risk in the world to save her husband and his honour because that’s what an ideal wife is supposed to do.

Traffic Signal

The traffic signal includes a microcosm of people who derive their daily livelihoods from it. There are beggars (kids and adults), prostitutes, tricksters, eunuchs and others who sell clothes, flowers and trinkets. They speak quickly, act fast and operate somewhat honourably (with each other) to eke a meager living out of the harsh Mumbai street life. They owe allegiance and hafta (weekly "protection" fee) to the signal manager, Silsila (Kunal Khemu). Almost all characters remain sketchy, you remember them more for their colourful names— Silsila (he was born the year the Yash Chopra film was released), Tsunami (he lost his family in the disaster), Khadi (he is the social worker). Silsila grew up at the signal. He ran various trades there before he became the manager. He is an ideal manager: sensitive and caring of his workers yet ruthless when it comes to delivery. Silsila reports into a mid-level don, Jaffar, who in turn reports to the big boss Haji bhaijaan.

The narrative remains scattered; there are too many parts which never come together. And the plot doesn’t seem to be going anywhere till it all suddenly heats up at the end and then ends just as quickly. An honest engineer who has been resisting building a flyover is done away with by the mafia, the traffic signal has to make way for this flyover and the beggars face extinction. It ends with a question mark.

Fashion

Fashion talks about an aspiring model Meghna Mathur (Priyanka Chopra) who wants to go to Mumbai and become a supermodel. She leaves her home to find success in the modeling world against her father's wishes. Meghna meets an old acquaintance, Rohit (Ashwin Mushran)—a gay, aspiring designer who assists Vinay Khosla (Harsh Chhaya).

Meghna experiences difficulties during her early days; she auditions several times and is rejected. Meghna meets and befriends another struggling model, Maanav (Arjan Bajwa). At Rahul Arora's (Samir Soni) fashion show, Meghna meets supermodel Shonali Gujral (KangnaRanaut) and is ridiculed by the show's choreographer, Christine, and told to have her portfolio photographed by Kartik (Rohit Roy). To afford Kartik's fees, Meghna shoots a lingerie advertisement; she is mentored by another aspiring model, Janet (Mugdha Godse). Meghna's lingerie photos appear on the cover of a magazine; her relatives in Mumbai see the cover and ask her to leave the house. She shares an apartment with Manav. Meghna is noticed by Anisha Roy (Kitu Gidwani), an executive, of Panache, a major modeling agency.

Jail

Jail tells the story of Parag Dixit (Neil Nitin Mukesh) who is having a peaceful life with his girlfriend Mansi, (Mugdha Godse). But his life takes a turn and he ends up in jail due to a false drugs case in which he is implicated although his friend Keshav (Jignesh Joshi) is responsible for the fiasco. Shortly after getting promoted as Regional Manager of Max Finance, Parag Dixit gets arrested in Bandra for Firing at Police, and Possession of Narcotics. His associate, Keshav, is grievously injured, and is hospitalized in a coma-like condition. Parag's widowed mother, Alka, and Air Hostess girlfriend, Manasi Pandit, retain Advocate Harish Bhatiya (Sandeep Mehta) to represent him at a preliminary bail hearing, but the Judge denies bail. Housed in an overcrowded barrack, with barely room to move, Parag meets with a variety of people - both convicted and awaiting trial - including Abdul Ghani (Rahul Singh) (a person waiting for bail after he accidentally killed a man troubling his wife), Kabir Malik (Arya Babbar) (a convict and henchman of Bababhai), Galib Suratwala, Nawab (Manoj Bajpayee) (a prisoner who now works in jail), Joe D'souza (a hit and run accused) (Ali Quli Mirza), Bababhai (a Don who stays in special room and conducts criminal activities by bribing police), etc.

Parag again appears in Court after a charge-sheet is filed, but again, due to the seriousness of the offenses, fear of tampering with evidence and witnesses, he is denied bail. Several months later, Keshav is now deceased - and Parag, embittered by abuse, loss of faith in an overburdened system - with overwhelming evidence against him - faces trial as the only accused.

Dil Toh Baccha Hai Ji

It is the story around three men. Naren Ahuja (Ajay Devgn) works as a bank manager and is seeking divorce from his wife, Madhvi (Rituparna Sengupta); Abhay Suri (Emraan Hashmi) is a playboy and gym trainer; and Milind Kelkar (Omi Vaidya) works in a matrimonial company and is in search for true love. Naren leaves his house and starts living in his parents' house. Abhay and Milind are thrown out of their rented apartments and end up as paying guests for Naren. Naren has a crush on June Pinto (Shazahn Padamsee), who works as an intern in his bank. Milind starts loving a radio jockey, Gungun Sarkar (Shraddha Das). Abhay falls for Anushka Narang (Tisca Chopra), a former Ms. India, who married a multi-millionaire and is interested in young men.

Naren and June start enjoying each other's company. Milind tries to impress Gungun, which annoys her, but she uses Milind for her own reasons. Abhay gets full attention from Anushka and they start having an affair. The three love stories blossom until Nikki Narang (Shruti Haasan), the stepdaughter of Anushka, enters the story. Abhay falls for Nikki and starts ignoring Anushka. He breaks up with Anushka and starts going out with Nikki.

June's grandma invites Naren for dinner, and Gungun eventually falls in love with Milind. The next day, everything changes. Milind gets angry after getting a letter from Gungun that she's going to Chennai for a movie, Nikki dumps Abhay therefore admitting that she was just using him for sex and he's not her type and June's grandma invites Naren to get his opinion on June marrying Chris Pascal, her boyfriend. At the airport, the three friends decide to go to Goa for a vacation and vow never to fall for girls anymore. However, at the same airport they find three new girls. The story is the "love" defined in practical terms with satire.

Heroin

Mahi Arora (Kareena Kapoor), a renowned actress and film heroine, is thrown out of a car at night. She hails a taxi and arrives in a disheveled state at a police station, with the intention of lodging a complaint. Before she can do so, her agent and father-figure, Rashid Bhai (Govind Namdeo) arrives and takes her away from the station.

Conclusion

Though in the discussion of the research work, the construction of symbols and metaphors are hardly touched, this brief survey is an adequate demonstration of metaphors in film. Madhur Bhandarkar succeeds in generalizing that the cinema is reification of human life. In his films he justifies that film has only one tense, the present; that movies be more simple than literature because they are a mass medium (as though printing weren't!); that film cannot deal with conceptual ideas; that language must be less complex in film than in literature; and so on. A re-examination of these quaint notions is long overdue.

References

- BBC News*. (2013, May 8). Retrieved August 27, 2018, from www.bbc.com: https://www.bbc.com/hindi/entertainment/2013/05/130506_cinema_and_society_rd
- Anjaria, U. (2017). Madhur Bhandarkar and the New Bollywood Social. In A. I. Vishwamohar, & V. M. John, *Behind the Scenes: Contemporary Bollywood Directors and Their Cinema*. Sage Publication India Pvt. Ltd.
- Berger, P. L., & Luckmann, T. (1971). *The Social Construction of Reality*. USA: Penguin Books.
- Bornaetxea, F. R., Moron, D. A., Gil, A. A., & Molloy, A. A. (2014). Construction of Reality Or Dependent Origination? From Scientific Psychotherapy To Responsible Attention. *Contemporary Buddhism An Interdisciplinary Journal*, 216-243.
- Brav, A., & Gompers, P. A. (1997). Myth or Reality? The Long-Run Underperformance of Initial Public Offerings: Evidence from Venture and Nonventure Capital-Backed Companies. *Journal of Finance*, 1791-1821.
- Chaturvedi, J. (2009, July 11). *Naya Jamana*. Retrieved August 20, 2018, from jagdishwarchaturvedi.blogspot.com: http://jagdishwarchaturvedi.blogspot.com/2009/07/blog-post_3629.html
- Chetia, B., & Bhatt, D. (2018, January). Portrayal of Women Prostitution in Hindi Cinema: An Analytical Study. *Language in India*.
- Giannetti, L. D. (1972). Cinematic Metaphors. *The Journal of Aesthetic Education*, 49-61.

- Hiebert, D. D. (2014, December 9). What does social construction of reality mean. youtube.com.
- Jha, H. (2018, March 11). *Dainikjagaran*. Retrieved September 2, 2018, from www.jagaran.com: <https://www.jagran.com/entertainment/bollywood-changing-face-of-women-in-bollywood-from-mother-india-to-queen-from-pink-to-lipstick-under-my-burkha-on-international-womens-day-17628166.html>
- Kakar, S. (1981). *Jstore*. Retrieved September 10, 2018, from www.jstore.org: <http://www.jstore.org/stable/23001932>
- Khadilkar, M. (2017, April 26). *Dainik Jagaran*. Retrieved August 26, 2018, from www.jagarna.com: <https://www.jagran.com/entertainment/bollywood-prakash-jha-says-certificate-of-his-film-is-victory-of-truth-15924146.html>
- Kuiper, L. (2005). Perception is reality: Parisian and Provençal perceptions of regional varieties of French. *Journal of Sociolinguistics*, 28-52.
- Macfie, A. L. (2015). The fabric of reality. *Rethinking History the journal of theory and practice*, 685-693.
- Mishra, D. (2014). FEMINIST STANCE IN MOVIES OF MADHUR BHANDARKAR: A STUDY WITH SPECIAL REFERENCE TO FASHION AND CORPORATE. *Journal of Higher Education and Research Society*.
- Mishra, S. (2018, August 24). *livehindustan*. Retrieved September 2, 2018, from www.livehindustan.com: <https://www.livehindustan.com/blog/nazariya/story-najariya-hindustan-column-on-25-august-by-sunil-mishra-2139605.html>
- Orbe, M. P. (2009, April 01). Construction of reality on MTV's "the real world": An analysis of the restrictive coding of black masculinity. *Southern Communication Journal*, 32-47.
- Pachauri, S. (1997). *Derrida : Vikhandan Ki Saidhantiki*. Vaani Prakashan.
- Shaw, J. (2014). Psychotic and non-psychotic perceptions of reality. *Journal of child Psychotherapy*, 73-89.
- Sheridan, S. (2004, July 9). *Peachpit*. Retrieved February 10, 2019, from www.peachpit.com: <http://www.peachpit.com/articles/article.aspx?p=174318&seqNum=3>
- Siegel, J. A. (2015, September 2). *Videomaker*. Retrieved February 10, 2019, from www.videomaker.com: <https://www.videomaker.com/article/c18/18140-visual-language-using-language-as-cinematic-structure>
- Siegel, J. A. (2015, September 2). *Videomaker*. Retrieved Jan 10, 2019, from www.videomaker.com: <https://www.videomaker.com/article/c18/18140-visual-language-using-language-as-cinematic-structure>

महिलाओं से सम्बन्धित संवैधानिक एवं विधिक अधिकार

जयश्री शुक्ला*

संक्षिप्तिका

स्वतंत्रता के पश्चात् भारतीय नारी की स्थिति में काफी सुधारात्मक परिवर्तन हुए हैं। आजादी के 72 वर्षों के पश्चात् वर्तमान में हम यदि कानूनी दृष्टिकोण से नारी की स्थिति का आंकलन करें, तो पायेंगे कि संविधान एवं सरकार द्वारा महिलाओं से सम्बन्धित अपराधों को रोकने के लिए बहुत से अधिनियमों की विवेचना हुई है। हमारे देश के संविधान में नारी की गरिमामयी स्थिति को बनाये रखने के लिए, हिंसात्मकवृत्ति को समाप्त करने के लिए, नारी शिक्षा के प्रोत्साहित करने के लिए, समाज में अपनी भागेदारी सुनिश्चित करने के लिए बहुत से कानून बनाये गये हैं। किन्तु पर्याप्त कानूनी जानकारी के अभाव में सामाजिक अराजक तत्वों द्वारा उनके अधिकारों का हनन किया जा रहा है।⁽¹⁾ यहाँ तक कि अधिकांश महिलाओं को यह भी पता ही नहीं होता कि संविधान एवं सरकार द्वारा उनके कौन-कौन से अधिकार प्रदान किये गये हैं। समय-समय पर महिलाओं से जुड़े सामाजिक, आर्थिक, राजनैतिक और कानूनी मुद्दों पर संवेदनशील सरोकार को व्यक्त किया जाता रहा है। आज समाज के सभी क्षेत्रों में पुरुष और महिला दोनों को समान अवसर प्रदान किये जा रहे हैं। देश, समाज और परिवार के उज्ज्वल भविष्य के लिए महिला सशक्तिकरण, स्वच्छ और उपयुक्त वातावरण, स्वतन्त्र विचाराभिव्यक्ति इत्यादि की स्वतन्त्रता सभी के मिलनी चाहिये। सरकार द्वारा बनाये गये कानूनों का सही से क्रियान्वयन हो इसके लिए सरकार के साथ-साथ सामाजिक भागेदारिता आवश्यक है।⁽²⁾

मुख्य बिन्दु— नारीवाद, महिला शिक्षा, संवैधानिक एवं विधिक अधिकार, महिला सुरक्षा।

प्रस्तावना

प्राचीन काल से लेकर के वर्तमान युग तक नारी के संघर्ष की गाथा बहुत लंबी है। कहा जाता रहा है कि हजार वर्षों से पराधीनता में रहने वाली एकमात्र जाति "नारी" ही है। इसी कारण स्त्री को "अंतिम उपनिवेश" की भी संज्ञा दी जाती रही है। वर्तमान शताब्दी में विश्व में अपराधों की संख्या में असाधारण वृद्धि हुई है, जिसका प्रत्यक्ष प्रभाव समाज पर स्पष्ट परिलक्षित हो रहा है, क्योंकि समाज और अपराध एक दूसरे के पूरक हैं। अपराध समाज में कारित होते हैं और उनका उपचार भी समाज में ही समाहित होता है। प्राचीन युग में मानवीय आवश्यकताएँ कम थी, इसलिए अपराध भी काफी कम होते थे, किन्तु वर्तमान में मनुष्य की नित नये बढ़ती आवश्यकताओं के कारण भी अपराध ज्यादा होने लगे हैं। प्रारंभ में अपराध केवल चोरी, लूट, हत्या, बलात्कार इत्यादि की घटनाओं तक ही सीमित थे, किन्तु वर्तमान में इन्टरनेट, इलेक्ट्रॉनिक मीडिया तक इनकी बढ़ोत्तरी हो गई है, जिसे साइबर अपराध कहा जाता है।⁽³⁾ भारतीय संविधान के अनुच्छेद स्त्री और पुरुष को समान दर्जा देता है, किन्तु आंकड़ों से स्पष्ट है कि ये आंकड़े केवल कागजों तक ही सीमित हैं। देश में घटित होने वाली महिलाओं से सम्बन्धित अपराधों का अध्ययन करने के पश्चात् स्पष्ट होता है कि प्रति मिनट पर महिलाओं के साथ छेड़छाड़, सार्वजनिक अपमान, हत्या का प्रयास, बलात्कार, यौन-उत्पीड़न, अश्लीलता जैसी घटनाएँ घटती रहती हैं, और इन सभी समस्याओं का जन्म समाज से ही होता है। इन घटनाओं का उन्मूलन कानून के द्वारा ही सम्भव है। भारतीय संविधान द्वारा महिलाओं को बहुत से संवैधानिक एवं विधिक अधिकार प्रदत्त किये गये हैं। साथ ही इन अधिकारों के उचित क्रियान्वयन एवं महिलाओं को उत्पीड़न से बचाने हेतु विभिन्न आयोगों की स्थापना भी की गई है।⁽⁴⁾

1— महिलाओं से सम्बन्धित संवैधानिक व्यवस्था

भारतीय संविधान अनुच्छेद 14 के अनुसार "भारत राज्य क्षेत्र के किसी व्यक्ति को विधि के समक्ष समता से अथवा विधियों के समान संरक्षण से वंचित नहीं किया जाएगा।"

अनुच्छेद 15 के अनुसार "राज्य केवल धर्म, मूल, वंश, जाति, लिंग, जन्म स्थान के आधार पर नागरिकों के बीच कोई विभेद नहीं करेगा।" भारतीय संविधान में स्पष्ट है कि पुरुष एवं महिला को समान अधिकार प्रदान किये गये हैं। इतना ही नहीं इसी अनुच्छेद के खंड 3 में स्त्रियों के लिए विशेष व्यवस्था भी की गई है। इसमें कहा गया है कि महिलाओं की स्वाभाविक प्रकृति के कारण उन्हें विशेष संरक्षण की आवश्यकता होती है।

अनुच्छेद 19 में महिलाओं को स्वतंत्रता का अधिकार प्रदान किया गया है। ताकि वह स्वतंत्र रूप से भारत के किसी भी क्षेत्र में आवागमन, निवास एवं व्यवसाय कर सकती है। महिला होने के कारण उन्हें किसी भी कार्य को करने से वंचित करना मौलिक अधिकार का उल्लंघन एवं कानूनी अपराध माना गया है। अधिकार के उल्लंघन की दृष्टि में वह कानूनी सहायता के लिए न्यायालय की शरण ले सकती है।⁽⁵⁾

* ICSSR, शोधकर्त्री, शिक्षा विभाग, गुरु घासीदास विश्वविद्यालय, बिलासपुर, छत्तीसगढ़

अनुच्छेद 23-24 द्वारा महिलाओं के विरुद्ध होने वाले शोषण को नारी गरिमा के लिए उचित नहीं मानते हुए महिलाओं की खरीद-फरोख, वेश्यावृत्ति के लिए जबरदस्ती करना, भीख मंगवाना आदि को दंडनीय माना गया है। इसके लिए सन् 1956 में से “**The Suppression Of Immoral Traffic In Women And Girls Act**” भी भारतीय संसद द्वारा पारित किया गया। ताकि महिलाओं के विरुद्ध होने वाले सभी प्रकार के शोषण को समाप्त किया जा सके। आर्थिक न्याय प्रदान करने हेतु **अनुच्छेद 39 (क)** में स्त्री को जीविका के पर्याप्त साधन प्राप्त करने का अधिकार एवं **अनुच्छेद 39 (द)** में समान कार्य के लिए समान वेतन का उपबंध है।

अनुच्छेद 42 के अनुसार महिला को विशेष प्रसूति अवकाश प्रदान करने की बात कही गई है।⁽⁶⁾

अनुच्छेद 46 के अनुसार राज्य दुर्बल वर्गों के शिक्षा तथा अर्थ संबंधी हितों की विशेष सावधानी से अभिवृद्धि करेगा तथा सामाजिक अन्याय एवं सब प्रकार के शोषण से संरक्षण भी करेगा।

संविधान के **भाग 4** के **अनुच्छेद 51 (क) (ड)** में स्पष्ट रूप से कहा गया है कि “हमारा दायित्व है कि हम हमारी संस्कृति की गौरवशाली परंपरा के महत्व को समझे और ऐसी प्रथाओं का त्याग करें जो कि स्त्रियों के सम्मान के खिलाफ हो।”

अनुच्छेद 243 (द) (3) में प्रत्येक पंचायत में प्रत्यक्ष निर्वाचन से भरे गये स्थानों की कुल संख्या के 1/3 स्थान स्त्रियों के लिए आरक्षित रहेंगे और चक्रानुक्रम से पंचायत के विभिन्न निर्वाचन क्षेत्रों में आबंटित किये जाएंगे।⁽⁷⁾

अनुच्छेद 325 के अनुसार “निर्वाचक नामावली में महिला एवं पुरुष दोनों को ही समान रूप से सम्मिलित होने का अधिकार प्रदान किया गया है।” अनुच्छेद 325 द्वारा संविधान निर्माताओं ने यह दर्शाने की कोशिश की है कि “भारत में पुरुष और स्त्री को समान मतदान अधिकार दिये गये हैं।”⁽⁸⁾

2- महिलाओं से सम्बन्धित विधिक व्यवस्था

महिलाओं के प्रति बढ़ते अपराधों एवं अत्याचारों के निवारण के लिए राज्य द्वारा विभिन्न अधिनियम पारित किये गये हैं, ताकि महिलाओं को उनका अधिकार मिल सकें एवं सामाजिक भेदभाव से उनकी सुरक्षा हो सकें।

भारतीय दंड संहिता 1860 के प्रावधान- भा.द.सं. में भी महिलाओं पर होने वाले अत्याचार एवं निर्दयता के विरुद्ध व्यवस्था की गई है।

धारा 292 से 294 के तहत विशिष्टता और सदाचार को प्रभावित करने वाले मामलों पर रोक लगाई गयी है।

धारा 312 से 318 में गर्भपात करना, अजन्में शिशुओं को नुकसान पहुंचाने, शिशुओं को अरक्षित छोड़ने और जन्म छिपाने के विषय में दंड का प्रावधान किया गया है।⁽⁹⁾

धारा 354 के तहत अगर कोई व्यक्ति किसी स्त्री की लज्जा भंग करता है अथवा करने के उद्देश्य से आपराधिक बल प्रयोग करता है तो, उसे 2 वर्ष की सजा अथवा जुर्माना अथवा दोनों से दंडित किये जाने का प्रावधान है।

धारा 361 के अनुसार यदि किसी महिला की आयु 18 वर्ष से कम है और उसे कोई व्यक्ति उसके विधिपूर्व संरक्षक की संरक्षकता से बिना सहमति के या बरगला कर अथवा फुसलाकर ले जाता है, तो वह व्यक्ति अपहरण का दोषी होगा।

इसके लिए **धारा 363 से 366** में दंड का प्रावधान किया गया है।

धारा 372 के तहत अगर किसी 18 वर्ष से कम आयु की महिला को किसी वेश्यावृत्ति के प्रयोजन के लिए बेचे जाने पर दोषी व्यक्ति को 10 वर्ष तक की सजा व जुर्माना अथवा दोनों सजा दी जा सकेगी।⁽¹⁰⁾

धारा 375 में बलात्कार को परिभाषित किया गया है एवं **धारा 376** में बलात्कार के लिए दंड के प्रावधान का वर्णन है।

धारा 498 (अ) में प्रावधानित किया गया है कि अगर कोई पति अथवा उसका कोई रिश्तेदार विवाहित पत्नी के साथ निर्दयतापूर्वक दुर्व्यवहार करता है अथवा दहेज को लेकर यातना देता है, तो न्यायालय उसे 2 साल तक की सजा दे सकती है।

धारा 509 के तहत अगर कोई व्यक्ति स्त्री की लज्जा का अनादर करने के आशय से कोई शब्द कहता है, कोई ध्वनि या कोई अन्य विक्षेप करता है या कोई वस्तु प्रदर्शित करता है अथवा कोई ऐसा कार्य करता है जिससे किसी स्त्री की एकान्तता पर अतिक्रमण होता है, तो ऐसा व्यक्ति को एक वर्ष तक की सजा एवं जुर्माना अथवा दोनों से दंडित किया जायेगा।⁽¹¹⁾

3. महिलाओं के लिए पारित किये गये विभिन्न अधिनियम

देश को प्रचलित कुश्रितियों एवं कुप्रथाओं से मुक्त कराने हेतु सरकार द्वारा बहुत से अधिनियम पारित किये गये हैं। साथ ही महिलाओं को सुरक्षा एवं अधिकार प्रदान करने हेतु भी अधिनियम पारित किये गये हैं। जिससे वे समाज में अपनी स्थिति को सुधार सकें। ये अधिकार एवं अधिनियम निम्न हैं:-

1- **राज्य कर्मचारी बीमा अधिनियम (1948)** – यह अधिनियम व्यक्ति की बीमारी, प्रसूति, अस्थायी या स्थायी शारीरिक विकलांगता या रोजगार दुर्घटना के कारण मृत्यु के परिणामस्वरूप आई अर्जन क्षमता में कमी के कारण आकस्मिक व्यय के रूप में श्रमिकों के हितों की रक्षा करने के लिए बनाया गया है।

2- **दि प्लांटेशनस लेबर अधिनियम (1951)**– यह अधिनियम बिना अनुमति के शाम 7 बजे से सुबह 6 बजे तक वृक्षारोपण में किसी भी महिला या बच्चे के कार्य करने पर प्रतिबन्ध लगाता है।⁽¹²⁾

- 3- **विशेष विवाह अधिनियम (1954)**— यह अधिनियम भारत में तथा विदेशों में निवास करने वाले सभी भारतीयों के लिए विवाह सम्बन्धी विषेषाधिकार प्रदान करता है।
- 4- **हिन्दू विवाह अधिनियम (1955)**— यह अधिनियम हिन्दुओं और अन्य धर्मों के लोगों के बीच विवाह सम्बन्धी कानूनों में संशोधन एवं उसे संहिताबद्ध करने के उद्देश्य से बनाया गया है।
- 5- **अनैतिक व्यापार निवारण अधिनियम (1956)**— यह अधिनियम किसी भी व्यक्ति को वेष्पावृत्ति के लिये बेचने, फुसलाने एवं उपलब्ध कराने पर तीन से चौदह साल तक की कैद और जुर्माना या दोनों का प्रवधान करती है।⁽¹³⁾
- 6- **दहेज प्रतिषेध अधिनियम (1961)**— इस अधिनियम में दहेज लेने तथा देने या लेने-देने में सहयोग करने पर पाँच वर्ष की कैद और 15,000 रु० जुर्माने का प्रवधान है।
- 7- **गर्भ का चिकित्सकीय समापन अधिनियम (1971)**— इस अधिनियम के अर्न्तगत महिलायें कुछ विशेष परिस्थिति में सरकारी अस्पताल में या सरकार की ओर से अधिकृत किसी भी चिकित्सा केन्द्र में अधिकृत व प्रशिक्षित डॉक्टरों द्वारा गर्भपात करा सकती है।
- 8- **ठेका श्रमिक (रेग्युलेशन एण्ड एबोलिशन) अधिनियम (1976)**— इस अधिनियम के अर्न्तगत ठेका श्रम के रोजगार को विनियमित करने तथा उनकी परिस्थिति में सुधार एवं उनसे सम्बन्धित मामलों का निपटारा करने का प्रवधान है।⁽¹⁴⁾
- 9- **दि इक्वल रियुनरेशन अधिनियम (1976)**— इस अधिनियम के अर्न्तगत महिलाओं को पुरुषों के समान कार्य करने पर समान वेतन का प्रवधान किया गया है।
- 10- **परिवार न्यायालय अधिनियम (1984)**— इस अधिनियम के अर्न्तगत कहा गया कि परिवार न्यायालयके समक्ष किया भी वाद या कार्यवाही में कोई भी पक्षकार अधिकार के तौर पर इस बात का हकदार नहीं होगा कि उसका किसी विधि व्यवसायी द्वारा प्रतिनिधित्व किया जाये।
- 11- **इन्डिकेंट रिप्रेसेन्टेशन ऑफ वुमेन एक्ट (1986)**— इस अधिनियम के अर्न्तगत कहा गया कि विज्ञापनों या प्रकाशनों, लेखन, चित्रों, अकड़ों या किसी अन्य तरीके और इससे सम्बन्धित मामलों या आकस्मिक उपचार के लिए महिलाओं के अप्लील प्रतिनिधित्व को रोका जायेगा।
- 12- **कमीशन ऑफ सती (प्रिवेन्शन) एक्ट (1987)**— इस अधिनियम के अर्न्तगत सती प्रथा रोक लगाने का प्रवधान है।⁽¹⁵⁾
- 13- **हिन्दू उत्तराधिकारी अधिनियम (1956) (संशोधन 2005)**— यह अधिनियम बताता है कि यदि किसी व्यक्ति की मृत्यु बिना वसीयत बनाये हो जाती है तो, उस व्यक्ति की सम्पत्ति को नियमानुसार उसके उत्तराधिकारी एवं परिजनों में बांट दी जायेगी।
- 14- **घरेलू हिंसा से संरक्षण अधिनियम (2005)**— इस अधिनियम का उद्देश्य घरेलू हिंसा से महिलाओं को सुक्षा प्रदान करने का प्रवधान है। यह अधिनियम 26 अक्टूबर 2006 को लागू किया गया।
- 15- **बाल विवाह प्रतिषेध अधिनियम (2006)**— इस अधिनियम के अर्न्तगत कहा गया कि बाल विवाह वह है जिसमें लड़के की आयु 21 वर्ष से कम या लड़की की आयु 18 वर्ष से कम हो। यह अधिनियम 1 नवम्बर 2007 से लागू हुआ।⁽¹⁶⁾
- 16- **कार्यस्थल पर महिलाओं के यौन उत्पीड़न (रोकथाम, निषेध और निवारण) अधिनियम (2013)**— इस अधिनियम के अर्न्तगत कहा गया कि कार्यस्थ में महिलाओं के साथ हो रहे यौन उत्पीड़न से सम्बन्धित कानून एवं अधिकार महिलाओं को दिये गये हैं। जिनका प्रयोग वह समयानुसार आवश्यकता आने पर कर सकती हैं।
- 17- **कारखाना अधिनियम (1986) (संशोधन 2014)**— इस अधिनियम में महिलाओं को कारखाने में 7 बजे शाम से 6 बजे सुबह तक काम करने की अनुमति देता है। परन्तु शर्त यह होगी कि उनके लिए पर्याप्त सुविधाएं और उनकी सुरक्षा सम्बन्धी प्रवधानों को प्रस्तुत किया गया है।⁽¹⁷⁾
- 18- **प्रसूति प्रसूविधा अधिनियम (1961) (संशोधित 1995) (संशोधित 2014)**— यह अधिनियम गर्भवती महिलाओं के लिए बच्चा होने से पहले या बाद में अवकाष का प्रवधान देता है। पहले यह अवकाष 90 दिनों का था। उसमें संशोधन कर अवकाष 135 दिनों का कर दिया गया। वर्तमान में 180 दिनों का अवकाष मिलता है।
- 19- **आपराधिक विधि अधिनियम (1983) (संशोधन 2018)**— इस अधिनियम के अर्न्तगत बारह वर्या से कम आयु की बालिकाओं के साथ बलात्कार करने पर मृत्युदण्ड की सजा का प्रवधान करने वाले आपराधिक कानून (संशोधन) अध्यादेश को राष्ट्रपति ने 21 मार्च 2018 को मंजूरी प्रदान कर दी।⁽¹⁸⁾

4. अन्य महत्वपूर्ण प्रयास

महिलाओं की दशा सुधारने हेतु भारत सरकार द्वारा सन् 1985 में महिला एवं बाल विकास विभाग की स्थापना तथा 1992 में राष्ट्रीय महिला आयोग की स्थापना की गई। देश में 8 मार्च को अंतर्राष्ट्रीय महिला दिवस मनाया जाने लगा। भारत सरकार द्वारा वर्ष 2001 को महिला सशक्तीकरण वर्ष भी घोषित किया गया।

इसी प्रकार विभिन्न योजनाओं एवं कार्यक्रमों का क्रियान्वयन भी सरकार द्वारा समय-समय पर किया जाता रहा है। जिनमें प्रमुख हैं— बालिका समृद्धि योजना, किशोरी शक्ति योजना, बालिका बचाओं योजना, इंदिरा महिला योजना, सरस्वती सांस्कृतिक योजना, स्वयंसिद्धा योजना, महिला समाख्या योजना इत्यादि।

निष्कर्ष

महिलाओं को प्रदत्त अधिकारों एवं उनके लिए बनाये गये अधिनियमों के बाद भी महिलाओं की स्थिति शोचनीय है। सरकार द्वारा महिलाओं पर होने वाले अत्याचारों को रोकने के लिए पर्याप्त अधिनियम बनाये गये हैं, परन्तु फिर भी विभिन्न कारण से महिलाओं की स्थिति में सुधार नहीं हो पा रहा है। स्वतंत्रता के पश्चात् से वर्तमान तक विभिन्न अधिनियम जैसे— हिन्दू विवाह अधिनियम, विशेष विवाह अधिनियम, विवाह-विच्छेद व तलाक अधिनियम, वेश्यावृत्ति उन्मूलन अधिनियम, गर्भपात की चिकित्सा द्वारा मान्यता जैसे अधिनियमों में समय-समय पर संशोधन द्वारा प्रमुख सुधारों किये गये। जिसके कारण महिलाओं की सामाजिक स्थिति में पर्याप्त अंतर आया है। फिर भी बहुत सी कमियाँ हैं, जिनकी वजह से इन कानूनों का लाभ महिलायें नहीं उठा पा रही हैं। ये कमियाँ निम्नवत् हैं —

- 1— पूरे देश में महिलाओं के प्रति होने वाले अपराधों का विश्लेषण करें तो स्पष्ट है कि अधिकांश मामलों में रिपोर्ट ही दर्ज नहीं करवायी जाती है। कारण चाहे पारिवारिक दबाव हो या सामाजिक दबाव। जिसके चलते बहुत सी घटनाएँ परिवार की चारदीवारी में ही सिमट कर रह जाती हैं।
- 2— महिलाओं के उत्थान एवं संरक्षण के लिए पर्याप्त कानून एवं अधिनियम है, किन्तु लोगों को विशेषकर महिलाओं को कानूनों एवं अधिकारों का पर्याप्त ज्ञान ही नहीं है, अतः ऐसे कानूनों का पर्याप्त प्रचार-प्रसार या जानकारी समय-समय पर महिलाओं को प्रदान की जानी चाहिए।
- 3— घरेलू हिंसा से संबंधित मामलों में महिलाएँ आगे नहीं आती। यदि पीड़ित महिलाएँ ऐसे घटनाओं के विरुद्ध आवाज उठाना भी चाहे तो समाज में इसे उचित नहीं माना जाता। ऐसी घटनाओं को रोकने के लिए कानून व सरकार के साथ समाज को भी अपनी उचित भूमिका निर्वहन करनी चाहिए।
- 4— देश में कुल मतदाताओं में आधी संख्या महिलाओं की है, मगर इसके बावजूद भी लोकसभा तथा राज्य विधानमंडलों में उनका प्रतिनिधित्व घोर निराशाजनक है। अतः राजनीति में भी महिलाओं को अपनी भागीदारी सुनिश्चित करनी चाहिए।⁽¹⁹⁾
- 5— भा.द.सं. की धारा 498 ए के अंतर्गत विवाहित महिला पर सभी अत्याचार अपराध हैं। किन्तु इसे व्यवहार में दहेज प्रताड़ना से जोड़ दिया जाता है। जो की उचित नहीं है, क्योंकि महिलाएँ फौजदारी, मुकदमा के लिए हिम्मत नहीं जुटा पाती और साथ ही उनको घर से निकाल दिये जाने का भी डर रहता है।
- 6— लोकतांत्रिक संस्थाओं में महिलाओं का प्रतिनिधित्व बहुत कम है। इसलिए विकसित देशों की लोकतांत्रिक संस्थाओं में महिलाओं का प्रतिनिधित्व उनकी संख्या के अनुपात में होना चाहिए।
- 7— महिलाओं की स्थिति सुधारने में गैर-सरकारी संगठन अधिक प्रभावशाली भूमिका निभा सकते हैं। अतः इन संगठनों के कार्यों को प्रोत्साहित करना चाहिये।
- 8— महिलाओं के लिए सरकार द्वारा चलाये जा रही प्रशिक्षण योजना, स्वरोजगार योजनाओं आदि को भी पर्याप्त महत्व दिया जाना चाहिये।⁽²⁰⁾
- 9— महिलाओं को अपने अधिकारों के प्रति जागरूक करने के लिए सरकार द्वारा प्रयास किये जाने चाहिये।

संदर्भ सूची

- 1— आलम, जावेद, लिविंग विद मांडर्निटी, आक्सफोर्ड यूनिवर्सिटी प्रेस, नई दिल्ली 1999।
- 2— कोठारी, रजनी, भारत में राजनीति, वाणी प्रकाशन, दिल्ली, 2005।
- 3— कौषल, आषा, नारी सशक्तिकरण, विमर्ष एवं यथार्थ, पोइन्टर पब्लिशर्स, जयपुर।
- 4— देसाई नीरा और गैत्रयी कृष्णराज वीमेन एण्ड सोसायटी इन इंडिया अजंत पब्लिकेशंस दिल्ली 1987, पृ. 46।
- 5— संयुक्त राष्ट्र संघ रिपोर्ट वनडे वीमेन: ट्रेण्ड्स एण्ड स्टेटिक्स(डीरीलली) (1995)।
- 6— पाण्डेय, डॉ. जयनारायण, भारत का संविधान, सेन्ट्रल लॉ एजेन्सी दिल्ली, 41 वाँ संस्करण 2008।
- 7— यादव राजाराम, भारतीय दंड संहिता, 1860 पंचम संस्करण 2005, सेन्ट्रल लॉ पब्लिकेशन्स, इलाहाबाद।
- 8— आहूजा राम, क्राइम अगेनस्ट वुमेन, जयपुर रावत पब्लिकेशन्स, 1987।
- 9— रोजगार और निर्माण मार्च-2005।
- 10— महिलाओं से संबंधित विभिन्न समाचार पत्रों के आलेख।
- 11— Indian Polity Notes Part 3: Fundamental Rights and Duties.
- 12— https://www.india.gov.in/sites/upload_files/mpi/files/coi_part_full.pdf
- 13— <http://hi.vikaspedia.in/social-welfare/>
- 14— शर्मा एवं मिश्रा, महिला विकास, अर्जुन पब्लिशिंग हाउस, नई दिल्ली, 2010, पृ. 82-83।
- 15— http://minorityaffairs.gov.in/sites/default/files/related_issues_women_1.pdf
- 16— <http://www.legalservicesindia.com/law/article/928/10/Important-Constitutional-And->

Legal-Provisions-For-Women-In-India

17— देव, आर., ह्यूमन राइट्स ऑफ दि एक्ज्यूज्ड अण्डर दी इण्डियन लॉ, लॉ कमीशन ऑफ इण्डिया, 14वीं रिपोर्ट, 1991, भाग-एक, पृ. 674।

18—<https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>

19—http://mospi.nic.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/WM16ConstitutionalLegalRights.pdf

20— श्रीवास्तव, टी.एन., वूमैन एंड दि लॉ, इंटलेक्चुअल पब्लिशिंग हाऊस 23, अंसारी रोड, दरियागंज, नई दिल्ली, 1985, पृ. 2-3।

Effectiveness Of Mind Mapping As Remedial Instructional Strategy On Acquisition Of Biological Concepts Among Low Performing Students Of Class X In Biology Subject

Rosy Dhiman*

Dr. Vandana Aggarwal**

Abstract

The purpose of the study was to identify the problems of low performing students in biology area of science subject and assess the effectiveness of mind mapping as remedial instructional strategy on acquisition of biological concepts. The participants in this study were 25 (13 boys and 12 girls) students of class X of Kendriya Vidyalaya No.1, Udhampur (J&K), who faced problem in attempting biology part of science subject causing their poor performance in biology based on the observation made by subject teacher, previous class IX result of science subject, oral and written class tests. These students were given 3 weeks intensive remedial instruction for acquisition of biology concepts. The data was assessed through 'Biology Concept Acquisition Test (BCAT)' used as a pre-test and post-test. The data thus collected was analyzed using paired t-tests using SPSS. Results show that higher Mean scores of Post-Test than the Mean scores of Pre-Test and the paired t-test indicated significant differences between the pre-test and post test scores of Biological Concept Acquisition Test (BCAT) , $P < 0.001$. The qualitative data about problems faced by the students and effectiveness of Mind Mapping as remedial instructional strategy was gathered through classroom observation, discussion and opinion of students.

Keywords: *Effectiveness, Remedial Instruction, Mind Mapping.*

Introduction

Science is one of the core subjects of curriculum and occupies an important space in development of cognitive faculties in an individual. At secondary level, science contributes in development of abstraction, logical reasoning, skill of questioning, rationalization of facts and experimentation. So, is the importance of science subject that it amalgamates with maximum disciplines that we can imagine. At Secondary level, the science subject is divided into three major parts i.e physics, chemistry and biology. Physics and Chemistry parts incorporate objectivity, logical reasoning, calculation and analysis, whereas Biology is more inclined towards subjectivity, learning of facts, explanation, drawing diagrams, describing phenomenon, defining terms and organizing information. Usually Biology subject is considered to be a cinch to learn however, this is the glitch where students are stuck. Maximum students are mistaken to underestimate biology subject and ultimately face a problem while attempting biological part during exams.

To overcome such issues Sharma & Kaur (2016) in their study conducted on effect of diagnostic remedial teaching programme on concept understanding in cell biology investigated the students' understanding in cell biology concepts that indicated students of various ages possess misconceptions in cell

* Research Scholar, Department of Education, Panjab University, Chandigarh

** Associate Professor, Govt. College of Education, Sector-20D, Chandigarh

biology which continue to cause learning conflicts among students . Therefore a need was felt to identify causes of such misconceptions and find ways to rectify them or prevent them from occurring.

The process of teaching and learning demands effective communication where message is received at learner's end as they are transmitted from teacher's end in premises of teaching and learning process. There are instances when message does not get across completely or it is transmitted in distorted manner in that situation lacunae are left in learning causing poor performance. For that Kumar (2016) throws light on importance of remedial teaching to overcome such gaps in learning. He reckons that possible causes of failure in learning can be due to interference from concepts previously learnt or over generalization on the basis of previous learning. The appropriate strategy of remediation can be determined by the types of problems being faced by the learner and how they can be dealt. Remedial teaching is basically cognitive. The aim is to make the learner conscious about the rules; of concept attainment and his own use of it.

Jangid & Inda (2016) in their paper describe remedial as something which is designed to bring students who are lagging behind up to the level of achievement realized by their peers. Remedial Teaching means that help is offered to students who need pedagogical or didactic assistance. Oyekan (2013) investigated the effect of diagnostic remedial teaching strategy on students' achievement in Biology. The purpose of the study was to diagnose and remedy identified students' weaknesses in Biology by comparing their performances in Conventional Teaching Method (CTM) and Diagnostic Remedial Teaching (DRT) strategy. The findings showed that the use of DRT is more effective in improving the students' achievement and retention than the CTM in Biology classroom practices. Hence, the diagnosis, knowledge and correction of identified students' weaknesses can strengthen Biology teachers with necessary teaching competence, behaviour and innovation required to rescue the students from learning difficulties.

Since, Mind mapping is an effective means to take notes and brainstorm essay topics by focusing on key ideas presented in one's own words and looking for connections between them, knowledge can mapped in a way that will help to understand better and retain information (The University Of Adelaide ,2014)

Therefore, the investigators got inclined towards use of Mind Mapping as a remedial instructional strategy for acquisition of biological concepts among students who face difficulty in attempting biology part during the exams. The study conducted by Farrand, Hussain and Hennessey (2002) showed that Mind Mapping improved the long-term memory of factual information in their participants by 10%. They reported that "Mind Maps provide an effective study technique when applied to written material" and are likely to "encourage a deeper level of processing" for better memory formation. Thus, Mind Mapping technique supports radiant thinking, where the thoughts regarding any particular concept spread out indefinitely. Hence, it can be used as remedial teaching strategy in the acquisition of biological concepts by the learners.

In this study Mind Mapping has been used as an instructional technique that includes visual and spatial representation of concepts radiating out of the single word or a text placed at the center, to which associated ideas and keywords are added and their interrelationships are shown in colorful semantic form, producing the knowledge structure that human beings store in their minds, ultimately allowing the holistic development of understanding among learners, which the sequential text and words alone can't do.

Emergence Of The Problem

Investigators observed students at secondary level especially in Class X, where students appear for the first time in board exams often face problem in attempting biology part which

leads to their overall poor performance in science subject. The purpose of the study was to identify the problems of low performing students and assess the effectiveness of mind mapping as remedial instructional strategy on acquisition of biological concepts among low performing students of class X in biology subject, which may later on be incorporated to improvise performance of the students in the science subject.

Statement Of The Problem

EFFECTIVENESS OF MIND MAPPING AS REMEDIAL INSTRUCTIONAL STRATEGY ON ACQUISITION OF BIOLOGICAL CONCEPTS AMONG LOW PERFORMING STUDENTS OF CLASS X IN BIOLOGY SUBJECT.

Objectives

The purpose of the study was to identify the problems of low performing students and assess the effectiveness of mind mapping as remedial instructional strategy on acquisition of biological concepts. The objectives thus realized are :

- 1) To identify the problems faced by students of class X in acquisition of biological concepts who have poor academic performance in biology area of science subject.
- 2) To study effectiveness of mind mapping as remedial instructional strategy on acquisition of biological concepts among students of class X in biology subject.
- 3) To review students' opinion towards effectiveness of mind mapping as remedial instructional strategy on acquisition of biological concepts.

Hypothesis

To realize the above mentioned objectives the hypothesis thus framed was a null hypothesis
Ho: There exists no significant effectiveness of exposure to Mind Mapping as remedial instructional strategy on acquisition of biological concepts.

Methodology

Participants

The participants in this study were 25 (13 boys and 12 girls) students of class X of Kendriya Vidyalaya No.1, Udampur (J&K) where investigators is working as a science teacher herself. These were the students who faced problem in attempting biology part of science subject causing their poor performance in biology based on the observation made by subject teacher, previous class IX result of science subject, oral and written class tests.

Procedure of data collection

The students who were weak in biology were identified on the basis of observation made by subject investigators, discussion with students, oral and written class tests, previous class IX result of science subject also gave insight into identification of such students. The investigators constructed a 'Biology Concept Acquisition Test (BCAT)' of 25 marks to be used as a pre-test and post-test. The test included selected biology concepts from the syllabus of Science subject for class X.;1) Heterotrophic Nutrition: Heterotrophic nutrition in plants, Amoeba, and animals. 2) Respiration: Respiration in plants, animals, cockroaches, fishes and earthworm from the prescribed CBSE The content validity of test was assessed by giving it to the subject experts and making modifications to it as per their suggestions. Firstly the proficiency of students in the biology was tested using 'Biology Concept acquisition Test' as pre test followed by remedial instruction after that the same test was implemented as post test to evaluate effectiveness of remedial instructional strategy. The data thus collected was analyzed using paired t-tests using SPSS. The qualitative data about problems faced by the students and effectiveness of Mind Mapping as remedial instructional strategy was gathered through classroom observation, discussion and opinion of students.

Implementation of remedial instructional program

For acquisition of biology concepts the remedial instructions were provided by the investigators by teaching selected biological concepts i.e.) Heterotrophic Nutrition: Heterotrophic nutrition in plants, Amoeba, and animals. 2) Respiration: Respiration in plants, animals, cockroaches, fishes and earthworm from the prescribed CBSE syllabus of Science subject for class X, with the use of Mind Maps and encouraging learners to make Mind Maps while acquiring biological concepts. The remedy was given for 3 weeks. The queries posed by the students regarding content were answered from time to time to ensure effective communication.

Results & Discussions

Objective 1) To identify the problems faced by students of class X in acquisition of biological concepts who have poor academic performance in biology area of science subject.

This objective was realized by the observer by analyzing common mistakes done by students in biology subject, assignments, class tests and oral tests. The students faced following problems prior to the implementation of Mind Mapping as remedial instructional strategy:

1. Difficulty in remembering steps involved in various biological phenomenon. e.g. remembering the steps along with enzymes and basic biochemical reactions involved in digestion of food in human beings.
2. Remembering names of enzymes, pigments, names of tissues and cells along with their diagrams involved in a particular biological phenomenon.
3. Remembering definition and terminologies.
4. Describing the biological process subjectively.
5. Organize and reproduce the content.

Objective 2) To study effectiveness of mind mapping as remedial instructional strategy on acquisition of biological concepts among students of class X in biology subject.

This objective was realized by testing a null hypothesis; Ho: There exists no significant effect of exposure to Mind Mapping as remedial instructional strategy on acquisition of biological concepts.

Table 1. shows that the Mean scores of Post-Test are found Higher than the Mean scores of Pre-Test and To examine whether the mean scores of students before and after the remedial instruction were statistically significant, paired t-test as shown in Table.2 was conducted to analyze the results. The results of the paired t-test indicated significant differences between the pre-test and post test scores of Biological Concept Acquisition Test (BCAT) , $P < 0.001$. Hence the null hypothesis was rejected.

TABLE 1. Mean scores and standard deviation of Pre-Test and Post-Test (Biological Concept Acquisition Test –BCAT) taken before and after remedial instructional strategy.

Biological Concept Acquisition Test (BCAT)	N	Mean Score	Std. Deviation	Std. Error
Pre-Test Scores	25	15.68	5.375	1.075
Post-Test Scores	25	19.20	3.708	0.742

TABLE 2. Paired Samples t-test

Biological Concept Acquisition Test (BCAT)	Mean Score	Std. Deviation	Std. Error Mean	t-value	df	Sign(2-tailed)
Pair Pre Test-Post Test	3.52	2.917	0.583	6.033	24	.001*

*P< 0.001

Objective 3) To review students' opinion towards effectiveness of mind mapping as remedial instructional strategy on acquisition of biological concepts was realized by informal interview and discussion and opinions were noted. 15 out of 25 students agreed that they were able to remember the long descriptions of biological phenomenon, 7 students believed that their ability to organize and reproduce the content in steps had improved and 3 students were confident that their proficiency to remember the definition and terminologies has improved.

Above results throw light on the utility of Mind Mapping as a thriving remedial instructional strategy in bringing up improvement in scores of students on acquisition of biological concepts that also imbues motivation among students to work harder and utilize this Mind Mapping technique for further learning.

Conclusion

Science holds an important position in the arena of academics especially at secondary level where the subject choices largely depend upon the performance of students. Providing remedial instruction to the needful students in science not only helps them to overcome their shortcoming but also encourages them to opt for science subjects in future course of action. Mind Mapping is one such technique that can be used as an instructional strategy and learning techniques in many other subjects as well along with science subject.

Implication Of The Study

The above mentioned study reveals many educational implications of Mind Mapping strategy and few of them are listed below:

1. This strategy can be used for slow bloomers to arouse their interest in the difficult topics.
2. The above study is conducted to find the effectiveness of Mind Mapping as remedial instructional strategy on acquisition of Biology subject only. However, the same study can be extended to other subjects as well.
3. Since the study includes students of class X only but it can also be implemented on the students of lower classes and higher classes as well.
4. Mind Mapping can also be used to various other realms apart from study such as writing points for official presentation, day planner, writing templates of books, making maneuver etc.

References

- Farrand, P., Hussain, F., & Hennessy E. (2002).The efficacy of the 'mind map' study technique. *Medical Education*, 36 (5), 426-431.
- Jangid,N. & Inda,U.S.(2016). Effectiveness of remedial teaching on thinking strategies of slow learners. *The International Journal of Indian Psychology*, 4(1),99-105.
- Kumar, A.(2016). Importance of remedial teaching. *Advance Research Journal of Multidisciplinary Discoveries*,7(6), 36-38. Retrieved from <http://www.journalresearchijf.com> on 17/06/2018
- Oyekan, S.(2013).Effect of diagnostic remedial teaching strategy on students' achievement in biology. *Journal of Educational And Social Research*,3(7),282. Retrieved from <http://www.mcser.org/journal/index.php/jesr/article/view/961> on 17/06/2018.
- Selvarajan,P. & Vasanthagumar ,T. (2012).The impact of remedial teaching on improving the competencies of low achievers. *International Journal of Social Science & Interdisciplinary Research*, 11(9),49-58.
- Spoorthi,B.R. ,Prashanthi,C., & Pandurangappa,R. (2013). Mind Mapping an effective learning adjunct to acquire a tsunami of information. *International Journal Of Scientific And Research Publication*, 3(12),1-4.
- The University of Adelaide (2014).Mind Mapping :Writing center learning guide. Retrieved from https://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_Mind Mapping.pdf (17/04/2016).
- Sharma,N. & Kaur,T.(2016). Effect of diagnostic remedial teaching programme on concept understanding in cell biology. *Scholarly Research Journal For Interdisciplinary Studies*,22(3),1457-1467.

Ambedkar's conception of Justice and The Population Ageing in India-A Philosophical Discussion

Sarmistha Ghosh*

Abstract

Dr. B. R. Ambedkar is mostly remembered for the unique or unparalleled ideas about justice equality, identity, dignity and lot more. He wished to make India like a true motherland with equal advancement, opportunity or support to everybody. We could consider Dr. Ambedkar as a man of strong moral ideas regarding socio-political equality with dignity and justice in modern India.

In this current topic I would like to undergo some of the vibrant and progressive ideologies of Dr. Ambedkar like-social justice, equality to find out the suitable suggestions to protect elderly people in society. Dr. Ambedkar was a person who fought for social equality and justice throughout his life. So his concept of social justice may deliver strength to struggle for the safe and respectful existence of our elderly.

This paper will discuss philosophically, justice and equality in Indian society along with conception of Ambedkar to make India better place to live in for the Indian elderly people

Key Words: *justice, equality, dignity, society, livelihood, old people.*

■ The objectives

This study conducts with following objectives:

- (i) To discuss the concept of justice, dignity and more, according to Dr. B. R. Ambedkar as a philosophical standpoint.
- (ii) To find out and discuss main moral-social-economic problems of the old-age people in Indian.
- (iii) To discuss the relevance of Ambedkar's concept of Social Justice regarding the situation of ageing population in India.
- (iv) To make some suggestions for a better livelihood in moral aspect in smart and modern India.

■ The Concept of Justice according to Ambedkar

Ambedkar belonged to the Mahar caste of Maharashtra, which was treated as the untouchables and was a victim caste of socio-economic discrimination. As being a member of a lower caste of Hindu religion, Ambedkar witnessed the miseries of the Harijans (the term advocated mostly by M. K. Gandhi, denominating the Dalits) or Untouchables or downtrodden in the society. In an Ancient Hindu Society four Varnas (class or color) were the indicator of social class— The Brahmins, The Kshatriyas (later period-Kayasths), The Vaishyas and The Shudras and the main motivational force of the traditional Hindu society. At that time there were high discrimination regarding availability of social facilities between the Brahmins, the highly privileged caste and the Sudras, untouchables, though, all humans are born equal in society. As being a part of the Sudras, the grave denial of equal opportunity in the field of worshipping the God or in getting proper education touched Ambedkar's heart

* Scholar of University of Calcutta, Dept. of Philosophy

at that childhood. Though, overcoming all odds he completed his higher study and made himself as strong as he could fight for social justice for the depressed class for ever.

The individual's rights and liberty are most important pillars and necessary conditions for a just society, which the liberal thinkers believe. Social justice stands on the basis of liberty, equality and rights to remove the inequalities at the time to establish a just society. All human beings living in the society are connected with the term social and the term justice is related to liberty, equality and rights.

At the time of French revolution Rousseau had stood for human freedom and dignity and was written that immortal lines, 'Man is born free, but everywhere he is in chains.' That powerful thinking of Rousseau had very much influence over Ambedkar's mind and he finally decided to fight for justice based on equality. According to Dr. Ambedkar the importance of socio-economic justice or equality is much good than political equality or justice.

His aim was the establishment of social justice and the remove of all kinds of inequalities based upon caste, race, sex, power, position and wealth and to bring about a balance between social rights and social controls. Dr. Ambedkar believed in such a social system which will base upon right relations between every man in all spheres of society. They had only considered one religion which will based on the universal principles of morality and humanity and also may applicable to all societies, countries, races and all the times. The humanist rationalist thinker Ambedkar stood for only that religion which accord with reason and only based upon the basic tenets of fraternity, equality, liberty.

As a good political reformer Ambedkar did not approve a social system where man's status is not based on his merit or achievement and where one will judged by his or her birth status, caste or religion. With the dream of a new India Dr. Ambedkar was drafted the Constitution of India containing more provisions to secure the existence of its citizens along with the security of justice (socio-political-economic), liberty, fraternity and equality.

The Constitution also contained with a good member of chances which guarantee a preferential approach to the downtrodden people in various sectors in society. With his logical power and positive thought process Dr. Ambedkar has created a history by promoting legal justice, ensuring political equality and assuring social liberty to the downtrodden. In memory of the modern man, Dr. B. R. Ambedkar, Government of India celebrated his birth centenary from 14 April 1990 to 14 April 1991, as a 'Social Justice Year'.^{5*}

■ **The moral- Social -Economic conditions of population ageing in India**

In a traditional Indian society, older people had a sense of honor and authority. The decision making in the family and community was mostly assigned to them. They were acknowledged for their experience and wisdom. The transition to a modern society, with the advent of industrialization, urbanization and globalization, the education and employment opportunities have been extended to all levels of people in society.

This causes separation from their grandparents and parents leaving them alone and suffering the 'empty nest syndrome.' The higher sense of liberalism has promoted radical individualism in modern society which has severely affected old population due to lack of family support, care when it needed most and also leading to poor development of cultural values in children due to busy parents and unavailability of grandparents. Modern nuclear households, characterized by radical individuality, independence and desire for privacy in life are gradually replacing the joint family. All these situations have caused problems of loneliness, lack of care givers for old parents. So, the coping capacities of the older family

member also have been being challenged under various circumstances finally resulted in being ignored, lack of love and care, neglect, mental torture, physical abuse, murder or killing in many ways, both within the family and outside. The ageing people, especially weaker or more dependent among them require physical, mental and emotional care and support and ethically we can't deny that also.

■ **Relevance of Ambedkar's concept of social justice in the present day's moral problems of population aging:**

Dr. Ambedkar did not believe in violence, was a man of progressive thoughts. He made the depressed classes or the downtrodden of India feel their separate powerful existence, which was his greatest achievement he had ever made. We discussed earlier that Ambedkar made principles of reservation for improvement of SCs/STs^{3*} to enable them to progress educationally, economically and socially by providing extra support to them in the form of reservation and concessions to uplift them to the level of the advanced classes. We also know that, many schemes and work schedules have been started and also many provisions have been made for the all round society development of the country. At last, the Indian Constitution had made equal rights to all, based on social justice, human quality and human dignity. Regarding the discussions of his policies towards the equal distribution of social justice we shall not forget that Dr. B.R. Ambedkar had so much influenced by the ethical principle of Lord Buddha. We should also take a glance on the moral principle of Hindu ethics, especially the ethics of Buddhism by which Dr. B.R. Ambedkar has made his thought so much progressive and wide. Regarding the matter of Buddha's philosophy, P.D. Sharma wrote in his book, "According to Gautam, the Buddha. All human facilities are unified and directed towards a single object. This leads to a mental state without passions, necessary to concentrate on complete self-realization. Men need to follow three golden rules of taking shelter in (1) Buddha (2) His Dharma and (3) the Sangha. Buddhism prescribes various morals for a harmonious family living and social life. It preaches that everyone should have happiness, security and peace. Buddha steers a middle course between extremes of self denial and excessive pursuit of material pleasures. His teachings have a strong notion of altruism. It advocates universal compassion, benevolence and kindness to all living beings and so as to our elderly population also

■ **Suitable Suggestions**

The year 1999 was declared by the UN as the International Year of Older Persons followed on 13th Jan 1999, by the Government of India approving the National Policy for Older Persons^{8*} for accelerating welfare measures and empowering the elderly in ways beneficial to them. Senior Citizens Act, 2007 provides legal sanctions, maintenance and welfare of parents and rights of the elderly.

But, the taken measures including the Constitutional provisions to meet the challenges regarding the problems of population ageing are not enough in the developing countries like India. To address the special health needs or other social needs of the ageing population, the supports and health services need to be more equipped in terms of infrastructure and human resource training. The elderly people could be provided with helpline services round the clock across different geographical locations irrespective of their caste, class and gender background, this effort could be given the real respect to Dr. Ambedkar's view of social justice given to a vulnerable, depressed class of Indian society.

Dr. Ambedkar believed in a common justice grand in respect of social security that can achieved by every citizen of India, in spite of having different class, caste, creed, gender or

educational background. If the young member of the modern society, the academicians, policy makers could realize, addresses the socio-economic needs of population ageing, the progressive thought of Ambedkar may be more recognized in new India. Only Constitutional provisions and enrich policies may not be succeeded in achieving the goal, the holy human heart may reach the destination of total social justice in India, have dreamed by Ambedkar.

References

1. Bali A. (1999). Well being of the elderly. Social Change : Journal of Community Development, in Psychology in India Volume 3: Clinical And Health Psychology, Vol 3. Misra, G. (Ed.) (2010) 29, Pp: 64-76.
2. Dr. Babasaheb Ambedkar : Writings and Speeches, BAWs, Vol.3, pp. 93-148 for the major challenges for Dalit in India.
- 3*. Dr. Babasaheb Ambedkar : Writings and Speeches. BAWs, Vol-9, Appendix XIV and XV, pp.357-75, 'A critique of the proposals : Analysis of the Cabinet Mission for Indian Constitutional changes in so far as, they affect the scheduled castes (Untouchables)'.
4. Dr. Babasaheb Ambedkar : Writings and Speeches, BAWs, Vol-9, Chapter-XI, pp-274-97, What Congress and Gandhi have done to the Untouchables.
- 5*. Dr. B. R. Ambedkar : Biography and his contribution to Indian Sociology. Article shared by : Pujja Mondol. www.yourarticlelibrary.com
6. GOI (Government of India). 2011. National Policy for Older Persons, Ministry of Social Justice and Empowerment, Government of India, India.
7. Help age India Report. 2013. Elder Abuse in India. Retrieved from helpageindia.org.
- 8*. India (1999) – National Policy on Older Persons, (Government of India, Ministry of Social Justice and Empowerment, New Delhi)
9. Mishra, S. (1989). Problems And Social Adjustment In Old Age, A Sociological Analysis. Gian Publishing House, New Delhi. ISBN- 81-212-0250-7
10. Paltasingh T., Tyagi R., (2012). Social Security & Policy on Senior Citizens : Evidences from Asian Countries. Indian Journal of Gerontology. Vol. XXII, No. I & II. pp.1-19. ISBN- 0971-8060
11. Raghavendra R. H. (2016), Dr. B. R. Ambedkar's Ideas on Social Justice in Indian Society. Retrieved from [Journals. segepub.com](http://Journals.segepub.com)
12. Rodrigues. V.(Ed.) (2002). The Essential Writings of B. R. Ambedkar. Oxford University Press. ISBN-13: 978-0-19-567055-4/10: 0-19-567055-8
- 13*. Sharma., P.D., (2015). Ethics, Integrity And Aptitude: Fundamental Values for Civil Service In India. Rawat Publication, New Delhi. pp.1-37, ISBN-978-81-316-0701-5

DINESAR

or

Slogan Shouting of Vandemataram from the Gallows



**Dinesh Gupta (1911–1931)
A Bengal freedom fighter**

Dinesar

Proscribed Biography Of A Freedom Fighter

Dr.H.Rasi*

Dinesar is a Tamil book, a booklet rather than a book, written by Thenpathi T.S Kanakasabhai, and sold by Sri Vani Vilas, Thirupapuliur. The Special Branch, Criminal Investigation Department, Govt of Madras, considered that many passages in *Dinesar* came under Section 19 of the Indian Press (Emergency Powers) Act, 1931, and recommended that “the booklet be proscribed”.

A reading of the booklet reveals that there is no objectionable matter whatever, and that the contents are as harmless as a multiplication table. Yet the Government issued a “Notification” forfeiting to His Majesty “all copies wherever found of the book in Tamil entitled *Dinesar*... and all other documents containing copies of translations of or extracts from the said book in as much as the said book contains matter of the nature described in section 4 (1) (1) of the Act”.

Section 19 of the Act states:

Where any newspaper, book or other document wherever made appear... (to the authorities) to contain any word, signs or viable representations of the nature described in section 4, sub-section(1) may, by notification in the Gazette, stating the ground of their opinion, declare every copy of the issue of the newspaper, and every copy of such book or other document to be forfeited to the State.

Section 19 and Section 4 (1) have to be read together to understand the full implications of the Act. Section 19 may very well state that any book containing “words, signs or visible

* Asst.Professor of History, Sri Parasakthi College for Women, Courtallam, Tirunelveli (Dist)

representations” of the nature described in section 4 (1) is to be forfeited to the State. But it is Section 4 (1) which describes the ground of such forfeiture: incitement and encouragement to commit murder/violence; expression of approval or admiration of such offences etc. Explanation 1 given under section 4 states: “No expression of approval or admiration made in a historical or literary work shall be deemed to be of the nature described in Clause (a)” (which is incitement or encouragement to commit murder and violence.)

Explanations are meant to be followed in applying laws. T.S. Kanakasabhai, the author of *Dinesar*, could have been accused (if he could be accused of anything) only under section 4 (1) (b) of the Act, and he was eligible and entitled to come under Explanation 1.

Kanakasabhai wrote the biography of Dinesar, a freedom fighter from Bengal. He focused on his sufferings and sacrifice, imprisonment and execution; “approval and admiration” of other freedom fighters like Bhagat Singh and Gandhi was inevitable. They were his mentors. Kanakasabhai’s approval and admiration of Dinesar naturally led to his adoration of a host of Bengali freedom fighters like Dadabhai Naoroji, Chitaranjan Doss, Aurabindo, and Tagore. The author refers to Bhagat Singh as “a noted hero; a hero who led a life of sacrifice”; he describes Dinesar as “a great devotee with immeasurable love of God; a saint who renounced everything”; he says that his hero’s letters “disclose the strength of mind and godliness of Dinesh”; in a couple of places he writes “Long live the fair name of Dinesh”. Passages like these, and many more of the same kind, were marked by the C.I.D. as coming “within the purview of the section 19 of the Indian Press (Emergency Powers) Act, 1931”.

Where does one come across in these passages incitement or encouragement to commit murder or an offence involving violence? Does not the order forfeiting Kanakasabhai’s book amount to the authorities entertaining ill will, hate, and malice towards Indians? Foisting false cases, convicting innocent people, and confiscating their goods and property under some pretext -- all these became the trade mark of British rule in India.

In this context, it is relevant to remember that Kanakasabhai did not believe in force and violence; he was a believer in the strength of the spirit and *ahimsa* or nonviolence. He believed in solving problems, achieving goals, and winning victories through peace and pacific means. In a slender booklet of twenty-one pages, he devoted three pages in praise of *ahimsa* and the folly of violence. He was a Gandhian to the core, and would not dream of committing any unethical, immoral, unfair, or illegal act. The order of the Governor-in-Council forfeiting an innocuous book from a person wedded to *sathiyam* or truth and *santham* or peace devastates one’s faith in the British dispensing justice in India.

Kanakasabhai provides a matter – of – fact biography of Dinesar, which name is a Tamil version of the Bengali name Dinesh, his full name being Dinesh Gupta. Dinesar was born in Joshobong, now in Bangladesh. Satish Chandra Gupta and Vimalapradeepa Devi were his parents. Right from his early days he was deeply religious, had immense faith in God, and highly patriotic. His love of the land, his sympathy for Indian women who suffered indignities at hands of the British, and his determination to free his country from foreign rule was so intense that he discontinued his studies in the Dacca College and joined the struggle for freedom. He was horrified “at the sight of innocent women being dragged to prisons by their hair, their *mangalyam* being cut off, the *kumkum* on their forehead being erased, and when he heard rumours of the prison staff attempting to molest them”.

Dinesar joined the Bengal Volunteers, a group formed by Subhas Chandra Bose in 1928. Soon the Bengal Volunteers became a revolutionary association and “planned to liquidate the infamous British police officers”. The freedom fighters suffered most at the hands of the

police and the prison staff, and there is no wonder that they became targets of assault and attack. Three District Magistrates, Douglas, Burge, and Peddy died in succession at the hands of assassins trained by Dinesar in the use of fire arms. But the worst was yet to come. Dinesar and his friends Binoy Bose and Sudhir Gupta, dressed in European attire, forced their way into the office of N. S. Simpson, Inspector General of Prisons, and shot him dead in broad day light on 8 December 1930. After killing him, they ran away from the premises shouting *Vandemataram*, and spraying a volley of bullets against the English men whom they encountered on the way. After a brief gun fight, the three young men were over powered, but they wanted to avoid arrest, and tried to kill themselves. Sudhir Gupta took potassium cyanide and died immediately; Benoy and Dinesar shot themselves with their own revolvers, and were rushed to the hospital; Benoy's injury proved fatal and he too died on 13 December 1930. Dinesar alone survived. He was tried in an Alipore Special Court, convicted, and sentenced on 2 February 1931 to die on the gallows. Hardly a month intervened between his crime and punishment; so much of haste and hurry in sentencing an accused to death is rare in judicial history. He was hanged on 7 July 1931 at Alipore Jail when he was 19. The echo of his execution reverberated all over India sending shock waves among millions of Indians.

Kanakasabhai, though all praise for the anti-British activities of Dinesar, did not approve of the assassination of Simpson. He felt that the means he chose, the method he resorted to, and the measures he adopted were far from right. He would say that violence would breed violence, and that bloodshed would lead to blood-bath. On this score alone the neutrality of his stand and the ethics of his position should have been appreciated, attempts to proscribe *Dinesar* dropped, and the book reinstated and restored to its rightful place.

Kanakasabhai describes an incident to show how the country reacted to the death sentence of Dinesar. One Vimaldoss Gupta shot to death R.R.Garlick, the Sessions Judge of Alipore who convicted Dinesar. The incident took place in open court on 27 August 1931. And the assassin himself was shot dead in the same place. A letter was found in the shirt pocket of Vimaldoss confessing that his shooting of the judge was an act of revenge for sentencing Dinesar to death. Here the message of the biographer is to reinforce his contention that a murder does not remain an isolated incident but triggers a chain of reaction, and therefore should be avoided at all costs.

Attempts were initiated to prefer an appeal against the death punishment to the Privy Council in England, and also for the intervention of the King-Emperor to exercise his prerogative in pardoning Dinesar. Dinesar was a young man; he was on the threshold of life; he had aged parents and siblings for whom he could be a means of support. But the British Government in Bengal would not allow the appeal to the Privy Council made on his behalf, and would not forward the memorial pleading for the mercy of the King – Emperor to save his life. Appeals to higher courts and applications for the suspension of death punishment are all parts of the legal process of the country. It was most unfair on the part of the British government in India to have denied Dinesar the remaining avenues open to all subjects in British India. Such denials can only be described as manifestations of the government's desire for revenge. No empire harbouring so much of ill will against its people could remain safe, strong, and stable for long.

Simpson who was shot dead by Dinesar was a symbol of British highhandedness in India. The Indian prisoners suffered so much at his hands that they longed for the day of deliverance from him. But none can defend Dinesar's action in killing a prison officer. Many Gandhian

ways were open to him to register his protest. He could have organised a satyagraha, a hartal, a hunger fast, a human chain to express his and his countrymen's, protest against the inhuman prison administration of Simpson and his minions. But there was so much of rage in him that he could not contain and control himself and allowed his anger to explode in a burst of bullets.

Dinesar spent his last days in jail in peace and contentment, in prayer and contemplation. Kanakasabhai repeatedly emphasizes that he was in communion with God, kept himself clean in thoughts, words and deeds, and was not disturbed in the least of his impending execution. The biographer's description of the event on the day of his execution was quite moving, and makes readers sad.

Dinesar was hanged on 7 July 1931. When a jailor went to fetch him for his last journey, he said "I am ready". He was escorted to the venue of hanging by the District Magistrate, the Jail Superintendent, three Jailors, Deputy Jailors, and a few European warders. When he reached the gallows, he told the Magistrate that he was proud to die for the sake of his country, shouted *Vandemataram*, slipped the hanging noose with his own hand around his neck, as if it was a gift of garland, and died in peace to reach the kingdom of God. Fellow prisoners in the jail too shouted *Vandemataram* as a token of bidding farewell to a comrade. The jail authorities refused to hand over Dinesar's body to his brothers for cremation as per the rituals of Hindu religion. However, the Magistrate permitted his two brothers to witness the cremation. The family's request for his ashes was turned down; it was immersed in the Sutlej by the jail staff themselves.

The execution and connected formalities were over by 10.A.M. The news of the hanging spread like forest fire all over Calcutta. The city mourned his death like never before, shops downed their shutters, students abstained from classes and marched in silent procession, and the All India Labour Congress meeting under Subash Chandra Bose passed a condolence resolution. The Calcutta Corporation meeting on the next day condoled his death, P.C. Roy, the Chairman, paying tributes to the hero.

A few of his letters written from the jail to his family have survived the test of time. They reveal his reflections on life and its liabilities, and are almost philosophical rather than familial in nature. In a moving letter to his mother he appeals to her to excuse him for his faults and frailties, and for leaving her without fulfilling the duties of a son to his mother, and assures her that he would wait for her in the next world. He tells her that the ways of Gods are inscrutable but it is best to believe in them and obey His command. In a letter to his brother he tells him that births and deaths are natural. In another letter to his sister he says that she had faced many dangers and difficulties in her life but he was sure she would overcome them. The one truth that emerges from his letters is this: he was not afraid of death; God tests most those whom he loves best.

That Dinesar had committed a heinous a crime none can deny, but his motive was to fulfil a mission – a mission to free his country. The British in India had deprived the people their political freedom, devastated their economy, drove wedges in their social fabric, obliterated their history and heritage, and would not listen, let alone redress, their grievances and mend their ways. He was at his wits end not knowing what do to. He did something that he should not have done, and paid for it.

It has been stated at the beginning that the booklet *Dinesar* did not contain any objectionable matter and that its forfeiture was unwarranted. I tried to find out what could be the real reason for forfeiting the booklet. When I reread the printed matter a few more times I discovered

that the booklet carried an alternative title. The full title of the booklet was: “*Dinesar* (in the first line) or *Slogan Shouting of Vandemataram from the Gallows.*” (in the next line). I believe that what irritated the censors was the alternative title carrying the slogan *Vandemataram*. The authorities could not reconcile themselves to a booklet printing, publishing, and pronouncing *Vandemataram*, a slogan associated with India’s struggle for freedom even as an alternative title, and therefore proscribed its circulation. History has proved that a nation’s thirst for freedom and struggle for independence could not be extinguished by banning a few books like *Dinesar*.

Dinesar may have died but the spirit he has left behind will live forever. If you and I are free today, live in a free country, feel freedom in every fibre of our being, it is because of the self-sacrifice of men like *Dinesar*. *Dinesar* may have become a memory; but every time one passes through B.B.D. Bagh in Calcutta, he thinks for a moment of the sacrifice of B (for Benoy), B (for Badal), and D (for *Dinesar*), and is thrilled at the thought that such men had lived.

The invocation in *Dinesar* is a song of freedom poet Bharathi; its inclusion in the opening page added fuel to the flames. The song ends with the word “whatever may be the trials and tribulations we face, Swantra Devi, we will not forget to worship thee”

Only a couple of years, before the publication of *Dinesar*, the Government of Madras had confiscated Bharathi’s songs on the ground that they were seditious in nature. Satyamoorthy, the Congress spokesman, led a debate in the Legislative Council in defence of the patriotic songs of the poet. The discussion in the Council brought to light Bharathi’s hold on the imagination of men and women in the Madras Presidency. The censors were aware of Bharathi’s impact and influence on impressionable minds, and the presence Bharathi’s songs in the front page of *Dinesar* may have prompted them to banish the little book.

Select Bibliography

1. G.O. No. 1286, Public (General) Department, dated 17.12.1931.
2. M.G. Agrawal – Freedom Fighters of INDIA.
3. Memo No. 493A1, Public (General) Department, dated 04. 01.1932.
4. Letter from the Special Branch, Criminal Investigation Department, dated 11.12.1931
5. R.C. Mazumdar – History of Freedom Movement in India.
6. Thenpathi. T.S. Kanakasabhai -- *Dinesar* (Tamil) or *Slogan Shouting of Vandemataram from the Gallows.*
7. Who’s who -- The freedom fighters of India.

Competitive Advantage Of Green Packaging For Sustainable Development

G.Hesil Jerda*

Dr.S. Sahayaselvi**

Abstract

It's enough we have used a lot, it's enough we have exploited the natural resources to a great extent, it's enough that we have consumed the good and thrown away the worst, it's enough that we have polluted the eco system to the extreme. Yes, it's a high time for the manufacture of packaging product to gain a competitive advantage by using green packaging which promote product and maximizes their profit for the long run. So it's the apt time to be more sustainable due to global warming and other environmental issues. This paper concentrates on various level of awareness on environmental issues currently faced by the society at large particularly incoastal villages of Kanyakumari district, Tamilnadu. This paper gives proposals to the manufacturers to improve competitive advantage by adapting green packaging. The data were collected from kalkulam taluk in Kanyakumari district (chinnavillai and colachel) with the help of interview schedule by adopting simple random sampling method of 150 sample respondents. The major finding of this paper highlights that male respondents have more awareness on environmental issues than female respondents. The respondents are more eco-conscious and eco-friendly. Hence they are willing to practice three R (Reduce, Re-use and Recycle) concept of green packaging. Hence it will be a good opportunity for the manufactures and producer of packaging of product to start adapting green packing.

Key words: *green packaging, eco-friendly packaging, green consumers, sustainable development, eco-friendly, reduce, reuse and biodegradable.*

Introduction

The earth's resources are being plundered because of short-sighted approaches of the economy, commerce and production. Each year hundreds of millions of tons of waste are generated, much of it is non-biodegradable, highly toxic and radioactive from homes and businesses, from construction and demolition sites, from clinical, electronic and industrial sources. As a result, the earth is beginning to look more and more like an immense pile of filth. Marine sea is no way exempted to this. Like the earth, the marine sea is polluted to greater extent due to throw away culture. Hence the only remedy for such pollution is green packaging. It is also known as eco packaging and sustainable packaging. Green marketing refers to the process of selling products or services based on their environmental benefits. Such a product or service may be environmentally friendly in itself or produced or packaged in an environmentally friendly way. The consumers who are aware of ecological concepts are ready to buy a product or service for a reasonable price. The development of ecologically

* Research Scholar, Reg.No:18113041012019, Research Department of Commerce, Holy Cross College (Autonomous), Nagercoil

** Assistant professor and Research Supervisor, Holy Cross College (Autonomous), Nagercoil, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamilnadu, India

safer products, recyclable and biodegradable packaging, energy-efficient operations, and better pollution controls are all the outcome of green marketing. Packaging is one of the green marketing tools which play an important role in reducing the destructive effects towards the environment.

Statement Of The Problem

India is polluted tremendously in the name of development, like neutrino, methane and nuclear power plant and so on, Particularly in Tamilnadu. On the another hand the speed culture, fast food habits, throw away culture and accumulation of things more than needshave polluted the environment greater extent. It is vivid that the World Resource Institute estimated in 2005 that 1.8 tonnes of carbon dioxide are released by 1.21 billion people in India. The extent of release of carbon dioxide is much higher in the developed nations.

As the outcome of environmental threat, human existence becomes uncertain and they are exposed to various kinds of illness. Moreover, it is also one of the social duties and ethics of every citizen in the world. The coastal villages of Kanyakumari district are highly affected due to waste packages. These packages are accumulated due to throw away culture of the tourists and the natives near the coastal belt. This brings lot of health issues and other environmental issues. Green packages could be a better choice to avoid this crisis for the environment. Hence the researcher coined the title as competitive advantage of green packaging for sustainable development.

Objectives

The main objective of the study is to find out the competitive advantage of green packaging for sustainable development in coastal belt. The following are the specific objectives.

- To study the demographic profile of the sample respondent.
- To identify the awareness of environmental issues pertaining in the study area.
- To analyses knowledge about the features of green packaging in the sample respondents.

Methodology

The present study is empirical in nature based on both primary and secondary data. Primary data were collected from the coastal taluks in Kanyakumari district. Among the four taluks Agastheeswaram, Kalkulam and Vilavancode are in the coastal belt. The researcher has selected the Kalkulam taluk where in the village which has the highest and lowest population on the basis of simple random sampling. The size of the sample study is 150. Out of it 100 samples from the village which has highest population and 50 from lowest population. personal interview schedule has been used to administer questionnaire. Statistical package of social science (SPSS) was used for analyzing the data.

Data And Discussion

Demographic Composition

Demographic profile is a statistical data to characterize the age, gender, marital status, income of the population in the study area of the researcher. Consumers in coastal line are mainly of fishermen community; their occupation and educational status tend to change according to their economic status. The following table shows the demographic profile of the respondents which is very much important to know their purchasing behaviour and their level of awareness regarding the factors which affect the environment.

Table 1: Demographic profile of the respondents

Variables	Particulars	No.of respondents	Percentage
Age	Below 21 years	26	17
	21-30 years	60	40
	31-40 years	31	21
	Above 40 years	33	22
	Total	150	100
Gender	male	56	37.3
	female	94	62.7
	Total	150	100.0
Educational qualification	Illiterate	10	6.7
	Up to secondary	26	17.3
	Higher .Secondary	31	20.7
	Under Graduate	41	27.3
	Post Graduate	22	14.7
	Professional	15	10.0
	Technical	5	3.3
	Total	150	100.0
Occupation of the Respondents	Govt. Employee	14	9.3
	Self- Employed	37	24.7
	Professionalist	15	10.0
	Fishermen	31	20.7
	Home maker	53	35.3
	Total	150	100.0
Monthly income	less than 20000	92	61.3
	20001-40000	44	29.3
	40001-60000	9	6.0
	More than 60000	5	3.3
	Total	150	100.0

Source: primary data

Table 1 shows that, 17 per cent (26) of the respondents are in the age group of less than 21 years and 40 per cent (60) of the respondents belong to the age group of 21-30 years. 37.3 per cent of the respondents are male and 62.7 per cent of the respondents are female. This agrees with the study by EwaJerzyk (2015) which shows that 66.7 per cent of the respondents were women shopping themselves and their households. 93.3 per cent of the respondents are literate while 6.7 per cent are illiterate. 35.5 per cent of the respondents are home maker The findings of this study does not supports with Madalyn Marie Smith(2015) that 62.7 per cent of the respondents were employed who could involve in buying green packaging product. 61.3 per cent (92) of the respondents belong to the income group of “less than 20000 while 3.3 per cent (5) are belonging to the income group of “more than 60000”.The validity between gender of the respondents and their awareness about environmental issues is tested with the help of T test with the following hypothesis.

Null Hypothesis

H₀₂: There is no significant difference between gender and awareness about environmental issues.

TABLE 2: T- TEST FOR SIGNIFICANT DIFFERENCE BETWEEN GENDER AND AWARENESS ABOUT ENVIRONMENTAL ISSUES

Awareness about Environmental issues	Gender				T-Value	P-Value
	Male		Female			
	Mean	Std.Deviation	Mean	Std. Deviation		
Environmental awareness	4.43	.657	4.13	.895	2.363	.019
Environmental degradation	3.95	1.069	3.84	.833	.636	.526
Environmental protection	4.09	.978	4.03	.848	.365	.716
Depletion of natural resources	3.84	1.108	3.88	.960	-.245	.807

Source: Statistically analyzed data

Since P value is less than 0.05 the null hypothesis is rejected at 5 per cent level with regard to Environmental awareness. Hence there is significant difference between male and female with respect to environmental awareness in awareness of environmental issues. Based on mean score the male respondents have more awareness on environmental issues than female respondents therefore the study indicates male respondents have more exposure in knowing the current updates on environmental issues. Paco et al.,: 2009 study also proves the increased public awareness on environmental aspects and growing environmental responsibility of consumer which developed environment friendly packaging.

Amount Spent On Green Packaged Product

Amount spent on any expenditure may differ according to person, place and time. It depends upon their economic status and purchasing behaviour towards the product. Table shows the amount spent on green packaging.

Table 3: Amount Spent on Green Packaged product

S.no	Amount spent on green package	No. of Frequency	Percentage
1	<3000	48	32.0
2	3000-5000	56	37.3
3	5000-7000	34	22.7
4	>7000	12	8.0
Total		150	100.0

Source: primary data

Table 3 shows that, 37.3 per cent of the respondents spend amount between “Rs.3000-Rs.7000”.8 per cent of the respondents spend above Rs.7000. It depicts that their expenditure is based on their income. Hence fishermen income is not stable it may vary according to the season while fishing, therefore maximum of the respondents expenditure lies in average

level. And they are willing to pay extra premium for green packing. This supports a study by Madalyn Marie Smith (2015) that consumers are more likely to spend more and buy a large quantity of green packaging product as they have interest in social responsibility The following table depicts the mean rank towards features of green packaging.

H₀: There is no significant difference between mean ranks towards features of green packaging.

Table 4

S.No.	Features of Green Packaging	Mean Rank	Chi-square value	P value
1	Recyclable	8.26	76.230	0.000**
2	Reusable	7.99		
3	Renewable	7.55		
4	Remove	6.77		
5	Reduce	7.36		
6	Biodegradable	8.07		
7	Not polluting environment	8.13		
8	Not affect the health of the humanity	8.07		
9	Not affecting living organisms.	8.09		
10	Long life	7.58		
11	Manufactured from natural materials	7.57		
12	Innovative	6.52		
13	Versatile and flexible	6.59		
14	Improves brand image	6.44		

Source: Statistically analyzed data

**Denotes significance at 1% level

Since P value is less than 0.01, the null hypothesis is rejected at 1 per cent level of significance. Hence it is concluded that there is significant difference between mean ranks towards features of green packaging. Based on the mean rank the highest score of 'Recyclable' (8.26) strongly agreed by the respondents, followed by 'Not polluting environment'(8.13), 'Not affecting living organisms'(8.09) and the least score of 'Innovative'(6.52) and 'Improves brand image'(6.44). It is inferred that respondents are more eco-conscious and eco-friendly. Hence they are willing to practice three R concept of green packaging.

Suggestions

- Government can tax the use of disposable plastics and the non recyclable, non biodegradable one, which may increase the use of green packaging.
- Government should impose less or no tax for green packaging. In order to encourage the manufacturers to start adapting green packaging in all the products.
- Manufacture of packaging industry should have eco-ethics to produce only green packaging which are recyclable, reuseable and bio-degradable.
- Manufacturer should have the concern for the society to set recycle centers in the area where they distribute their product. It may create pollution free environment.

- Consumers can contribute more to promote green packaging which will solve the problem of pollution.

Conclusion

It's a boom to the industries which start adopting green packaging. The results of the paper indicates that respondents are well aware of the ecological issues and they are started demanding for an eco-friendly products particularly eco-friendly packaging. They have the knowledge about the features and a concept of green packaging .i.e. green packaging is recyclable, reusable and biodegradable. Therefore it's the high time for the manufacturer and it's a great opportunity to the packaging industry to be more eco-friendly .The company which start adopting eco-ethics will have a bright future and bloom in near future. Every manufacturer should keep in mind the principles of sustainable development "that we should live within environmental limits and that we should enjoy and aspire to a healthy, just and fair society." *Willy Day, SDC (Sustainable Development Commission) Chair, UK*

Reference

1. LegesseAdane and DiribaMuleta (2011), " Survey on the usage of plastic bags,their disposal and adverse impacts on environment: A case study in jimma city, southwestern Ethiopia",journal of toxicology and environmental health sciences Vol.3(8) pp.234-248,august 2011.
2. Saranya and Poongodi ,(2013) "Consumers perception towards green packaging in Coimbatore city",wide spectrum, Vol.1, PP: 51-54.
3. Manojkumarjindal, (2010) "Unpacking the Packaging : Environmental impact of packaging wastes", journal of environmental research and development,vol.4.No.4.
4. Kuraloviyan and Paulraj, (2016)"consumers awareness on eco-friendly packaging",international journal of science technology and humanities,vol.1,issn:2394-7209,special issue.
5. Cbusinesscasestudies.co.uk/incpen/packaging-and-sustainable-development/the-environmental-impact-of-packaging.html
6. Paco, A.F., Raposo,M.L.,Filho,W.L.,(2009) identifying the green consumer: a segmentation study.Journal of Targeting,Measurement and analysis for marketing,17,17-25.

Awareness And Preference Of Digital Natives Towards Social Media Ads

J. Jani Mercybai*

Dr.S.Sahayaselvi**

Abstract

Digital native describes a person that grows up in the digital age. Advertising makes the youngster to become aware of the arrival new products in the market. It also increases their knowledge about the latest innovations, in the field of technology and communication. It is not exaggerated to say that media is found everywhere. Irrespective of the status everyone is prone to medias particularly social medias especially the digital natives are inseparable to medias. Research indicates that historically the newspaper was one of the platform to display ads but in the present situation mobile phones and other electronic gadgets plays an importance in telling about the arrival new products and services in the market. Media controls the mind of the youngster's like a giant remote control. The research paper highlights the awareness and the preference of youngsters regarding social media advertisements. The data were collected with the help of a questionnaire and multi random sampling technique was used to represent 125 respondents from two autonomous colleges in Agastheeswaram Taluk in Kanyakumari District. This study reveals that the male respondents have a high level of awareness towards social media advertisements when compare with female respondents. This study also indicates a good number of respondents (4.52), preferred to watch YouTube advertisements. This study also gives some suggestions to youngsters and advertisers.

Key Words: social media advertisements, preference , awareness

Introduction

The term "Digital Natives" describes where digital technology is already around when they born, which mean they have grown up with digital technology such as mobile phones, computers and all other digital technologies. They are all born after the 1980s and they comfortable in the digital age. Awareness means, getting knowledge and understanding a situation or information based on experience. Advertising makes youngsters aware of the new products available in the market. It also increases the knowledge about the latest innovations, in the field of technology as well as otherwise, Media is everywhere. It is an inseparable part of youngster's life. Historically, newspaper was the most common of media, but today mobile phones and other electronic devices have taken over all for of communication. Youngster's of today depend on the media for information on everything the latest gadgets, fashion trends etc., Media controls the mind of the teenager's like a giant remote control. In general youngster's would be involved in some sort of media

* Research Scholar, Reg. No: 18113041012013, Research Department of Commerce, Holy Cross College (Autonomous), Nagercoil, Kanyakumari District, Tamil Nadu , India.

** Assistant Professor and Research Supervisor, Department of Commerce, Holy Cross College (Autonomous), Nagercoil, Kanyakumari District, Tamil Nadu , India. Mononmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu , India.

communication for up to four hours a day. They are updated about the latest technology with the help of social media. Moreover, Today's youngsters have more autonomy power and decision - making power than the previous generation and they spoke what they need particularly.

Statement Of The Problem

The rapid development of technology brings the world under the umbrella of internet and it increases the social media users especially the digital natives can easily adapt and access social media through their smartphones, laptop and they are comfortable in the digital age . An advertisement is the only way to create awareness about products and services. Therefore the advertisers use social media as a weapon to target the youngsters. Awareness is a factor that appears in the human involuntary process because this automaticity can happens with conscious or with conscious course of action (Chartrand 2005). Hence the researcher wants to analyse the awareness level and preference of youngsters towards social media advertisements. At this juncture, the questions arises in the mind of the researcher is that who is more aware of social media? And what type of advertisements they prefer?. Considering these questions, the researcher has found the study as awareness and preference of youngsters towards social media advertisements in autonomous colleges in Agastheeswaram taluk.

Objectives Of The Study

1. To study the demographic profile of the sample respondents.
2. To understand the awareness level of the respondents towards social media advertisements.
3. To find out the preference of respondents regarding social media and its advertisements.

Methodology

The researcher intended to study awareness and preference of digital natives towards social media advertisements. Therefore the sample size for the study has been selected by using multi random sampling. The researcher has collected data from 125 students who are watching social media advertisement in two Autonomous colleges in Agastheeswaram Taluk in Kanyakumari District. The study is based on primary data sources and data was collected with the help of a well structured questionnaire. The data was analysed with the help of cumulative per cent method, Chi-square test and Friedman test. Secondary data was gathered from journals, books and websites. Based on the findings the suggestions and conclusion were drawn.

Data And Discussion

Demographic characteristic of the respondents is an important variable for advertisers to carry out the profiling of the target audience. It includes a number of factors like gender, age, educational qualification, residential status and marital status. The following table shows the demographic profile of the respondents.

Table 1: Demographic Profile of the Respondents

Variables	Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	56	44.8	44.8	44.8
	Female	69	55.2	55.2	100.0
	Total	125	100.0	100.0	
Age (Years)	17-19	61	48.8	48.8	48.8
	20-21	37	29.6	29.6	78.4
	Above 22	27	21.6	21.6	100.0
	Total	125	100.0	100.0	
Marital Status	Married	10	8.0	8.0	8.0
	Single	115	92.0	92.0	100.0
	Total	125	100.0	100.0	
Educational Qualification	UG	80	64.0	64.0	64.0
	PG	45	36.0	36.0	100.0
	Total	125	100.0	100.0	
Residential Status	Rural	48	38.4	38.4	38.4
	Urban	77	61.6	61.6	100.0
	Total	125	100.0	100.0	

Source: Statistically Calculated Data

Table 1 shows that 55.2 percent (69) of the respondents are female and remaining are male. It is inferred that the female respondents are highly attracted by the advertisements, for the reason that maximum of the advertisements are focusing on girls related products such as cosmetics, sandals, apparels. This agrees with the study by Zafarullah Chandio et.al 2015 which indicates 111 of the sample respondents are female. 48.8 per cent (61) of the sample respondents were in the age group of 17-19 years. It indicates that teen age respondents are keen to watch social media ads. 92 percent (115) of the respondents are single and the remaining respondents are married. 64.0 percent (80) of the sample respondents are coming under the UG course. 61.6 percent (77) of the sample respondents is from urban areas. The findings of the study support with Sunitha Mehla et.al 2015, in her study 63 per cent of the sample respondents are from the urban area.

Time Spent On Social Media

Social network plays an essential role in youngster’s lives. Most youths are spending at least an hour in these popular social media sites. The details about hours spent on social network sites for the sample respondents given the following table 2.

Table 2: Time Spent on Social Media

S. No.	Time Spent On Social Media	No. of Respondents	Percentage
1.	Less than 1 hour in a day	26	20.8
2.	2-4 hours in a day	40	32.0
3.	More than 4 hours in a day	24	19.2
4.	several times in a day	24	19.2
5.	Once in a week	11	8.8
	Total	125	100.0

Source: Primary Data

Table 2 shows that 32 per cent (40) of the respondents spend 2- 4 hours in a day in social media and 8.8 per cent (11) of the respondents are spending social media once in a week. It is inferred that the respondents evaluate and compare the products and services with the competitors' product and services in terms of quality, discount, price.

Device To Access

Today's youngsters are called "Digital Natives". They can easily adapt any invention related to technology. This has made possible the rapid spread of advertisements among consumers and allowed interaction with them in an easier manner. The following table depicts the modern devices used by the youngsters.

Table 3: Device to Access

S. No	Device to Access	No. of Respondents	Percentage
1.	Smartphone	95	76.0
2.	Laptop	11	8.8
3.	Tab	9	7.2
4.	Personal Computer	10	8.0
	Total	125	100.0

Source: Primary Data

Table 3 indicates that 76 per cent (95) of the respondents are using smartphones, while 8 per cent (10) are using the personal computer. It is inferred that smart phones have many features compared with other devices such as the laptop, personal computer and it is easy to handle and use. Findings of the study also proved by Firtore Jashar and Visar Rrustemi: 2017, shows that 98.15 percent of the sample respondents were accessing social media through smart phones.

Awareness Level

Awareness is nothing it just, getting knowledge and understanding a situation or information based on experience. The table indicates the awareness level of respondents towards social media advertisements. Otugo et.al:2015 indicate that youngsters are well aware of social media sites and its advertisements. The researcher analysis the association between genders with awareness level with the help of Chi-square test.

H₀₁: There is no association between gender and awareness level of the respondents towards social media advertisements.

TABLE 4: ASSOCIATION BETWEEN GENDER AND AWARENESS LEVEL OF THE RESPONDENTS TOWARDS SOCIAL MEDIA ADVERTISEMENTS

Gender	Awareness level of respondents			Total	Chi Square	P value
	High	Medium	Low			
Male	14 (25.0%) [56.0%]	37 (66.1%) [41.6%]	5 (8.9%) [45.5%]	56	1.645	0.439**
Female	11 (15.9%) [44.0%]	52 (75.4%) [58.4%]	6 (8.7%) [54.5%]	69		
Total	25	89	11	125		

Source : Statistically Analysed Data

- Note : 1. The value within () denotes Row percentage
 2. The value within [] denotes Column percentage

** denotes significance at 1% level

Since P value is greater than 0.01, the null hypothesis is accepted at the 1 % level of significance. Hence concluded that there is no association between gender and awareness level of the respondents towards social media advertisements. Based on row percentage 25.0 per cent of the male respondents are highly aware and 8.9 per cent have low awareness. Whereas for female respondents, 15.9 per cent have high awareness and 8.7 per cent have low awareness. It is inferred that the male respondents have a high level of awareness towards social media advertisements when compare with female respondents. The reason is male are exposed and highly active in social media, they have linked to many online groups such as Facebook, Twitter, LinkedIn from this site they can get more information relating to products/services. Hence, they have more aware of social media advertisements than female.

Preference Of Social Media

Preference of sites differs from one person to another person's, according to their view they prefer social media. The following table 1 shows that details of social networking sites, by the sample respondents.

H₀₁: There is no significant difference in the preference of social media of respondents on various measures.

TABLE 5: FRIEDMAN TEST FOR SIGNIFICANT DIFFERENCE IN THE PREFERENCE OF SOCIAL MEDIA OF RESPONDENTS ON VARIOUS MEASURES

S. No	Social Media Prefer	Mean Rank	Chi-square value	P value
1.	Facebook	4.40	178.746	0.000**
2.	YouTube	4.52		
3.	Twitter	3.40		
4.	Instagram	3.55		
5.	LinkedIn	2.77		
6.	Blogs	2.36		

Source: Statistically Analysed Data

Since P value is less than 0.01 the null hypothesis is rejected at the 1 % level of significance. Hence concluded that there is a significant difference in the preference of social media of respondents on various measures such as Facebook, YouTube, Twitter, Instagram, LinkedIn and Blogs. Based on mean rank YouTube was highly preferred (4.52) by respondents, followed by Facebook (4.40), Instagram (3.55), Twitter (3.40), LinkedIn (2.77) and blogs (2.36). It is inferred that a good number of respondents preferred to watch YouTube advertisements since in this site advertisements will display for few seconds automatically. We can skip the advertisements only after a few seconds, hence it will strike the mind of respondents and impulse to watch the advertisements.

Types Of Advertisements Prefer

A successful advertisement will spread the information effectively. It must stay back the viewers and increase sales. The advertisers are using a variety of advertising method to capture their target audience. But few advertising methods will attract the viewers and remain in the mind of them. The following table shows the types of advertisements, preferred by respondents.

TABLE 6: TYPES OF ADVERTISEMENTS PREFER

S. No	Types of Advertisements	Garret Mean Score	Rank
1.	Flash ads	62.696	III
2.	Photo ads	65.552	II
3.	Video ads	66.072	I
4.	Banner ads	51.832	IV
5.	Domain Ads	39.552	VII
6.	Multi product Ads	41.76	VI
7.	Lead ads	39.44	VIII
8.	Offer ads	43.026	V

Source : Statistically Calculated Data

Table 6 was analysed with the help of Garret ranking technique, video advertisements get the first rank with its score (66.072), photo advertisements get the second rank (65.552) followed by flash advertisements, banner advertisements and offer advertisements. Lead advertisements get the last rank (43.026). It is inferred that video advertisements are attractive, thus the respondents prefer this type of advertisements.

Suggestions

- Advertisers could give genuine information regarding the product price in advertisements. So that genuine customers who buy the product can check the product price with the competitor's product.
- The advertisers of social media have to prepare the ads in a catchy and attractive way just that of Youtube to fascinate the customers.
- Social media advertisers must give the product details in proper blogs. So that the young user can get accurate information regarding products or services.
- The youngster's need not be carried away by the exaggerated facts given by the advertisers rather they need to be realistic in watching the ads and choose the product or services.
- Every click and interaction with an advertisements or products page on social networking sites gives data about the users to advertisers. So that the youngsters must be conscious of using social media.

Conclusion

Today's youngsters are called "Digital Natives" because they born with technology therefore they can easily adapt any inventions. This has made possible the rapid spread of advertisements among consumers and allowed interaction with them in an easier manner. This study reveals that the male respondents have a high level of awareness towards social media advertisements when compare with female respondents. The reason is male are exposed and highly active in social media, they have linked to many online groups such as Facebook, Twitter, LinkedIn from this site they can get more information relating to products/services. Hence, they have more aware of social media advertisements than female. This study also indicates that a good number of respondents preferred to watch YouTube advertisements since in this site advertisements will display for few seconds automatically. We can skip the advertisements only after a few seconds. Hence it can be concluded that social media advertisements will strike the mind of respondents and impulse to watch the advertisements.

References

1. Charnad, T.L. (2005). The role of conscious awareness in consumer behaviour. *Journal of consumer Psychology*, 15 ,203-210. http://dx.doi.org/10.1207/s15327663jcp1503_4
2. William Wells, Sandra Moriarty and John Burnett (2008) *Advertising principles and practice* Seventh edition PHI Learning Private Limited New Delhi -110001 ISBN -978-81-203-3304-8 pp.no: 104-106
3. Outgo, Nkiru Esther, Uzuegbunam ,Chikeizie Emmanuel,Obikeze, Chinedu Okey ,(2015) *Social media advertising / Marketing : A study of Awareness Attitude and Responsiveness by Nigerian Youths*, *Online journal of communication and media technologies special Issue* pp 117-140
4. Sunitha Mehla Renu Vandana (2015) *Influence of social networking sites on student's attitude towards purchase : A model frame work*, *International journal of science technology and management* vol. No.4 Issue
5. Zafarullah Chandio , Shoaib Ahmed, Saarah Zafar (2015) *Impact of social media marketing on customer purchase intention , IBT Journal of business (formerly journal of management & social sciences)* vol 11,No.1 1(spring 2015) p.119-129.
6. <https://www.quora.com/How-has-social-media-changed-the-current-generations-youth-in-India>
7. https://www.brainyquote.com/quotes/morris_hite_103152
8. <https://www.omicsonline.org/open-access/effects-of-advertising-on-youth-age-group-of-1319-years-age-2165-7912-1000260.php?aid=55059>
9. <https://parsippanyfocus.com/2017/09/02/the-impact-of-social-media-on-todays-teenagers/>
10. https://www.researchgate.net/publication/324821006_Youngsters_Perception_Toward_Social_Networking_Advertising_Does_Social_Media_Advertising_Factors_Still_Matter
11. <https://www.omicsonline.org/open-access/effects-of-advertising-on-youth-age-group-of-1319-years-age-2165-7912-1000260.php?aid=55059>

Effectiveness of Positive Thinking Programme on Emotional Intelligence of Adolescent Students

Mrs. Vasu Sharma*

Prof(Dr.) Raina Tiwari**

Abstract

The present study is to see the effectiveness of positive thinking programme on emotional intelligence of adolescent students. The sample comprised of 200 students of government and private schools. To judge the effectiveness of the programme pre-test post-test single group design was used. For conducting the study emotional intelligence test by Dr Anita Soni and Dr Ashok Sharma(2009) was employed. The findings showed that there is positive impact of the programme on emotional intelligence of adolescent boys and students but there is no impact of the programme on emotional intelligence of girls. Moreover, there is no gender difference in emotional intelligence in impact of positive thinking programme.

Keywords- Positive Thinking Programme, Emotional Intelligence, Adolescent Students

Introduction

In today's competitive scenario every parent wants their ward to be successful and pursue good life style in order to have acceptable behaviour in society. So, as a result of this, basic needed human values are getting shattered and negative thoughts are conquering the minds of adolescents and they are under great pressure. Adolescence age is a transition phase where young person has undergone puberty but has not reached full maturity. In this age various types of physical, mental, social and emotional changes take place. During adolescence various mood swings take place which sometimes result in emotional imbalance. Adolescents are potential enough to achieve the maximum, if their energies are channelized towards positive growth. Adolescent students in school are more concerned about their school examination, impression on their peer group, relationship with teachers and other classmates, inability in self expression, fear of failure, threat to self esteem and so on. These tendencies tend to obstruct their self confidence, initiatives and self esteemed which result in rooting up of negative thoughts and attitude towards life. Positive thinking is an effective tool to reduce this distressful behaviour. To lead a successful life positive thinking acts as a catalyst in developing positive outlook.

Positive thinking is finding good in odd situations. It helps in thought management and lead a stress free life. It also enhances our decision making power and problem solving ability. Positive thinking helps in developing constructive approach towards self and life. Positive thinking leads to strong self esteem, emotional stability on one side and on other side useful it is useful in reducing anxiety. Therefore by channelizing our negative thought we can research the stage of self satisfaction. Positive thinking techniques are widely used to deal with psychological problems anxiety, adjustment, self esteem etc. So with the help of this therapy an attempt has been made to develop higher emotional quotient which in turn helps

* Research Scholar, RDVV, Jabalpur

** HOD, Vijayshree Educational Institute, Jabalpur

in management of emotions and to build a emotionally stable personality. So, that can live a happier and healthier life.

Fredrickson (2008) Broaden Build theory of positive emotions asserted that people's daily experience of positive emotions compound overtime to build up variety of consequential personal resources. Mindfulness based program showed significant impact on social and emotional competence (Kimberly and lawlor, 2010). Positive mood led to a greater creative result than the negatively induced mood (Langley, 2013). Education of emotional intelligence and positive thinking can increase the self efficacy of individuals (Shahbazzdegan, Samadzadeh & Abbasi, 2013). Aussie optimism invention showed that intervention had increased overall emotional attributes (Pallister, Hassan, Rooney & Kane, 2014). Thinking style can be conceptualized to measure emotional intelligence (Moore, Snider & Luchini, 2014). Class level emotional intelligence showed a positive relationship with student's well being (Ballureka, Gorostigna & Arbiol, 2016). Emotional Intelligence was found to be positively correlated with psychological wellbeing (Kulkarni & Patki, 2016). Positive thinking and emotional act as the detriments of quality of life of depressed patients (Boyer, Baumstarck & Hamidan). After reviewing previous literature, researcher came to the conclusion that positive thinking plays a vital role in strengthening up emotional intelligence so that emotionally stable personality could be developed. This inspired the researcher to develop a programme to change negative thinking into positive using yoga and meditation techniques, positive statements and inspiring talk techniques for adolescent students.

Positive Thinking Programme is one of the wonderful packages available for any kind of negative behaviour and emotions. Positive Thinking Programme would help the students to overcome from their negative tendencies and outlook towards life. They will be able to balance their emotions and will have healthy relationship with their near and dear ones. They will be able to overcome their phobias related to examination and evaluations. The basic utility of this research is that ,through positive thinking programme students will not only gains self confidence but also they will be able to pursue good job opportunities by facing all the big challenges of life. This programme is not only helpful for students but also for teachers and school administration as well. Teachers who generally face negative responses from the students of this age group can solve problems by the implementation of this program in classroom situation. Moreover, teachers are dealing with those students who are standing at a point where enormous amount of changes are taking place both physically and mentally so this programme will provide a pathway for channelizing these negative thoughts into positivity. For school administration this programme would also be beneficial as school is reflector for society , they are the stepping stones for building up of good nation as basic values are instilled in students by school. So, the school having students with good values will ultimately contribute towards progress of nation. So, by the implementation of this programme in schools we can provide a ground for students for their harmonious all round development of their personality.

Objectives

The following objectives have been made for the study:-

1. To study the effect of Positive Thinking Programme on Emotional Intelligence of adolescent boys \ girls and students.
2. To study the gender differences in Emotional Intelligence due to Positive Thinking Programme of adolescents.

Research Design

The present study is designed to study the effectiveness of positive thinking program on emotional intelligence of adolescent students and as such the investigator decided to apply single group pre-test- post-test experimental design.

Sample Of The Study

The investigator used random sampling technique to pursue the research. The sample of the study was with regard to the pre-test and the post-test experimental design. The total sample of the study was 200 students. 50 boys and 50 girls taken from government schools and 50 boys and 50 girls taken from private schools.

Tool

In the present study to see the effect of independent variable on dependant variable tool used to measure was Emotional Intelligence Test - Dr Anita Soni and Dr Ashok Sharma(2009)

Methodology

After the administration of pre-test an intervention which is Positive Thinking module was implemented on the students and after that a post-test was administered to see the effect of intervention.

Analysis And Discussion Of Results

To see the effect of positive thinking programme on emotional intelligence of adolescent students, pretest posttest scores were classified, tabulated and mean, SD and t values/ CR were calculated. The results are depicted as below:-

Table No. 1: Comparative results of Effect of Positive Thinking Programme on Emotional Intelligence of adolescent boys \ girls and students

Gender	Group	N	Mean	SD	CR	P- Value
Boys	Pretest	100	88.22	8.62	2.41	<0.05
	Posttest	100	91.23	9.01		
Girls	Pretest	100	90.61	9.07	1.83	>0.05
	Posttest	100	93.07	9.90		
Boys and Girls	Pretest	100	89.42	8.90	2.97	<0.05
	Posttest	100	92.15	9.49		

Degree of freedom-198/398

Minimum value at 0.05 level = 1.97

Minimum value at 0.01 level = 2.60/2.59

The results presented in above table shows that there is positive impact of positive thinking programme on emotional intelligence of adolescent boys and students i.e boys and girls taken together. The obtained value of CR is 2.41 and 2.97 respectively. These are significant at 0.05 and 0.01 level. The means of posttest are higher than that of pretest means. In case of girls there is no impact of Positive Thinking Programme on Emotional Intelligence since the obtained value of CR is 1.83 which is less than minimum value of significance at 0.05 level.

Thus, from the above results it may be concluded that there is partial impact of positive thinking programme on Emotional Intelligence of adolescents. The boys and students have benefitted from programme whereas girls are not benefitted from it.

Table No.2: Comparative results of gender difference in Emotional Intelligence due to Positive Thinking Programme on adolescents of government and private schools.

Group	Gender	N	Mean	SD	CR	P- Value
Posttest	Boys	100	91.23	9.01	1.37	>0.05
	Girls	100	93.07	9.90		

Degree of freedom - 98

Minimum value at 0.05 level = 1.98

Minimum value at 0.01 level = 2.63

From the result presented in above table it becomes apparent that there is no significant gender difference in Emotional Intelligence in the impact of Positive thinking Programme on adolescents of government and private schools. The obtained value of CR for posttest group is 1.37 which is less than the minimum value for significance level at 0.05 level.

Thus, from the above result it may be inferred that there is no significant gender difference in Emotional Intelligence in impact of Positive Thinking Programme.

The results of the impact of Positive Thinking Programme on Emotional Intelligence shows that there is a positive impact on boys and total sample (Boys and Girls). The obtained values of CR are 2.41 and 2.97 which are statistically significant at 0.05 and 0.01 level. There is no impact of positive thinking programme on emotional intelligence of girls. The obtained value of CR is 1.83 which is less than minimum value for significance at 0.05 level.

The positive impact of positive thinking programme on emotional intelligence of boys and total sample may be due to the fact that the regular input of positive thinking programme in terms of different activities having lasting effect on them. Emotional Intelligence is one such variable which enhances in a positive environment. The module has produced such an atmosphere which was conducive for the enhancement of emotional intelligence. The boys and the total sample might have enjoyed the positive thinking programme since it was an innovative module prepared by researcher in which these groups might have taken more interest.

In case of girls there is no impact of positive thinking programme on their emotional intelligence. The girls are more sincere and honest towards their studies. Their concentration is more on their academic achievement and position in the class. The positive thinking module might not have aroused much interest in them, since it was not an academic related programme with regular classroom teaching. Apart from this the girls are by nature are more skilful in maintaining social relations which is part of emotional intelligence and this module was basically loaded with material which inculcated positive values.

From the results of positive thinking programme on emotional intelligence shows that there IS no gender difference in emotional intelligence in impact of positive thinking programme. The obtained value of CR for the posttest group is 1.37 which is less than the minimum value for significance level at 0.05 level.

There is no gender difference in emotional intelligence in impact of positive thinking programme may be due to the reason that this programme was administered for a shorter span of time. Moreover, students were more focused on their academic performance so they lack concentration and felt time bound. The basic objective of module was inculcation of positive values but students at times felt boredom by listening to same thing again and again. Various researches have shown that there can be significant or insignificant impact of positive thinking programme on emotional intelligence. Education of emotional intelligence and positive thinking can increase the self efficacy of individuals (Shahbazzdegan, Samadzadeh & Abbasi, 2013). Emotional Intelligence was found to be positively correlated with psychological wellbeing (Kulkarni & Patki, 2016). Positive thinking and emotional intelligence act as the major factor for quality of life of depressed patients (Boyer, Baumstarck & Hamidan). There are researches which showed that there was moderate relationship between emotional intelligence and psychological well being (Rathnakar 2014).

The results of the present intervention shows that for boys and the total sample there is positive impact of positive thinking programme on emotional intelligence. These results are similar to those researches which observed positive impact of positive thinking programme on emotional intelligence. The results in case of girls of the present research work do not correlate positively with the findings of previous researches. Since for girls no impact of positive thinking programme has been observed.

Conclusion

It can be concluded that positive thinking plays a vital role in strengthening up emotional intelligence so that emotionally stable personality could be developed. Positive thinking techniques are widely used to deal with psychological problems of anxiety, self esteem etc. Positive thinking leads to strong self esteem, emotional stability on one side and on other side useful it is useful in reducing anxiety. Therefore by channelizing our negative thought we can research the stage of self satisfaction. So with the help of this therapy an attempt has been made to develop higher emotional quotient which in turn helps in management of emotions and to build a emotionally stable personality. So, that can live a happier and healthier life.

References

- Boyer, L., Baumstarck, K., Allsandrun M., Hamidan, Z. (2017). Emotional Intelligence and Coping Strategies as determinant of quality of life in Depressed Patients-Caregiver Dyads : An Actor Partner inter-dependence Analysis, *Journal of Psycho Pathology*, Vol 74, Pg 70-79.
- Fredrickson, B.L. (2008). Broaden and Build theory of Positive Emotions, *Journal of Personality and Social Psychology*, Vol 95, No.5, Pg 1045-1062.
- Kimberly, A. & Lawlor, S.M. (2010). The Effects of a Mindfulness-Based Education program on pre and early adolescents Well-being and Social and Emotional Competence, Retrieved from <http://www.springerscience.com>
- Kulkarni, N., Patki, S. (2016). A Study of Emotional intelligence, Experienced Bullying and Psychological Well-being among Secondary School Students from Boarding Schools, *International Journal of Indian Psychology*, Vol 3, Issue 4, No. 68, Pg 12-27.
- Langley, S. (2013). Impact of Emotions on Creativity: Can induce moods changes level of creativity, *Third World Congress in Positive Psychology*.
- Pallister, M., Hassan, S., Rooney, R.M., Kane, R.T. (2014). The Efficacy of the Enhanced Aussie Optimism Positive Thinking skills Programme in improving Social and Emotional Learning in Middle Childhood, *Frontiers in Psychology*, Vol 5, Article 99, Pg 1-11.
- Peale, N.V. (1952). *The Power of Positive Thinking*, New York: Fireside Books, Edition 2nd, Pg 385-415.
- Robert, P.(2000). *Science of Laughter*, Retrieved from <http://psychologytoday.com>.
- Shahbazzdegan, B., Samadzadeh, M., Abbasi, M. (2013). The Study of Relationship between Education of Emotional Intelligence Component and Positive Thinking in promotion of Mental Health and Self Efficacy in Female Running Athletes, *Procedia- Social and Behavioural Science*, Vol 83, Pg 667-671.

Impact Of FDI On Indian Banking Sector

RENU KUMARI*

Abstract

Foreign Direct Investment (FDI) is considered to be the lifeblood of economic development especially for the developing and underdeveloped countries. Multinational companies (MNCs) capitalise on foreign business opportunities by engaging in FDI, which is investment in real assets (such as land, buildings, or existing plants) in foreign countries. MNCs engage in joint ventures with foreign firms, acquire foreign firms, and form new foreign subsidiaries. It plays an important role in the long-term development of a country not only as a source of capital but also for enhancing competitiveness of the domestic economy through transfer of technology, strengthening infrastructure, raising productivity and generating new employment opportunities (Deutsche Bundesbank, 2003). MNCs are interested in boosting revenues through FDI by attracting new sources of demand, entering into profitable markets and exploiting monopolistic advantages. Currently these corporations are increasingly establishing overseas plants or acquiring existing overseas plants to learn the technology of foreign countries.

Introduction

In India, FDI is considered as a developmental tool, which can help in achieving self-reliance in various sectors of the economy. With the announcement of Industrial Policy in 1991, huge incentives and concessions were granted for the flow of foreign capital to India. India is a growing country which has large space for consumer as well as capital goods. India's abundant and diversified natural resources, its sound economic policy, good market conditions and highly skilled human resources, make it a proper destination for foreign direct investments.

As per the recent survey done by the United National Conference on Trade and Development (UNCTAD), India will emerge as the third largest recipient of foreign direct investment (FDI) for the three-year period ending 2012 (World Investment Report 2010). As per the study, the sectors which attracted highest FDI were services, telecommunications, construction activities, and computer software and hardware. In 1991, India liberalised its highly regulated FDI regime. Along with the virtual abolition of the industrial licensing system, controls over foreign trade and FDI were considerably relaxed. The reforms did result in increased inflows of FDI during the post reform period. The volume of FDI in India is relatively low compared with that in most other developing countries.

Foreign Direct Investment In Indian Banking Sector

Foreign direct investment (FDI) is defined as "investment made to acquire lasting interest in enterprises operating outside of the economy of the investor." The FDI relationship consists of a parent enterprise and a foreign affiliate which together form a Multinational corporation (MNC). In order to qualify as FDI the investment must afford the parent enterprise control over its foreign affiliate. The UN defines control in this case as owning 10% or more of the ordinary shares or voting power of an incorporated firm or its equivalent for an

* Assistant Professor Of Commerce, Govt. College, Naraingarh (Ambala)

unincorporated firm; lower ownership shares are known as portfolio investment.

Indian federal government has opened up the banking sector for foreign investors raising the ceiling of foreign direct investment in the Indian private sector banks to 49 percent. However, the ceiling of FDI in the country's public sector banks remains unchanged at 20 percent. Foreign banks having branches in India are also entitled to acquire stakes up to 49% through "automatic routes". It is to be noted that under "automatic route" fresh shares would not be issued to foreign investors who already have financial or technical collaboration in banking or allied sector. They would require FIPB approval. However, some statutory approvals of the Reserve Bank of India (RBI), country's central banking authority, would be required.

Statutory Limits

Foreign direct investment (FDI) up to 49 percent is permitted in Indian private sector banks under "automatic route" which includes Initial Public Issue (IPO), Private Placements, ADR/GDRs; and Acquisition of shares from existing shareholders.

Automatic route is not applicable to transfer of existing shares in a banking company from residents to non-residents. This category of investors require approval of FIPB, followed by "in principle" approval by Exchange Control Department (ECD), Reserve Bank of India (RBI).

The "fair price" for transfer of existing shares is determined by RBI, broadly on the basis of Securities Exchange Board of India (SEBI) guidelines for listed shares and erstwhile CCI guidelines for unlisted shares. After receipt of "in principle" approval, the resident seller can receive funds and apply to ECD, RBI, for obtaining final permission for transfer of shares.

Foreign banks having branch-presence in India are eligible for FDI in private sector banks subject to the overall cap of 49% with RBI approval.

Issue of fresh shares under automatic route is not available to those foreign investors who have a financial or technical collaboration in the same or allied field. Those who fall under this category would require Foreign Investment Promotion Board (FIPB) approval for FDI in the Indian banking sector.

Under the Insurance Act, the maximum foreign investment in an insurance company has been fixed at 26 percent. Application for foreign investment in banks which have joint venture/subsidiary in insurance sector should be made to RBI. Such applications would be considered by RBI in consultation with Insurance regulatory and Development Authority (IRDA).

FDI and Portfolio Investment in nationalized banks are subject to overall statutory limits of 20 percent.

The 20 percent ceiling would apply in respect of such investments in State Bank of India and its associate banks.

VOTING RIGHTS OF FOREIGN INVESTORS		
Table 3		
Private Sector Bank	:	Not more than 10 percent of the total voting rights of all the shareholders
Nationalize Bank	:	Not more than 1 percent of the total voting rights of all the shareholders of the nationalized bank.
State Bank of India	:	Not more than 10 percent of the issued capital This does not apply to Reserve Bank of India (RBI) as a shareholder. However, government in consultation with RBI, ceiling for foreign investors can be raised.
SBI Associates	:	Not more than 1 percent. This ceiling will not be applied to State Bank of India. If any person holds more than 200 shares, he/she will not be registered as a shareholder.

RBI Approval

Transfer of shares of 5 percent and more of the paid-up capital of a private sector bank requires prior acknowledgement of RBI.

For FDI of 5 percent and more of the paid-up capital, the private sector bank has to apply in the prescribed form to RBI.

Under the provision of Foreign Exchange Management Act (FEMA), 1999, any fresh issue of shares of a bank, either through the automatic route or with the specific approval of FIPB, does not require further approval of Exchange Control department (ECD) RBI from the exchange control angle.

The Indian banking company is only required to undertake two-stage reporting to the ECD of RBI as follows: (1) the Indian company has to submit a report within 30 days of the date of receipt of amount of consideration indicating the name and address of foreign investors, date of receipt of funds and their rupee equivalent, name of bank through whom funds were received and details of govt. approval, if any. (2) Indian banking company is required to file within 30 days from the date of issue of shares, a report in form FC-GPR (Annexure II) together with a certificate from the company secretary of the concerned company certifying that various regulations have been complied with.

Divestment by Foreign Investors

Sale of shares by non-residents on a stock exchange and remittance of the proceeds there of through an authorized dealer does not require RBI approval.

Sale of shares by private arrangement requires RBI's prior approval.

Sale of shares by non-residents on a stock exchange and remittance of the proceeds thereof through an authorized dealer does not require RBI approval.

A foreign bank or its wholly owned subsidiary regulated by a financial sector regulator in the host country can now invest up to 100% in an Indian private sector bank. This option of 100% FDI will be only available to a regulated wholly owned subsidiary of a foreign bank and not any investment companies. Other foreign investors can invest up to 74% in an Indian private sector bank, through direct or portfolio investment. The Government has also permitted foreign banks to set up wholly owned subsidiaries in India. The government,

however, has not taken any decision on raising voting rights beyond the present 10% cap to the extent of shareholding.

All entities making FDI in private sector banks will be mandatory required to have credit rating. The increase in foreign investment limit in the banking sector to 74% includes portfolio investment [i.e., foreign institutional investors (FIIs) and non-resident Indians (NRIs)], IPO's, private placement, ADRs or GDRs and acquisition of shares from the existing shareholders. This will be the cap for any increase through an investment subsidiary route as in the case of HSBC-UTI deal. In real terms, the sectoral cap has come down from 98% to 74% as the earlier limit of 49% did not include the 49% stake that FII investors are allowed to hold. That was allowed through the portfolio route as the sector cap for FII investment in the banking sector was 49%. The decision on foreign investment in the banking sector, the most radical since the one in 1991 to allow new private sector banks, is likely to open the doors to a host of mergers and acquisitions. The move is expected to also augment the capital needs of the private banks.

Trends in banking

The scheduled commercial banks operating in India are classified into public sector banks, old private sector banks, new private sector banks and foreign banks. In the last few years, the new private sector banks have outperformed the other three groups. Between 1995-96 and 1999-2000, the share in assets of public sector banks fell from 84.5 to 80.2 per cent, while the share of foreign banks during the same period fell from 7.9 to 7.5 per cent. The share of the old private sector banks rose modestly from 6.2 to 7 per cent during the same period, while the new private sector banks increased their share from 1.4 to 5.3 per cent. The main disadvantage that the foreign banks face is the restriction on branch expansion imposed by the RBI.

Vulnerability of old private banks

The 23 old private sector banks represent a vulnerable section of the commercial banking sector. They have a comparatively high level of non-performing assets. They also have a low capital base, inadequate technology infrastructure and limited branch network. Over a period, they need to be merged with stronger players. Till now the new private sector banks were in the best position to take them over. However, with the new guidelines, the Government/RBI has introduced a new set of players, namely, foreign banks, in this consolidation game. The capital market has already realised this; witness the recent rise in shares of listed private sector banks.

Public sector banks

In the case of public sector banks, the Government had earlier announced that it is planning to reduce its stake in such banks to 33 per cent in a phased manner. This is mainly because the Government does not have enough money to contribute the additional capital that would be required over a period. Private domestic capital may not be enough to fill the gap in capital requirements, which means that foreign capital would have to be accessed. Such foreign capital can be either FII or FDI investments. The moot point is whether sufficient capital from overseas investors would be forthcoming if there were no change in management in the public sector banks. Induction of FDI in public sector banks would probably have to be accompanied by change in management style in public sector banks. Politically such decisions are not easy to take. Therefore, lack of capital in addition to other well known impediments may constrain the growth of public sector banking segment as a whole.

Consolidation

Consolidation of the banking industry is expected to proceed apace. The banking industry in India has witnessed many changes since the early 1990s. Initially the Government contributed substantially to the equity of a large number of public sector banks in order to improve their capital adequacy levels. Then the Government sought to change the structure of the Indian banking industry by granting licences to a new generation of private sector banks. This step has been quite successful, as these banks have introduced the latest technology to differentiate themselves, opened ATMs and branches at a rapid pace and successfully weaned away customers from other banks.

The Government has now taken the next step by allowing foreign banks to take over private sector banks. The next few years will show whether foreign banks are really interested in doing business in India. We have seen that some of them have been quite unpredictable in their business decisions. Foreign banks must have the tenacity to overcome the rigidities of the banking system in India. The road ahead is not clear, but one can be sure that commercial banking in India will continue to witness changes.

FDI Inflows In India

Recognising the importance of FDI in the accelerated economic growth of the country, Government of India initiated a number of economic reforms in 1991. As a result of the various policy initiatives taken, India has been rapidly changing from a restrictive regime to a liberal one, and FDI is encouraged in almost all the economic activities under the Automatic Route. FDI is freely allowed in all sectors including the services sector, except a few sectors where the existing and notified sectoral policy does not permit FDI beyond a ceiling. To make the investment in India attractive, investment and return on them are freely repatriable, except where the approval is specific to specific conditions such as lock-in period on original investment, dividend cap, foreign exchange neutrality etc. as per the notified sectoral policy (Govt. of India, 2003). After the economic reforms are implemented in the post 1990s, the inflows of FDI to India have increased tremendously since 2000 (Fig-1 and Table-1). The opening up of the Indian economy in the international trade front and more liberal FDI policies has been one of the factors which led to huge FDI inflows in India (Fig-2). However, India's FDI inflows have fallen sharply this financial year as a stumbling global recovery from global crisis hit investor appetite. Again, the macroeconomic instability in terms of fiscal deficit, current account deficit and high inflation rate also contribute to fall in FDI inflows. As Economic Survey 2010-11 has reported, inflation is a dominant concern and India needs policies to help reverse a fall in FDI inflows. In India, Reserve Bank of India (RBI) publishes foreign investment data on a monthly basis in the RBI Bulletin, which provides component-wise details of direct investment and portfolio investment. Direct investment comprises of inflows through (i) Government (SIA/FIPB) route, (ii) RBI automatic route, (iii) NRI and (iv) Acquisition of shares. Portfolio investment covers: (i) GDRs/ADRs (ii) FIIs and (iii) offshore funds and others.

Foreign direct investment in India: The Indian government realized the fact that foreign direct investment plays a very crucial role in boosting the country's economy by developing the infrastructure, generating new jobs, transfer of technology, and increasing productivity. Thus the government of India liberalized its economic policies in order to use foreign direct investment as a developmental tool. India offers several positive incentives to the foreign investors such as an abundant supply of educated workforce, low wages, and very strong economic growth in the country which has increased the middle class's power of buying.

Review Of Literature

Arpmittal (August 29, 2011) stated that the developing countries have changed their attitude towards FDI because it is believed that FDI can contribute to the development efforts of a country. In general, multinational firm's decision to extend production to another country is driven by lower costs and higher efficiency considerations. From the host country's perspective though, the benefits of FDI are not restricted to improved use of its resources, but also stem from the introduction of new processes to the domestic market, learning-by-observing, networks, training of the labor force, and other spillovers and externalities.. Most countries, including both developed and emerging nations, have established investment agencies, and have policies that include both fiscal and financial incentives to attract FDI as well as others that seek to improve the local regulatory environment and the cost of doing business.

Marc Lombard, Annick Lombard (10 NOV. 2011) stated that, through a comparative analysis, to assess the significance of foreign direct investment to the growth and development of both China and India, from the period following the introduction of economic reform programmes, to the last few years. It suggests that foreign direct investment (FDI) has had a significant positive bearing on the Chinese economy and a considerably more moderate effect on that of India. This discrepancy is attributed, in particular, to the composition and nature of FDI, and the institutional framework within which FDI is received.

Dr. Arjun Singh Sirari, Mr. Narendra Singh Bohra (18-10-2011) stated that FDI is a tool for economic growth through its strengthening of domestic capital, productivity and employment. FDI also plays a vital role in the up gradation of technology, skills and managerial capabilities in various sectors of the economy. The present paper attempts to analyze significance of the FDI Inflows in Indian service sector since 1991 and relating the growth of service sector FDI in generation of employment in terms of skilled and unskilled FDI to developing countries in the 1990s was the leading source of external financing and has become a key component of national development strategies for almost all the countries in the world as a vehicle for technology flows and an important source of non-debt inflows for attaining competitive efficiency by creating a meaningful network of global interconnections. FDI provide opportunities to host countries to enhance their economic development and opens new opportunities to home countries to optimize their earnings by employing their ideal resources. India ranks fifteenth in the services output and it provides employment to around 23% of the total workforce in the country. The various sectors under the Services Sector in India are construction, trade, hotels, transport, restaurant, communication and storage, social and personal services, community, insurance, financing, business services, and real estate.

Bhagwan Jagwani (January 1-4, 2012) stated that over the last two decades, the share of cross-border mergers and acquisitions (CB M&As) in the global FDI inflows has been over 50%. The Indian Corporate sector too experienced a boom in this form of FDI.

The last two decades have witnessed a dramatic world-wide increase in the flow of Foreign Direct Investment (FDI), accompanied by a marked change in the attitude of most developing countries towards inward FDI. As against a highly suspicious attitude of these countries towards inward FDI in the past, most of these countries now regard FDI as beneficial for their development efforts and tend to compete with each other for getting higher proportion of it. India is no exception to it.

Impact On Indian Banking

The RBI's decision to allow foreign direct investment in Indian banks, the lifting of sectoral caps on foreign institutional investors and a series of other policy measures could ultimately lead to the privatisation of public sector banks. Banks. The series of policy announcements in recent weeks promises to unleash a shakeout in the Indian banking industry. A major policy change, effected through an innocuous "clarification" issued by the Reserve Bank of India (RBI) a few weeks ago, set the stage for the increased presence of foreign entities in the industry. The RBI's move to allow foreign direct investment (FDI) in Indian banks has been followed by the announcement in the Union Budget lifting sectoral caps on foreign institutional investors (FII). There are also reports that the RBI's forthcoming credit policy may feature more sops for private and foreign banks. These changes are likely to hasten the process of consolidation of the banking industry. Although there is some doubt over whether the moves will have any immediate impact, there is consensus that the changes are merely a prelude to the wholesale privatisation of the public sector banks (PSBs). IDBI, the promoter of IDBI Bank, has already announced its intention to relinquish control of the bank. Foreign banks have also mounted pressure on the Finance Ministry, seeking the removal of legislative hurdles that set limits to private and foreign holdings in PSBs. In the short term, the action is likely to be focussed on the Indian private banks. Of the 100 banks in India, 27 are PSBs (including eight in the State Bank of India group). There are 31 private sector banks, of which eight are of recent vintage (for example, ICICI Bank and HDFC Bank); and there are 42 foreign banks with branches in India. The RBI's decision is seen as enabling foreign banks to extend their operations, primarily by acquiring other banks. Initially, foreign banks are likely to acquire control of private banks. The PSBs are likely to be put on the block after their balance sheets have been cleaned up and the workforce trimmed to meet the demands of their foreign suitors. The private banks are a mixed bag. Many of the older private banks cater to niche markets. S.L. Shetty, Director, Economic and Political Weekly Research Foundation, points that some of these banks have played a useful role because they have adapted to local and regional requirements. "It is likely that a few of the international banks are knocking at the doors of these banks," he says. However, he reckons that takeovers may not be easy. The promoters of especially the older private banks, who have a long tradition of banking and linkages with local communities, may resist takeover bids. Shetty contends that the government's "negative attitude" to small savings and provident funds may pave the way for foreign financial institutions to extend their operations to include pension funds. Prof. T.T. Ram Mohan, who specialises in banking at the Indian Institute of Management, Ahmadabad, says that the banking industry is likely to undergo consolidation. Some of the private banks are already wooing foreign banks. Vysya Bank, whose promoters have sold 20 per cent stake to Bank Brussels Lambert (BBL), part of the Dutch ING Group, is likely to offer a controlling stake to the foreign bank. Vysya Bank already has a tie-up with ING to sell insurance products in India. Since the International Finance Corporation, promoted by the World Bank, has a 10 per cent stake in the bank, BBL can increase its stake by only 19 per cent because of the 49 per cent ceiling on foreign stake in Indian banks. However, banking industry sources say that even if BBL has a stake of 39 per cent, it can control the private bank effectively. In fact there have been suggestions that the RBI "clarification" came mainly because BBL decided to test the regulatory regime governing FDI in banking after acquiring 20 per cent of the stake in Vysya Bank. There is speculation that foreign banks may be interested in picking up a stake in Centurion Bank, Bank of

Punjab, IndusInd bank and the Global Trust Bank. Since the RBI announcement, shares of some of these banks have been volatile in anticipation of buying interest from foreign banks. The lifting of the cap on FIIs is likely to increase further the volatility in bank stocks. THE banking sector norms, a key feature of the financial sector reforms since the 1990s, threaten to prise open Indian banks, particularly the PSBs. For instance, the norms for capital adequacy ratio (CAR) require that capital be infused in these institutions. If banks do not have the prescribed capital base, the only course open to them is to make an offer in the market. However, this will lower the promoters' stake in these banks. This mechanism has already lowered the government stake in several public sector banks. For instance, Bank of India's recent decision to "return" equity capital to the tune of Rs.150 crores to the government will lower the government stake from 75 per cent to 67 per cent. The RBI has directed 11 old private sector banks having equity base of between Rs.6 crores and Rs.49 crores to increase their capital base. These banks are now under threat. Prof. Ram Mohan believes that the foreign banks, which generally have an asset base of between Rs.3,000 crores and Rs.12,000 crores, "may prefer faster growth by acquisition rather than through organic expansion". He calculates that such acquisitions will overnight imply a growth rate of 50 per cent for some of the prominent foreign banks. Besides, it provides them an established client base and access to low-cost funds, particularly in a regime in which deposit rates are glued to low levels, barely above the rate of inflation. Some of the old private banks have the advantage of working over a long period in geographical niches in rural and semi-urban areas. And foreign banks, in their pursuit of growth, would prefer taking over such banks to the more risky option of establishing themselves in new areas. Incidentally, this has also been the route pursued by some of the new generation private banks like ICICI Bank and HDFC Bank. While ICICI Bank took over Bank of Madura, HDFC Bank bought Times Bank. The current market capitalisation (market value of a company's stock) of the 11 private banks whose shares are listed is about Rs.1,600 crores. The under-capitalised old private banks are clearly vulnerable. A 49 per cent stake in each of these banks can be bought by foreign banks at a total cost of less than Rs.800 crores. A 49 per cent stake in Dhanalakshmi Bank would cost Rs.13 crores; in Nedungadi Bank Rs. 21 crores; in Lakshmi Vilas Bank Rs.28 crores; in United Western Bank Rs.32 crores; in City Union Bank Rs.27 crores; and in Federal Bank Rs.73 crores. Although the CARs of many of these banks are higher than the RBI-stipulated norm, Prof. Ram Mohan argues that this alone does not offer them protection.

Conclusion

The anomalous situation needs to be rectified. It is capable of being resolved by modifying this policy document presently at a draft stage. A clarificatory amendment to the draft policy document in favour of the domestic investment is called for. For FDI, the draft policy document is unambiguous. But under Clause 2 (f) of the Press Note 32 of 2004, 'Guidelines for setting up a wholly-owned subsidiary of a foreign bank' is to issue separately by RBI.' This introduces an element of uncertainty in this respect also. It makes little sense to invite comments and suggestions to the FDI related part of the draft policy when it is not even a full draft. Over the last decade, the fast pace of economic growth and progressive policy liberalisation has made India an attractive destination for world's investments. United States have been at the forefront of investments in India strengthening the partnership between the two largest democracies in the world.

References

1. Agmon T (1979), "Direct Investment and Intra-Industry Trade: Substitutes or Complements?" in Giersch H (Ed.), *On the Economics of Intra-Industry Trade*, pp. 49-62, JCB Mohn, Tubingen.
2. Alfaro L, Chanda A, Kelemlı-Ozcan S and Sayek S (2004), "FDI and Economic Growth: The Role of Local Financial Markets", *Journal of International Economics*, Vol. 64, No 1, pp.89-112.
3. Bajpai Nirupam and Jeffery D. Sachs (1997), "India's economic reforms: Some lessons from East Asia", *Journal of International Trade and Economic Development*, 6/2 July.
4. Banga, R. (2003), "The Export-Diversifying Impact of Japanese and US Foreign Direct Investments in Indian Manufacturing Sector", *Indian Council for Research on International Economic Relations (ICRIER) Working Paper No. 110*, New Delhi.
5. Benhabib J and Spiegel M (1994), "The Role of Human Capital in Economic Development: Evidence from Aggregate Cross-Country Data", *Journal of Monetary Economics*, Vol. 34, No. 2, pp. 143-174.
6. Bhagwati J, Srinivasan T N and Wan H Y (1978), "Value Subtracted, Negative Shadow Prices of Factors in Project Evaluation and Immiserising Growth: Three Paradoxes in the Presence of Trade Distortions", *Economic Journal*, Vol. 88, No. 349, pp. 121-125.
7. Borensztein E, Gregorio J D and Lee J W (1998), "How Does Foreign Direct Investment Affect Economic Growth", *Journal of International Economics*, Vol. 45, No. 1 pp. 115-135.
8. Caves R E (1974), "Causes of Direct Investment: Foreign Firms' Share in Canadian and Evidence from Panel Data", *Asian Economic Review*, Vol. 45, No. 2, pp. 197-217.
9. Caves, R. E. (1971), 'International corporations: the industrial economics of foreign investment', *Economica*, 38, pp. 1-27.
10. De Mello L R (1997), "Foreign Direct Investment in Developing Countries and Growth: A Selective Survey", *Journal of Development Studies*, Vol. 34 No. 1 pp. 1-34.
11. Demurger S (2000), "Economic Opening and Growth in China", *Development Centre of the Organization for Economic Cooperation and Development*, Paris.
12. Dias R T (2003), "Foreign Direct Investment Models: Empirical Evidence from Italy", *Journal of financial Management and Analysis*, Vol. 16, No. 1, pp. 36-52.
13. Dua P and Rashid A I (1998), "Foreign Direct Investment and Economic Activity in India", *Indian Economic Review*, Vol. 33, No. 2, pp. 153-168.
14. Ethier W J (1996), "Theories about Trade Liberalization and Migration: Substitutes or Complements", in Lloyd P J and Williams L (Eds.), *International Trade and Migration in the APEC Region*, Oxford University Press, Oxford.
15. Jenkins C and Thomas L (2002), *Foreign Direct Investment in Southern Africa: Determinants, Characteristics and Implications for Economic Growth and Poverty Alleviation* University of Oxford pp. 1-60.
17. Grossman G and Helpman E (1992), "Trade, Knowledge Spillovers and Growth, *European Economic Review*" Vol. 35, pp. 517-526.
18. Hymer S H (1976), "The International Operations of National Firms: A Study of Direct Foreign Investment", *Doctoral Dissertation*, MIT Press, Cambridge.
19. Kindleberger, C. P. (1969) *American Business Abroad: Six Lectures on Direct Investment*. Yale University Press, London.
20. Kumar, N. (2002). *Towards an Asian Economic Community: The Relevance of India:*

- Research and Information System for Developing Countries (RIS) Discussion Paper 34, New Delhi.
21. Kyriacou G A (1991), "Level and Growth Effects of Human Capital", CV Starr for Applied Economics, Centre Economic Research Reports, pp. 91-26, New York University, New York.
 22. Lau L J, Jamison D T and Louat F F (1991), "Education and Productivity in Developing Countries: An Aggregate Production Function Approach", Working Paper No. 612, World Bank, Washington.
 23. Lee Eddy and Vivarelli (2006), "The Social Impact of Globalization in the Developing Countries", International Labour Review, Vol. 145 (2006), No.3, PP 167-184.
 24. Lensink R and Hermes N (2003), "Foreign Direct Investment: Financial Development and Economic Growth" Journal of Development Studies, Vol. 40. No. 1, pp. 142-163.
 25. Li Y (2002), "Effect of FDI in Home Country's Trade Advantage" Beifang Jingmao, Vol. 8, No. 1, pp. 39-40.
 26. Lucas R E B (1993), On the Determinants of Direct Foreign Investment; Evidence from East and Southeast Asia World Development Vol.21 No. 3 pp. 120-138

A Glance at the Foreign Trade of India during the Mughal Age, 1526-1707

Mr. Sanjeev Kumar*

The Mughal age from 1526 to 1707 A.D. was a period of renaissance in India. While trade and industry flourished, fine arts like sculpture, music, painting reached perfection. The Mughal conquest of Northern India brought radical changes in socio-cultural, and political milieu. Technological advancement also influenced the economic life of the people of Hindustan. It replaced the multi-state system of the Sultans with a centralized political organization controlled by a powerful monarch. In the wake of the Mughal conquest of India, a large number of immigrants and many celebrities came to the India from Central Asia and Persia and settled down in Delhi and other cities. Many foreigners including merchants contributed in the state administration and the economic setup of the Mughals.

The nature of India's trade, inland and foreign, has practically been the same in the ancient and medieval ages. During the medieval period the whole of Northern and Western India had commercial relations with West Asia and extending through it to the Mediterranean world, as also to Central Asia, South-East Asia and China both oversea and overland routes. Zahiruddin Muhammad Babur (1526-30 A.D.), the founder of the Mughal Empire in India, was well aware of the importance of the communication system and foreign trade particularly to ensure the regular flow of reinforcements from Kabul. Thus soon after the conquest, square towers were erected after every eighteen miles while chaukis were established after every 36 miles in order to create an efficient communication system, which helped in the development of trade. Nasiruddin Muhammad Humayun (1530-1540 and 1555- 1556 A.D.) had insufficient opportunity to show his ability as an administrator. Between Babur's death and Humayun's re-entry into India, the Surs ruled from Delhi. Sher Shah (1540-1545 A.D.), the founder of the dynasty and a uniquely farsighted ruler, reorganized the country's entire administrative system. He constructed the Grand Trunk Road from Attock to Delhi.⁷ Travel for men and merchandise became easier and safer during Akbar's reign. The construction of new roads, bridges and military posts which gave the Army greater mobility also stimulated the flow of trade with foreign countries. Nuruddin Muhammad Jahangir (1605-1627 A.D.) ordered Zamindars to plant trees on the routes between Agra and Attock, and between Agra and Bengal. Zafarnama gives an idea of the route followed by Timur, which ran from Multan to Delhi via Tulamba, Sahwal, Jahwal, Ajodhan, Tohana, Samana and Panipat.

In Shahjahan's time the overland routes from Multan and Kashmir had lost their importance on account of disturbances on the frontier. The Indo-Persian wars for the occupation and retention of Qandahar had caused great disturbance to all those trade routes which were linked to them. Towards the end of the seventeenth century, Aurangzeb's incessant wars in the Deccan, bankruptcy of the administration and exhaustion of the imperial treasury, caused disorder and resulted in the ruin of trade.

All the transactions with foreign countries were generally done on exchange basis. The foreigners were paid the prices in the form of precious metals. Only four travellers Peter

* Assistant Professor of History, Govt. College, Naraingarh, Distt. Ambala

Mundy, Tavernier, Fryer and Marshal paid sufficient attention in their accounts to the weights and measures prevalent during this period. The use of money and the coinage system of this period indicate a considerable use of metals of different kinds. The modern researches have pointed out that the Indian production of the two metals, gold and silver, was on a very limited scale. The accessible layers in the goldmines of Karanataka appear to have been long exhausted. Only little quantities of gold could have come from the sands brought down by the Himalayan rivers, and, for silver, no important mine seems to have been worked. As a result, India was almost entirely dependent upon imports for its gold and silver supply. According to Bernier, supplying itself with articles of foreign growth does not prevent Hindustan from absorbing a large portion of gold and silver of the world, admitted through a variety of channels, while there is scarcely any opening for its return. It seems that in the eleventh century metals received by the royalties and nobilities through foreign trade were mostly utilized by them either to feed their luxuries or to mint coins.

The institution of banking is very old in India. But indigenous banking received a major jolt with the advent of the Muslims in India as they brought along with them their own theories based on the Islamic principles which considered the selling of one's goods or property on interest a great sin. The other notable reasons for further setbacks to the Indians were the wars and mutual hostilities among the Muslim rulers and nobles which hampered the growth of trade and commerce. As a consequence banking and money lending suffered considerably.

The North-West India was considered self-sufficient in almost every respect. It had always had enough for internal consumption and also for export. But every country cannot fulfil her needs by herself.

So they had to make some trade treaties between themselves for the use of the upper classes. The chief articles of import were certain articles of luxury like silks, velvets and embroidered curtains together with other furnishings and items of decoration. Being mainly an agricultural country, India was certainly fairly rich in agricultural products. But that does not mean that it exported only raw materials. There is a long list of various commodities which find references among the items of import and export during the Mughal period. One can classify these items of trade into two main categories luxury and non-luxury items. On the basis of the accounts left by medieval travellers and Persian chroniclers, horses, furs, precious stones, silk and silk stuffs and slaves were among the chief luxury items of imports from Central Asia and Persia. Among other goods were various types of clothes, fruits, plants and herbs, gold, silver, olive oil, rose water, glass, etc.

In exchange, India exported numerous articles which were in demand not only in Central Asia and Persia, but also in other Asian and European countries. Among luxury goods, there were very few except some varieties of cloth, pearls, elephants, tusk and horns, peacocks, etc. Non-luxury products included spices, aromatic roots, cotton, Indigo-cakes, iron-swords, musk, different types of woods, sugar candy and grains, fruits and dry-fruits, and dye products, etc. Gold, silver and precious metals played an important role in various areas of lives of the people. The main reason for the significance of the metals was their economic worth and there are references to gold, silver and precious metals import from Persia to India. Abul Fazl states in the *A'in-i-Akbari* that gold was still imported into Hindustan. With the coming of Europeans in India, a new beverage called Cha'i or Tea started being used in the reign of Aurangzeb.

There is a long list of the cities which were frequented by the merchants in different regions which were well-connected with each other through various routes and were engaged in exchanging goods with different major cities of Central Asia and Persia. There Central Asian towns such as Balkh, Tirmiz, Kish, Samarkand and Bukhara and Kabul etc., were mainly located in and around Transoxiana. Especially, the later had been serving as a link between India and Central Asia from the earliest times.

During the Mughal period like other countries, India had neither metalled roads nor advanced means of transport. Its vast area and varied physical features, together with dangers inherent in long journeys led travellers to form groups of various types, of these the caravans were the most popular, while pilgrims formed smaller groups. The caravan was both the oldest and the most popular method of travelling in large groups. It provided the maximum of safety and security and made an important contribution to social and commercial life. Although Persian and Urdu sources make many references to the leaders of caravans, contemporary histories and travellers' accounts say little about them. The leader of the caravan called Mir, Salar or Bakshi was a very important person and like the captain of a ship, he had ultimate control of everything while the caravan was on the road. Probably he was employed by the merchants forming the caravan and these merchants normally made important decisions after full consultation with them. The Mughals were aware of the hazards of travel and ordered strong measures to maintain peace and security in the Empire. William Finch (1608-11) found many guards and police posts whose purpose was to prevent robbery and attend to the welfare of travellers. It is not possible to have an idea whether India had a favourable balance of trade in this period, nor on the basis of the available literature one can interpret that the balance of trade was in favour of the foreign merchants. Though the charm for possessing foreign goods remained confined to the emperors, chiefs and some rich people, the common man was leading a simple and austere life fulfilling his meagre requirements through the local resources only.

Throughout the Mughal period, the volume of Indian export through the north-western land routes continued fluctuating according to the atmosphere of amity or hostility prevailing between India and Persia on the question of the possession of Qandahar and sometimes on the relations between the Mughal government and the Portuguese.

References

- E. Bretschneider, *Medieval Researchs* (London: 1887).
- Abul Khair Mohammad Farooque.
- F.S. Manrique, *Travels of F.S. Manrique, 1629-43, Eng.trans., Hosten, (London:1927), Vol.II, p.221.*
- William Foster, ed., *Early Travels in India (1583-1619)* (Oxford: 1921).
- W.H. Moreland, *From Akbar to Aurangzeb* (New Delhi: 1994).

A Passage To India -A Tale Of Clash Between Different Cultures And People

Neeraj Kumar*

Abstract

The novel “A passage to India” is a true example of assessment of British Imperialism of pre independence period of Indian society and this paper focuses on the differences of opinion among the eastern and western world .To highlight and discuss this issue, analysis of novel “A passage to India ” is done here. This is one of the best creations by E.M. Forster. The paper discussed about the differences between two races, differences between two cultures, differences between two religions even about the differences within an individual. The characters of the novel shows the typical mindset of the communities which they are representing and also the feeling of self superiority is the main factor which leads to the impossibility of union of East and West.

Keywords : clash, differences, culture, East and West

Introduction

E.M.Forster was born in 1879 in London. His father was an architect and he descended from an intellectual family. Forster got education from Tonbridge school and King's College Cambridge. Forster also travelled for couple of years to different parts of the world and we can say that it was due to his travelling which inclined him to write.

A passage to India was first published in 1924 and immediately after publication it becomes very popular because of its telling attack on British Imperialism in pre independence India. It is based on the contrast and differences between the Eastern and the Western world. The novel brings out uncompromising abilities of the societies of east and west. The beginning of the novel starts with the characters Dr. Aziz and his friends discussing about the possibility of friendship between Indians and Englishmen. This novel not only shows the differences between the cultures and beliefs of western and eastern countries but also the differences between different religions within India itself.

The novel starts with a small town of India named “Chandrapore”, which is a typical Indian town with full of religious diversity as well as cultural diversity as the novel tells about the pre independence India of 1920's. The novel is basically divided in to three parts ie. Mosque ,Caves and The Temple. These are three different locations but all the three parts justifies the title of the paper “ A Tale of clash between Culture and People”,because this element can be seen in every part of the novel even in the characters of the novel also. We can say that all the three parts are in aesthetically united with each other. All the three sections of the novel follows a certain rule and rhyme.

Abyss between East and West

As the novel shows the conditions of pre independence of India i.e. of 1920's the difference between the East and the West can be seen at the very onset .The Indians particularly the Moslems (Muslims) agree among themselves that there are much differences between them and English people and it is almost impossible for them to be friends with the Englishmen

* UGC NET(English) Qualified, Neemriwali, Bhiwani

on the other hand English people also have their notions about Moslems of India. So we can say that both communities shares equal amount of dislikes for each other , moreover lots of incidents complements to their opinion like when Dr. Aziz a Moslem doctor who is friendly as well as volatile when called by the civil surgeon, goes to meet him but the civil surgeon was not there .

This incident brings out the volatile side of Dr. Aziz. He is resentfully sensitive to English snubs. This character Aziz himself is capable of going to the extremes of emotions of both love and hatred.

Clash of opinion and behavior among English people

The English people also have similar kind of conceptions and opinion about Indians. They also don't like Indians and this can be seen in their attitude and their behavior. Ronny who is an Anglo Indian officer. He is the easiest to understand in the novel. He is a typical Anglo Indian and moreover been spoiled by the Anglo Indian class in India. He has adopted the ways and attitude of his seniors just to please them and to be like them, which ultimately makes him more arrogant and insensitive towards others especially Indians. Even his mother Mrs. Moore don't like him because of his attitude towards Indians. She is very kind and shows respect for Indians too. She don't have rigid mentality of Anglo Indians and she also treats Indian people, their culture, their religion with equal respect. This can be proven by an incident when Mrs. Moore remove her shoes before entering in to the Mosque. But she also have some contrasting traits being an English women she is not very fond of English clubs and feels bored at such clubs and unlike other English women she wants to know India more.

Differences between Aziz and Godbole

Till now we have discussed about the differences among the people of different countries but tha Novel also shows about the differences of opinion among Indians too. Different Indians also have different opinions according to their religions in the novel as n the case of Dr. Aziz and Prof. Godbole . They do become friends but this friendship is flimsy basis. There is a basic point of discord in between them which is their religion as Aziz consider Islam as the most glorious religion in the world and feels him superior then others because of being a Moslem. On the other hand Prof. Godbole is devoted to his own religion Hinduism. Godbole thinks that moslems are violent people. Godbole who is a true Hindu devoted to lord Krishna , celebrates the birth festival of Lord Krishna and also leads a group, members of which sings and dance whole night to worship lord Krishna.

Collapse of friendship between Aziz and Fielding

We can also witness initiation and then collapse of personal relationships or we can say friendship of Aziz and Fielding. Aziz who usually dislikes Englishme, despite of his general dislike to English people Aziz becomes friend with fielding and fielding also shares same sentiments with Aziz. But due to a misunderstanding the friendship of Aziz and Fielding comes to end. When Aziz and Fielding's friendship collapses the opinion of Aziz about English people becomes more resolute that they don't have real sympathy towards the sufferings of Indians and they always wish to just exploit and loot the wealth of India like any ruler, instead of empowering them.

Conflict of opinion of Adela Quested

Adela Quested came to India with Mrs. Moore who is the mother of Ronny. Adela quested is one of main characters in the novel. She is a kind hearted lady like Mrs. Moore and she also treat Indians with respect, but this character is also a bit of confused one . She supposed

to come to India to marry Ronny but during her visit to India no such thing happened. During her visit she expresses her desire to see real India. Here also difference of opinion can be seen as other English women are very surprised with her plans, because they think that there is nothing special in India for which any one from England visits India. Dr. Aziz arranges a trip to Malabar caves for Adela, but during their visit Adela misunderstood Aziz and blames him of misbehaving. This creates a problematic scene as an English Lady accusing an Indian is not a normal thing moreover in that time of society. But twist in the tale comes when Adela called as witness of the whole incident, she suddenly refused all the charges against Aziz. This shows confused and dual nature of Adela, not only this one more thing shows the conflict of opinion within herself of Adela as she came to India to marry Ronny but she returned to England without marrying Ronny.

Conclusion

The plot construction of "A passage to India" has been praised by all because the plot of this novel is not as complicated as of the other typical novels of E.M. Forster. In this Forster shows how sequential misunderstandings leads to cultural stereotypes and misconceptions ultimately leads to wrong opinions. At the end of novel Forster ends with a message that even after the goodwill and respect for each other, intelligence in everyone's inner self. The cultural gulf is very hard to fill because the cultural and historical circumstances and individual mindset and attitude is the main thing and deciding factor. The novel discusses the possibility of friendship between English people and Indians but ends with a conclusion that due to major differences among the two culture of East and West the idea of friendship among them is quite impossible.

References

1. Das, G. K. (1977). *E.M. Forster's India*. London: Macmillan.
2. Duff, David (2000) *Modern Genre Theory*. London: Longman.
3. Das, G.K. "A Passage to India: a Socio-historical Study". Ed. John Beer. *A Passage to India in Essays Interpretation*. London : The Macmillan Press Ltd, 1985, Print.
4. Forster, E.M. *A Passage to India*. London: Penguin Books Limited, 1970.
5. Kipling, Rudyard. *The Ballad of East and West*. Edmund Clarence Stedman, ed. 1895. A Victorian Anthology, 1837-1895

संप्रदायिकता : भारतीय उपमहाद्वीप में एक ऐतिहासिक विरासत

लेखिका : श्रीमती सरोज कुमारी*

संक्षेप परिचय

भारत में साल 2016 में औसतन प्रति माह 58 सांप्रदायिक दंगे हुए और इनमें से 85 प्रतिशत सांप्रदायिक घटनायें केवल 8 राज्यों में हुईं।¹ भारतीय उप महाद्वीप में आर्थिक सामाजिक और राजनीतिक टकराव की उन परिस्थितियों को निर्धारित करना कठिन है जिनके कारण 19वीं सदी के उत्तरार्द्ध में सांप्रदायिक समस्या का उद्भव हुआ और कालक्रम में इसका विकास हुआ। ब्रिटिश भारत में श्रेष्ठता और उत्तराधिकार के लिए जो संग्रह हुआ उसमें, इसकी जड़ें डुंढी जा सकती हैं। 19वीं सदी के उत्तरार्द्ध में और 20वीं सदी के पूर्वार्द्ध में कुछ महत्वपूर्ण घटनाएं घटीं जिसमें लोगों ने मनोविज्ञानिक अलगाव पैदा किया। इस शोध पेपर के माध्यम से यह प्रयास किया गया है कि सामाजिक, आर्थिक और राजनैतिक टकराव के उन क्षेत्रों की ओर संकेत किया जाए जिसके कारण ब्रिटिश भारत में साम्प्रदायिकता का उद्भव हुआ।

मुख्य भाव – सांप्रदायिकता, औपनिवेशिक राज की नीतियां, सैय्यद अहमद खाँ, मुस्लिम लीग, मुहम्मद अली जिन्ना, धार्मिक व पुरातनवादी आन्दोलन, तिलक, मानवीय, वी.डी. सावरकर।

साम्प्रदायिक शब्द का पहली बार प्रयोग 20वीं सदी के प्रारम्भ में ब्रिटिश अधिकारियों ने अपने उपनिवेशों में विभाषण अफ्रीका और दक्षिणी एशिया में धार्मिक नस्लीय और विभिन्न समुदायों के बीच होने वाली हिंसा के लिए किया था।² सांप्रदायिकता की अवधारणा के तीन चरण होते हैं। पहले चरण में एक समुदाय, जाति, संप्रदाय या धर्म के लोग यह मानते हैं कि उनके संसारिक हित एक जैसे होते हैं। दूसरे चरण में लोग यह सोचते हैं कि उनके समुदाय के लोगों के संसारिक हित दूसरे समुदाय के लोगों के संसारिक हितों से भिन्न हैं। तीसरे चरण में वे ये सोचते हैं कि उनके संसारिक हित दूसरे समुदाय के संसारिक हितों से न केवल भिन्न होते हैं बल्कि एक दूसरे के विपरीत होते हैं।

ऐसी अवधारणा भारत जैसे बहु-धार्मिक, बहु-भाषी और बहु-सांस्कृतिक वाले देशों के लिए सबसे बड़े खतरों में से एक है।

सांप्रदायिकता का उदय आधुनिक राजनीति से जुड़ा हुआ है। आधुनिक राजनीति, प्राचीन मध्यकालीन या 1857 के पहले की राजनीति का सीधी विकास नहीं था। बल्कि वह एक नई जमीन पर विकसित हुई थी। पं० जवाहर लाल नेहरू ने 1936 में लिखा "यह बात कभी नहीं भूलनी चाहिए कि भारत में सांप्रदायिकता एक परवर्ती घटना है जिसका जन्म हमारी आँखों के सामने हुआ है।"³

1857 के विद्रोह में हमने हिन्दू-मुस्लिम एकता को देखा। ये दोनों समुदाय अंग्रेजी राज को खत्म करने के लिए कहाँ से कहाँ मिलाकर लड़े। विद्रोह में हिन्दू-मुस्लिम एकता की भूमिका की बाद में एक वरिष्ठ ब्रिटिश अधिकारी **ऐचिसन** ने अप्रत्यक्ष रूप से स्वीकार किया, "इस स्थिति में हम मुसलमानों को हिन्दुओं से नहीं भिड़ा सके।"⁴

इससे अंग्रेजों को यह अवश्य महसूस हुआ कि यदि भारत में हिन्दू-मुसलमान एक जुट होते रहे तो भारतीय उपमहाद्वीप पर उनका राज ज्यादा दिनों तक नहीं टिक सकेगा। यहाँ से उन्होंने अपनी प्रसिद्ध नीति "फूट डालो राज करो" का प्रतिपादन किया। लार्ड जान एल्फिन्स्टन, जो 1853-60 तक बम्बई के गवर्नर थे, उन्होंने एक बार लिखा था – "बांटो और राज करो" यह रोमन कहावत थी और यह हमारी भी नीति होनी चाहिए।⁵

यद्यपि उस समय उनकी यह नीति इतनी मुखर नहीं थी लेकिन जो लोग समकालीन इतिहास के विभाषक थे, उन्हें अलगाववाद और संप्रदायिकता के उन बीजों का आभास था जो अंग्रेज बाने का प्रयास कर रहे थे। सन् 1867 ई० में सर सैय्यद अहमद खाँ ने एक ब्रिटिश अधिकारी से कहा था – "आधुनिक युग में इन दोनों समुदायों (हिन्दू-मुस्लिम) में कोई खुला टकराव नहीं है, लेकिन तथाकथित शिक्षित व्यक्तियों के कारण भविष्य में जो लोग जीवित रहेंगे, वह देखेंगे कि दोनों समुदायों के बीच में संप्रदायिकता अपने चरम पर होगी।"⁶

भारत में अंग्रेजी राज को सुरक्षित और संरक्षित रखने के लिए अंग्रेजों ने 1857 के विद्रोह के बाद मुस्लिम विरोधी नीति अपनाई। अंग्रेज इस विद्रोह के लिए मुसलमानों को 'उद्यन्त्रकारी के रूप में देखते थे। इसलिए इस समुदाय को खूब दबाया गया – "विद्रोह के दौरान व ठीक बाद के दिनों में अकेले दिल्ली में 27,000 मुसलमानों को फाँसी दी गई।"⁷

औपनिवेशिक साम्राज्यवादी शासन का मुख्य आधार "फूट डालो और राज करो" पर आधारित था। अंग्रेजों ने भी भारतीय उपमहाद्वीप में इस नीति को भरपूर उपयोग किया। 1857 के विद्रोह के बाद से अगले दो-ढाई दशकों तक मुस्लिम समुदाय को खूब दबाया गया और हिन्दू समुदाय को अपने नजदीक रखा। सर जान स्ट्रेची, जो एक प्रशासनिक अधिकारी

* पद व पता : पी.जी.टी. (इतिहास) आरोही मॉडल वरिष्ठ माध्यमिक विद्यालय भिवानी रोहिला (हिसार)

था, ने भी लिखा था – “भारत में विभिन्न धर्मों का एक साथ होना हमारी राजनीतिक स्थिति के लिए बहुत अच्छी बात है।”⁸

19वीं सदी के अन्तिम दशकों में हिन्दू समुदाय में राष्ट्रवाद की भावना बढ़ी तो उनमें राजनीतिक जागृति आने लगी। अब यह समुदाय अपने लोकतान्त्रिक अधिकारों की मांग के लिए अंग्रेजी राज पर दबाव डालने लगा। यहाँ पर आकर अंग्रेज अपनी “बॉटो व राज करो नीति” में परिवर्तन करने पर मजबूर हुए। इस नीति परिवर्तन में एग्लो-इंडियन नौकरशाही ने भी अहम भूमिका निभाई। डब्ल्यू० डब्ल्यू० हन्टर अपनी पुस्तक “भारतीय मुसलमान” में लिखा – “1857 के विद्रोह के बाद सामाजिक, शैक्षिक, आर्थिक व राजनैतिक दृष्टि से भारतीय मुस्लिम इतने दुर्बल है कि विद्रोह कर ही नहीं सकते।”⁹

यही से अंग्रेजी राज ने अपने आपको अल्पसंख्यक मुसलमानों के हितों का पैरवीकार होने का दावा किया और मुस्लिम जमींदारों भू-स्वामियों और मध्यमवर्ग के शिक्षितों को अपने पक्ष में लाने की कोशिश की। अंग्रेजों ने अदालतों में हिन्दी की जगह उर्दू लाने के आंदोलन में मदद देकर उत्तरप्रदेश और बिहार में हिन्दू-मुसलमानों के बीच सामाजिक व सांप्रदायिक कड़वाहट को जन्म दिया।

सैय्यद अहमद खॉ

सैय्यद अहमद खॉ राष्ट्रीय कांग्रेस पार्टी की स्थापना से पहले कट्टर राष्ट्रवादी थे। 1884 ई० में अपने एक भाषण में सैय्यद अहमद खॉ ने कहा था – “हिन्दू और मुसलमान शब्द केवल धार्मिक विभेद बताने के लिए हैं, अन्यथा चाहे हिन्दू हों या मुसलमान, यहां तक की ईसाई भी जो इस देश में रहते हैं, सभी एक ही राष्ट्र के लोग हैं।”¹⁰

19वीं सदी के अन्तिम दशकों में भारतीय राजनीतिक पटल पर दो महत्वपूर्ण घटना घटी। पहली, भारतीय राष्ट्रीय कांग्रेस की स्थापना और दूसरी स्थानीय निकायों के चुनाव। यही से सैय्यद अहमद खॉ और उस जैसे मुसलमानों के एक बड़े वर्ग में सांप्रदायिक आधार पर सोचने का एक नया तरीका पैदा हुआ। “हिन्दुओं और मुसलमानों के मध्य वर्ग के विकास में एक पीढ़ी का, बल्कि उससे भी अधिक का अंतर रहा। वह अंतर राजनैतिक, आर्थिक तथा बहुत सी दिशाओं में दे रहा है। यह वह कारण है जो मुसलमानों में भय के मनोविज्ञान को पैदा करता है।”¹¹ जवाहर लाल नेहरू ने भारत की खोज में लिखा था – “सर सैय्यद अहमद खॉ भारतीय मुसलमानों और ब्रिटिश सरकार के बीच अच्छे सम्बन्ध स्थापित करने के लिए काम करने वाले पहले मुस्लिम नेता थे।”¹² “सैय्यद अहमद खॉ द्वारा स्थापित मोहम्मद-एग्लो ओरियन्टल कॉलेज का उद्देश्य भारतीय मुसलमानों को ब्रिटिश ताज की सक्षम और लाभदायक प्रजा बनाना था।”¹³ “सर सैय्यद अहमद खॉ ने भारतीय राष्ट्रीय कांग्रेस का विरोध किया और मुसलमानों की इससे दूर रहने की सलाह दी। वह डरा हुआ था कि अगर ब्रिटिश सरकार की मुसलमानों को सहायता नहीं मिली तो हिन्दू अपनी मजबूत आर्थिक ताकत और श्रेष्ठ शिक्षा के दम पर मुसलमानों के हितों को दबा देंगे। इसलिए वह कांग्रेस का विरोध करने और ब्रिटिश सरकार के प्रति वफादार रहने की नीति की सलाह देता है। उस समय कांग्रेस सरकार का विरोध और उदारवादी आलोचना की नीति अपनाए हुए थी।”¹⁴

सैय्यद अहमद खॉ ने सोचा कि अगर अपने समुदाय के पीछड़ेपन को खत्म करना है तो उनका आर्थिक और शैक्षणिक विकास करना होगा। इसलिए वह अंग्रेजी राज की मदद चाहता था। उसने अपने समुदाय के लोगों से अपील की कि वे राजनीति से दूर रहे और ब्रिटिश सरकार के प्रति वफादार रहे ताकि मुसलमानों और ब्रिटिश सरकार के बीच अच्छे सम्बन्ध हो सके।

सांप्रदायिक इतिहास लेखन

जेम्स मिल ने अपनी पुस्तक “ब्रिटिश-कालीन भारत का इतिहास (1817) में भारतीय इतिहास को तीन कालों में विभक्त किया अर्थात् हिन्दू-काल, मुस्लिम काल और ब्रिटिश काल। इस प्रकार भारतीय इतिहास लेखन में सांप्रदायिक पूर्वाग्रह का बीजोपरण कर दिया।”¹⁵

इन्हीं की देखा-देखी कुछ भारतीय इतिहासकारों ने भी इसी तरह का इतिहास लेखन किया। हिन्दू इतिहासकारों ने प्राचीन भारतीय इतिहास लेखन पर जोर दिया और चन्द्रगुप्त मौर्य, अशोक इत्यादि राजाओं के चारित्रिक गुणों का बखान किया। गुप्त काल के भारतीय इतिहास को स्वर्णकाल कहा। मध्यकालीन इतिहास को नजर अंदाज कर देते थे परिणामस्वरूप मुस्लिम इतिहासकारों ने मध्यकालीन इतिहास लेखन पर जोर दिया। इस प्रवृत्ति ने दोनों समुदाय के बीच के फँसलें को बढ़ाया। जिससे औपनिवेशिक भारत में सांप्रदायिकता को बढ़ावा मिला।

धार्मिक व पुरातनवादी आंदोलन

19वीं सदी के दोनों हिन्दू और मुसलमान पुरातनवादी आन्दोलन के कुछ परस्पर विरोधी रूप भी थे। मुसलमानों में वहाबियों ने सभी गैर-मुस्लिमों के प्रति जिहाद का नारा लगाया और देश में दार-उल-इस्लाम स्थापित करने का स्वप्न देखने लगे। इससे हिन्दुओं में मुसलमान विरोधी भावना बढ़ी। दूसरी ओर “आर्य समाज” ने गोरक्षा व शुद्धि आन्दोलन भी चलाया। तिलक ने 1905 में सांप्रदायिक आधार पर किये गए बंगाल विभाजन का विरोध करके और 1916 में कांग्रेस-लीग समझौता करवाकर, हिन्दू-मुस्लिम एकता बढ़ाने में अहम भूमिका निभाई। “तिलक ने हिन्दू राष्ट्रवादी

राजनीति और मराठी क्षेत्रयिता की भावना फैलाने के लिए हिन्दू सभ्यता और उसके प्रतीकों, विगैषकर "गणेश" उत्सव" व 17वीं सदी के मराठा संघ के नेता शिवाजी, का प्रयोग किया।¹⁶ तिलक ने हिन्दू राष्ट्रवाद की भावना फैलाने के लिए पहली बार सार्वजनिक रूप से 1894 में गणेश उत्सव बनाया। तिलक ने अंग्रेजी राज के शोषण की तुलना मुगलों के अत्याचार व शोषण से की।

ऐसे ही मुद्दे पंजाब में तिलक के समकालीन व अनुयायी, लाला लाजपत राय द्वारा उठाये गये। राय ने घोषणा की कि "हिन्दू अपने आप में एक राष्ट्र है क्योंकि वे सभी अपने-आप में एक सभ्यता का प्रतिनिधित्व करते हैं।"¹⁷ राय आर्य समाज द्वारा चलाये गए शुद्ध आन्दोलन के बारे में विचार था – "कोहाट के दंगे धर्म-परिवर्तन को लेकर हुए हैं। पहले जब हिन्दू मुसलमान धर्म स्वीकार कर मुसलमान बन जाते थे, तो हिन्दू चुप रहते थे। लेकिन शुद्ध आन्दोलन के बाद धर्म परिवर्तन कर हिन्दू धर्म में आने वाले हिन्दू लोग धर्म के इस दायरे में आ सकते थे। इस प्रक्रिया से मुसलमानों में रोष फैल गया। देखते ही देखते मार काट शुरू हो गई और निर्दोष लोगों को अपनी बलि देनी पड़ी।"¹⁸

आर्य समाज का गौरव व शुद्ध आन्दोलन और तिलक का गणपति व शिवाजी महोत्सव इत्यादि गतिविधियों को अंग्रेजों ने हिन्दू-मुस्लिम भेदभाव बढ़ाने के लिए प्रयोग किया। ब्रिटिश नागरिक बैलेन्टाईल शिराल ने लिखा – "तिलक सार्वजनिक सभाएँ बुलाते थे और अपनी वाकपटुता के द्वारा मुसलमानों की बुराई करते थे और उन्हें हिन्दुओं का कट्टर शत्रु बताते थे।"¹⁹

मुस्लिम-लीग

"ब्रिटिश" प्रोत्साहन से 1906 ई0 में लीग का गठन हुआ ताकि मुसलमानों की नयी पीढ़ी को राष्ट्रीय कांग्रेस से दूर रखा जा सके। यह सामंतवादी तत्वों के नियन्त्रण में छोटे से उच्च वर्ग का संगठन बनी रही।²⁰ लीग ने मुसलमानों के जहन में हिन्दुओं के प्रति संशय और सन्देह पैदा किया। उसने हिन्दू मुस्लिम सांप्रदायिकता को बढ़ाया। नवाब वक्कर-उल-मुल्क ने अलीगढ़ में अपने भाषण में कहा था – "अल्लाह न करे यदि अंग्रेज राज भारत में समाप्त हो जाए तो हिन्दू हम पर राज करेंगे और हमारी जान, माल और धर्म खतरे में होंगे। मुसलमानों के पास इस खतरे से बचने का एक ही मार्ग है वह यह कि अंग्रेजी राज को बनाए रखने में सहायता करे। यदि मुसलमान पूरे मन से अंग्रेजों के साथ रहेंगे तो उनका राज पूर्ण रूप से बना रहेगा। मुसलमान अपने आपको एक ऐसी सेना समझे जो ब्रिटिश काऊन के लिए अपना रक्त बहाने और जीवन अर्पण के लिए तैयार हो।"²¹

1916 ई0 में लखनऊ में लीग-कांग्रेस के बीच समझौता कई दृष्टि से प्रगतीशील था लेकिन इसके नकारात्मक पक्ष भी रहे। इसका आधार ही वह खतरनाक और गलत धारणा थी कि हिन्दू व मुसलमान दोनों अलग-अलग समुदाय हैं। "भारत में 1937 ई0 के आम चुनाव के दौरान, हिन्दू महासभा पूरी तरह असफल रही। वह कहीं पर भी दिखाई नहीं दी। मुस्लिम लीग ने अच्छा प्रदर्शन किया। लेकिन कुल मिलाकर विगैषकर मुस्लिम-बहुल प्रान्तों में, इसका प्रदर्शन खराब रहा।"²² "यह स्पष्ट था कि 1937 ई0 के चुनाव में कांग्रेस की सरकार बनने के बाद, जिन्ना की नजरों में लीग की सबसे बड़ी विपत्ति कांग्रेस थी।... जिन्ना को कुलमिलाकर विवास था कि सात प्रान्तों में सरकार बनाकर कांग्रेस मजबूत स्थिति में थी। ऐसी स्थिति में कांग्रेस लीग के साथ कोई भी समझौता करने के मूढ़ में नहीं थी।"²³

संयुक्त प्रान्त में मुस्लिम लीग कांग्रेस के साथ मिलकर सरकार बनाना चाहती थी। परन्तु यहाँ कांग्रेस का सम्पूर्ण बहुमत था इसलिए उसने लीग की मांग को ठुकरा दिया। कुछ विद्वानों का तर्क है कि इससे लीग के सदस्यों के दिलों में यह बात घर कर गई कि अगर भारत अविभाजित रहा तो मुसलमानों के हाथ में राजनीतिक सत्ता कभी नहीं आ पाएगी क्योंकि वे अल्पसंख्यक हैं। "जब कांग्रेस तथा लीग 1937 ई0 में प्रान्तीय विधानसभाओं का चुनाव लड़ा तो उनकी नीतियों में खास अंतर नहीं था। उत्तर प्रदेश में दोनों दलों के बीच साझा सरकार बनाने को लेकर सहमति हुई थी कि चुनावों के बाद एक संयुक्त मन्त्रिमण्डल का निर्माण किया जाएगा। परन्तु इसके बावजूद जब नेहरू के नेतृत्व में कांग्रेस ने पूर्ण बहुमत प्राप्त कर लिया। कांग्रेस मन्त्रिमण्डल में दो मुसलमानों को नियुक्त करना चाहती थी लेकिन जिन्ना की जिद थी कि वह तीन मुसलमानों को नियुक्त करें।"²⁴

हिन्दू महासभा

हिन्दू महासभा के गठन के तर्क की व्याख्या करते हुए पं0 मदन मोहन मालवीय ने कहा – "मुसलमान और ईसाई शताब्दियों से अपने धर्म प्रचार के लिए कार्य करते रहे हैं। भारत के मुसलमानों का मुख्य भाग इन्हीं हिन्दू धर्म से परिवर्तित लोगों का है। इस प्रक्रिया को रोकने हेतु यह आवश्यक है कि एक हिन्दू मिशन (प्रचारक संस्था) बनाया जाए।"²⁵

वी0डी. सावरकर (1883-1966) 1938 ई0 में हिन्दू महासभा के अध्यक्ष बने उन्होंने अपनी 59वीं वर्षगांठ पर राष्ट्र को यह संदेश दिया – "राजनीति का हिन्दूकरण हो तथा हिन्दू राज्य का सैन्यकरण। भारत अपने राष्ट्रीय बहुमत की संस्कृति का प्रतीक बने। यदि राष्ट्र को गौरव प्राप्त करना है तो हिन्दुओं को हिन्दू ध्वज के नीचे अपने राज्य की स्थापना करनी होगी। नागरिक लिपि को राष्ट्रीय लिपि बनानी होगी। राष्ट्रभाषा हिन्दी होनी चाहिए तथा संस्कृत भाषा को भारत की देवभाषा बनानी होगी।"²⁶

सावरकर ने 1940 ई0 में महासभा के मदुरा अधिवेशन में अपने अध्यक्षीय भाषण में कहा – “मैं भारत को सैन्य दृष्टि से प्रबल बनाने की बात करता हूँ। मैं हिन्दुओं में सैन्यकरण को लेकर आन्दोलन चलाना चाहता हूँ। भारत के समस्त हिन्दू चाहे वे आदिवासी भील हो, संभाल हो अथवा अन्य, अपने आपको केवल हिन्दू लिखवायें।”²⁷ हिन्दुओं में हिन्दू महासभा उतनी लोकप्रिय नहीं हुई जितनी मुसलमानों में मुस्लिम लीग।

प0 जवाहर लाल नेहरू ने लिखा है – “एक सांप्रदायिकता से दूसरी सांप्रदायिकता समाप्त नहीं होती। प्रत्येक एक-दूसरे को बढ़ावा देती है और दोनों ही पनपती है।”²⁸ 1937 ई0 के चुनाव में हार के बाद जिन्ना उग्र सांप्रदायिकता की ओर झुका। जिन्ना ने कांग्रेस पर मुसलमानों को प्रताड़ित करने के आरोप लगाने शुरू कर दिए। इसका प्रचार-प्रसार करने के लिए जिन्ना ने बहुत से पर्चे और रिपोर्ट प्रकाशित किए। उसने भारत की राजनीति को सांप्रदायिक माहौल दे दिया तथा एक बार फिर से जिन्ना ने मजबूत स्थिति प्राप्त कर ली क्योंकि बड़ी संख्या में मुसलमान उसके आरोपों को सच मानने लगे थे।²⁹

द्विराष्ट्र सिद्धान्त

जिन्ना ने 1940 ई0 में लीग के लाहौर अधिवेशन में घोषणा की कि, “ये शब्द (हिन्दू और मुसलमान) के नियम निष्पक्ष अर्थ में धर्म नहीं है, अपितु वास्तव में भिन्न और स्पष्ट सामाजिक व्यवस्था है और यह एक स्वप्न है कि कभी हिन्दू मुसलमान एक राष्ट्र बना सकते हैं। ... इन दोनों के धार्मिक दर्शन, सामाजिक रीति-रिवाज और साहित्य भिन्न है।... ऐसी दोनों जातियों को, जिसमें एक अल्पसंख्यक हो और दूसरी बहुसंख्यक... इससे असंतोष बढ़ेगा और राष्ट्र ही नष्ट हो जाएगा।”³⁰

भारत के बंटवारे की मांग करते हुए लीग ने प्रस्ताव पारित किया कि – “अखिल भारतीय मुस्लिम लीग के इस अधिवेशन का यह दृढ़ विचार है कि इस देश में कोई भी संवैधानिक योजना सफल और मुसलमानों को स्वीकृत नहीं होगी जो कि निम्नलिखित सिद्धान्तों पर आधारित न हो – भौगोलिक स्थिति से एक दूसरे से लगे हुए प्रदेश, आवधिक परिवर्तनों सहित इस प्रकार गठित किए जाएँ, ताकि वहाँ मुसलमान बहुसंख्यक हो जाएँ, जैसा कि भारत के उत्तर पश्चिमी और पूर्वी प्रदेश और इनको मिलाकर एक ‘स्वतन्त्र राज्य’ बना दिया जाए और उससे सम्मिलित प्रदेश स्वतन्त्र व प्रभुसत्ता पूर्ण हो।”³¹

“क्रिप्स मिशन (1942) ने मुस्लिम लीग की “द्विराष्ट्र सिद्धान्त” की मांग को अप्रत्यक्ष रूप से मान लिया था। “मिशनला सम्मेलन” राष्ट्रवादी ताकतों के सामने देश की अखण्डता को बनाए रखने का आखिरी अवसर (मौका) था। जब यह लड़ाई हार गये तो साम्प्रदायिकता की लपटों में देश घिर गया। Only Hobson's choice of partition was left.”³²

1946 ई0 के प्रांतीय चुनावों में कांग्रेस और लीग अपने-अपने समुदायों का समर्थन प्राप्त करने में सफल हो गये। कांग्रेस को 210 सामान्य स्थानों में से 199 स्थान मिले और लीग को 78 स्थानों में से 73 स्थान मिले। अब जिन्ना ने देखा कि कांग्रेस कुल 296 में से 211 का समर्थन मिलेगा और लीग अल्पसंख्यक हो जायेगी। अब पाकिस्तान की मांग को अमलीय जामा पहनाने के लिए लीग ने “प्रत्यक्ष कार्यवायी दिवस” की घोषणा कर दी। उस दिन कलकत्ता में दंगे भड़क उठे जो कई दिनों तक चले। जिसमें कई हजार लोग मारे गये। वहाँ पर हिन्दू अल्पसंख्यक थे। प्रतिक्रियास्वरूप यह सांप्रदायिकता की आग बिहार, यूपी0 और पंजाब तक फैल गई। जहाँ मुसलमान अल्पसंख्यक थे। मुस्लिम लीग ने बांटों और छोड़ों (devide and quit) का नारा दिया। (Penderal Moon) इस प्रकार अंग्रेजी सरकार के लिए जिन्ना व लीग भस्मासुर बन गये। माउंट बेटन योजना के तहत भारत का विभाजन हो गया। इस प्रकार पाकिस्तान देश अस्तित्व में आया।

“अगस्त 1947” में जिन्ना ने पाकिस्तान की संविधान सभा को सम्बोधित करते हुए कहा कि— “मैंने ऐसे पाकिस्तान का सपना देखा है जब लोग अपने आपको हिन्दू-मुस्लिम न मानकर साधारणतः पाकिस्तान के नागरिक के रूप में देखेंगे। .. आप किसी भी धर्म, जाति या सम्प्रदाय से सम्बन्धित हो सकते हैं जिससे राज्य का कोई सरोकार नहीं है।”³³

संदर्भ-सूची

1. केन्द्र सरकार, गृह मंत्रालय, वार्षिक रिपोर्ट – 2016-17, पृ0 92-93
2. अराफात-ए-वालिनी – “मिलिटेंट पब्लिक्स इन इण्डिया”, पालग्रोव मैकमिलन, पृ0 29-32
3. विपिन चंद्र – “भारत का स्वतन्त्रता संघर्ष”, प्रकाशन “हिन्दी माध्यम कार्यान्वय निदेश”ालय, दिल्ली विविद्यालय (2008), पृ0 387.
4. विपिन चन्द्र – “आधुनिक भारत”, NCERT (जुलाई 1986), पृ0 115
5. बी.एल., ग्रोवर “आधुनिक भारत का इतिहास” (2009) प्रकाशन एस. चाँद, पृ0 419
6. ओक्सफोर्ड यूनिवर्सिटी प्रेस लन्दन (1968), पृ0 49
7. विपिन चन्द्र व अन्य “स्वतन्त्रता संग्राम” प्रकाशन NBT (2011), पृ0 76
8. सर जॉन स्ट्रेची – “हिन्दुस्तान” ऑक्सफोर्ड यूनिवर्सिटी प्रकाशन (1888), पृ0 255
9. डब्ल्यू.डब्ल्यू. हंटर – “भारतीय मुसलमान” ऑक्सफोर्ड यूनिवर्सिटी प्रेस, लन्दन (1995), पृ0 155
10. वही, 7, पृ0 78
11. वही, 7, पृ0 80
12. ए. आर. देसाई – “भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि” (1976) पोपुलर प्रकाशन (बम्बई), पृ0 395
13. एस.जी. विलसन, “मुसलमानों में आधुनिक आन्दोलन” (1916), पृ0 188
14. वही 12, पृ0 395-6
15. डी0एन0 झा – “प्राचीन भारत – एक रूपरेखा” (2006), मनोहर पब्लिशर्स, नई दिल्ली, पृ0 2
16. सी. भाट – “हिन्दू राष्ट्रवाद : उद्भव, विचारधारा और आधुनिक मिथ” ऑक्सफोर्ड, (2001), पृ0 16
17. वही, पृ0 50
18. जे. एस. डंकी – “लाला लाजपत राय और भारतीय राष्ट्रवाद”, पृ0 215
19. सर वैंलेंटाइल फ़ीरोल – “भारतीय असंतोष”, पृ0 215
20. जवाहर लाल नेहरू – “भारत की खोज” एशिया हाऊस, बम्बई (1972), पृ0 380
21. वही, 5, पृ0 419
22. वही 20, पृ0 387
23. खालिद बिन सईद – “जिन्ना और उसकी राजनीतिक रणनीति”, सम्पादित – सी0 एस0 फिलिप्स और डॉरेन वैन्चरेट, “भारत का विभाजन – नीतियाँ और दृष्टिकोण” (1970), पृ0 285
24. एच. एम. सीरवई – “भारत का विभाजन- लेजेन्ड एण्ड रियलटी”, एम्मनीम, बम्बई, (1989), पृ0 169
25. वही 5, पृ0 424
26. धनन्जय कीर – “वीर सारवकर”, पृ0 285
27. वी.डी. सावरकर – “हिस्टोरिकल स्टेटमेंट्स”, पृ0 12
28. वही 5, पृ0 419
29. वही 23, पृ0 285
30. वही 5, पृ0 423
31. वही, पृ0 424
32. वी0पी0 मैन्नन – “भारत में सत्ता का हस्तांतरण”, पृ0 215
- 33- Andrew Bencombe “The Independent- It lost his dream but can Pakistan find Mohammad Ali Jinnah’s speech on his vision for the nation’s future?” [http://www.independet.co.uk/news/world/asia/it-lost-his-dream-but-can-pakistan-find-mohammad-ali-jinnah’s-speech-on-his-vision-for-nation’s-future-880075.html]

A Conceptual Paper on Forensic Accounting

Aastha Jain*

Abstract

Forensic accounting is the application of financial accounting and investigative skills to a standard acceptable by the courts to address issues in disputes in the context of civil and criminal litigation. It is a combination of accounting, auditing and investigative skills to conduct an examination of company's financial statements. The objective of this paper is to get the basic conceptual knowledge about forensic accounting, its implementation and its fraud dealing process.

In India unfortunately it is being used as an investigative tool, rather than a preventive tool. It has been suggested that appointment of forensic accountants should be made mandatory in public sectors and large scale companies for the sustainable development of the economy.

Key Words: investigative skills, fraud, auditing, accounting.

Introduction

Forensic accounting is defined as the application of financial accounting and investigative skills to a standard acceptable by the courts to address issues in disputes in the context of civil and criminal litigation. It is used for fraud examination and fraud examination covers fraud allegations from inception to disposition, including obtaining evidence, interviewing, writing reports, and testifying. According to the Webster's Dictionary it is, "Belonging to, used in or suitable to courts of judicature or to public discussion and debate."

"Forensic accounting", provides an accounting analysis that is suitable to the court which will form the basis for discussion, debate and ultimately dispute resolution.

Major proceedings of forensic accounting are:

- 1942: Maurice E. Peloubet distributed "Forensic Accounting: its place in today's economy."
- 1982: Francis C. Dykman composed "Forensic Accounting: The Accountant as an Expert Witness."
- 1986: The AICPA issued Practice Aid # 7, delineating six zones of case administrations – harms, antitrust examination, accounting, valuation, general counselling and investigations.
- 1988: Association of Certified Fraud Examiners was set up.
- 1988: Another class of criminologist books where the Forensic bookkeeper was the star.
- 1992: The American College of Forensic Examiners was established.
- 1997: The American Board of Forensic Accountants was established
- 2000: The Journal of Forensic Accounting, Auditing, Fraud and Taxation were established.

Sherlock Holmes is viewed as the pioneer of Forensic accounting. In India, the concept of Forensic accounting is not new. Kautilya, the main business analyst and Birbal, one of the nine pearls of King Akbar have broadly talked about the extortion examination techniques.

Objectives of the study

1. To understand the conception and need of Forensic Accounting
2. To know the fraud dealing process of F.A through a fraud-current model.

* Research Scholar, Department of Commerce, M.D.U, Rohtak

3. To study some famous cases of Forensic Accounting from all over the world.

Research methodology

The paper is conceptual in nature and purely based on information from secondary sources. For this purpose various articles on forensic accounting, research papers, e-papers, and reports on newspapers have been reviewed carefully.

Concept of Forensic Accounting

"Forensic" means "suitable for use in a court of law", and it is to that standard and potential outcome that forensic accountants generally have to work. It is the practice of utilizing accounting, auditing, and investigative skills to assist in legal matters. It is the specialty practice area of accountancy that describes engagements that result from actual or anticipated disputes or litigation.

In short, Forensic Accounting is the application of accounting principles, theories, and disciplines to facts or hypotheses at issue in a legal dispute, and encompasses every branch of accounting knowledge.

Need of forensic accounting

Forensic accounting is a form of investigative accounting which examines financial records in order to find evidence for a lawsuit or criminal prosecution. According to Global Fraud Report (2017-2018), India has seen a significant increase in fraud since last year's report, with 89% of respondents in Indian organizations saying they had experienced a fraud incident in the previous 12 months, compared with just 68% in 2016 and the global average this year of 84%. Thus to investigate these frauds F.A is needed. Some other uses of F.A are first, trade transaction are increasing and getting more complex, people and corporates are having more problems hence going for court action to resolve them. Secondly, employees involving with fraud are increasing and it is getting harder to unveil and prevent them. There have been increasing fraud with financial tables of companies and this led to increasing harm to society. And moreover it has come out that there has been increasing number and amounts of unsuccessful companies. Lawyers and courts need more support from specialists in the different areas of fraud.

Implementation of forensic accounting in india

However in India, this branch of accounting has not got its due recognition even after alarming increase in the complex financial crimes and lack of adequately trained professionals to investigate and report on the complex financial crimes. The task of Forensic Accountants is handled by Chartered Accountants who apart from handling traditional practice of auditing under the Companies Act, 1956 or Income Tax Act are called upon by the law enforcement agencies or the companies or private individuals to assist in investigating the financial crime or scam. The CA or CWAs in India are best suited for this profession due to their financial insight acquired during their meticulous training which can be further honed by introducing post qualification degree or diploma in Investigating and Forensic Accounting. The CA or CWA who acquire post qualification in Investigative & Forensic Accounting can use the designation CA-IFA or CWA-IFA and be legally recognized as the Forensic Accounting Expert to handle the investigation of financial crimes and give expert testimony in the Court of Law.

Dealing with fraud-current model

There are four stages in the model shown in following Fig.



The first stage, fraud incident raises consciousness, while training and other prevention criteria are out of the question. In such an environment, a fraudulent event occurs. Then the company moves to crisis mode because it wants to identify the fraudster and is too eager to prevent the event from becoming known publicly, save losses, and reduce the impact of fraud on the organization. The **second stage** is the investigation stage - All security procedures and internal control are included in this stage. Much of the investigation is conducted by interviewing and document examination. The investigation might not end up with a decision but could take long time and be costly at the end of the day. Before the **third stage** begins, investigation is completed and the company decides how to take action against the fraudster. There are four possible decision actions: do nothing, fire the fraudster, transfer the fraudster to another section, or fire the fraudster and start legal proceeding. In **fourth stage**, the file is closed, the employee is changed, and new controls are applied or not applied, and the problem is resolved.

In this model, nothing is done after this fourth stage until a new fraudulent event takes place. Fraudulent events do not decrease; they might in fact become a chronic problem.

Some famous cases of forensic accounting

Most of the time, it is difficult to find examples of forensic accounting because the details of cases are usually kept private. However, there have been a few high profile cases in which forensic accounting has played a very significant role. Here are a few examples of the most well-known forensic accounting cases in all over the world:

- ***Sir. Paul McCartney and Heather Mills Divorce***

When this famous couple divorced, there was a dispute over how much money the former Beatle was actually worth. He claimed to be worth approximately £400 million, however according to Heather Mills she thought he was worth a lot more – around £800 million. She hired a team of forensic accountants to investigate his assets, so that she could prove that she was correct.

However, the judge accepted that McCartney's assets were £450 million rather than £800 million and Heather Mills was eventually awarded a lump sum of £16.5 million.

- ***Al Capone's Taxes***

Al Capone was one of the most legendary gangsters of the 1920s and 1930s and he was able to avoid being caught by many of the best FBI agents and detectives of the day. However, the famous gangster was finally brought down by an accountant.

In 1931, a forensic accountant brought down Al Capone in 1931 by uncovering his tax evasion. The IRS tracked all of the earnings that Capone brought in from his illegal activities and then nailed him when he didn't report them for tax purposes.

- ***Robert Maxwell's Embezzlement***

Robert Maxwell, European publisher, had been embezzling funds from shareholders, clients and more for years when he died in 1991. As soon as he passed away, his entire company started to crumble as it was mostly built on deceit and lies and the games he had played with funding and loans. A team of forensic accountants spent 14 years figuring out the entire mess and discovered that Maxwell had embezzled approximately \$1 billion.

• ***O.J. Simpson's Millions***

After O.J. Simpson received a verdict of innocent, the families of his victims attempted to file a civil suit in order to get financial compensation. O.J. claimed that he was broke and had no money to give to the civil suit. However, forensic accountants investigated his finances and found that he was hiding away millions. The families of the victims were able to receive a \$33 million settlement.

These are just a few examples of cases in which forensic accounting played a very important role. *Forensic accountants* are experts in investigating deep into every situation, looking where others didn't think to look and meticulously tracking expenses, taxes and other important details. Most people would overlook these little details, but the forensic accountant knows that it's their job to spot them. When these small details can affect the outcome of a course case and ultimately, the lives of others, they can be very important.

Conclusion

The major concern of the country is to prevent white collar crimes which affect the very fabric of the society. Forensic accounting has come up as an effective tool for preventing this menace. It is still in a nascent stage and requires technological reinforcement on a continuous basis and global cooperation. It will develop as a specialized profession of accountancy and its importance to law enforcing agencies and also regulators will increase day by day.

References & Bibliography

Mehta & Mathur, 2007 "Preventing Financial fraud through Forensic Accounting", *Journal of Chartered Accountant*, 1575-1580.

Preeti Singh, 2012, "Forensic Accounting Concept in India", *International Journal of Trade and Commerce-IIARTC*, Vol. I, NO. I, 100-105

Crumbley, D. L. (2009). So what is forensic accounting. *The ABO Reporter*, 9.

Hopwood, W. S., Leiner, J. J., & Young, G. R. (2011). *Forensic accounting and fraud examination*. McGraw-Hill.

Kroll Global Fraud & Risk Report (2017-2018). Forging New Paths in Times of Uncertainty. Retrieved from

<http://www.hippogriff.tech/docs/Kroll%20Global%20Fraud%20Risk%20Report%202017-18.pdf>

History of Forensic Accounting", <http://www.dolmanbateman.com.au/125/history-offorensic-accounting/> Bhasin, Dr.Madan, (2007).

Allee, J. G. (1975). *Webster's dictionary*. Galahad Books.

मतदाता का व्यवहार और राजनीतिक पार्टी: महाराष्ट्र के वाशिम जिले का अध्ययन

डॉ प्रमोदकुमार नंदेश्वर*

श्री बाबासाहेब धाबेकर कला एवं वाणीज्य महाविद्यालय रिसोड जिला वाशीम (महाराष्ट्र)

सार

लोकतांत्रिक देश में राष्ट्रीय और क्षेत्रीय स्तर पर चुनाव राज्य की सीमा के भीतर शक्ति के वितरण के लिए महत्वपूर्ण हैं। चुनाव के बिना कोई लोकतंत्र नहीं है। सामाजिक शक्तियों और राजनीतिक दलों के बीच राजनीतिक सत्ता के लिए खुली प्रतिस्पर्धा चुनाव के बिना असंभव है। चुनाव सभी लोकतांत्रिक देशों में महत्वपूर्ण है। इस ससोधन का उद्देश्य महाराष्ट्र के वाशिम जिले के मतदाताओं के सामाजिक-आर्थिक और जनसांख्यिकीय प्रोफाइल का अध्ययन करना है, आने वाले चुनाव में महत्वपूर्ण मुद्दे क्या हैं, यह इस संशोधन से पता लगाने का प्रयास किया गया है! महाराष्ट्र में वाशिम जिला के महत्वपूर्ण समस्याओं को हल करने के लिए सबसे अनुकूल राजनीतिक दल के बारे में मतदाताओं की धारणा उनकी पृष्ठभूमि की विशेषताओं के साथ जाननेका प्रयास किया गया है! वर्तमान अध्ययन महाराष्ट्र राज्य में वाशिम जिले के रिसोड ब्लॉक में लिए गया है। अध्ययन के लिये प्राथमिक एवं दुय्यम स्त्रोतो का उपयोग किया गया है। अधिकांश उत्तरदाता युवा है। भाजपा पार्टी युवा मतदाताओं में बहुत लोकप्रिय है। धर्म को मतदान के व्यवहार के सबसे महत्वपूर्ण पहलुओं में से माना जाता है। लोग बेरोजगारी, सांप्रदायिक हिंसा, पेट्रोल और गैस की कीमतों में वृद्धि यह प्रमुख समस्याएं का सामना कर रही हैं। यह पाया गया कि अधिकांश उत्तरदाताओं ने इस बात का विरोध किया कि सभी प्रमुख समस्याओं को हल करने के लिए NCP, CONGRESS पार्टी सबसे अच्छी हैं।

कीवर्ड: चुनाव, लोकतंत्र, मतदान व्यवहार, वाशिम।

परिचय

चुनावी भूगोल यह राजनीतिक भूगोल की एक नई शाखा है, जो दुनिया के विकसित और विकासशील समाज में उभर रही है। चुनावी भूगोल यह राजनीतिक भूगोल (जॉनसन, 1977) की रीढ़ रही है। सामाजिक, आर्थिक, राजनीतिक सांस्कृतिक, क्षेत्रीय, धार्मिक प्रभाव जैसे सभी प्रकार का विकास सरकार के नीति और निर्णय निर्माताओं पर निर्भर करता है, इसलिए लोगों के चुनावी व्यवहार का अध्ययन यह अत्यंत महत्वपूर्ण हो जाता है। चुनावी भूगोल ने गंभीर

* (सहायक प्राध्यापक, राज्यशात्र)

रूप से चुनाव की बहसों से चुनाव की भूमिका और शक्ति संबंध की जांच की(टेलर, 1993) है ! लोकतांत्रिक देश में राष्ट्रीय और क्षेत्रीय स्तर पर होनेवाले चुनाव यह राज्य की सीमा के भीतर सत्ता का समय पर वितरण लोगों के लिए उनके राजनीतिक, सामाजिक, आर्थिक विकास के लिये महत्वपूर्ण हैं। चुनावी भूगोल यह अपने सीमित संसाधनों के भीतर निश्चित स्थान में रहने वाले आर्थिक समूहों के स्थान, वितरण और उनके अंतर्संबंधों पर जोर देता है।(सीमा, 2014) मतदान यह उदार लोकतांत्रिक समाजों में राजनीतिक भागीदारी का सबसे अच्छा रूप है, और मतदान व्यवहार का अध्ययन यह चुनावी भूगोल और राजनीतिक भूगोल में अत्यधिक समाजमान्य है। लोगों का नागरिक जुड़ाव भी मतदान पर निर्भर करता है ! लोगों की उच्च राजनीतिक भागीदारी लोकतंत्र का एक अच्छा प्रतीक है। मतदान लोकतांत्रिक समाज में सर्वसम्मति निर्माण का प्रमुख तंत्र भी है। (लिपसेट: 1960)। चुनाव किसी देश के राजनीतिक तापमान की जांच करने वाला बैरोमीटर होता है। चुनाव विभिन्न सांस्कृतिक, सामाजिक, आर्थिक मुद्दों जैसे गे राइट, मॉब लिंगिंग, पेट्रोल की कीमत, गोमाता, यौन उत्पीड़न, व्यभिचार, अपराध, आदि मुद्दों के बारे में बहस करने में महत्वपूर्ण भूमिका निभाता है। जातीय, क्षेत्रीय और पहचान आधारित मुद्दे बाजू किये जाते हैं, और धर्म जैसे मुद्दे ने मतदाताओं को जुटाने में अधिक महत्वपूर्ण भूमिका निभाई है (महंत, 2014)। वोट का निर्णय कई कारकों का एक सम्मिश्र परीणाम है, जो बताता है कि व्यक्ति कैसे और क्यों वोट करता है। मतदान व्यवहार एक गतिशील अवधारणा है, जो समय और स्थान के साथ बदलती है ! राजनीतिक, सामाजिक, आर्थिक, भौगोलिक, ऐतिहासिक यह कारक लोगों के मतदान व्यवहार को प्रभावित करते हैं। मतदान व्यवहार में कई निर्धारक कारक होते हैं, जैसे आयु, शिक्षा, लिंग, व्यवसाय, आदि जैसे जनसांख्यिकीय कारक और सामाजिक और राजनीतिक-आर्थिक कारक जैसे राजनीतिक विचारधारा, पार्टी संबद्धता, उम्मीदवार लोकप्रियता, स्नायु शक्ति। नेतृत्व यह चुनावी नतीजों को प्रभावित करने में अहम भूमिका निभा रहा है।(छिब्र, 2014) भारत में लोगों की जीवनशैली समान है लेकिन उनकी मांग और अपेक्षाएं समान नहीं हैं। यह लोगों के मतदान व्यवहार को प्रभावित करता है। महाराष्ट्र राज्य में प्राकृतिक और सांस्कृतिक रूपसे विविधता है, इसलिए मतदान का व्यवहार वहा बहुत जटिल है। आमतौर पर, चुनाव परिणाम यह समाज के विभिन्न वर्गों द्वारा उनकी समस्याओं को देखने के उनके तरीके को इंगित करता है, और जो परिवर्तन एक चुनाव से दूसरे चुनाव में होते हैं, वे अक्सर लोकप्रिय दिमाग के काम करने की अभिव्यक्ति होती हैं। (अमनी, 1972) भारत में अनिवार्य मतदान का कोई कानून नहीं होने के बावजूद भी अन्य लोकतांत्रिक देश की तुलना में भारतमें चुनावी भागीदारी काफी अधिक है। हाल के दिनों में, समाज के दलितों और सीमांत वर्गों में चुनावी भागीदारी दिन-प्रतिदिन बढ़ रही है। एकीकृत विचारधारा राज्य

में अलग-अलग दलित जातियों को एक छत्र के नीचे एकजुट कर रही है (चंद्र, 2000)! यह छवि इंगित करती है कि, समाज के आर्थिक रूप से कमजोर वर्ग विशेषाधिकार प्राप्त वर्ग के बजाय वोट देने के लिए निकलने की उच्च संभावना है। इस पैटर्न को राजनीति दल की गतिशीलता और प्रतिस्पर्धा की तीव्रता के कारण बदल दिया जाता है। "आने वाला दशक समाज के हाशिए के वर्गों का दशक होगा" ऐसा राजनीतिक विचारक मानते हैं (जॉर्ज, 2014)! पिचली चुनाव में नरेंद्र मोदी ने अपनी निचली जाति की उत्पत्ति पर जोर दिया था, और कहा, "आने वाला दशक समाज के हाशिए पर गये वर्गों का दशक होगा" (सूरी, 2014)। इंदिरा गांधी ने अल्पसंख्यकों (सुहास, 2014; सूरी, 2014) के साथ गरीब और पिछड़े वर्गों के समर्थन पर जोर देकर पार्टी को एक विशिष्ट चरित्र देने की कोशिश की।

मतदान व्यवहार को चुनावी व्यवहार के रूप में भी जाना जाता है। यह राजनीतिक व्यवहार का एक रूप है। पैसिफोलॉजी यह राजनीति विज्ञान की एक शाखा है, जो मतदान व्यवहार के वैज्ञानिक अध्ययन से संबंधित है। यह अमेरिकी राजनीतिक वैज्ञानिकों और राजनीतिक समाजशास्त्री द्वारा लोकप्रिय एक नया शब्द है। प्लानो और रिग्स के शब्दों में " लोग सार्वजनिक चुनाव में मतदान कैसे करते हैं और वे उसके किन कारणों से वोट करते हैं, यह अध्ययन मतदान व्यवहार से संबंधित है।"

संशोधन समस्याएँ और अध्ययन का महत्व:

चुनावी व्यवहार यह लोगों के जीवन जिने के स्तर का प्रतिनिधित्व करता है। मतदाताओं के मत देने के निर्णय को प्रभावित करनेवाले बहुत कारक हैं ! लोगों के मतदान के इस दृष्टिकोण और व्यवहार को मापा जाता है, जो विभिन्न जगह पर विभिन्न व्यवहार दिखाई देता है। भिन्न भिन्न समय और स्थान पर मतदाताओं के मन को समझना और मतदाताओं के मन के व्यवहार को जानना चुनौतीपूर्ण है !

भारत में गरीब लोग यह अमीर लोगो से अधिक संख्या में वोट करते हैं, इसलिए राजनीतिक भागीदारी और आर्थिक और सामाजिक भलाई के बीच एक विपरीत संबंध है। इसलिए, विकास पर आधारीत चुनाव संबंधी मुद्दों का अनुसंधान करना बहुत कठीण हो गया है। मतदान का व्यवहार पूरे देश में एक जैसा नहीं होता है, यह जगह-जगह, संस्कृति से संस्कृति और समय-समय पर लोगों से लोगों तक भिन्न भिन्न होती है। इसलिए, इस व्यवहार के बारे लोग अगले चुनाव में मतदान कैसा करेंगे इसका सामान्यीकरण करना चुनौतीपूर्ण है। इसलिये विभिन्न मुद्दों और विभिन्न राजनीतिक दलों के समर्थन में मतदाताओं की धारणाओं को समझने के लिए यह अध्ययन उपयोगी है।

उद्देश्य

1. वाशिम (महाराष्ट्र) जिले, के मतदाताओं के सामाजिक-आर्थिक और जनसांख्यिकीय प्रोफाइल का अध्ययन करना।
2. आने वाले चुनाव में महत्वपूर्ण मुद्दे क्या हैं, इसका पता लगाना
3. वाशिम (महाराष्ट्र) जिले में महत्वपूर्ण मुद्दों को हल करने के लिए सबसे उपयुक्त राजनीतिक दल के बारे में मतदाताओं की धारणा को जानना।

परिकल्पना

1. मतदाता राजनीतिक रूप से राज्य के महत्वपूर्ण मुद्दों से अवगत नहीं हैं
2. जाति, धर्म, लिंग (आर्थिक, सामाजिक), मतदाताओं की निर्णय प्रक्रिया में महत्वपूर्ण भूमिका निभाते हैं।

अध्ययन क्षेत्र

वाशिम जिला महाराष्ट्र के विदर्भ में है। 2011 की जनगणना के अनुसार, जिले में 5150 वर्ग किमी का भौगोलिक क्षेत्र है इसकी आबादी 1297160 है। इसमें से क्रमशः SC और ST की आबादी 229462 और 80471 है। इस जिले के लोगों का घनत्व 244 व्यक्ति प्रति वर्ग किमी है। वाशिम जिले के लिंग अनुपात में 1000 पुरुषों के मुकाबले 930 महिलाएं हैं। लोगोकी साक्षरता 83.25% है। जिले के अधिकांश लोग मराठी बोलते हैं, उसके बाद हिंदी और अन्य भाषाएँ बोली जाती हैं। वाशिम जिले की जलवायु में गर्मी के मौसम में गर्मी और उच्च आर्द्रता और सर्दियों के मौसम में शुष्क स्थिति रहती है। अधिकांश आबादी कृषि क्षेत्रों में काम करती है। 2011 की जनगणना के अनुसार, कुल जनसंख्या में से 17.7% लोग शहरी क्षेत्रों में रहते हैं जबकि 82.3% ग्रामीण क्षेत्रों में रहते हैं। शहरी क्षेत्रों में औसत साक्षरता दर 88.3% है जबकि ग्रामीण क्षेत्रों में यह 82.2% है। इसके अलावा वाशिम जिले में शहरी क्षेत्रों का लिंग अनुपात 947, जबकि ग्रामीण क्षेत्रों का लिंगानुपात 926 है।

वाशिम जिले के रिसोड तालुका में जनगणना 2011 के अनुसार कुल आबादी 207,545 है। इनमें से 107,933 पुरुष, जबकि 99,612 महिलाएं हैं। 2011 में रिसोड तालुका में कुल 43,277 परिवार रहते थे। रिसोड तालुका का औसत लिंग अनुपात 923 है। 2011 की जनगणना के अनुसार कुल जनसंख्या में से, शहरी क्षेत्रों में 16.4% लोग रहते हैं, जबकि 83.6% ग्रामीण क्षेत्रों में रहते हैं। शहरी क्षेत्रों में औसत साक्षरता दर 84.3% है जबकि ग्रामीण क्षेत्रों में यह 70.9% है। इसके अलावा रिसोड तालुका में शहरी क्षेत्रों का लिंग अनुपात 934 है जबकि ग्रामीण क्षेत्रों का लिंगानुपात 921 है।

तथ्यसंकलन और संसोधन पद्धति

वर्तमान अध्ययन प्राथमिक और द्वितीय तथ्य के स्रोत पर आधारित है। महाराष्ट्र राज्य में वाशिम जिले के रिसोड ब्लॉक में अध्ययन के लिए समुदाय आधारित क्रॉस-सेक्शनल डिजाइन अपनाया गया है। बेहतर प्रतिक्रिया पाने के लिए, मराठी भाषा में ही प्रश्न पूछे गए थे। अनियमित रूप से चयनित व्यक्ति से, संरचित अनुसूची और प्रश्नावली का उपयोग करके तथा पार्टी नेताओं के साक्षात्कार से एकत्र किए गए डेटा का प्राथमिक स्रोत के रूप में उपयोग किया है। भारत में किए गये विविध सर्वेक्षण, भारत की जनगणना, महाराष्ट्र सरकार की चुनाव रिपोर्ट, प्रासंगिक पुस्तकें, और पत्रिकाओं जैसे विभिन्न प्रकाशित रिपोर्टों से द्वितीय तथ्य एकत्र किए गए हैं। सटीक और सही विश्लेषण प्राप्त करने के लिए SPSS, STATA और एक्सेल का पूरा उपयोग किया गया है। किसी भी प्रश्न को पूछने से ठीक पहले, उत्तरदाता की सहमति (मौखिक और लिखित) प्राप्त की गई है।

तथ्य का विश्लेषण और चर्चा:

तालिका १: वाशिम जिले के मतदाताओं की सामाजिक-आर्थिक और जनसांख्यिकीय माहिती (N = 200)

मतदाताओंकी पृष्ठभूमि	एन	प्रतिशत	संचयी प्रतिशत
आयु			
18-25	19	9.5	9.5
26-35	38	19.0	28.5
36-45	87	43.5	72.0
46-55	37	18.5	90.5
>56	19	9.5	100.0
लिंग			
पुरुष	149	74.5	74.5
महिला	51	25.5	100
जाति			
अन्य पिछड़ा वर्ग	59	29.5	29.5
अनुसूचित जनजाति	25	12.5	42
अनुसूचित जाति	49	24.5	66.5
जनरल	67	33.5	100
धर्म			
हिन्दू	135	67.5	67.5

मुस्लिम	45	22.5	90
बौद्ध	20	10	100
वैवाहिक स्थिति			
विवाहित	161	80.5	80.5
अविवाहित	39	19.5	100
स्कूली शिक्षा			
निरक्षर	23	11.5	11.5
प्राथमिक	48	24.0	35.5
माध्यमिक शिक्षा	77	38.5	74
इंटरमीडिएट	22	11.0	85
स्नातक	18	9.0	94
स्नातकोत्तर	12	6.0	100
व्यावसायिकस्थिति			
कृषि	97	48.5	48.5
व्यापार	52	26	74.5
सरकार	8	4	78.5
गृहिणी	43	21.5	100
आर्थिक स्थिति			
<30000	48	24	24
30000-50000	80	40	64
50000-80000	36	18	82
80000-100000	22	11	93
>100000	14	7	100
कुल	200	100.0	

तालिका -1 में वाशिम (महाराष्ट्र) जिले के मतदाताओं की सामाजिक-आर्थिक और जनसांख्यिकीय प्रोफाइल को दिखाया गया है। समग्र नमूने में, उत्तरदाताओं की औसत आयु लगभग 40 वर्ष है। बहुसंख्य मतदाताओं युवा और मध्यम आयु वर्ग के हैं। उत्तरदाताओं के मतदान व्यवहार को निर्धारित करने में उत्तरदाताओं का लिंग यह एक महत्वपूर्ण जनसांख्यिकीय कारक है। तालिका १ से पता चलता है कि उत्तरदाता पुरुष का प्रतिशत 74.5 और महिला का प्रतिशत 25.5 है। यह प्रतिशत बताता है कि महिलाएं मतदान जागरूकता के मामले में पुरुषों से बहुत पीछे हैं। यह तार्किक रूप से कल्पना की जाएगी कि एक पुरुष-

प्रधान समाज में महिला उत्तरदाताओं का चुनावी व्यवहार आम तौर पर पुरुष उत्तरदाताओं से अलग नहीं होना चाहिए।

भारत में जाति यह मतदान व्यवहार के महत्वपूर्ण निर्धारकों में से एक है। भारत में, दलितों के मतदान व्यवहार पर मतों का झुकाव निर्भर करता है। महाराष्ट्र में 34 साल से लगातार दलित मतदाता कांग्रेस का समर्थन करते हैं, लेकिन सरकार दलित उत्थान के पक्ष में कोई काम नहीं करती है, लेकिन अब वर्तमान समय में अधिकांश दलित मतदाता भाजपा सरकार का समर्थन करते हैं। हालिया रुझान में दलित प्रतिशत वोट के विश्लेषण के बाद, सभी पार्टियों के नेता दलित उम्मीदवार को नामांकित कर रहे हैं। तालिका १ से पता चलता है कि 68 प्रतिशत उत्तरदाताओं का संबंध दलित मतदाताओं से है और 32 प्रतिशत उत्तरदाताओं का संबंध सामान्य वर्ग से है। लोगों के मतदान व्यवहार को प्रभावित करने में धर्म एक महत्वपूर्ण भूमिका निभाता है। भारत जैसे देश में मतदाताओं के बीच धार्मिक आस्थाओं की विविधता, यह मतदाताओं के निर्णय लेने को प्रभावित करती है। तालिका १ से पता चलता है कि नमूना उत्तरदाताओं की संख्या में 67.5% हिंदू, 22.5% मुस्लिम और 10% बौद्ध है।

शिक्षा यह विकास का सूचक है। शिक्षा ने उम्मीदवारों के समग्र व्यक्तित्व को बदल दिया है। शिक्षित लोग तर्कसंगत रूप से सोचते हैं इसलिये लोगों के मतदान व्यवहार को बदलने में इसका प्रभाव पड़ता है। तालिका १ से पता चलता है कि 38.5 प्रतिशत नमूना उत्तरदाताओं का संबंध माध्यमिक शिक्षा से है। नमूना उत्तरदाताओं में से 24 प्रतिशत प्राथमिक शिक्षा से संबंधित हैं, और नमूना उत्तरदाताओं में 11.5 प्रतिशत निरक्षर, 11 प्रतिशत उच्चमाध्यमिक है, और नमूना उत्तरदाताओं में 9% स्नातक, 6% स्नातकोत्तर स्तर के है। इसका मतलब नमूना उत्तरदाताओं में साक्षर उत्तरदाताओं की प्रतिशत अधिक है। व्यवसाय और आय एक आवश्यक सामाजिक-आर्थिक कारक हैं जो समाज में व्यक्तियों की सामाजिक और आर्थिक स्थिति को निर्धारित करता है। तालिका १ से पता चलता है कि नमूना उत्तरदाताओं का उच्चतम प्रतिशत कृषि क्षेत्रों से संबंधित है और उनकी वार्षिक आय (30000-50000) हजार रुपये है।

तालिका 2: वाशिम जिले में महत्वपूर्ण मुद्दों को हल करने के लिए सबसे उपयुक्त पार्टी

महत्वपूर्ण मुद्दे	राजनीतिक पार्टी N (%)			
	शिवसेना	भाजपा	कांग्रेस	राकांपा
बेरोजगारी	62 (31.0)	28 (14.0)	80 (40.0)	30 (15.0)
पेट्रोल की किमत	60 (30.0)	21 (10.5)	92 (46.0)	27 (13.5)
अपराध और यौन उत्पीड़न	93 (46.5)	19 (9.5)	56 (28.0)	32 (16.0)
सांप्रदायिक हिंसा	51 (25.5)	11 (5.5)	36 (18.0)	102 (51.0)
किसान आत्महत्या	66 (33.0)	45 (22.5)	48 (24.0)	41 (20.5)
स्वास्थ्य और सामाजिक समस्या	102 (51.0)	60 (30.0)	18 (9.0)	20 (10.0)

तालिका 2 में, वाशिम जिले के महत्वपूर्ण मुद्दों को हल करने के लिए सबसे उपयुक्त पार्टी को दिखाती है। वर्तमान समय में बेरोजगारी सरकार के लिए एक बड़ी चुनौती है। वर्तमान समय में भारत की एक तिहाई आबादी युवा है। मानव संसाधन के विषय में, भारत दुनिया का एक अग्रणी देश है। लेकिन भारत सरकार द्वारा प्रकाशित एक सांख्यिकीय रिपोर्ट के अनुसार, भारत में बेरोजगारी की दर दुनिया में अधिक है। बेरोजगारी समाज में बहुत सारी सामाजिक समस्याओं को जन्म देती है और समाज के सामंजस्यपूर्ण संतुलन को बिगाड़ती है। कुल नमूनों में से लगभग 40 प्रतिशत उत्तरदाताओं ने बेरोजगारी की समस्याओं को हल करने के लिए कांग्रेस सबसे अच्छी पार्टी है यह अपना दृष्टिकोण साझा किया है। लगभग 31 प्रतिशत उत्तरदाताओं ने समस्याओं को बेहतर तरीके से हल करने के लिए शिवसेना सबसे अच्छी पार्टी है यह अपनी राय दी है। लगभग 15 प्रतिशत उत्तरदाताओं ने एनसीपी यह समस्या को सही तरीके से हल करने के लिए सबसे अच्छी पार्टी है। सभी विकासशील देशों के बीच भारत में पेट्रोल की कीमतें सबसे अधिक हैं। 46 प्रतिशत उत्तरदाताओं ने कांग्रेस यह पार्टी पेट्रोल की कीमतों से संबंधित समस्याओं को हल करने के लिए सबसे अच्छी पार्टी है यह बताया है। भारतीय लोगोंने जब भी अपनी आँखें खोली तब उन्हें समाज के हर क्षेत्र में अपराध और यौन उत्पीड़न के अनेक मुद्दे दिखाई देते हैं। इसलिए यह भारतीय लोगों की एक प्रमुख समस्या है। इसलिये लगभग आधे लोगों ने अपनी राय साझा की है कि इस समस्या को बेहतर तरीके से हल करने के लिए शिवसेना सबसे अच्छी पार्टी है। जब लोगोको

अपनी राय देने में समस्या होती है तब लोकतंत्र खतरे में पडने की संभावना होती है। सांप्रदायिक हिंसा यह समाज के सभी वर्गों के लिए एक महत्वपूर्ण समस्या है। 51 % उत्तरदाताओं ने एनसीपी यह सांप्रदायिक हिंसा की समस्या को व्यवस्थित रूप से हल करने के लिए सबसे अच्छी पार्टी है यह अपनी राय साझा की है। लकजरी जीवन के बिना लोगों में जीवन को बेहतर बनाए रखने की क्षमता है ,लेकिन भोजन के बिना लोगों के पास अपने जीवन को बनाए रखने की क्षमता नहीं है। लेकिन अब किसान का समाज में कोई मूल्य नहीं है। किसानों की आत्महत्या की दर दिन-प्रतिदिन बढ़ती जा रही है, लेकिन सरकार इस पर बेहतर नहीं सोचती। लगभग 33 प्रतिशत उत्तरदाताओं ने यह देखा कि किसान की आत्महत्या की समस्या को हल करने के लिए शिवसेना सबसे अच्छी पार्टी है। भारत यह भौगोलिक और सामाजिक विशेषताओं के बारे में एक भिन्न देश है। इसलिए स्वास्थ्य और सामाजिक समस्याएं हर जगह में समान नहीं हैं। उत्तरदाताओं में से 51 प्रतिशत उत्तरदाताओं का विश्वास है कि शिवसेना इस समस्या को हल करने के लिए सबसे अच्छी पार्टी है।

लोकतंत्र में, लोगों की समस्याओं और नीतियों को रोलिंग पार्टी सरकार प्रणाली द्वारा पूरा और कार्यान्वित किया जाता है। लेकिन जब राजनीतिक दल चुनाव प्रणाली के माध्यम से मतदाताओं की जरूरतों और मांगों को पूरा करने में विफल रहे, तो मतदाताओं ने सरकारी प्रणाली को बदल दिया। चित्रा 2 में, प्रतिवादी के 42 प्रतिशत लोगों ने देखा कि लोगों की महत्वपूर्ण समस्याओं को हल करने के लिए एसएस पार्टी सबसे अच्छी पार्टी है। लगभग 27.5 प्रतिशत उत्तरदाताओं ने अपनी राय साझा की कि लोगों की समस्याओं को हल करने के लिए भाजपा सबसे अच्छी पार्टी है। उत्तरदाताओं के लगभग 24.5 प्रतिशत लोगों ने अपने व्यक्तिगत विचार साझा किए कि कांग्रेस आम लोगों की समस्याओं का समाधान करने के लिए सबसे अच्छी पार्टी है। उत्तरदाताओं के लगभग 6 प्रतिशत लोगों ने यह राय साझा की कि सभी मुद्दों को हल करने के लिए शिवसेना सबसे अच्छी है।

तालिका 3. वाशिम जिले में महत्वपूर्ण मुद्दों को हल करने के लिए सबसे उपयुक्त पार्टी (मतदाताओंके सामाजिक-आर्थिक और जनसांख्यिकीय के साथ)

महत्वपूर्ण मुद्दे	बेरोजगारी				पेट्रोल की किमत				अपराध और यौन उत्पीड़न			
	शिवसेना	भाजपा	कांग्रेस	राकांपा	शिवसेना	भाजपा	कांग्रेस	राकांपा	शिवसेना	भाजपा	कांग्रेस	राकांपा
18-25	10.5	26.3	63.2	0	15.8	10.5	73.7	0	63.2	21.1	5.3	10.5
26-35	36.8	0	39.5	23.7	31.6	13.2	39.5	15.8	39.5	2.6	28.9	28.9
36-45	28.7	13.8	36.8	20.7	32.2	11.5	37.9	18.4	40.2	8	33.3	18.4
46-55	40.5	18.9	32.4	8.1	29.7	5.4	56.8	8.1	54.1	18.9	21.6	5.4
>56	31.6	21.1	47.4	0	31.6	10.5	47.4	10.5	57.9	0	36.8	5.3
लिंग												
पुरुष	30.9	11.4	42.3	15.4	28.9	14.1	51	6	54.4	8.7	24.2	12.8
महिला	31.4	21.6	33.3	13.7	33.3	0	31.4	35.3	23.5	11.8	39.2	25.5

जाति													
अन्य पिछड़ा वर्ग	39	8.5	42.4	10.2	32.2	10.2	37.3	20.3	49.2	3.4	28.8	18.6	
अनुसूचित जनजाति	20	16	48	16	28	16	52	4	44	16	20	20	
अनुसूचित जाति	30.6	16.3	34.7	18.4	32.7	10.2	49	8.2	49	8.2	24.5	18.4	
जनरल	28.4	16.4	38.8	16.4	26.9	9	49.3	14.9	43.3	13.4	32.8	10.4	
धर्म													
हिन्दू	28.9	12.6	42.2	16.3	31.1	11.9	48.1	8.9	46.7	11.1	24.4	17.8	
मुस्लिम	28.9	17.8	40	13.3	20	8.9	53.3	17.8	37.8	4.4	42.2	15.6	
बौद्ध	50	15	25	10	45	5	15	35	65	10	20	5	
वैवाहिक स्थिति													
विवाहित	34.8	14.3	34.2	16.8	29.8	12.4	41.6	16.1	45.3	9.3	31.1	14.3	
अविवाहित	15.4	12.8	64.1	7.7	30.8	2.6	64.1	2.6	51.3	10.3	15.4	23.1	
स्कूली शिक्षा													
निरक्षर	43.5	13	39.1	4.3	17.4	34.8	47.8	0	87	8.7	4.3	0	
प्राथमिक	27.1	16.7	39.6	16.7	25	6.3	47.9	20.8	39.6	16.7	22.9	20.8	
माध्यमिक शिक्षा	39	10.4	35.1	15.6	36.4	3.9	39	20.8	29.9	5.2	42.9	22.1	
इंटरमीडिएट	22.7	4.5	50	22.7	22.7	18.2	59.1	0	54.5	13.6	18.2	13.6	
स्नातक	11.1	22.2	44.4	22.2	38.9	11.1	44.4	5.6	55.6	11.1	22.2	11.1	
स्नातकोत्तर	16.7	33.3	50	0	33.3	8.3	58.3	0	75	0	25	0	
व्यावसायिकस्थिति													
कृषि	35.1	9.3	43.3	12.4	24.7	20.6	51.5	3.1	55.7	10.3	17.5	16.5	
व्यापार	26.9	17.3	36.5	19.2	40.4	1.9	46.2	11.5	57.7	3.8	30.8	7.7	
सरकार	37.5	0	50	12.5	0	0	87.5	12.2	12.5	37.5	37.5	12.5	
गृहिणी	25.6	23.3	34.9	16.3	34.9	0	25.6	39.5	18.6	9.3	46.5	25.6	
आर्थिक स्थिति													
<30000	27.1	25	33.3	14.6	29.2	2.1	31.3	37.5	22.9	14.6	39.6	22.9	
30000-50000	31.3	6.3	46.3	16.3	33.8	13.8	42.5	10	37.5	8.8	35	18.8	
50000-80000	30.6	11.1	44.4	13.9	8.3	11.1	77.8	2.8	63.9	8.3	11.1	16.7	
80000-100000	50	13.6	22.7	13.6	36.4	18.2	45.5	0	86.4	9.1	4.5	0	
>100000	14.3	28.6	42.9	14.3	57.1	7.1	35.7	0	71.4	0	28.6	0	

बेरोजगारी

भारत एक विकासशील देश है, और इसकी 60 प्रतिशत से अधिक कार्य आयु (15-59) की आबादी है। इसलिए युवा पीढ़ियों के लिए एक नया रोजगार अवसर पैदा करना प्रत्येक सरकार का एक प्रमुख कर्तव्य है। अधिकांश उत्तरदाताओं ने बेरोजगारी के मुद्दों पर प्रकाश डाला। युवा (62.2%) और वृद्धावस्था (47.4%) समूहों के मतदाताओं ने इस बात का विरोध किया कि बेरोजगारी की समस्याओं को हल करने के लिए कांग्रेस पार्टी, और मध्यम आयु (40.5%) समूहों का समर्थन एसएस पार्टी बेरोजगारी की समस्याओं को दूर करने के लिए सबसे अच्छी

है। पुरुष (42.3%), महिला (33.3%) समर्थन बेरोजगारी की समस्याओं को हल करने के लिए कांग्रेस सबसे अच्छी पार्टी है। न्यूनतम पुरुष (11.4%) बेरोजगारी की समस्या को हल करने के लिए भाजपा का समर्थन करते हैं।

बेरोजगारी की समस्या को हल करने के लिए लगभग 13.7 प्रतिशत महिला राकाप का समर्थन करते हैं। उत्तरदाताओं की जाति के सभी वर्ग बेरोजगारी की समस्या को हल करने के लिए कांग्रेस पार्टी का समर्थन करते हैं। मुस्लिम (40%) और हिंदू (42%) दोनों उत्तरदाताओं ने कांग्रेस को बेरोजगारी की समस्या को हल करने के लिए सबसे अच्छी पार्टी है, लेकिन बेरोजगारी की समस्या को हल करने के लिए बौद्ध समर्थन एसएस का आधा हिस्सा सबसे अच्छा पक्ष है। बेरोजगारी की समस्या को हल करने के लिए लगभग 34.8 फीसदी विवाहित लोग शिवसेना का समर्थन करते हैं। लगभग 64.1 प्रतिशत अविवाहित उत्तरदाताओं ने देखा कि बेरोजगारी की समस्या के समाधान के लिए कांग्रेस सबसे अच्छी पार्टी है। बेरोजगारी की समस्या को हल करने के लिए लगभग 43 प्रतिशत निरक्षर लोग शिवसेना पार्टी का समर्थन करते हैं, लेकिन साक्षर उत्तरदाताओं के सभी वर्ग कांग्रेस का समर्थन करते हैं ताकि बेरोजगारी की समस्या का समाधान किया जा सके। बेरोजगारी की समस्या को दूर करने के लिए कांग्रेस पार्टी का समर्थन करने वाले लोगों की आय श्रेणियों के सभी वर्ग सबसे अच्छे हैं।

पेट्रोल की कीमत

अर्थव्यवस्था के सभी क्षेत्र प्रत्यक्ष और अप्रत्यक्ष रूप से पेट्रोल की कीमत से प्रभावित हैं। चुनाव प्रचार के दौरान, सभी राजनीतिक दल के नेता पेट्रोल की कीमत के मुद्दों पर प्रकाश डालते हैं। युवा (73.7%), वृद्धावस्था (47.4%) और मध्यम आयु (56.8%) मतदाताका समर्थन कांग्रेस पेट्रोल की दर की कीमत को हल करने के लिए सबसे अच्छा है। सभी आयु समूहों ने देखा कि पेट्रोल की कीमत की दर को संबोधित करने के लिए भाजपा सबसे खराब पार्टी है। पुरुष (51.3%) मतदाताओं का समर्थन कांग्रेस पेट्रोल समस्या के समाधान के लिए सबसे अच्छी पार्टी है। महिला (33.3%) ने कहा कि एसएस पेट्रोल समस्या के समाधान के लिए सबसे अच्छी पार्टी है। जाति के सभी वर्गों (औसत 44%) ने पेट्रोल समस्या की कीमत को हल करने के लिए कांग्रेस पार्टी को इंगित किया और पेट्रोल समस्या की कीमत को हल करने के लिए भाजपा को सबसे कम (औसत 11%) समर्थन दिया।

पेट्रोल समस्या के समाधान के लिए मुस्लिम (53.3%) और हिंदू (48.1%) दोनों ही कांग्रेस सबसे अच्छी पार्टी है लेकिन पेट्रोल की समस्या के समाधान के लिए बौद्ध (45%) समर्थन शिवसेना सबसे अच्छी पार्टी है। लगभग 41.6 फीसदी विवाहित लोग पेट्रोल की समस्या के समाधान के लिए शिवसेना का समर्थन करते हैं। लगभग 64 प्रतिशत अविवाहित प्रतिवादी समर्थन कांग्रेस पेट्रोल समस्या की कीमत को हल करने के लिए सबसे अच्छी पार्टी है।

अनपढ़ 48.7 प्रतिशत और साक्षर (औसत 51 प्रतिशत) दोनों ही कांग्रेस पार्टी पेट्रोल समस्या के समाधान के लिए सबसे अच्छी पार्टी है। उत्तरदाताओं का न्यूनतम और औसत आय समूह कांग्रेस पार्टी पेट्रोल की कीमत की समस्याओं को हल करने के लिए सबसे अच्छी पार्टी है, और उत्तरदाताओं का उच्च आय वर्ग समर्थन शिवसेना पेट्रोल समस्या की कीमत को हल करने के लिए सबसे अच्छा पक्ष है।

अपराध और यौन उत्पीड़न

अपराध और यौन उत्पीड़न आजकल एक आम घटना है। लेकिन यह सतत विकास की सटीक छवि नहीं है। सतत विकास और समावेशी विकास तभी संभव है जब एक शांतिपूर्ण लोकतांत्रिक वातावरण हर जगह मौजूद हो। युवा उम्र (63.2%), मध्यम आयु (54.1%) और वृद्धावस्था (57.9%) का समर्थन शिवसेना अपराध और यौन उत्पीड़न की समस्या को हल करने के लिए सबसे अच्छी पार्टी है। युवा लोग (5.3%) कांग्रेस पार्टी का समर्थन करते हैं, मध्यम आयु (5.4%) राकाप का समर्थन करते हैं, बुढ़ापे (0%) अपराध और यौन उत्पीड़न की समस्या को हल करने के लिए भाजपा का समर्थन करते हैं। लगभग 54.4 प्रतिशत पुरुष उत्तरदाताओं का समर्थन शिवसेना अपराध और यौन उत्पीड़न की समस्या को हल करने के लिए सबसे अच्छी पार्टी है। लगभग 39.2 प्रतिशत महिला उत्तरदाताओं का समर्थन कांग्रेस अपराध और यौन उत्पीड़न की समस्या को हल करने के लिए सबसे अच्छी पार्टी है। उत्तरदाताओं का समर्थन करने वाले जाति समूहों (औसत 46 प्रतिशत) का सभी वर्ग अपराध और यौन उत्पीड़न की समस्या को हल करने के लिए सबसे अच्छी पार्टी है। हिंदू 46.7 फीसदी, बौद्ध 65 फीसदी समर्थन शिवसेना, और मुस्लिम 42.2 फीसदी समर्थन कांग्रेस समस्या को हल करने के लिए सबसे अच्छा हिस्सा है। विवाहित (45.3%) अविवाहित (51.3%) समर्थन शिवसेना अपराध और यौन चुनौती को हल करने के लिए सबसे अच्छी पार्टी है। अनपढ़ (87%) साक्षर (46%) समर्थन शिवसेना समस्या को हल करने के लिए सबसे अच्छी पार्टी है। कृषि लगे हुए मतदाता (55.7%), और व्यापार (57.7%) शिवसेना का समर्थन सबसे अच्छा है, लेकिन सरकार कर्मचारी (37.5%) और गृहिणी (46.5%) समर्थन कांग्रेस समस्या को हल करने के लिए सबसे अच्छी पार्टी है। आर्थिक समूहों का सभी वर्ग समर्थन करता है कि अपराध और यौन उत्पीड़न की समस्या को हल करने के लिए शिवसेना सबसे अच्छी पार्टी है।

तालिका 3.1. वाशिम जिले में महत्वपूर्ण मुद्दों को हल करने के लिए सबसे उपयुक्त पार्टी (मतदाताओंके सामाजिक-आर्थिक और जनसांख्यिकीय के साथ)

महत्वपूर्ण मुद्दे	सांप्रदायिक हिंसा				किसान आत्महत्या				स्वास्थ्य और सामाजिक समस्या			
	शिव सेना	भा ज पा	कां ग्रे स	रा कांपा	शिव सेना	भा ज पा	कां ग्रे स	रा कां पा	शिव सेना	भा ज पा	कां ग्रे स	रा कां पा
18-25	31.6	0	47.4	21.1	31.6	15.8	21.1	31.6	84.2	10.5	0	5.3
26-35	28.9	5.3	7.9	57.9	31.6	31.6	31.6	5.3	55.3	28.9	10.5	5.3
36-45	18.4	6.9	16.1	58.6	35.6	19.5	19.5	25.3	46	37.9	4.6	11.5
46-55	35.1	8.1	16.2	40.5	29.7	27	27	16.2	56.8	18.9	18.9	5.4
>56	26.3	0	21.1	52.6	31.6	15.8	26.3	26.3	21.1	36.8	15.8	26.3
लिंग												
पुरुष	30.2	4	9.4	56.4	42.3	16.1	25.5	16.1	57	23.5	9.4	10.1
महिला	11.8	9.8	43.1	35.3	5.9	41.2	19.6	33.3	33.3	49	7.8	9.8
जाति												
अन्य पिछड़ा वर्ग	27.1	8.5	22	42.4	32.2	27.1	13.6	27.1	50.8	28.8	16.9	3.4
अनुसूचित जनजाति	20	4	24	52	36	16	16	32	60	24	0	16
अनुसूचित जाति	24.5	2	12.2	61.2	36.7	10.2	36.7	16.3	53.1	28.6	10.2	8.2
जनरल	26.9	6	16.4	50.7	29.9	29.9	26.9	13.4	46.3	34.3	4.5	14.9
धर्म												
हिन्दू	23.7	6.7	14.1	55.6	34.8	17.8	29.6	17.8	53.3	28.9	6.7	11.1
मुस्लिम	31.1	4.4	33.3	31.1	22.2	28.9	15.6	33.3	53.3	35.6	2.2	8.9
बौद्ध	25	0	10	65	45	40	5	10	30	25	40	5
वैवाहिक स्थिति												
विवाहित	21.1	5.6	16.8	56.5	34.2	23	21.7	21.1	44.7	34.2	9.9	11.2
अविवाहित	43.6	5.1	23.1	28.2	28.2	20.5	33.3	17.9	76.9	12.8	5.1	5.1
स्कूली शिक्षा												
निरक्षर	13	21.7	13	52.2	60.9	4.3	21.7	13	56.5	8.7	13	21.7
प्राथमिक	37.5	6.3	10.4	45.8	27.1	31.3	22.9	18.8	62.5	25	6.3	6.3
माध्यमिक शिक्षा	19.5	3.9	24.7	51.9	23.4	24.7	23.4	28.6	42.9	37.7	11.7	7.8
इंटरमीडिएट	27.3	0	4.5	68.2	31.8	22.7	40.9	4.5	59.1	18.2	0	22.7
स्नातक	33.3	0	22.2	44.4	50	11.1	16.7	22.2	44.4	44.4	5.6	5.6
स्नातकोत्तर	25	0	33.3	41.7	41.7	25	16.7	16.7	41.7	41.7	16.7	0
व्यावसायिकस्थिति												
कृषि	25.8	4.1	13.4	56.7	48.5	16.5	16.5	18.6	57.7	17.5	10.3	14.4
व्यापार	28.8	3.8	5.8	61.5	28.8	21.2	36.5	13.5	53.8	40.4	3.8	1.9
सरकार	62.5	0	25	12.5	12.5	0	62.5	25	62.5	0	25	12.5
गृहिणी	14	11.6	41.9	32.6	7	41.9	18.6	32.6	30.2	51.2	9.3	9.3
आर्थिक स्थिति												
<30000	12.5	12.5	43.8	31.3	6.3	41.7	18.8	33.3	29.2	52.1	8.3	10.4
30000-50000	27.5	0	7.5	65	33.8	18.8	27.5	20	46.3	35	7.5	11.3
50000-80000	33.3	8.3	13.9	44.4	36.1	19.4	25	19.4	83.3	2.8	2.8	11.1
80000-100000	27.3	9.1	4.5	59.1	63.6	9.1	18.2	9.1	77.3	0	13.6	9.1
>100000	35.7	0	21.4	42.9	64.3	7.1	28.6	0	28.6	42.9	28.6	0

सांप्रदायिक हिंसा

जब विभिन्न समुदायों के बीच भाईचारा कम होता है तब सांप्रदायिक हिंसा बढ़ती है। उत्तरदाताओं में से अधिकांश लोगो ने आगामी चुनाव में सांप्रदायिक हिंसा के मुद्दे को उजागर किया हैं। सारणी 3.1 में युवा (31.6%) मतदाता ने सांप्रदायिक हिंसा की समस्या को हल करने के लिए शिवसेना सबसे अच्छा पक्ष है यह बताया। मध्यवर्द्धन (58.6%) वृद्धावस्था (52.6%) के उत्तरदाताओं ने राकाप सांप्रदायिक हिंसा समस्या का समाधान करने के लिए सबसे अच्छा है इसका समर्थन किया है। पुरुष (56.4%), महिला (35.3%) ने कांग्रेस सबसे अच्छी पार्टी होने का समर्थन किया है। (औसत 42%) सभी जाति समूहों ने सांप्रदायिक हिंसा की समस्या को हल करने के लिए राकाप सबसे अच्छा बताया है। सांप्रदायिक हिंसा की समस्या को हल करने के लिए सभी धर्मों के समर्थन का औसत 50 प्रतिशत है। विवाहित (56.5%) उत्तरदाता राकाप का समर्थन करते हैं, अविवाहित (43.6%) उत्तरदाता का समर्थन शिवसेना को है। अनपढ़ और साक्षर उत्तरदाता का 50 प्रतिशत समर्थन राकाप को है। सांप्रदायिक हिंसा की समस्या को हल करने के लिए आर्थिक समूह के सभी वर्गों का औसत (46%) राकाप को समर्थन है।

किसान आत्महत्या

भारत में सभ्यता की शुरुआत कृषि से होती है। कृषि भारतीय अर्थव्यवस्था की रीढ़ है। 70 प्रतिशत से अधिक भारतीय लोग सीधे कृषि से जुड़े हैं, लेकिन भारत में आजकल किसानों की आत्महत्या एक आम समस्या है। अधिकांश उत्तरदाताओं ने किसान की आत्महत्या के मुद्दे को उजागर किया। युवा आयु (31.6%), मध्यम आयु (35.6%), वृद्धावस्था (31.6%), किसान की आत्महत्या की समस्या को हल करने के लिए शिवसेना को समर्थन है। पुरुष (42.3%) शिवसेना का समर्थन करते हैं लेकिन 33.3% महिला इस समस्या को हल करने के लिए राकाप का समर्थन करते है। सभी जाति के (औसत 43%) ने शिवसेना का समर्थन किया है। इस समस्या को हल करने के लिए सभी धार्मिक समूह का औसत 35 प्रतिशत समर्थन शिवसेना को है। विवाहित और अविवाहित उत्तरदाताओं का औसत 31 प्रतिशत समर्थन शिवसेना को इस हल समस्या का हल करने के लिये है। अनपढ़ और सभी स्तर के साक्षर लोग शिवसेना का समर्थन इस समस्या का हल निकालने के लिये करते है। कृषि में लगे लोग (48.5%) शिवसेना, व्यवसायी (36.5%) कांग्रेस, सरकारी कर्मचारी (62.5%) कांग्रेस पार्टी, गृहिणी (32.6%) इस समस्या के समाधान के लिए राकाप का समर्थन करते है। किसानों की आत्महत्या की समस्या को हल करने के लिए शिवसेना पार्टी का समर्थन सभी आर्थिक समूह में सबसे अच्छा है।

स्वास्थ्य और सामाजिक समस्या

भारत यह देश कई स्वास्थ्य और सामाजिक समस्या से पीड़ित है, स्वास्थ्य यह मानव विकास सूचकांक के सबसे महत्वपूर्ण संकेतकों में से एक है। भारत के अलग-अलग कोने में लोग हमेशा स्वास्थ्य और सामाजिक समस्या के मुद्दों पर प्रकाश डालते हैं। युवा आयु के (82.4%), मध्यम आयु के (56.8%) लोगोने इस समस्या का समाधान करने के लिए शिवसेना का समर्थन किया है। वृद्धावस्था के 36.8% नुसार स्वास्थ्य और सामाजिक समस्या को हल भाजपा करेगी | 57% पुरुष का समर्थन शिवसेना और 49% महिला का समर्थन इस समस्या को हल करने के लिए भाजपा को है। उत्तरदाताओं के सभी जाति औसत (43%) एसएस समस्या का समाधान करने के लिए सबसे अच्छी पार्टी है। हिंदू (53.3%) मुस्लिम (53.3%) उत्तरदाता शिवसेना पार्टी का समर्थन करते हैं, बौद्ध (40%) समर्थन कांग्रेस को है। उत्तरदाताओं के समर्थन में विवाहित और अविवाहित औसत (60%) शिवसेना को इस समस्या का हल करने के लिए है। साक्षर और निरक्षर और आर्थिक समूहों के सभी वर्गों ने शिवसेनापार्टी का समर्थन किया है, जो स्वास्थ्य और सामाजिक समस्या का समाधान करने के लिए सबसे अच्छी पार्टी है।

निष्कर्ष

भारत दुनिया का सबसे बड़ा लोकतांत्रिक देश है। इसलिए, यहा भारतीय राजनीतिक प्रणाली और लोगों की राजनीतिक भागीदारी के अध्ययन का महत्व है। चुनावी भागीदारी और नागरिक का मतदान व्यवहार यह संसदीय लोकतंत्र की शांति एवं विकास के लिए महत्वपूर्ण हैं। वर्तमान अध्ययन विभिन्न सामाजिक-आर्थिक विशेषताओं के प्रकाश में मतदान पैटर्न के स्पष्ट चित्र प्रदान करता है। भारतके लोग बेरोजगारी, सांप्रदायिक हिंसा, पेट्रोल की कीमतों में बढ़ोतरी इस प्रमुख समस्याएं का सामना कर रहे हैं। इस संसोधन में यह पाया गया कि अधिकांश उत्तरदाताओं ने इस बात का विरोध किया कि सभी बड़ी समस्याओं को हल करने के लिए राकाप, कॉंग्रेस पार्टी सर्वश्रेष्ठ है। शिवसेना एवं बीजेपी सभी समस्या का समाधान कर सकती है!

सुझाव

चुनाव के बिना राजनीतिक परिवर्तन नहीं होता ! सामाजिक शक्तियों और राजनीतिक दलों के बीच राजनीतिक सत्ता के लिए खुली प्रतिस्पर्धा चुनाव के बिना असंभव है, इसके बिना कोई लोकतंत्र जीवित नहीं रह सकता। लोकतंत्र की सफलता चुनाव के खुले और निष्पक्ष होने पर निर्भर करती है।

1. विभिन्न माध्यम से मतदाताओं और राजनेताओं का नैतिक मूल्य बढ़ाना चाहिये ! मतदाताओं और राजनेताओं के बीच नैतिक मूल्य में सुधार करने के लिए विविध कार्यक्रम का निर्माण करना चाहिये।
2. स्थानीय लोग चुनाव में होनेवाले मौजूदा भ्रष्टाचार से तंग आ गए हैं, इसके कारण लोग लोकतांत्रिक चुनाव प्रणाली में विश्वास नहीं करते हैं। इसलिए चुनाव आयुक्त ने इसपर तत्काल कार्रवाई करना उनका प्रमुख कर्तव्य है।
3. राजनीतिक दल को पार्टी प्रणाली की आंतरिक संरचना को बदलना होगा और पार्टी के घोषणापत्र में विचारधारा में आधार पर सुधार करना होगा ।
4. धार्मिक रूढ़िवादी को महत्व नहीं देना चाहिये और चुनाव आयोग को लव जिहाद, गोमाता, हिंदुत्व, पाकिस्तान के नाम पर वोट बैंक बना रहे लोगों के खिलाफ कार्रवाई करनी चाहिए।
5. मतदाता की जागरूकता के लिये विविध स्तरों पर काम करना चाहिये ! सभी वर्गों की मतदान भागीदारी में सुधार करने के लिये विशेष रूप से नये पात्र युवाओं, अशिक्षित, निवासियों और दूरदराज के क्षेत्रों और सामाजिक और आर्थिक रूप से कमजोर वर्ग के लोगों के बीच जाकर मतदान वृद्धि के लिये प्रयास करना आवश्यकता है।

संदर्भ

1. Amani, K.Z. (1972). Voting Patterns in Indian Election: Uttarpradesh-A Case Study. Geographical Review of India.
2. Chandra, K. (2000). The transformation of ethnic politics in India: The decline of Congress and the rise of the Bahujan Samaj Party in Hoshiarpur. The journal of Asian studies, 59(1), 26-61.
3. Chhibber, P., & Verma, R. (2014). The BJP's 2014 'Modi Wave'. Economic and Political Weekly, 49(39), 50-56.
4. George. (2014). *Hindutva Verses Caste*. The HINDU.
5. Johnston, R.J.(1977). The Electoral Geography of an Election Campaign, Scottish Geographical Magazine.
6. Lipset, S. M. (1960). Political Man. The Social Bases of Politics Garden City. Doubleday.
7. Mahanta, N. G. (2014). Lok Sabha elections in Assam: Shifting of traditional vote bases to BJP. Economic and Political Weekly, 44(35), 19-22.
8. Seema. (January, 2014). Electoral geography: a spatial-temporal analysis of delhi and its assembly election. International journal of development research.
9. Suhas Palshikar, K. C. (September 2014). Indias 2014 Lok Sabha Elections Critical Shifts in the Long Term, Caution in the Short Term. *Economic & Political weekly*.
10. Suri, K. C. (2004). Democracy, economic reforms and election results in India. Economic and Political Weekly, 5404-5411.
11. Taylor, P.J. (1993). Rethinking Electoral Geography. Longman Scientific and Technical, London.