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Peasant Movements in Colonial India

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Abstract:

In India, peasant movement has a long history. The peasants faced numbers of problem in their livelihood, which force them to led movement to solve the problems related to the agriculture. During the colonial period, the peasant movements were usually the result of stresses in the feudal and semi feudal societies. In the colonial period, the Britishers took some economic policies, which have brought about many changes in the Indian agrarian system. The Britishers invented and experimented different land revenue settlements in colonized India. Britishers introduce the Zamindari system in 1793 through Permanent settlement act .The Zamindars were recognized as owner of the lands and were given the rights to collect the rent from the peasants .They were declared full owner with absolute proprietary rights in land, without realizing that they were only the tax collecting intermediaries during the preceding regime. Such kind of activity creates threat for the poor peasants.

The consequences of the British colonial expansion were felt the most by the Indian peasantry and it rose in revolt time to time. The peasants movements for agrarian reforms in India have always been centred in the issue of land ownership and land distribution. The peasants often resisted the exploitation and soon they realized that their enemy was the colonial state. Sometimes, the desperate peasants took crimes such as robbery, dacoity and social banditry to come out of intolerable conditions. The nature of peasants' movement has changed after 1857; peasants emerged as the main force in agrarian, fighting directly for their own demands, basically on economic issues. These movements were directed against foreign planters and indigenous zamindars and moneylenders. The peasants developed a strong awareness of their legal rights and asserted them in and outside the court. The tyranny of zamindars along with the exorbitant rates of land revenue led to a series of spontaneous peasants uprising in different parts of the country. Peasant movements in India can be broadly classified into two main categories. Peasant Movements in India the first category includes the movements related to poor, small and marginal agriculturists whose economic condition and survival is mainly attached to agriculture and are termed as peasant movements. The second category includes those of more affluent agriculturists who can produce sufficient surplus from the agriculture.

Some of the peasant movements of this period were: The Santhal rebellion of 1855 against British government, Champaran Satyagraha (1917-18), The Kheda Satyagraha (1918), Moplah Rebellion in Malabar (1921), The Bardoli Satyagraha (1928).

Keywords: 1) Peasantry, 2) Rebellion, 3) Zamindari system, 4) Satyagraha, 5) Social Movements

Introduction:

The Santhal Rebellion of (1855):

The Santhal rebellion, is classified as a tribal movement by many scholars, took place at present day Jharkhand and part of West Bengal. It was a rebellion against the British colonial authority and against the zamindars, which the Britishers had given ownership of land that peasants had traditionally cultivated and had imposed heavy rents. The rebellion was also directed against moneylenders who charged huge interest on borrowed money and government officials who were autocratic and indifferent to the grievances of Santhals. The Santhals were getting evicted from their land and settlements due to their failure to pay taxes and debts. Thus they became tenants on their own land or even bonded labourers. The revolt broke out in July, 1855 when thousands of Santhals assembled at Bhogandih village and declared themselves free. The movement was organized and

led by two brothers namely Sidhu and Kanhu who claimed that they received messages from supernatural powers to put an end to the 'zhulum' of officers and the deceit of merchants. They attacked zamindars and moneylenders to drive them out. This triggered a series of conflicts between the English East India Company's army and the Santhals. The Santhals fought bravely with their traditional weapons, such as, bows, arrows, axes and swords but they didn't stand a chance against the sophisticated firearms used by the East India Company troops and the rebellion was brutally suppressed by the beginning of 1856.

Champaran Satyagraha (1917-18):

Indian cultivators had been growing a plant called indigo (Neel) that yields dye for bluing cotton cloths. Demand for the dye indigo was quite high in the textile industry in Britain in the late eighteenth and early nineteenth centuries. This made indigo trade a highly profitable business. Many retired

officers of the East India Company and young upstarts, acquired lands from native Zamindars in Bihar and Bengal and extended the cultivation of this crop on a large scale. Tenant farmers were forced to grow indigo crop under a system of oppression. The tenant farmers were forced by the British planters to cultivate indigo in three twentieth part of a bigha of their holding; this was known as 'Teen Kathia' system. The planters forced indigo cultivation at the best portions of land and offered very low prices for the indigo output. The British administration was indifferent to the indignity, physical abuse and exploitation of farmers. When the indigo market was adversely hit by the introduction of synthetic indigo in the world market in 1897 the planters started a new type of exploitation. Either the losses were transferred to poor peasants or they could give up indigo cultivation by paying higher rents for the land. This miserable scenario of indigo exploitation forced the ryots to resist, violently or otherwise, from time to time, against their oppressors but were cruelly crushed. The British administration instituted inquiries but most of it was eyewash in Bihar. Gandhiji came to know about this issue in early 1917. He was joined and assisted in his protest against such exploitation by prominent personalities like J.B. Kripalani, Babu Brajkishore Prasad and Babu Rajendra Prasad. Gandhiji's method of peaceful satyagraha and civil disobedience were unique but effective and had a positive impact on the minds of the downtrodden and poor peasantry. The government had to relent and called Gandhiji for talks and also made him a member in the committee to enquire into the plight of the indigo peasants. Based on the committee's report the Teen Kathia system was abolished. However, the recommendation did not resolve the problem of excessive rent and issue of low wages to the agricultural labours. It also remained silent on the exploitation of peasants by Indian Zamindars.

The Kheda Satyagraha (1918)

The peasantry of Kheda consisted mainly of Patidars who were known for their skills in agriculture. The Patidars were well-educated. Kheda is situated in the central part of Gujarat and was quite fertile for the cultivation of tobacco and cotton crops. Some of the important causes for the Kheda struggle were: i. Reassessment of Kheda land was done by the government based on the cultivation of crops. On the basis of such data, the government increased the tax, which was not acceptable to the peasants. ii. There was a severe famine in Kheda, which resulted in the failure of crops. The government did not accept the failure of crops but was insistent on the collection of land tax, not taking the conditions of peasants into consideration. The peasantry made their inquiries and emphasized that the act of demanding the land tax in such famine

conditions was not justified on the part of the government. The Gujarat Sabha, consisting the peasants, submitted petitions to the higher authorities of the province requesting the suspension of the revenue assessment for the year 1919. But the officials rejected, the demands of the peasants regarding the non-payment of the taxes. When the government refused to consider the demands of the peasants, Gandhiji encouraged the peasants to resort to Satyagraha. Thus, the Kheda Satyagraha was started in March 1919 under the leadership of Gandhiji, Sardar Vallabhbhai Patel, N.M. Joshi, and several others. This was a similar kind of experiment to Champaran based on nonviolence. The government officials auctioned the peasants' cattle, confiscated their houses and took away their movable property due to the non-payment of land tax. The peasants were issued notices of fines and penalties by the government. The movement was terminated owing to the acceptance of some of the prime demands of the peasantry.

Moplah Rebellion in Malabar (1921)

The Moplah peasant movement was happened in August 1921 among the peasants of Malabar district in Kerala. The Moplah tenants were Muslims and they agitated against the Hindu landlords and the British government. While the elite among the Moplahs were traders and merchants, the Moplah masses of the Moplah worked as agriculturists who were tenants of Hindu landlords called Jenmis. The major grievances of the Moplah tenants were 1) Insecurity due to unfavourable land tenure system due to which Moplahs could be ejected from their land without any appropriate notice 2) High renewal of fees fixed by the Jenmis 3) High rent fixed for Moplah and discriminating them against Hindu Tenants. The impetus for the 1921 movement started with meeting of Malabar District Congress Committee at Manjeri in 1920 that supported the tenants' cause and demanded legislation to regulate landlord-tenant relations. Following this the Moplah tenants formed an association with branches in the whole of Kerala and thus brought the Moplah tenants under one organization. During the same time there was the Khilafat movement, in which Moplahs actively took part but finally ended up with an agitation against the landlords. The British government issued prohibitory orders against the Khilafat meetings in the beginning of 1921. In August 1921, police raided the mosque at Tirurangadi to arrest a Khilafat leader and a highly respected priest. The police opened fire on the unarmed crowd killing many persons. Due to this, clashes ensued and government offices were destroyed, records burnt and the treasury looted. The rebellion soon spread into all Moplah strongholds. In the agitation the targets of Moplah attack were the unpopular Jenmis, police stations, treasuries and offices, and British planters.

However, the Moplahs lost the sympathy of general the Malabar population because of the communal flavor and Moplah rebels were isolated. British repression did the rest and by December 1921 all resistance had come to a stop. The Moplah toll was quite heavy and about 2400 persons lost their lives.

The Bardoli Satyagraha (1928):

During the British Raj, in the state of Gujarat, Bardoli Satyagraha of 1925 was a major episode of civil disobedience in the Indian Independence movement. In the year 1925, the taluka of Bardoli suffered from heavy floods and severe famine which affected the crops very badly. This situation led the farmers to face great financial troubles. At the same time, the Government of Bombay Presidency raised the tax rate by 30% without taking into consideration the requests and petitions of the civic groups who explained about the calamities which occurred in the taluka, the Government refused to reduce the tax rate. The farmers were in a very pitiable state whereby they barely had anything enough to pay the tax. The activists of Gujarat such as Narahari Parikh, Ravi Shankar Vyas, and Mohanlal Pandya had a talk with the village leaders and sought the help of the prominent Gujarati freedom fighter Sardar Vallabhbhai Patel. Patel had earlier helped the Gujarati farmers in the Kheda Peasant struggle. He was respected by the common people of the state of Gujarat. The request made by Patel to reduce the taxes was ignored by the Governor of Bombay. He indeed reciprocated by announcing the dates of collection of the taxes. Patel then instructed the farmers of Bardoli to refuse to pay the taxes. Patel along with Parikh, Vyas, and Pandya divided the Bardoli into several zones each with a leader and volunteers. Patel also took the help of some activists of Gujarat who were close to the government in order to know the movements of the government officials. He instructed the farmers to be on non-violent path and not to respond to the aggressive actions of police and officials. He reassured them that the struggle would not come to an end until the cancellation of all the taxes for the whole year and return all the seized property and lands to their owners. The Government decided to crush the revolt. In order to terrorize and seize the property of the villagers, bands of Pathans from northwest India were gathered. The Pathans and tax inspectors intruded into the houses of the farmers and took away their property which also included cattle. The government started to auction the houses and the lands of the farmers. But no one from Gujarat or from entire India came forward to buy them. The volunteers who were appointed by Patel in every village used to keep watch on the officials who were coming to auction the property of the villagers. As soon as the officials were about to enter into the village, the volunteer would give a sign to the

villagers who would then leave the village and hide in the jungles. When the officials entered the village they would find the entire village empty and would not be able to make out who owned a particular house. The people and the members of the legislative councils of Bombay were very angry at the terrible treatment of the farmers. The Indian members also resigned from their offices and extended support to the protest of the farmers. Finally, an agreement took place by the initiation of a Parsi member of the Bombay government. According to it, the government agreed to restore the confiscated property and also cancel the revenue payment for the year and also cancelled the raise of 30 per cent until next year. All the credit for the success of Bardoli movement was given to Patel and he in turn gave credit to the teachings of Mahatma Gandhi and to the determination of the farmers. Patel for the first time was given the title of "Sardar" by Gandhiji and his fellow satyagrahis. It was only after the Bardoli Satyagraha that Sardar Vallabhbhai Patel became one among India's important leaders.

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Role of Subhas Chandra Bose in Nation Building

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Abstract:

Nation building is the creation or structuring of national identity by using the power of the state. Every individual contributes to nation building. Nationalism is an old Indian concept. Subhash Chandra Bose was deeply inspired by Shrimad Bhagwat Geeta, that is why his struggle for freedom, equality cannot be called patriotism. The imagination of the vast India that we see today would not have been complete without Netaji. Couldn't do it. Netaji was a symbol of India's power, aspiration, inspiration and indomitable spirit to serve the nation selflessly. For him, poverty, illiteracy and diseases were among the biggest problems of the country. Subhash Chandra Bose formed a group called Forward Bloc, he used to say that I don't know who among us will survive in this war of freedom, but I know that in the end we will be victorious.

Keywords: Nation Building, Subhash Chandra Bose.

Introduction:-

True national service is for every person to have a sense of dedication towards nation building. A small word like nation contains the essence of vast, unlimited and multidimensional meaning and sense of duty. Nation is a group of people who are bound by caste, religion, language and customs into one civilization, which creates in them a sense of unity and a sense of difference from foreigners. Nation building is the creation or structuring of national identity by using the power of the state. In a developing country like India, nation building and national integration appear to be integral parts of the same phenomenon. In fact, true national service is for every person born in the country to have a sense of dedication towards nation building.

Our culture is full of diversity and this is our strength. Today our country has the ability to influence anyone, the reason for that is our culture. What contribution does every individual make in nation building? Nationalism is an old Indian concept. There is a saying in Sanskrit "Janani Janmabhoomi Cha Swagadapi Gariyase" which means that mother and motherland are more important than heaven.

Objective:- The objective of the presented research paper is to get information about the role of Subhash Chandra Bose in nation building.

Life Introduction:- Subhash Chandra Bose was born on 23 January 1897 in Cuttack. His father's name was Janakinath and mother's name was Prabhawati. His father was a famous lawyer of Cuttack. He had 14 children. Subhash Chandra Bose was his mother. -He was the ninth child of his father. His childhood was spent with great comfort and pampering. Subhash Chandra Bose's father was influenced by English civilization. He completed his primary education from the Protestant School of Cuttack, after which he studied at the Presidency College of Kolkata and the Scottish Church. Took education in college. Subhash Chandra Bose was a very bright student, B. A. He passed the examination

with high marks. His parents sent him to Cambridge University in England to prepare for the Indian Administrative Service. During the British rule, it was very difficult for Indians to get into the Civil Service, but he secured fourth position in the Civil Service examination.

Vivekananda also had a great influence on Subhash Chandra Bose. Subhash Chandra Bose considered Swami Vivekananda as his guru. Due to his influence, he had a special love for the poor, and he always tried to solve the problems, not only this, he also helped the rural people. He was always ready to help the poor in the areas.

Result and Explanation:

Subhash Chandra Bose was a courageous and very enthusiastic leader towards independence. Subhash Chandra Bose has been deeply inspired by Shrimad Bhagwat Geeta, that is why his struggle for freedom, equality and patriotism cannot be called as. For Netaji, the nation was paramount, he spread the message of patriotism and freedom to every person. Subhash Chandra Bose played an important role in nation building. The study of history seems incomplete without Subhash Chandra Bose. The vision of the vast India that we see today would not have been fulfilled without Netaji. Subhash Chandra Bose is known to be the most influential freedom fighter and militant approach with exceptional leadership skills and charismatic orator.

Subhash Chandra Bose's contribution in nation building is incomparable. Subhash Chandra Bose was among the first Indian revolutionaries to actively seek external alliances with other major powers and created an Indian National Service to oppose British forces. He understood the importance of alliances and therefore mobilized to unite Hindu and Muslim forces to counter the British Empire.

Netaji Subhash Chandra Bose, who inspired this great mantra to flow in the veins of infancy and youth and gave a nationwide movement by awakening the sleeping souls of the youth and encouraging the bravery of the youth, is the supreme

leader for nation building. Played an important role in.

First of all, Subhash Chandra Bose joined the non-cooperation movement which was started by Mahatma Gandhi, due to which Congress emerged as a powerful non-violent organization, during the movement Mahatma Gandhi advised Subhash Chandra Bose to work with Chittaranjan Das who further Later he became his political guru. Netaji was a symbol of India's power, aspiration, inspiration and indomitable spirit to serve the nation selflessly. For him, poverty, illiteracy and diseases were among the biggest problems of the country. He had said that these problems would be overcome by making India self-reliant.

The British government was extremely afraid of him after seeing his abilities. He used to ask the entire public to maintain the feeling of patriotism and to remain firm on their goals. Subhash Chandra Bose formed a group called Forward Block, he used to say that I do not know who among us will survive in this war of independence, but I know that in the end victory will be ours.

During the Second World War, he changed his stance, and he wanted to put pressure on the British by taking help from the whole world. It was with the help of Japan that Subhash Chandra Bose reorganized the Azad Hind Fauj. The symbol of this organization was a roaring tiger on a flag. Subhash Chandra Bose gave the slogan of Delhi Chalo while addressing C. He gave the immortal slogan of Jai Hind to his followers. In Burma, Subhash Chandra Bose gave the slogan "Give me blood, I will give you freedom", which brought a new revolution in the country.

On 18 August 1945, he died in an air crash near Taiwan while going to Tokyo. Although Subhash Chandra Bose's death is still very controversial, a commission was also set up to investigate it, but till now his death remains a mystery. Subhash Chandra Bose often used to say, no matter how painful our journey is, how terrible or rocky our path may be, we still have to move forward, the day of success may be far away, but its coming is inevitable.

Conclusion... Netaji Subhash Chandra Bose was an Indian nationalist whose patriotism towards India left a mark in the hearts of many Indians. The sacrifice and struggle of Subhash Chandra Bose, inspired by the depth of Bhagwat Geeta, in the fight against the British cannot be forgotten.

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An Analysis of Geological Base and Evolution of Dalma Range Jharkhand: A Case Study

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Abstract:

Dalma range occupies an south-western part of Chotanagpur highland between 25°45'N to 23°00'N and 86°00'E to 86°45'E. and its covers an area of about 2672.64km².

This study region has various ranges such as Gurga-Baru, Urama, Chadari, Bhelxi, Khursi and Chekam. The relief various between 105m to 1,000m in this region. Present paper is focused on the various geological evolutions and rock structure of the study area are different geological ages along with their localities.

Key: Archean, Palaeozoic, Mesozoic, Tertiary, Carboniferous, Alluvium, landscape, Peneplanation, rifting.

Introduction:

The Dalma range occupies an south-western part of Chootanagpur highland between 25°45'N to 23°00'N and 86°00'E to 86°45'E. (Fig. 1) Dalma range relief varies between 105m to 1,000m and it covers an area of about 2672.64km². The main ranges of this region are Gurga-Baru hill (739m), Urama (415m) Chadari (440m), Bhelxi (780m), Khursi (590m) and Chekam (570m). The topography of the study area is diversified which provide a wide range for geomorphological study. The present study is focused the geological structure and evolution and their impact on landforms development of the Dalma range.

The geological formations of the area present numerous topographic expressions. The

foundation of the area consists of a series of batholithic intrusions of granite into ancient sedimentary strata known as Dharwars. Granite and gneiss topography dominates most of the landscape and widely differs from the flat topped topography of the volcanic Rajmahal and Netarhat areas. The Dalma lava flows represent a different kind of landscape. In short, this is a region of great inequalities having plateaux of different altitudes, hills and hillocks of varying elevations and intermountain valleys of varying depressions and volume. Krishnan, M.S. (1953) has clearly outlined structural and tectonic history of India in which he has discussed.

Table-1: The Geological Formations in Dalma Range

Geological System	Formations	Series/Stages	Age (Million years)	Localities
Quaternary	Recent Alluvium	Newer Alluvium	Recent	Low-lying areas of plains and valley bottoms
-----UNCON FORMITY-----				
		Older Alluvium	Pleistocene (+1)	Flooded regions of Upper Kumari Valley
Tertiary (Eocene)	Lower Tertiary	Deccan Trap Lavas	(100-135) ± 5	Subarnarekha, Kumari, Sona, rivers
-----UNCON FORMITY-----				
Palaeozoic (Pre-Cambrian)	Cuddapah	Dalma Lava, Granite and Gneisses	(225-270) ± 5	Greater portion of the undulating areas of the region
-----UNCON FORMITY-----				
Early Archaean (Pre-Cambrian)	Dharwarian	Iron-ore series	(600-4500) ± 10	Upper Dalma range and basement rocks in the Subarnarekha basin
-----UNCON FORMITY-----				
Late Archaean	Dharwar (Huronian)	Dalma Sandstone	(600-4500) ± 10	Middle portion of the undulating area

Source: Geological Survey of India

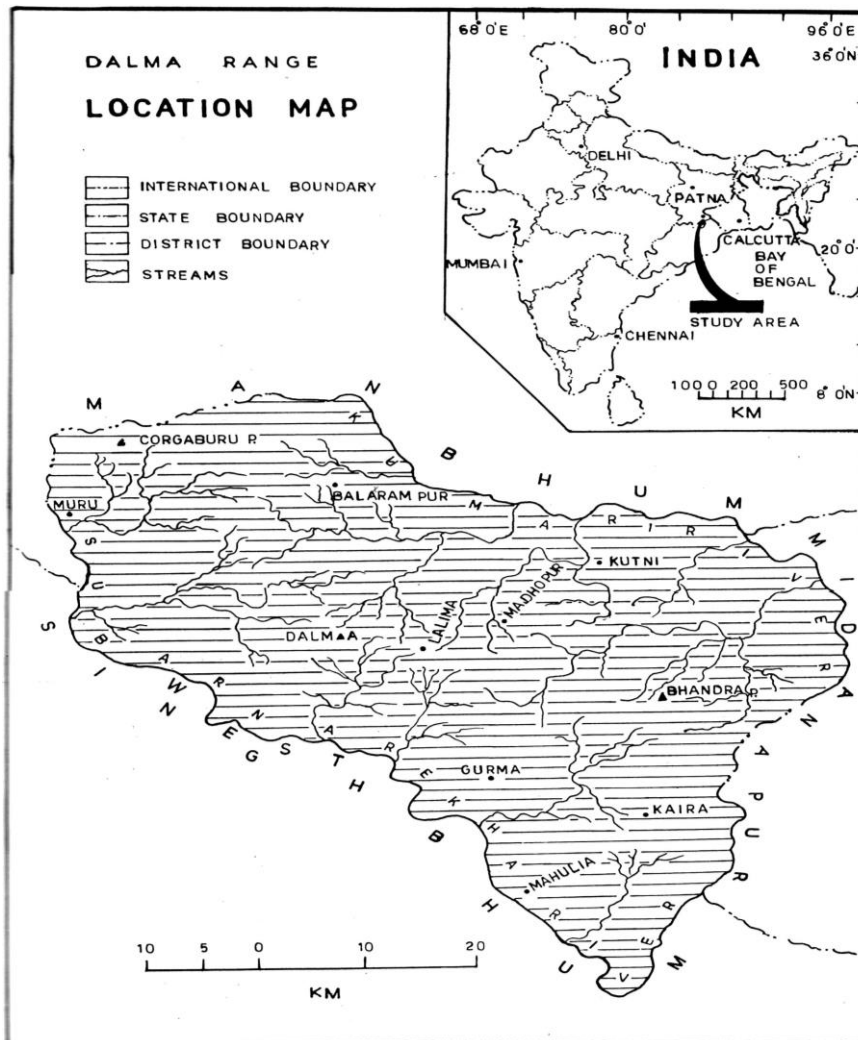


Fig. 1

The geological story of the study area, as of the other parts of Chhotanagpur highlands is closely connected with that of the super continent of Gondwanaland and its distributions during the Mid-Mesozoic era. Singh, R.P. (1969) stated that, "in tertiary times it along with its adjoining areas formed that foreland during the orogenic epoch which gave rise to the Himalayas". Hence, the impact of the great tectonic and orogenic movement in Northern India and Central Asia are distinctly marked in the study area. The Table-1 shows the geological formations sequences of rocks in Dalma range. The study area represents the following major geological formations (Fig. 2):

The Archaean System:

The Archaean sedimentary group of the rocks in south is know as Iron-ore series, contains relatively unmetamorphosed to highly metamorphosed rocks. The common rocks are epidiorites, hornblendes, schists, etc. Particularly within the hematite-quartzites, the great iron-ore deposits are found. A large syncline of volcanic rocks, known as Dalma lava forms an equally impressive structural unit. This formation mainly consists of two rock groups: (i) The most ancient

metamorphosed sedimentary rocks systems, i.e., the Dharwar systems comprising schists, crystalline limestone, morbles and calsilicates and (ii) Widespread intrusive granite and gneisses, similar to the khandalites of Orissa occur near middle Kumari (225m), lower Kumari (185m), Nangasi (299m), Gurma (300m), Jam (299m), Kulandani (292m) valleys, Penchara (268m), Kumari peneplains (262m), Dulukdih gorge (300m), Kunokia escarpment (275m) in the northeast; Birbhum (275m), Balrampur peneplains (291m), Urma (415m), Kadali (241m), Raoacha (245m), Chadri (440m), Dalma pahars (1000m), upper Kumari (300m), Gurga-Buru hill-complex (239m) in the northwest; upper Kharoti (300m), lower Subarnarekha valley (105m), Kesarpur gorge (386m), Lankaiani (440m), Ledasai (275m), Khursi (590m), Chekam pahars (570m), Khengar (141m), Muhulia peneplains (175m) in the southeast and middle Subarnarekha (4250m), Sapghara valleys (575m), Gurma hill-complex (449m) in the south western part of the study area. The other Archaean rock group comprising granites and gneisses are extensively found in the study area. They vary from well banded gneisses to rocks consisting alternate

quartz-felspathic and schistose bands, the later types grading into the magmatites (Dunn, J.A., 1941). Though there is no precise information regarding the origin of the above-mentioned Pre-Cambrian crystalline rocks. Some geologists think that these rocks represent some of the oldest sediments of our planet while others believe that heterogeneous magma of diverse character and composition, originally existing on our planet was successively erupted into the earth's crust to form the rocks of this group after consolidation. These Pre-Cambrian crystalline rocks have also suffered considerable faulting and intrusions of plutonic rocks. The Archaean gneisses and schists are found with some coarse grained acidic igneous rocks which are widely distributed in the Archaean complex of Dalma range. They occur mostly as veins and dykes intersecting the older rocks and sometimes as segregation patches in the body of the rocks. The Archaean system is divided into two following groups:

1. The Lale Archean, i.e., Dharwar system
2. The Early Archaean, i.e., Granites, gneisses, etc.

Late Archaean (The Dharwar System):

The Dharwar system is formed of the batholithes, slates, quartzites, phyllites and schists intruded by granite has been worn away over the higher range but remnants occur at the edges of Dalma range. The Dharwar system occurs in form of narrow elongated synclinal outcrops forming

outliners in the gneissic Archaean. This system shows great lithologic variations and includes all kinds of rocks-clastic sediments. Volcanic and plutonic rocks show a high degree of metamorphism. Phyllites, schists and slates are however, the typical rocks of this system. The rock of the Dharwar system in Dalma range occur in the Dalma, Bhelxi pahars, Sona valley in the northwest. Most of these rocks are metamorphosed only to a very low degree, producing slaty and phyllitic types of rocks.

The Early Archaean (Granites, Gneisses, etc.):

The Pre-Cambrian structures vary widely in their resistance to weathering and erosion. Rocks like granite and sandstone are more resistant than weak rocks like schists, clays, phyllites having less resistance to weathering and erosion. These rocks are easily worn out whether quartzite, sandstone, gabbro, dolerite, granite, gneiss, etc. are less affected by the weathering and erosion. The Dalma range is composed of lavas, eqidiorites, conglomerates etc. The Kolhan hills consisting of sandstone mostly present a conspicuous landform. Being more resistant, it attain various topographical forms of significance. The Archaean fold mountains composed of less resistant rocks have been reduced to a peneplain but in the current cycle, resistant rocks like quartz-granulites, quartz-schists form isolated residual hills.

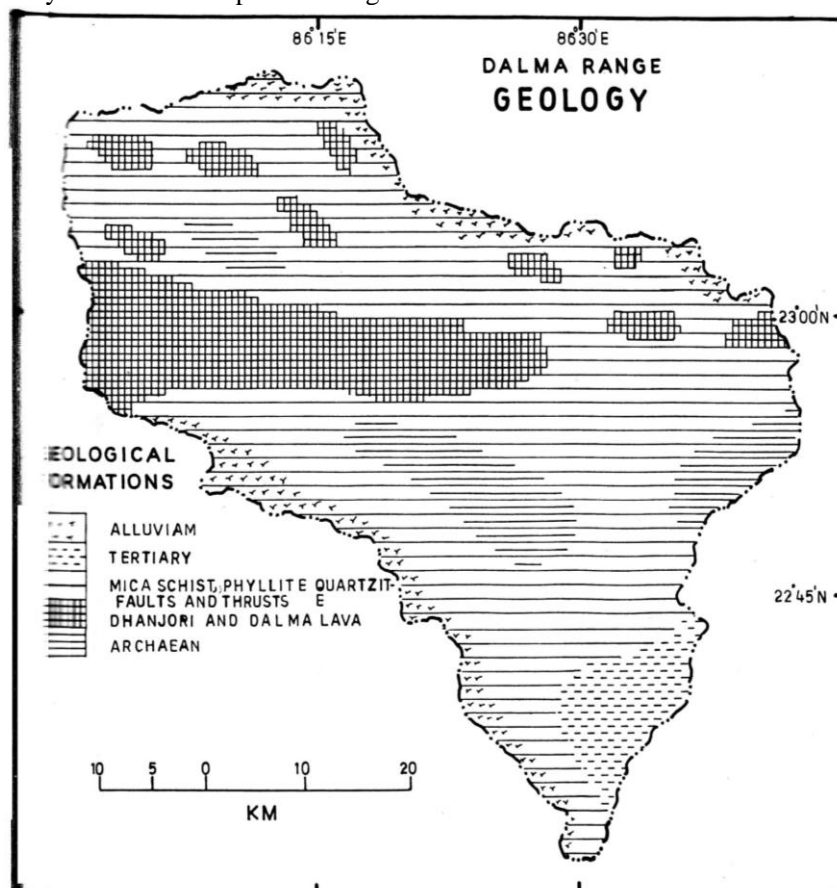


Fig. 2

The Palaeozoic System:

The Palaeozoic system has preserved the history of the land surface of a large segment of the earth over a long period of time. Deposition of sediments in slowly sinking faulted troughs into which the river of the Gondwana upland region poured their detritus and excellently preserved the valuable coal seams lying undisturbed among them. Later earth-movement have not disturbed the original horizontal stratification of the deposits beyond imparting to them some minor warping or a slight tilt here or there. Infacts, the more or less vertical nature of the boundary faults has ensured the preservation of these bed enclosing valuable coal seams during subsequent ages.

The Palaeozoic contains numerous fossil plants which determine its age partly as Upper Palaeozoic and partly as Mesozoic. The rocks of this formation generally weather into two undulating ground i.e. Bhelxi pahar (780m), Gurga-Baru hill-complex (570m) in the northwest and Ledasi pahar (241m) in the southeastern part of the study area. The coal seams are restricted to the Barakar and Raniganj groups which consists of alternating layers of shales and sandstones. The workable seams are found chiefly in the valley. Although, the above mentioned area of Palaeozoic rocks are now separated from one and another. Their nature of distribution suggests that these are remanants of a much larger spread of the Palaeozoic strata that probably extended westward from the Nangasai Valley.

This vast interval of time has been noted for prolonged erosion in this region. The Carboniferous ice-sheet might have intervened in the progress of the Pre-Carboniferous landscape cycles. The subsequent landscape cycles might have completely removed and glacial deposit might have been recorded. The superimposed stratas in the case may be gradually laps of the northwestern portion of the study areas. In the eastern part of the study area, the alternation of sandstone, conglomerate, blue argillaceous shales, carbonaceous shales and coal are rapid.

The most important formation in the basic lava flows is known as the Dalma volcanic flows in this region. This stands as a prominent hill-mass of Dalma and northwest of Dalma range. These lavas area hills and ranges extend for more than 170 km. Singbhum lava flows up the Dhanjori range which is in the northeast of Kumari river. In this part plains are formed either by the Iron-ore series of rocks or by sodarich variety of granite. The Gurga-Buru hills in the northeast of Satar is made of basic lava flows of Dalma range.

In northeast, the Dalma range, iron ore series of rocks have reached to their maximum development. The banded hamatite-quartzite rocks of this series are the most important source of the

Iron ore series which is the base of Indian iron and steel industries.

The Lower Tertiary (Daccan Trap):

The eastern edge of the Dalma range tract reveals horizontal flow of the lavas on the eroded gneissic terrain. Flat topped plateaux of Ranchi capped by small outliers of the Deccan lavas also appear in the southeastern part of the study area. This trap is the easternmost extension of the Deccan lavas. It has mostly been altered to laterite occupying the uplifted plateau. The Mesozoic era was marked by the outpouring of enormous lava flows which spread over lower Kumari valley in the northeastern part of the study area. The lavas outflow spread wide by as horizontal sheets. The earliest flows filling up the irregularities of the pre-existing topography. A traverse of the area from the north eastern tip of Kumari peneplain sharply outlines the contrasting topographical expressions of the Dalma range. Dunn, J.A. (1935, 1939, 1942) has presented the following sequence of epeirogenetic events in Chhotanagpur:

1. An early Tertiary peneplain uplifted 304.8m to the west and with a tilt to the northeast.
2. A further uplift of probably 304.8m sometime between Middle and Late Tertiary reaching a maximum in Ranchi plateau and its dissected extension to the west.
3. A further uplift of about 91m with atleast a sharp upwarp in the Kumari valley and a gradual further rise in the east along the east coast.

The rims of the plateau are being eastern way. The age and extent of successive movements which have occurred in Jharkhand can fairly be outlined. They undoubtedly show a recent uplift. Southern part of Dalma range retains the mark of general uplift of western plateau in Ranchi. The Dalma range in the south expresses the differential movement where the long profiles of the rivers like Kumari, Gurma, Subarnarekha and Kharoati indicate breaks of slope.

The Recent Alluvium System (Pleistocene):

In the Pleistocene period, the most dominating features of the geography of India had come into existence and the country had been acquired almost its present form. Its leading features of topography except that of the lands in front of the newly-upheaved mountains forming a depression which was rapidly being filled up by the western part of the Dalma range. At some depths from the surface, these occur a few beds of compact sands and gravelly conglomerates. The rocks are fluvatile and sub aerial formation of masive beds of clay either sandy or calcaceous, corresponding to the silts and sand of the modern rivers. Gravel and sand become scarcer as the distance from the hills increases.

The geological classification of the alluvial deposits have no very distinctly marked stages of deposition occur while whole alluvial deposit is one continuous and conformable series of deposits and the accumulation of which is still in progress. The following divisions are adopted on the basis of D.N., Wadia, 1938. The Older Alluvium (Middle Pleistocene), and The Newer Alluvium (Recent)

The Older Alluvium (Middle Pleistocene):

The Older alluvium occurs in narrow strips along the outer margins of the riverine plains. These are mostly confined to the outer margins of riverine plains of Subarnarekha, Kumari, Gurma, Nangasai, Jam and Kulandani rivers. It corresponds in age with the Middle Pleistocene while the Newer Alluvium gradually passes into the recent. The former generally occupies the higher ground forming small ranges which are too elevated to be hooded by the rivers during their rise.

The Newer Alluvium (Recent):

The Newer Alluvium is found in the low-lying areas of riverine plains and the valley bottoms of the study area. These deposits have been laid in the area by the Subarnarekha and Kumari and its tributaries i.e. Nangasai, Jam, Gurma and Sona rivers. As compared to the Older Alluvium, the Newer Alluvium, occupies at lower level than the former. This, of course, happens in conformity with the principle that as a river becomes older in time, its deposits become progressively younger and as the bed of the river is continually sinking lower, the later deposits occupy a lower position along its basins than the earlier ones.

Evolution of Landscape:

In the study area, Granite landscapes is located northwest to southeast. The rolling plains of Dalma runs from west to southeast. To the west it narrows towards Ranchi and Singhbhum and to the east, it continues in the Midnapur district of West Bengal. The present surface configuration of the ranges in general and the area under study in particular is a function of different phases of uplifts. Tectonic process and magnitudes of erosion in consequence with the resistivity of rocks.

Phyllites and mica-schists are predominated over other rocks like granite, quartzite and epidiorite. The effects of the flooded structure and relative rocks, resistance area are seen in its morphology. Topographically, the eastern and southeastern part of the Dalma range is characterized by a series of ridges parallels to the schistosity of the mica-schist.

Dunn, J.A. (1935) formed the basis for further workers like Chatterjee, S.C. (1946), Auden, J.A. (1954) and Ahmand, E. (1958) interpreted as many as four distinct erosion surfaces, resulting from three phases of uplifts in the highlands. This has been further elaborated in this work. Dunn, J.A. (1941) considered the various phases of uplift as the

main cause for the evolution of the physical landscape in the study area. According to him, "subsequent to the extent of about 300m in the western upland and in the later part of the Tertiary period, uplift was renewed side of the plateau, the movement was more of the nature of a tilt. Then there was as, 'uplift to the whole Chhotanagpur plateau (including the study area) by about 150m-300m in Pleistocene times."

Although the 'up' region is the main part of the study area exhibits quite different geomorphological characteristics but its continuity to the under study area makes it necessary to throw light on it. Regarding the higher elevations of the 'up' region, Chatterjee, S.C. says that:

- i) Either the gneissic plateau was higher in the west where it was overlain by lava flows, or
- ii) The difference in level marks the extent of differential erosion since the deposition of lavas.

The first view of Chatterjee, S.C. has been criticised by the followers of uplift theory particularly Singh, R.P. and Ahamed, E. who agreed that it could be higher surface only due to uplift rocks. "If the Pre-lava height of western plateau was due to uplift, it is obvious that uplift was of the some peneplain surface as the Ranchi gneiss plateau" hence they must have almost the same height Ahmed, E. (1958). The second view of Chatterjee, S.C. that the higher plateau is due to the differential erosion between lava cap and the gneissic structure, is more improbable because gneiss is so much soft a rock as to have lead to the difference into surfaces of about 450m.

The Dalma range is composed of the mica-schist which have been so intensely crushed, crumpled and injected with molten materials from below that there mineral structure have been changed entirely resulting in metamorphosis. The whole range is studded with a few residual quartzite hills projecting above the surface of the Dalma range. At several places, these residual hills are known as "Dome Gneisses," which represent a striking feature of the landscape.

The word 'morphogenesis' was used first by the Hungarian geomorphologists Pascoe, E.H. (1950) to illustrate the morphological character of landforms as developed during varying various stages of the geomorphic cycle. Recognition of morphological phases of landforms is therefore, largely based on a detailed study of the stratigraphic and structural sequence as also on the appreciation of the present landforms in the study area. Thus, the following major phases can be conceived in the evolution of landscape in the study area (Fig. 3):

- i) The Dharwar Phase
- ii) The Mid-Palaeozoic Peneplaination

- iii) The Early-Carboniferous Rifting and the Gondwana Depositional Phase
- iv) The End- Mesozoic Peneplanation
- v) The Miocene Upliftment
- vi) The Pliocene-Pleistocene Upliftment
- vii) The Present Phase

The Dharwar Phase:

The Dalma range is an ancient landmass which has perhaps never gone under sea and has been subjected to long protracted erosion. In the Pre-Cambrian times, however, the area received depositions of sediments which were later folded and metamorphosed to form the Dharwar rocks. This movement probably took place during the Huronian times.

The basement of the Dalma range is composed of the Archaean crystallines mainly granites and gneisses. These rocks were intruded as a series of batholiths into the Dharwar rocks which have been largely removed. Though the Kumari river did not exist during this period, the drainage of the area flowed northeastwards. The eastward flowing stream of Kumari river is fed by the Jam Nadi. The main tributary of the Jam river is Totko which drains the greater part of the mica-schist plain. To the west, the topography shows evidence of recent uplift and to the south, the surface rises more rapidly providing further evidence of recent elevation and subsequent dissection culminating in the elevation of the Dalma range to slightly over 1000m. To the east, the plain has an elevation of less than 150m.

The Mid-Palaeozoic Peneplanation:

The Mid-Palaeozoic peneplanation (Fig.2) a long period of quiescence from Pre-Cambrian (Dharwar) to Mid-Palaeozoic times reduced the area to a peneplain. The outer framework of Dalma range is the product of subsequent structural growth over the denuded Pre-Cambrian (Dharwar) granite and gneissic floor.

This denuded surface formed the intruded matter of the Archaean fold mountain. Top cover of the Archaean fold mountain has been completely removed away in the long interval of time. Thus, the significant tectonic feature of Jorsia pahar (300m) is the peneplained Archaean mountains. This peneplained surface emerged only in the northwest part of the study area.

The Early-Carboniferous Rifting and the Gondwana Depositional Phase:

Trough faulting, resulting in the formation of linear depressions and slight elevation of the adjoining parts in Early-Carboniferous times

heralded another phase in the area (Fig. 3). Gondwanas are a great thickness of massive red and yellow coarse sandstones, conglomerates, grits and shales, altogether devoid of coal seams or of carbonaceous matter in any shape.

The Dalma range was then occupied by a thick cover of ice-sheets indicated by the occurrence of till beds in the area. The ice appears to have covered the irregular surface of Dalma range and drifted towards the east. Movement of ice, plained the hills and filled the valleys with debris, thereby obliterating the former linear drainage. The ice melted in Permian times, thus converting the linear depressions into a lake. Sometimes stagnant water wended their way eastward to sea (Fox, C.S., 1930). This is a great era of continental deposition. The Gondwana was initiated in downfaulted depressions of Dalma range. The Gondwana strata were not of uniform thickness.

The total thickness of Gondwana sediments (Middle and Lower) in Dalma range has been estimated to be about 3600m (Fox, C.S., 1930). Under the weight of the accumulating sediments, the crystalline surface must have sagged below. Possibly faulting and subsidence were partly contemporaneous.

During the Early-Triassic time, the climate became dry and by Mid-Triassic times hot desertic conditions prevailed which resulted in break in deposition. This break is marked by an unconformity at the base of the Mahadeva series. The actual lapse of time was not great but the adverse conditions put an end to the floral life of the Lower Gondwana period. It appears that the Gondwana era in the Kumari region came to an end at the close of the Triassic times.

The Jurassic times, normal erosion has it uninterrupted away over the Dalma range. This has resulted in the removal of the Gondwana strata from over the greater part of the Dalma range, except the down-faulted basins where it has been preserved from total erosion.

Most probably the entire Kumari and Subarnarekha basins and the adjoining area of Dalma range on the west were once overlain by Lower Gondwana rocks (Fox, C.S., 1934). In the Middle Triassic period, the Gondwana cover was exposed to arid erosion which removed about 3000m of Lower Gondwana rocks from the region (Fox, C.S., 1934). As arid erosion is comparatively slow, it is not possible to suppose that the whole succession of Lower Gondwana strata.

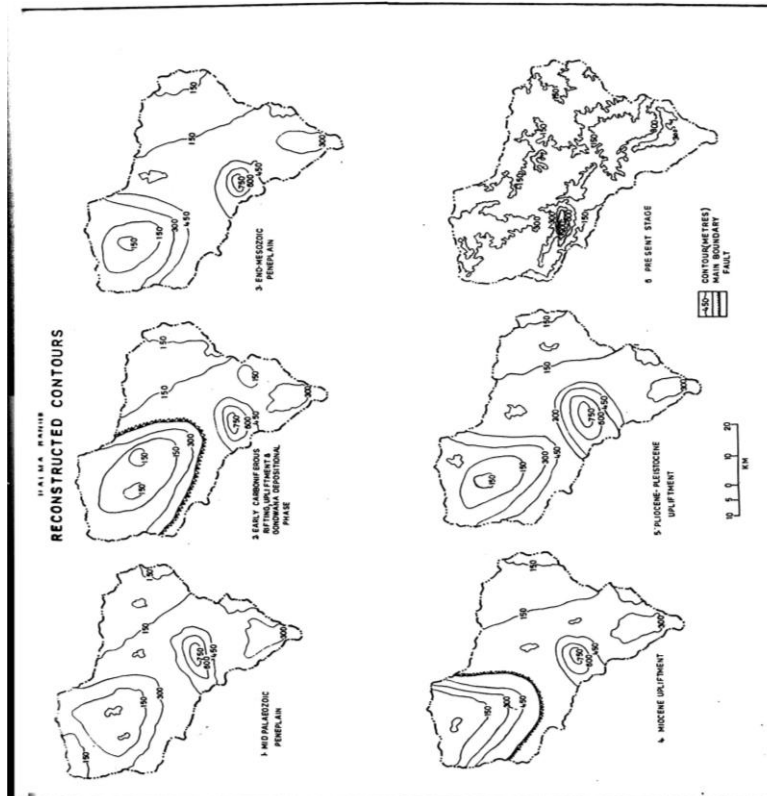


Fig. 3

The End-Mesozoic Peneplanation:

The End-Mesozoic times, the vestiges of Early-Carboniferous movement were obliterated and most of the Gondwana deposits except those in faulted troughs were denuded away. This produced the End-Mesozoic peneplain (Fig. 3). The drainage lines of Gondwana times were superimposed on the crystalline basement and the stream, entrenched their course across and dykes of earlier ages.

The Miocene Upliftment:

Dalma range continued to be a peneplain throughout the greater part of the Tertiary period. However, in Mid-Miocene times, the area of upper Dalma range was uplifted by about 300m as a consequence of Himalayan Orogeny. The Kumari and Subarnarekha rivers whose western portion was earlier buried under lava was once again cut-off due to the development of a fault-scarp in the west. This uplift was in the form of block movement with sharp warping along the N-S axis. It also created the northwestern edge of the upper ranges. At the same time, a trough developed along the Kumari valley. On the northeast side of the trough, the uplift was of the nature of a tilt and the surface sloping gradually down towards Manbad.

The Pliocene-Pleistocene Upliftment:

The Chhotanagpur highlands (End-Pliocene times) including Dalma range, were uplifted by 200m which gave an elevation of about 600m-650m to the upper Dalma range and 375m-400m to the lower Dalma range.

Thus, Dalma range today represents a good example of multicycle relief where rivers have been

rejuvenated again and again following each interruption in the progress of the cycle. Vertical movements in different parts of the ranges since the Late-Tertiary times have rejuvenated the rivers again and again resulting in the development of falls and rapids at the edges of the uplifted blocks.

The Present Phase:

The present phase appears to be comparatively more dissected. The upper Kumari river over Dalma range shows evidence of lateral planation. The stream has also increased in length due to headward erosion during recent times. The progress of valley widening has narrowed the interflaves and destroyed the last surviving furrows of the initial surface. The present surface has developed after continuous denudation since the End-Tertiary uplift.

Summary and Conclusion:

Geologically, Dalma range is characterized by four broad groups of rocks namely, Dharwars, Archaeans, Gondwanas and Recent. The basement of Subarnarekha and Kumari basins are composed of crystalline rocks mostly granites and gneisses of Archaean era. Rocks of the Dharwar system are mostly phyllites, schists and slates found in the Nangasai, Gurma, Sona, Kulandani valleys. The Gondwana in general were deposited in faulted depressions which have a general correspondence to the present deposition of their outcrops. Though in every case, they do not boundary faults delimiting the Gondwana basins runs W-E and the down through the main boundary faults.

Gondwana formation in Dalma range has been noted as follow: (i) The Triassic beds are found in most of the upper Gondwana areas of Dalma range, such as faulted troughs of Subarnarekha and Kumari valleys. Coal fields are also sometimes, as outliers in the gneisses of the neighboring region, (ii) The Lower Gondwana are greater than 150m in thickness. The Archaean represent the oldest rocks formation in the study area. Constituting the basement on which all subsequent rocks formation have been laid and are exposed over proportionally large area than others. This formation mainly consist of lava rocks groups: (i) the most ancient metamorphosed sedimentary rocks system, i.e., the Dharwar system, comprising schists, crystalline limestone, marbles and clasificates, and widespread granite intrusives, gneissic, etc.

Occurrence of various Recent Alluvium system (Pleistocene), occupied the most area on the upland, namely, (i) The Older Alluvium; Bhangar (Middle Pleistocene), and (ii) The Newer Alluvium; Khadar (Recent). The following sequences are noted in the evolution of landscape in the area, i.e., (i) The Dharwar phase, (ii) The Mid-Palaeozoic peneplanation, (iii) The Early-Carboniferous rifting and the Gondwana depositional phase, (iv) The End-Mesozoic peneplanation, (v) The Miocene upliftment, and (vi) The present phase. This is clear that the present surface history preserves some of the past records of its evolution but their breaks in slope characterized with juvenile features enunciate its interruption in relation to Tertiary epirogenesis.

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Ecotourism and Butterfly Conservation: A Symbiotic Approach to Sustainable Development and Biodiversity Preservation

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Abstract:

Human activities, including overfishing, hunting, land development, and habitat destruction, pose a significant threat to many species, pushing them towards extinction. Sustainable development, aimed at meeting current needs while preserving resources for future generations, is crucial for addressing this crisis. Butterfly farming emerges as a profitable and sustainable solution, promoting habitat conservation and raising public awareness. Ecotourism, facilitated by butterfly gardens and farms, not only contributes to a nation's GDP but also proves to be an effective method for ecosystem conservation.

Keywords: Sustainable Development, Ecotourism, Butterfly Conservation, Biodiversity, Habitat Preservation, Illegal Trade, Environmental Education.

Introduction:

Human activities have disrupted the Earth's ecology, leading to severe consequences that demand immediate action. Unsustainable development exacerbates these issues, emphasizing the need for a shift towards sustainable practices to safeguard biodiversity. Overfishing, hunting, and land development have placed numerous species at risk of extinction. Sustainable development, considering long-term consequences and meeting the diverse needs of present and future generations, is crucial for maintaining the Earth's ecosystem.

According to the World Wildlife Foundation's (WWF) 2018 study, the population of mammals, birds, fish, reptiles, and amphibians has decreased by 60% in just 40 years. The International Union for the Conservation of Nature's (IUCN) Red List of Threatened Species, indicates that over 32,000 out of the 1.2 lakh (1,20,372) species surveyed are currently threatened with extinction. This comprehensive inventory of global conservation status was compiled by the United Kingdom-based IUCN.

Sustainable development is the practice of meeting current needs while also preserving the capacity for future generations to meet their own needs. Unlike unsustainable development which is frequently driven short-term goals without considering the broader or long-term consequences, sustainable development takes into account all aspects and implications of the development. It is the effective approach of maintaining the integrity of the earth's ecosystem. Additionally, sustainable development aims to create a strong, healthy, and equitable society by addressing the diverse needs of all biodiversity. This includes meeting the diverse needs of people in both present and future communities, promoting personal well-being, social cohesion, inclusion, and equal opportunity.

According to growing research, sustainable use may be the main method of conservation, especially in cases where habitat loss poses a serious

threat to species (Hutton & Dickson, 2001). Given that many people still heavily rely on using wild living resources for their livelihood, it is important to use them in an ecologically sustainable way that also has the potential to encourage conservation (Hutton & Leader-Williams, 2003).

Butterfly conservation through Ecotourism:

Ecotourism is a form of tourism that involves responsible travel to natural areas, aiming to conserve the environment and improve the well-being of local communities. To effectively conserve species and habitats, it is crucial not to shield them from market forces. Doing so would result in inefficient state management, leading to degradation as corrupt public officials accept bribes from poachers and timber companies. Instead, it is essential to expose them to a market where their uniqueness and scarcity can drive high economic values, thereby increasing the chances of conservation (Hulme & Murphree, 1999).

Butterfly parks have been established for raising and keeping butterflies in order to save these interesting species. These parks are properly maintained and provide butterflies with suitable habitats, where research work is also conducted. Butterfly farming is a profitable and sustainable resource that promotes the conservation of habitat and increases public awareness of local flora and fauna. Legalizing butterfly farming will not only halt poaching but also have the potential to create employment opportunities and contribute to the development of ecotourism.

The establishment of Butterfly Parks and the promotion of ecotourism will lead to the on-site conservation of the ecosystem and serve as a powerful tool for environmental education. By integrating butterfly exhibits with ecotourism businesses, there are significant possibilities for generating alternative revenue.

Ecological and Economic Importance of Butterflies:

More than two-thirds of all species on Earth are invertebrates, and yet we have relatively little knowledge about them. In order to conduct effective research on insect biodiversity and conservation, it is crucial to restore taxonomy. Taxonomical collectors are still prevalent worldwide, highlighting the immense value of the insect trade. For instance, Melisch (2000) provides an example of a pair of *Ornithoptera meridionalis* birdwings selling for \$3400 in Germany. According to Parsons (Slone et al. 1997), the global retail value of butterflies alone may reach \$100 million. Insect farming and collection offer a high-value product that requires modest investment. This industry has the potential to significantly improve the lives of rural communities in high biodiversity and low-income nations, while also contributing to habitat conservation.

Butterflies generate foreign exchange income for hard currency-starved economies. The majority of butterfly garden initiatives are community-based, with an emphasis on reducing poverty by creating jobs for locals. Butterfly gardens allow local and foreign visitors, as well as the general public, to experience the beauty of butterflies without actually going to the forests. In addition to the gardens, there would be eco-lodges, bush walk guides, entertainment groups, refreshment centers, and artisan stores for the tourists. These businesses would bring money into the hands of local people who live near tourist attractions. This is how ecotourism focused on butterflies may improve the economic well-being of underprivileged people and raise awareness of the ecosystems that butterflies are a part of. Butterflies are a key resource for promoting ecotourism in many places around the world. Butterflies serve as a suitable flagship species to raise public awareness of invertebrate conservation.

Butterfly Trading:

Due to the increasing demand, butterfly trading has become widespread globally. Butterflies are released on specific occasions in certain locations and countries. Insect collectors and scientists who study systematics, ecology, ethnology, evolution, and conservation have a great interest in butterflies. There is a significant demand for butterflies from museums, university labs, schools, large hotels, and tourist groups. Butterflies are also mounted in glass or plastic for use in wall hangings, trays, screens, handbags, and other decorative items. Additionally, butterflies are sought after for ornamental and decorative purposes. Unfortunately, the flourishing illegal trade in butterflies has attracted many poachers who engage in illicit trade and marketing for financial gain and to cater to collectors' superficial aesthetic interests. The illegal trade poses a significant threat to

butterfly diversity. According to the Red Data Book, published by the Zoological Survey of India, butterfly trade is widespread and involves everyone from small-time hobbyists to major corporations. There is a thriving butterfly trade in the Western Himalaya (Himachal Pradesh, Ladakh, and parts of northwestern Uttar Pradesh), Eastern Himalaya (Sikkim and the north of West Bengal), and Western Ghats. Butterflies collected from Ladakh, Lahul, Spiti, Sikkim, and Meghalaya contribute to the worldwide commerce of a 100 million US dollars international trade (Menon, 1996).

Butterfly Ecotourism – Case study:

In Papua New Guinea, butterfly growers can earn up to 60 times the country's per capita GDP. (Hanscom, 1993) is a nearly ideal example of a sustainable development programme for local residents (Barrows 2003). The Penang Butterfly Farm in Malaysia, with an average flying population of 4000 Malaysian butterflies of 120 different species, is the first tropical butterfly farm ever built in the tropical globe.

The people involved in the Kipepeo Project on Kenya's north coast benefit from the visual appeal and intellectual stimulation provided by butterfly farming. This project is an excellent example of environmentally responsible butterfly commercialization. The programme, which began in 1993 to assist farmers in mitigating damage caused by elephants and baboons, has since led to active engagement in ecotourism and the export of butterfly pupae, significantly increasing local revenue. By involving communities along the forest edges in butterfly farming, this initiative successfully garnered support for the protection of the Arabuko-Sokoke Forest, earning it the Dubai International Prize in 1998 (Isaac Kehimkar, 2008). India is home to many butterfly parks, showcasing colorful collections of butterflies, one of nature's most exquisite creations. The first Butterfly Park in India was established in Bengaluru city of Karnataka in 2006. Butterfly parks in Shimla (Himachal Pradesh), Sikkim, Chandigarh, Goa, Pune & Thane (Maharashtra), and Kevadiya in the Narmada region of Gujarat are all excellent projects for the promotion and protection of butterflies in India.

Summary:

Illegal trading, along with habitat loss and pollution, poses a significant threat to butterfly diversity. Ecotourism, supported by butterfly gardens and farms, not only enhances a nation's GDP but also serves as an ideal method for ecosystem conservation. Embracing sustainable practices, legalizing butterfly farming, and integrating it with ecotourism are essential steps in safeguarding butterflies and their habitats. Thus ecotourism and Butterfly Conservation: A

Symbiotic Approach to Sustainable Development and Biodiversity Preservation.

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Biodiversity Conservation in Organic Farming

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Abstract:

This paper deals with biodiversity conservation in organic farming. It outlines the abundance of biodiversity and benefits of biodiversity conservation in organic farming. This paper makes a special note on reasons behind the occurrence of plant biodiversity, invertebrate diversity, bird biodiversity and mammal biodiversity and role of insects in pollination of crops. This paper concludes with some interesting findings.

Key words: biodiversity, threatened species, environment, convention on biological diversity, organic production.

Introduction:

Biodiversity encompasses diversity of life on all levels: species diversity, genetic diversity as well as habitat and ecosystem diversity. A rich biological diversity is essential for preserving natural processes contributing to man's ability to live, such as natural pest regulation, pollination of fruit blossoms by insects, and the decomposition of organic matter into humus. Agricultural policies are increasingly promoting ecologically-oriented farming methods that preserve biodiversity and conserve natural resources per the report by FAO, (2002). In historical times, a more diverse landscape unfolded through farming from what was once an undifferentiated landscape dominated by forests. Today as well, regionally adapted and extensive forms of cultivation are essential prerequisites for a diverse, species rich landscape.

Abundance of Biodiversity in Organic Farming:

According to Firbank, L.G., (2005), the impact of conventional and organic farming systems verify the positive effect Organic farming has on flora and fauna on field and also farm level Weibull, A.C., (2005) made a comprehensive analysis of 66 scientific studies and it revealed that organically farmed areas have on average 30 percent more species and 50 percent more individuals than non-organic areas. As per the report by Thiess, C., (2006), the positive effect of organic farming is most significant in cleared landscapes, but is also seen in structurally rich regions.

In particular birds, predatory insects, spiders, soil dwelling organisms and field flora benefit most from organic management. Pests and indifferent organisms on the other hand occur in similar numbers in the various farming systems. The differences in species diversity are especially noticeable with arable and horticulture crops in lowlands. The differences seen in grassland are less pronounced. Comparison studies in mountainous regions scarcely exist.

Rare and Endangered Species on Organic Land:

To preserve rare and endangered species, adapted species protection programmes are

frequently necessary. The typical ecological compensation programmes for farmland are not sufficient. As per the report by Luka, H., (2003) Organic farming in combination with valuable semi-natural areas can therefore significantly contribute to improving species numbers. Sky larks, a typical species that have been suppressed through intensification of farming, as well as the now rare lap- wings, partridges, and whinchats, achieve higher population densities on organically managed farms. Rare plant species on agricultural land and ground beetles are also proven to be in higher diversity and density on organic farms.

Habitat Diversity in organic farming:

Next to farming intensity, the proportion of semi- natural areas on the farm is a central factor for preserving biodiversity. Hedges, species and structurally rich meadows, and scrub, serve as habitat and as a temporary retreat vital for many animal species.

Benefits of biodiversity:

Biodiversity is an important basis for many processes in our ecosystems to function. Habitats with numerous species are shown to better adapt to environmental changes. For instance, species rich mountain meadows erode less and allow for more stable yields during dry periods. Critical ecological processes are influenced by the higher biodiversity and larger population densities of various species seen on organic farms. Organic farming shows significant improvements for functions such as: Pollination Reduction in soil erosion on arable land, Decomposition of dung in pastures.

Organic farming:

Flower-visiting insects such as honeybees, wild bees, and bumblebees benefit from the higher coverage and diversity of secondary flora in organic grain fields. As per the report by Tschardtke, T. (2007), biodiversity is 3 times higher and the number of bees 7 times higher than in conventional areas. With organic farming areas increasing, populations of wild bees, honeybees, and bumblebees are also markedly climbing in the surrounding farmland and semi-natural areas. Organic

agriculture thus improves the pollination of flowering plants in the surrounding environment.

The higher diversity of flora and fauna also encourages beneficial organisms that naturally reduce pests. Organic farming leads to a significantly more balanced number of beneficial insects that reduce pests and yield losses in potato crop. Organic pastures allow richer fauna to exist in dung than conventional pastures as they are not contaminated by chemical veterinary drugs. Dung fauna considerably adds to the degradation and recycling of dung and in turn makes for better feed quality. A more diverse flora and fauna in organic soil result in a revitalized, more active soil life.

Main Causes of Higher Biodiversity:

Various farm practices and landscaping measures are implemented in organic farming that have a proven positive influence on biodiversity. The following measures typically carried out on organic farms that most notably promote biodiversity are: Forgo use of herbicides, Forgo use of chemically-synthesized pesticides, Less and purer organic fertilizer, Fewer cattle per square meter, More diversified crop rotation with higher clover-grass percentage, Conservation tillage, Higher percentage of semi-natural areas and Higher percentage of arable and ecological areas. These factors enhance not only biodiversity, but strengthen natural cycles and improve environmental performance that in turn increases the sustainability of organic farms. According to S. M. Sait, et al. (2010) to optimally promote biodiversity, cross-farm and landscaping measures need to be instituted – ideally on extensively man-aged habitats within landscapes.

Greater Plant Biodiversity:

As per the report by Roschewitz et al. (2005) greater floral species richness and abundance within the crop, crop margins and non-farmed areas on organic farms; Shepherd et al. (2003); Bengtsson et al. (2005); Hole et al. (2005); Fuller et al. (2005); and Gabriel et al. (2006) reported that occurrence of more species within the crop on organic farms compared to conventional farm.

More Invertebrate Biodiversity:

Bengtsson et al. (2005) note that Positive effect of organic farming on insect species richness. According to Bengtsson et al. (2005), higher abundance of predatory insects but lower abundance of non-predatory insects and pests in organic systems. Hole et al. (2005) report that average activity density of carabids, staphylinids and spiders in organic systems almost twice that of conventional systems. Mader et al. (2002), noted that higher abundance and greater species richness of ground beetles in organic fields. Organic farming enhanced abundance of spiders by 62% compared to conventional systems. Holzschuh et al. (2007) note that higher bee diversity recorded in organic fields.

It is evident from the work of Smith (2006) species richness and abundance of Rundlöf and butterflies higher in organic than in conventional systems in simple landscapes. Rundlöf et al. (2008) reported that the amount of organic farming in the surrounding landscape increases butterfly species richness on nearby conventional land. It is known from the work of Feber et al. (1997) that significantly higher abundance of non-pest butterfly species on organic farms up to twice that of conventional farms; no difference between organic and conventional systems in abundance of two pest species of large white and small white.

Enhanced Soil Life Biodiversity:

According to Mader et al. (2002) Soil microbial biomass and activity higher in organic systems. Root length colonised by mycorrhizae 40% higher in organic than in conventional systems. Oehl et al. (2004) and Verbruggen et al. (2010) reported that arbuscular mycorrhizal fungi spore abundance and species diversity significantly higher in organic than conventional systems. AMF species richness increased significantly with time since conversion to organic. It is learnt from the work of that mader et, al. (2003) that biomass and abundance of earthworms higher by a factor of 1.3 to 3.2 in organic plots. General trend for higher earthworm abundance and species richness in organic systems, although some studies have shown lower abundance in organic arable fields, probably as a result of excessive tillage.

More Birdlife Biodiversity:

Greater species richness and abundance in organic systems. It is evident from the work of Batary et al. (2010) that more species occurred in organic than in conventional fields, regardless of land-use type. As per the report by Chamberlain et al. (2010), density over two winters was significantly higher on organic farms for six out of 16 species, and none on conventional, and total abundance of all species combined was higher on organic farms in both winters. Species richness of passerine birds, particularly invertebrate feeders, was higher in organic systems in simple landscapes. It is noted from the work of Smith et al. (2010) that Species richness of non-passerines was positively related to organic farming independent of landscape complexity. This suggests that invertebrate feeders in particular benefit from organic systems in simple landscapes due to increased food resources.

Increased Mammal Biodiversity:

Hole et al. (2005) noted that activity levels of small mammals such as wood mouse, bank vole and common shrew are greater in organic than conventional fields. As per that report by Wickramasinghe et al. (2003) the totals bat activity and foraging activity significantly higher on organic farms by 61% and 84% respectively.

Enhanced Landscape:

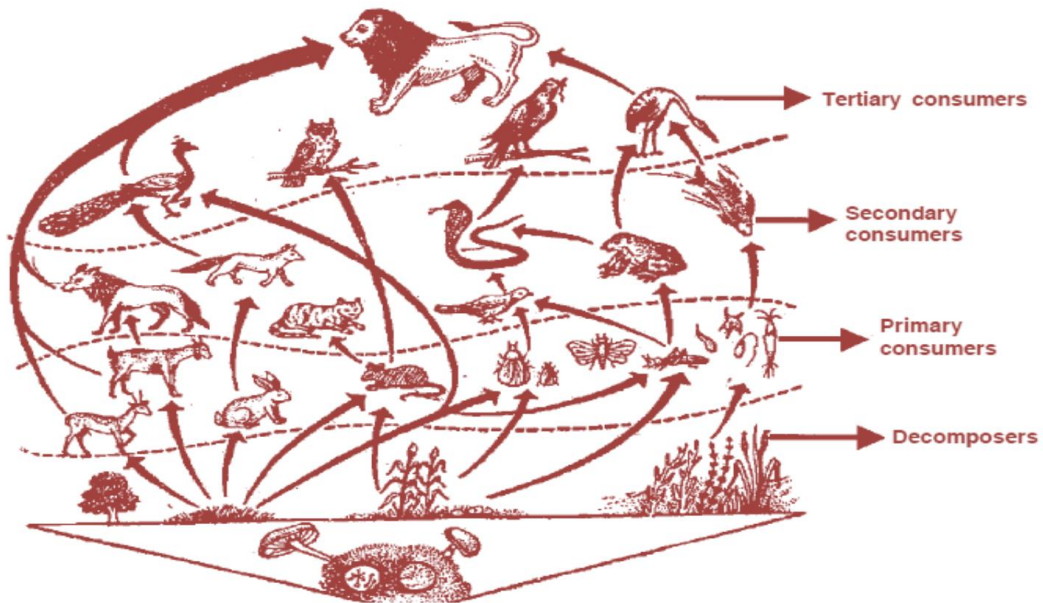
It could be observed from the work of Norton et al. (2009) that organic farms are located in more diverse landscape types, have smaller field sizes, higher, wider and less gappy hedgerows, less frequent hedgerow management, use rotations including grass, are more likely to be mixed. Even within diverse landscapes, organic systems have greater field and farm complexity than non-organic systems. Greater total areas of semi-natural habitat woodland, field margins and hedgerows on organic farms.

Food Chain:

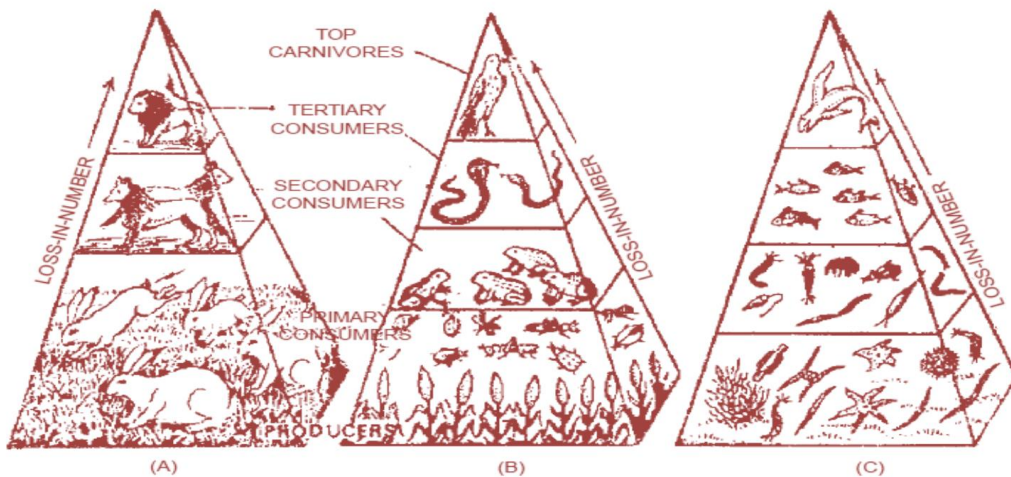
All living organisms are dependent on plants, either directly or indirectly, for their survival. Plants use the energy of sun to produce food. They are therefore called producer. The plant-eating animals feed on plants and depends directly on them

for existence and growth. These are called primary consumers. The meat-eating animals feed and depend on the herbivores for their survival. They are called secondary consumers. Thus, each organism is dependent and connected to another. This is called the food chain and each level is called a trophic structure.

In nature an imbalance at one level affects the entire food chain and web. Thus every organism has a status in ecosystem, this status is known as ecological niche as shown below in the figure. The predator an organism which feeds on the pest and prey populations are so interdependent that an increase or decrease in either population causes drastic changes in the population of the other. The use of agro-chemicals in agriculture has altered both pest and predator populations and this has affected productivity drastically.



Food web of the aquatic grass land and forest ecosystems



Upright ecological pyramids of (A). Grassland ecosystem (B). Cropland ecosystem (C). Pond water ecosystem

Energy pyramid: the complex food chain

Biomagnification and bioconcentration An insect feeding on plants sprayed with pesticides might be eaten by another insect, which might then be eaten by a bird with the result that the magnification of pesticides in the body of an organism takes place which is defined as biomagnification. Traces of pesticides too small to kill the targeted pest can accumulate to levels high enough to harm species further up on the food chain, which is termed as biological concentration of pesticidal residues in an organism. Many pesticides do break down rapidly in the environment, but some like DDT and dieldrin remain toxic for 20 years or longer, continuing to kill insects and harm other organisms by accumulating in the body.

Destruction of Pollinators:

Many species of insect such as bees, butterflies, beetles and flies are important to our survival as pollinator species, yet their contributions are often forgotten or taken for granted. Often such species annoy the human being and we liberally squish, swat, and spray them. However, farmers and other commercial growers recognize the importance of insect pollinators to the success of their crops and often pay for the pollination services that these species perform free of charge, providing us with many of the fruits and vegetables that we enjoy. Let us examine the role of pollinator in everyday life.

Pollinators are important part of any ecosystem. Reports show that butterflies and honeybees are declining due to excessive use of pesticides in an agro-ecosystem. It is well known that the bees and butterfly play an important role in agriculture by the process of pollination. Pollination is the process wherein, the bees and butterfly help in cross fertilization of the pollens in the adjoining field and widen the genetic base of the crop. This helps in significant improvement of yields or quality of seeds and fruits and, setting of seed itself through pollination. Pollinators need protection from excessive exposure to pesticides and other chemicals that can poison them or impair their reproduction. These chemicals can also eliminate nectar sources for pollinators, destroy larval host plants for moths and butterflies, and deplete nesting materials for bees.

Pollination Biology and Its Importance in Biodiversity Conservation:

Pollination biology deals with the study of pollinating insects; the birds, bees and butterflies among the other pollinating fauna. Many are large and colourful, others are small and drab, but all contribute to the perpetuation of natural communities. Many of them play important roles in agriculture. Insect populations fluctuate considerably from year to year, in response to climate and other environmental variables. They are also threatened by certain human activities, and

concern is growing over the future health of pollinator populations.

Ecological Significance:

Nearly a quarter of a million identified species of flowering plants feed over three quarters of a million insect species. Conservative estimates predict ten times as many unidentified insect species contained mostly within the tropics. One reason for the great proliferation of plants and insects for comparison, birds are represented by approximately 6,200 species and reptiles by approximately 5,800 species has been the development of specialized pollinator relationships in which flowers have evolved to attract pollinators using bright coloration and fragrance. The pollinators then unknowingly pollinate the flower while attempting to reach the nectar food source provided by the flower. No other natural phenomenon illustrates more vividly the principle that conservation measures must be directed at ecological processes, and not just individual species.

Economic Significance:

Approximately 73% of the world's cultivated crops, such as cashews, squash, mangos, cocoa, cranberries and blueberries, are pollinated by some variety of bees, 19% by flies, 6.5% by bats, 5% by wasps, 5% by beetles, 4% by birds, and 4% by butterflies and moths. For a example, a significant portion of economy includes apple orchards and vineyards which are dependent upon combinations of wild and cultivated bees. The consequences of a population decline in pollinators is a serious cause for concern.

Current Threats:

Evidence is overwhelming that both wild and domesticated pollinators are declining around the world. Some have already suffered total extinction, and others are at risk from a variety of threats: Habitat reduction. The loss and fragmentation of natural habitats have disrupted native populations of many plants and pollinators. Every time that wild lands are converted to shopping malls or housing, for example, many pollinators lose their homes. Pesticides. In an attempt to eliminate herbivorous crop pests, growers have been spraying complex mixtures of pesticides that kill not only the pests, but also the native pollinator populations.

Fungal, protozoan, and bacterial diseases of honey bees. The usual set of problem diseases that affect any highly social animal continue to infest many domestic honeybee colonies, adding to the expense and difficulty of maintaining healthy populations.

Conclusion:

It could be seen clearly from the above discussion that biodiversity is well protected in organic farming and it is threatened in conventional chemical input farming. The conservation of natural

agro ecosystem depends on organic farming. Hence the government should take efforts towards converting conventional farms into organic farms. The farmers should be motivated to practice organic farming by the way of providing subsidies along with low interest loan.

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Role of Organic Farming in Protection of Soil Biodiversity and Soil Fertility

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Abstract:

This paper deals with role of organic farming in protection of soil biodiversity and soil fertility. It outlines the forms of plant nutrient, characteristics of bio fertilizers, biological properties of organic farming, concentration of micro organisms in organic soil and wild flora. This paper makes a special note on energy efficiency and erosion control in organic farming. This paper concludes with some interesting findings.

Key words: Biofertilizer, Bibliometric analysis Organic farming, Organic fertilizers Sustainability, Sustainable development goals

Introduction:

When any crop is sold, nutrients are lost from the farm. While many soils can supply nutrients for crop growth without fertilizer additions for many years, eventually the productivity of the farm will decrease unless the nutrients are replaced. A major challenge of managing soil fertility for organic food production is to integrate the input of nutrients from acceptable sources with the use of proper crop rotation. For animal farming operations, this task is fairly straightforward. Farmers will grow and purchase feed for their operation, provide this feed to their animals, collect/compost the manure from the animals, and then apply the manure to appropriate crops. Legumes in association with nitrogen (N) fixing bacteria are used in the rotation to biologically fix N from the atmosphere. These legumes can be used as feed for ruminant animals or as green manure. Deep-rooted legumes also can cycle nutrients from the subsoil to the soil surface. Grasses can also be used as forage and green manure crops to add organic matter and cycle nutrients from lower soil depths. Additional green manure crops include small grains like winter rye, sorghum-sudangrass, and buckwheat.

Forms of Plant Nutrients:

Before discussing how to manage soil fertility using organic techniques, a simple review of the forms of nutrients that plant roots absorb may be useful. The majority of nutrients must be dissolved in the soil solution before plant roots can take them up. If a fertilizer is applied to the soil, it must first be broken down to its simplest inorganic forms to be efficiently used by plants. Plant roots can absorb some larger organic molecules, but their rate of absorption is slow. From a plant root perspective, it makes little difference if the nutrient originally came from an organic or inorganic fertilizer.

Nature of Biofertilizers:

For a fertilizer to be considered acceptable for organic crop production, certain requirements must be met. From a strict chemical sense, organic means any substance containing carbon. Organic farming, however, does not rigidly adhere to this

definition. Some carbon containing fertilizers such as synthetic urea are not acceptable for organic production. Similarly, some materials that are considered to be inorganic such as rock phosphate are acceptable. Fertilizers acceptable for organic production usually have a low nutrient analysis and are made up of larger, insoluble molecules that take time to be broken down into forms useable by the plant. The composition of fertilizers acceptable for producing organically grown crops varies considerably with moisture content and production practices. A chemical analysis of the organic fertilizer is necessary to determine precise application rates. Any fertilizer sold commercially must, by law, have the nitrogen-phosphate-potash analysis on the bag. Do not purchase any fertilizer material unless the nutrient content is known. Scientific research has demonstrated that organic agriculture significantly increases the density and species of soil's life. Suitable conditions for soil fauna and flora as well as soil forming and conditioning and nutrient cycling are encouraged by organic practices such as: manipulation of crop rotations and strip-cropping; green manuring and organic fertilization through animal manure, compost, crop residues; minimum tillage; and of course, avoidance of pesticides and herbicides use.

Biological Properties of Organic Farming:

Organic management increases the abundance and species richness of beneficial arthropods living above ground and earthworms, and thus improves the growth conditions of crops. More abundant predators help to control harmful organisms of pests. In organic systems the density and abundance of arthropods, as compared to conventional systems, has up to 100% more carabids, 60-70% more staphylinids and 70-120% more spiders. This difference is explained by prey deficiency due to pesticide influence as well as by a richer weed flora in the standing crop that is less dense than in conventional plots. In the presence of field margins and hedges, beneficial arthropods are further enhanced, as these habitats are essential for over-wintering and hibernation. The

biomass of earthworms in organic systems is 30-40% higher than in conventional systems, their density even 50-80% higher. Compared to the mineral fertilizer system, this difference is even more pronounced.

Symbiotic System:

Organic crops profit from root symbioses and are better able to exploit the soil. On average, mycorrhizal colonization of roots is highest in crops of unfertilized systems, followed by organic systems. Conventional crops have colonization levels that are 30% lower. The most intense mycorrhizal root colonization is found in grass-clover, followed by the vetch rye intercrop. Roots of winter wheat are scarcely colonized. Even when all soils are inoculated with active micorrhizae, colonization is enhanced in organic soil. This indicates that, even at an inoculum in surplus, soil nutrients at elevated levels and plant protection suppress symbiosis. This underlines the importance of appropriate living conditions for specific organisms.

High Concentration of Micro-Organisms:

Earthworms work hand in hand with fungi, bacteria, and numerous other microorganisms in soil. In organically managed soils, the activity of these organisms is higher. Microorganisms in organic soils not only mineralize more actively, but also contribute to the buildup of stable soil organic matter there is less untouched straw material in organic than in conventional soils. Thus, nutrients are recycled faster and soil structure is improved. The amount of microbial biomass and decomposition is connected: at high microbial biomass levels, little light fraction material remains undecomposed and vice versa.

Microbial Carbon:

The total mass of micro-organisms in organic systems is 20-40% higher than in the conventional system with manure and 60-85% than in the conventional system without manure. The ratio of microbial carbon to total soil organic carbon is higher in organic system as compared to conventional systems. The difference is significant at 60 cm depth at 80 cm depth, no difference is observed. Organic management promotes microbial carbon and thus, soil carbon sequestration potential.

Enzymes:

Microbes have activities with important functions in the soil system: soil enzymes indicate these functions. The total activity of micro-organisms can be estimated by measuring the activity of a living cell-associated enzyme such as dehydrogenase. This enzyme plays a major role in the respiratory pathway. Proteases in soil, where most organic N is protein, cleave protein compounds. Phosphatases cleave organic phosphorus compounds and thus provide a link between the plant and the stock of organic

phosphorus in the soil. Enzyme activity in organic soils is markedly higher than in conventional soils. Microbial biomass and enzyme activities are closely related to soil acidity and soil organic matter content.

Wild Flora:

Large organic fields over 15 ha featured flora six times more abundant than conventional fields, including endangered varieties. In organic grassland, the average number of herb species was found to be 25 percent more than in conventional grassland, including some species in decline. Vegetation structure and plant communities in organic grassland are more even and more typical for a specific site than in conventionally managed systems. In particular, field margin strips of organic farms and semi-natural habitats conserve weed species listed as endangered or at risk of extinction. Animal grazing behaviour or routing activity was found important in enhancing plant species composition. Weeds often sown in strips in organic orchards to reduce the incidence of aphids influence the diversity and abundance of arthropods and flowering weeds are particularly beneficial to pollinators and parasitoids.

High-Energy Efficiency:

Organic agriculture follows the ecosystem theory of closed or semi-closed nutrient cycle on the farm. Organic land management allows the development of a relatively rich weed-flora as compared to conventional systems. Some "accompanying plants" of a crop are desired and considered useful in organic management. The presence of versatile flora attracts beneficial herbivores and other air-borne or above-ground organisms. Their presence improves the nourishment of predatory arthropods. When comparing diversity and the demand of energy for microbial maintenance, it becomes evident that diverse populations need less energy per unit biomass. A diverse microbial population, as present in the organic field plots, may divert a greater part of the available carbon to microbial growth rather than maintenance. In agricultural practice this may be interpreted as an increased turnover of organic matter with a faster mineralization and delivery of plant nutrients. Finally, more organic matter is diverted to build-up stable soil humus.

Erosion Control:

Organic soil management improves soil structure by increasing soil activity and thus, reduces erosion risk. Organic matter has a positive effect on the development and stability of soil structure. Silty and loamy soils profit from organic matter by an enhanced aggregate structure. Organic matter is adsorbed to the charged surfaces of clay minerals. The negative charge decreases with increasing particle size. Silt is very susceptible to erosion since it is not charged, but organic matter

layers on the silt surface favor aggregates with silt too.

Conclusion:

It could be seen clearly from the above discussion that protection of soil biodiversity and soil fertility is the primary benefit of organic farming. It could be noted that the conventional agricultural practices degrade the soil fertility and soil faunal population. The organic farming is need of the hour to protect the agroecosystem from the indiscriminate use of synthetic pesticides and chemical fertilizers. In this connection, there is a need to promote the production of biofertilizers and biopesticides.

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Human Rights: Transgender - A Rerepresentation of Delhi (North District) Urban Capital with Vision Of 2047

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Abstract:

Gender Inclusivity is major concern globally, today inclusiveness represents participation and when the term inclusivity is highlighted its literal sense is unbiased and non-stigmatic inclusion of all gender in addition transgender per se in the mainstream. This paper is a analysis about representation of gender equality in context with human rights in Delhi (north district). The theme of a paper is gender equality, gender identity, challenges in inclusivity which are upcoming in various sectors after the enactment of transgender (protection of right) act 2019 in Delhi. This paper will also highlight the role of media as a fourth pillar of democracy in depicting the transgender personalities in contemporary time. Moving towards the conclusion this paper will underline the importance of gender equality with the vision of 2047, India governance@100 and beyond the SDG's agenda 2030.

Keywords: Transgender, representation, recognition, acceptance, equality

Introduction:

Meaning of recognition is acknowledgement of the existence, also acknowledgement means acceptance of the truth or existence. Gender is unmasked and disclosed with the binary individual and so is gender identity. One is male, or female, man or women is evident with the cis-gender identities. But when it comes to the transgender who are not so loud, unvoiced and society hesitates, Indian society per se when it comes to acceptance and equal status. Today when it comes to gender issues or challenges it is the notion of representation of transgenders and acceptance by the society, which can be also phrased as journey from recognition to acceptance. According to **Human rights UN declaration in its article 1** - All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. By referring this article, **highlighting the two parts "free and equal dignity and rights" and "spirit of brotherhood" which can be defined as equality and sense of no discrimination.** Similarly, the idea of 'leave no one behind' which discussed in sustainable development goals, eventually defined the sense of belongingness, existence and equality but the picture is changed towards mainstreaming of transgender. Transgenders (Protection of rights act 2019 – 2020) had given recognition to them (transgender) as a "Third gender" – a third category, which is already in debates, but acceptance is still missing. This paper further gives a glance on few challenges, with context of representation of transgender in Delhi – an urban capital (North-Delhi)

Context:

Under transgender protection of rights act 2019, Social Justice and Empowerment Ministry has formulated a national level umbrella scheme namely "SMILE - Support for Marginalized Individuals for

Livelihood and Enterprise", which includes - 'Comprehensive Rehabilitation for Welfare of Transgender Persons' & 'Comprehensive Rehabilitation of persons engaged in the act of Begging'. This umbrella scheme would cover several comprehensive measures including welfare measures for both transgender people. This act provisioned Transgender certificate as id of recognition and to validate their gender identity, so the transgender holds their identity in the nation unquestionable and live as equal amongst all. The TG certificate is itself verified by Ministry of Social Justice and Empowerment, a gazette document which is further this is validated by three nodal officer and then by district magistrate with this the final verification of transgender is approved, which means the criteria for basic documentation of transgender is fulfilled.

Documents are the most basic id proofs which any person can have. Although this act is sorted basic documentation and give the social stability such as making of new Aadhaar or correction in old Aadhaar in changing of name can be done based on TG certificate. For example, before 2019, transgender people holding Aadhaar as a male or female can now make correction and change it into transgender. When it comes to economic stability a bank account is a must where one can deposit money, savings, fixed deposit etc, for securing and fulfilling future needs. PAN card is approved by gazette mandate for bank account, and the transgender certificate new account openers can be secured easily but when it comes to correction of pan card no gender column is there for rectification post enactment of the act of 2019 till now, although there is no gender mentioned in the PAN card by it mentioned in the form which register the basic information of the applicant. Economic stability is a real need and it's a need of an hour, imagine one have a every document according to your

information which verified, and you could not access you the bank account on the basis. Highlight of the issue is discrepancy between the verification of pan card which can create issue like withdrawing, confirmation, and authentication of KYC etc. PAN

card verified as gazette document which can easily be corrected by TG certificate Also, due to further economic access issues can also backdrop numbers of transgender for applying in transgender certificates.



Picture: 5th point highlights that this document entitles the holder to change name and gender in “ all official documents of the holder”.

As per a recent report in The Hindu, the Delhi High Court has received a case seeking the legal recognition of transpersons as the third gender, hence enabling them to travel on DTC buses for free, PIL filed by a transgender person.

It stated that persons from the transgender community face extreme hardship every time they purchase a physical ticket in a bus as their gender is not recognised by the DTC. The Delhi High Court has asked the managing director of Delhi Transport Corporation (DTC) to remain present before it or decide within one month a representation seeking legal recognition of transgender persons as third gender in bus tickets. The petitioner has asked that transgender people be allowed to travel for free and that the phrase "third gender" be printed on bus

tickets. This argument is based on a 2014 Supreme Court ruling in National Legal Services Authority v. Union of India, which affirmed the transgender right to choose their gender identification and ordered the federal government and state governments to recognize it legally. The recognition of identity and acceptance still remains an question mark on the Bus routes of Delhi.

When it comes to employment of transgender many sectors do not have appropriate criteria for them and some sectors do not acknowledge them as a employee. Recently, in conversation with 21-year-old, an ambitious and confident transgender living in North Delhi, discussed about the desire of working as a cabin crew. Application forms for cabin crew doesn't show any inclusivity in mainstreaming transgender as again there is no such column for transgender is not mentioned in the form.

Picture: cabin crew advertisement for Vistara airlines

Job Requisition ID	Department	Location
3599	IFS and Cabin Crew	Delhi
3458	IFS and Cabin Crew	Pune
3457	IFS and Cabin Crew	Kolkata

Picture: cabin crew advertisement for Air India

As above mentioned, advertisement, clearly defining the eligibility for cabin crew 18 to 22 years female and male 18 -25 years respectively, also for Indian nationals PAN card is must. Another advertisement has application opening for female walk-ins. underlining the issue of exclusivity, issue of not mainstreaming transgender in the job scenarios, lack of representation as a working,

independent and stable transgender work profiles. No provisions for transgender as category is included in the application. Focus of concern here is 21-year transgender who is aspiring towards cabin crew job will no longer be in the age slab or maybe get over the age by the time provisions will be reviewed. And then people ask why transgender beg on Delhi streets or in public transports.



Picture: Transgender begging on streets of Urban capital -Delhi.

Basic amenities are those that are ought to be necessary for a comfortable lifestyle, and hygiene and sanitation can be considered on priority. Transgender in Delhi are struggling for such basic amenity. Ample welfare provisions for transgender people must be provided in all public places, including restrooms, according to Section 22 of the Transgender Persons (Protection of Rights) Act, 2019. Jasmine Kaur Chhabra filed a public interest lawsuit requesting a directive to build separate restrooms for transgender people on the grounds that their lack of access to such facilities leaves them vulnerable to harassment and sexual assault. According to the Public Interest Litigation (PIL), the lack of gender-neutral restrooms defies Supreme Court orders, and despite Centre funding, no dedicated restrooms are being constructed for Delhi's transgender or third gender. According to the petition, transgender people make up seven to eight

percent of the nation's entire population, so the government must offer them with the same amenities as everyone else. The Delhi High Court on Tuesday, March 2023, directed the Delhi government's Public Works Department and the New Delhi Municipal Corporation to ensure that transgender restrooms are constructed in the city as soon as feasible. In September, the Delhi Municipal Corporation reported that 79 new locations had been identified, some of which had contract procedures started, and that 12 transgender restrooms were "constructed and operational" in the New Delhi Municipal Council (NDMC) area. The Delhi High Court noted "substantial progress". Rest rooms visibility is slow progress and also, sensitisation towards transgender is real mandate, it should be ensured that those washrooms are constructed for transgender and need to be used by them. Transgender restroom is not for the gender binaries.

Likewise, there is a need of awareness in transgender too about the facilities which are provided to them, can be utilised by them.

Media as a fourth pillar of democracy, it is crucial to remember that the way transgender individuals are portrayed in the media is frequently inaccurate, cliché and stereotyped, and detrimental to the trans community. Producers and directors create movies or television shows containing trans characters without conducting any study, choosing

not to consult with or hire transgender individuals. Today media opinions play important role which helps in improving people mind sets, changing opinion and dissemination of the information and awareness is really matters in the highly populated country like India. Stereotyping transgender usually promotes transphobia in society where public start making distance and not interact with transgender community. Male actor leading with the role of transgender on media platforms.



Picture: Actors attire depiction for the role of transgender

Conclusion – the vision:

The significance representations have been witnessed now despite of historical injustices done to the transgender community and guarantee equitable access to opportunities and rights. The gradual progress remarking the visibility like in MCD polls in Delhi, December 2022 Bobi was first transgender to win election from the Sultanpur -A ward, according to the State Election Commission. Recently, Transgender people got its first clinic in Delhi i.e. Dr. Ram Manohar Lohia hospital which brings a huge upliftment in health sector which nowadays a major issue for everyone as medical health care facility became a major concern in the society even post covid now and it is expensive in India and this clinic aims to give transgender people, who frequently experience discrimination and discomfort when seeking medical treatment, better access to healthcare facilities.

Transgender people are hyper-visible, as no one can ignore them, while also being invisible as no one thinks about them. But gradually the gears have started to shift. Delhi as a capital city. The 2014 NALSA v. Union of India ruling was a groundbreaking change that granted the transgender community equal rights. It covered affirmative

action for the community, preventing discrimination in all areas of life, and gender self-determination. Then later in 2019 -2020, Transgender Persons Protection of Rights Act's regulations were notified. India @77 is still far behind in terms of gender equality and still bridging the gender gaps. Woman struggles are still in the air, searching their individuality. And when it comes to transgender the rate of acknowledgement to acceptance is low at the bar.

With the vision of 2047, India @100, people of the country need to collectively work based on gender no longer serves as a justification for exclusion, (juss)discrimination, or harassment in Indian culture. And when it comes to public spheres, eradication of poverty overcome the begging of transgender on Delhi streets, Gender equality give mainstreaming to transgender in various employment sector without hesitation. Above all Transgender persons in progress with participation and decision-making process ought to be able to shape their own futures by serving in parliament and local assemblies. That will be a nation that embraces individuality.

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5. West Delhi launches project to provide transgenders with jobs in hospitality sector (indianexpress.com)
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Government Schemes for Girl Child and Women Empowerment

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Abstract:

The future of a country hinges on ensuring the generations to come are adequately represented, qualified and able to carry the mantle of development.

As we know that the history of India is rife with gender discrimination but aiming to improve this situation the government has been taking steps to in order to empower girl child and women empowerment.

Key Words: Women Empowerment, Government, Schemes

Introduction:

Women empowerment refers to enabling women to have control over their lives, make choices and decisions, and have equal access to resources and opportunities. It involves creating an environment where women can participate in society and the economy on an equal footing with men, and where their voices are heard and their rights are protected. Women's empowerment can take many forms, including education, economic, political, and social. Ultimately, women's empowerment aims to create a world where women have the power and freedom to live their lives, without discrimination or limitations based on gender.

Objective of the Study:

- 1) To study the various schemes of the Government regarding Girl and Women Empowerment

Methodology:

The study is based on the secondary data sources. The necessary information about the women Empowerment Schemes in India and its various components are collected from, journals, internet source of related topics.

Government Schemes and Policies for Girl Child and Women Empowerment:

The future of a country hinges on ensuring the generations to come are adequately represented, qualified and able to carry the mantle of development. As a nation, our past is rife with gender inequality but aiming to rectify that situation; the Government is taking steps to empower, educate and uplift the girl child.

Central and State Government policies and schemes that are targeted at improving the lives of girl child in India are mentioned below

1. Beti Bachao Beti Padhao Scheme
2. One Stop Centre Scheme
3. Women Helpline Scheme
4. UJJAWALA : A Comprehensive Scheme for Prevention of trafficking and Rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation
5. Working Women Hostel

6. Ministry approves new projects under Ujjawala Scheme and continues existing projects
7. SWADHAR Greh (A Scheme for Women in Difficult Circumstances)
8. NARI SHAKTI PURASKAR
9. Awardees of Stree Shakti Puruskar, 2014 & Awardees of Nari Shakti Puruskar
10. Awardees of Rajya Mahila Samman & Zila Mahila Samman
11. Mahila police Volunteers
12. Mahila Shakti Kendras (MSK)
13. NIRBHAYA

For Women empowerment:

1) Pradhan Mantri Matru Vandana Yojana (PMMVY): Has been contributing towards better enabling environment by providing cash incentives for improved health and nutrition to pregnant and nursing mothers.

2) Scheme for Adolescent Girls: Aims at girls in the age group 11-18, to empower and improve their social status through nutrition, life skills, home skills and vocational training

3) Pradhan Mantri Mahila Shakti Kendra scheme: Promote community participation through involvement of Student Volunteers for empowerment of rural women.

4) National Creche Scheme: To provide day care facilities to children of age group of 6 months to 6 years of working women who are employed.

5) Rastriya Mahila Kosh (RMK): To provide micro-credit to poor women for various livelihood support and income generating activities at concessional terms in a client-friendly procedure to bring about their socio-economic development.

6) Swadhar Greh: To provide relief and rehabilitation to destitute women and women in distress.

7) Ujjawala: A Comprehensive Scheme for prevention of trafficking and for rescue, rehabilitation, re-integration and repatriation of victims of trafficking for commercial sexual exploitation.

8) Working Women Hostels: For ensuring safe accommodation for women working away from their place of residence. Under this scheme, 2 new

proposals have been received and 2 sanctioned in Himachal Pradesh during last three years.

9) Schemes of One Stop Centre (OSC) and Women Helpline (WH): Are being implemented to facilitate access to an integrated range of services including medical aid, police assistance, legal aid/case management, psychosocial counseling and temporary support services to women affected by violence.

10) Gender Budgeting Scheme: Is being implemented as a tool for mainstreaming gender perspective at various stages of planning, budgeting, implementation, impact assessment and revisiting of policy/programme objectives and allocations. The Scheme helps in strengthening of institutional mechanisms and training of various stakeholders so as to mainstream gender concerns in Central and State Governments.

For Child Development:

1) Integrated Child Development Services (ICDS) Scheme is being implemented through States/UTs with the aim of holistic development of children upto 6 years of age and to meet nutritional needs of pregnant women and lactating mothers.

2) Integrated Child Protection Scheme (ICPS) (now Child protection Services) is being implemented through the State Government/UT Administrations to create a safe and secure environment for overall development of children in need of care and protection in urban and semi-urban areas.

3) National Nutrition Mission (NNM): The Government of India has approved setting up of National Nutrition Mission (NNM) commencing from 2017-18. The NNM, as an apex body, will monitor, supervise, fix targets and guide the nutrition related interventions across the Ministries. The programme through the targets will strive to reduce the level of stunting, under-nutrition, anaemia and low birth weight babies.

4) Beti Bachao, Beti Padhao: Launched with initial funding of Rs.100 crore the scheme aims to address the issue of the declining child sex ratio image (CSR) and is a national initiative run jointly by the Ministry of Women and Child Development, the Ministry of Health and Family Welfare and the Ministry of Human Resource Development. Beti Bachao Beti Padhao (BBBP), a comprehensive programme is being implemented to address the declining Child Sex Ratio (CSR) and related issues of empowerment of women over a life-cycle continuum.

5) Sukanya Samridhi Yojna: Part of the 'Beti Bachao, Beti Padhao' campaign, this Government of India backed saving scheme is targeted at the parents of girl children. The programme encourages them to build a fund for future education and marriage expenses for their female child. Parents can start saving early as the minimum amount of

investment required is small, and the account is active for 14 years from the date of opening the account.

6) Balika Samridhi Yojna: This scheme was launched by the Government of India on 15th August 1997 and covered all girls born on or after 15 August 1997 who are below the poverty line. Aimed at offering financial aid to girl children born on or after 15 August 1997, the schemes key objectives include improving the enrolment and retention of the girl child in schools and helping raise daughters until their legal age of marriage. If successful, young girls will get an education that will help them with jobs to generate a steady income

7) Kishori Shakti Yojana: also aim to educate adolescent girls about the importance of health care. Adolescent girls get access to current and updated healthcare initiatives and learn about good hygiene. As future mothers to be, knowing about 13 life-saving vaccines that the government provides free of cost and the importance of MMR, Polio and similar vaccination is integral to their health and reducing child mortality through vaccine-preventable diseases in the future.

State Government Sponsored Schemes for Girl Child in India:

Apart from the central government, the Indian State governments also actively offer several schemes that benefit girl children. Some of these include:

- Rajshri Yojna - Rajasthan
- Girl child protection scheme - Andhra Pradesh
- Sivagami Ammaiyar Memorial girl child protection scheme - Tamil Nadu.
- Ladli Laxmi Yojana - Madhya Pradesh.
- Ladli - Delhi & Haryana
- Mukhyamantri Laadli Yojna – Uttar Pradesh
- Mukhyamantri Kanya Suraksha Yojna – Bihar
- Ladli scheme - Haryana
- Kishori Shakti Yojana – Odisha
- MAMTA scheme for girl child - Goa
- Saraswati Bicycle Scheme - Chhattisgarh.
- West Bengal Kanyashree Prakalpa - West Bengal
- Bhagyalaxmi scheme – Karnataka
- Mukhyamantri Ladaki Bahin Yojana- Maharashtra

Conclusion:

Women empowerment is empowering the women to take their own decisions for their personal dependent. Empowering women is to make them independent in all aspects from mind, thought, rights, decisions, etc by leaving all the social and family limitations. It is to bring equality in the society for both male and female in all areas. Women empowerment is very necessary to make the bright future of the family, society and country.

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Concept of Criminal Justice System and Police System in India

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Abstract:

Criminal justice system is the system of law enforcement that is directly involved in apprehending, prosecuting, defending, sentencing and punishing those who are suspected or convicted of criminal offences. Criminal justice includes all activities and agencies whether state or local, public or private, pertaining to the prevention, prosecution and defense of offences, the disposition of offenders under the criminal law and disposition or treatment of juveniles adjudicated to have committed an act which if committed by an adult would be a crime. The criminal justice system includes, in particular, the investigation of offences and the treatment of offenders. The criminal justice system is the set of agencies and processes established by governments to control crime and impose penalties on those who violate laws. The Indian police play a significant part in the criminal justice system. The primary goals of the police are to assist the victim immediately, take preventative measures, apprehend the accused, fairly investigate the crime, and enforce and preserve law and order conditions. The role of police is very significant in a civilised society specially in the field of administration of criminal justice system. Police has been held responsible for the enforcement of law and maintenance of order in the society.

This article about the role of the Indian police in the administration of criminal justice. It will provide information and insights into the specific responsibilities and functions performed by the Indian police in the context of the criminal justice system. Primarily this research article focus on Meaning, Role of Police in the Administration of Criminal Justice, Section 36 of CrPC: Powers of Superior Officers of Police.

Key-words: criminal justice system, police, powers, criminal procedure code, police system.

Introduction:

Criminal justice is a generic term for the procedure by which criminal conduct is investigated, arrests made evidence gathered, charges brought, defences raised, trials conducted, sentence rendered, and punishment carried out. It is the system of law enforcement, the bar, the judiciary, correction and probation that is directly involved in the apprehension, prosecution, defence, sentencing, incarceration and supervision of those suspected of or charged with criminal offences.

The criminal justice system is the set of agencies and processes established by governments to control crime and impose penalties on those who violate the laws. The criminal justice system includes police, public prosecutor, defence counsel, courts, correction system, mental health agencies, crime victims and all public and private agencies providing services in connection with those elements .In the criminal justice system all these distinct agencies operate together both under the rule of law and as the principal means of maintaining the rule of law within society.

Components of Criminal Justice System:

Most criminal justice system have following components-

- a) Law Enforcement
- b) Courts
- c) Prosecution
- d) Defence Attorneys or Advocates
- e) correction

Law Enforcement:

The first contract of a defendant has with the criminal justice system is usually with the law enforcement police. Law enforcement officers take reports for crimes that happened in their areas. They investigate crimes and may arrest the suspected wrongdoer. They are empowered to search and seizure and to use force and other forms of legal coercion and means to effect public and social order. Police give testimony during the court process and conduct follow up investigation if needed.

Courts:

The administration of criminal justice is one of the foremost responsibilities of the state. It is the only criminal law which preserves the society and individual from criminals and criminality. The state establishes criminal courts as per the law of land. The courts are served as venue where disputes are then settled and justice is administered. Courts are run by judges whose role is to make sure that law is followed and oversee what happened in the courts. Supreme court is the highest judicial institution. supreme court involves enjoys original, appellate, super visionary, and advisory jurisdiction. High court also enjoys the original and appellate jurisdictions.

The jurisdictions of High court also enjoy the original and appellate jurisdiction. The jurisdiction of high court has been described in the Article 225 of the Indian constitution under High court, the court of session have been established in each district separately. In a session court, one or more than one additional session judge and Assistant

session judge function. A session judge is authorised to award death penalty but with prior approval of the high court. There are various other courts of magistrate in each district. These courts are set up by the state Government in consultation with the High courts. Such magistrates are mainly of three categories a) magistrate of first class b) magistrate of second class. In the presidency towns like Bombay, Calcutta, and Madras these are the chief Metropolitan Magistrate from the beginning. They are held responsible for the administration of criminal justice within the jurisdiction of such metropolitan city whose population exceeds one million.

Prosecution:

In a criminal case the state is a prosecutor. The state by the public prosecutor is the party and not to be complainant. Public prosecutor means any person appointed under sec 24 of the Criminal Procedure code and includes any person acting under the direction of a public prosecutor. Under mention person are entitled to conduct a prosecution proceeding-

The Advocate General

Government Advocate

Public Prosecutor.

Defence Attorneys or Advocates

Defence Advocate or Attorney defends the accused against the outcomes for the accused and suggests strategies. The accused, not the advocate, has the right to make final decisions regarding a number of government's case. He counsels the accused on the legal process, likely fundamental points, including whether to testify, and to accept a plea offer issues, and hold prosecution to its burden of proving guilt beyond a or demand a trial in appropriate cases. It is the defences advocate's duty reasonable doubt. Defence counsel may challenge evidence presented by the to represent the interests of the client, raise procedure and evidentiary prosecution or present exculpatory evidence and argue on behalf of his client. At trial, the defence advocate may attempt to offer a rebuttal to the prosecutor's accusations. An accused person is entitled to a government-paid defence advocate if he could not afford a private attorney.

In a Court, the final determination of guilt or innocence is typically made by a third party, who is supposed to be disinterested. This function may be performed by a judge or a panel of judges. This process depends oversee trials, and sentence convicted offenders. Some cases can be disposed of without the need for a trial. If the accused confesses his or her guilt, on the laws as laid down in Cr.P.C. Judges accept or reject plea agreements, a shorter process may be employed and a judgment may be rendered more

Correction:

Offenders are then turned over to the correctional authorities from the court system after the accused has been found guilty. The most publicly visible form of punishment in the modern era is the prison. Prisons may serve as detention centres for prisoners after trial. For containment of the accused, jails are used. Early prisons were used primarily to sequester criminals and little thought was given to living conditions within their walls. Prisons are used to reform criminals.

In some Correction officers supervise convicted offenders when they are in jail communities the correction officers prepare pre-sentencing reports with extensive background information about the offender to help the judges decide sentences. The job of the correction officers is to make sure the facilities that hold offenders are secure and safe. They oversee the day-to-day custody of inmates. They also oversee the release processes for inmates and sometimes notify victims of changes in the offender's status. offender on probation, or release on parole under certain conditions after A judge may suspend a jail or prison sentence and instead place the they have served a part of their sentence.

Police system in India:

Meaning of police

The word police is derived from the Greek "politeria" or the latin word "politia" which stands for state or administrations.

According to Sutherland," the term police refer primarily to agents of the state whose function is the maintenance of law and order especially the enforcement of the regular criminal code.

The first police commission 1865 defined the police as a "government department to maintain law, order, enforce the law and to prevent and detect crime".

According to section 1 of the Police Act, the word "police" shall include all person who shall be enrolled under the police Act.

Originally, the word police were used in a wider sense to control the management of internal economy and enforcement of Government regulation in a particular country. With the passage of time, the term police began to be used in a much narrow sense to connote an agency of state or the department of the state charged with the preservation of public peace, law and order the safety and health of the community and enforce the regulation of the criminal procedure law.

Categories of police:

Following categories are present for the police in India

- 1) General police
- 2) Traffic police
- 3) Women police
- 4) Home guard police

- 5) Criminal Investigation Branch of police (CID and CBI)
- 6) Railway of police
- 7) Military police
- 8) Border Security Police
- 9) The Central Reserve police
- 10) Central industrial Security Force

Police System of India:

In Ancient India:

Police system was in existence even in ancient times. There are references of police in epics, namely 'Mahabharata and Ramayana'. In Ramayana a police is described as Dandayadharanapi to meet with lurking criminals. Dharma Shastra also mentioned the police system. According to Apastamba Dharmasutra, the pure and truthful officers and their subordinate should be appointed in the towns and villages to protect the people from the thefts. The ancient law giver 'Manu' in his Dharma Shastra emphasised the need of police force for the maintains of law and order. He opined the police function should be given to only to those persons who are well acquainted with the local people and dedicated to the cause of protecting society against violence. He also preferred secret intelligence practices in the prevention of crime and detection of criminals.

Kautilyas Arthashastra gives a detailed picture of the police system during Mourya empire. The Gupta dynasty in ancient India which is considered swarnayuga was known for its excellent law and order situation through well organised system of police. The chief of police was called "Mahadandadhikhar" and he had a number of subordinate called "dandadhikhar" to assist him. Antapal, a boundary guard was an official for the fortification and protection of boundary. The towns were to be under the charge of "Nagarikas" which were subsequently termed as "kotwal".

During the reign of Harashavardhan, the police function were discharged by the officials called sandik. Chourodharik and dhandapashika were responsible for law and order in districts, towns and villages. There have been two distinct police system for rural and urban areas.

Medieval India:

During the Moghul period the police system was well organised. police head was well organised. Police was called a Fouzdar, in charge of the entire police force with subordinates called Darogas or kotwals. A policeman at the lowest rank was called sipahi. There was also a detective branch of police known as 'Khupia' to assist the police in criminal investigation. The chief Police Administrator of the province was called subedar or Nizam.

The office of kotwal was in charge of maintenance law and order in the city. to seek the cooperation of the people the wardens in cities were appointed. Ain-i-Akbari contains a detailed

description of his office. In the reign of sher Shah Suri .the village Muquaddans were responsible to find out the murderers failing which they themselves could be executed.

In Vijayanagar empire of south India , the kavalghars were appointed from amongst the criminal tribes and their function was to theft. Shivaji in his kingdom appointed Mukhyadhandhikhari and subedars for kulkarnis, Deshmukhas and Deshpandyas were abolished by him.

British Period:

The East India Company started its commercial activities in India in the year 1706 and slowly it gained political power by the middle of the next century. Warren Hastings proposed to restore the system of fouzdar as criminals were being patronised by the zamindar. Lord Cornwallis took police administration out of the hands of the large landlords and introduced a new police force responsible to the company. In 1779 the Lieutenants of police was appointed as the chief Executive of the police. Under new scheme, the post of Daroga was created in every distinct. Darogas were made answerable to the district judges and it was their responsibility to supervise the village landowners and headman policing the villages.

The office of Superintendent of police was abolished in 1829 and the office of Divisional Commissioner was created. The Divisional commissioner were given the powers of SP. British crown took over the rule of India in 1858 After Abortive Mutiny Of 1857.

The Government of India appointed a Police Commission in the 1861 and its recommendations provided the basis for police Act. The Police Act. 1861 was a comprehensive legislation but made applicable only to British India and not to independent Princely states. These Princely states were having their own police Organisation. The Indian Police system was developed under the Police Act, 1861.

Role of Police in the Administration of Criminal Justice:

The police force is an instrument for the prevention and detection of crime and is established and enrolled by every state government under the Police Act of 1861.

The Delhi Special Police Establishment Act of 1946, which established the Central Bureau of Investigation (CBI), has played a crucial role in recent police operations. The CBI is known for its perceived impartiality and independence, which has often led the public to demand investigations by the CBI instead of relying on state police investigations. In certain cases, the judiciary has bypassed the inherent restrictions outlined in sections 3, 4, and 5 of the Act and ordered investigations to be conducted by the CBI. This demonstrates the

judiciary's confidence in the CBI's ability to conduct fair and unbiased investigations.

The overall administration of the police in the entire state is vested in the **Director-General of the Police**. However, the administration of police in every district vest in the District Superintendent of Police under the general control and direction of the District Magistrate, who is usually the Collector of the District.

Every police officer appointed to the police force other than the Inspector-General of Police and the District Superintendent of Police receives a certificate in the prescribed form by virtue of which he is vested with the powers, functions, and privileges of a police officer which shall cease to be effective and shall be returned immediately when the police officer ceases to be a police officer.

In **Prakash Singh vs UOI, (2006) 3 S.C.C. (Cri) 417**, the Supreme Court issued some guidelines for the police set-up and directed the states and the centre to reorganise their police set-up as envisaged in its judgment.

The Code of Criminal Procedure confers specific powers on the members of the police force who are enrolled as police officers:

- Power to make an arrest (section 41 of CrPC)
- The procedure of arrest and duties of the officer making an arrest (section 41B of CrPC)
- Arrest how made (section 46 of CrPC)
- Power to seize offensive weapons (section 52 of CrPC)
- Power of police officer to take certain property (section 102 of CrPC)
- Police to prevent cognisable offences (section 149 of CrPC)
- Information in cognisable cases (section 154 of CrPC)
- Power to investigate non-cognisable cases (section 155 of CrPC)
- Power to investigate cognisable cases (section 156 of CrPC)
- Procedure for investigation (section 157 of CrPC)
- Power to hold investigation (section 159 of CrPC)
- Power to require the attendance of witnesses (section 160 of CrPC)
- Examination of witnesses by police (section 161 of CrPC)
- Recording of confessions and statements (section 164 of CrPC)
- Medical examination of the victim of rape (section 164A of CrPC)
- Search by a police officer (section 165 of CrPC)
- Procedure when investigation can't be completed in 24 hours (section 167 of CrPC)
- Report of the police officer on completion of the investigation (section 173 of CrPC)

- Police to enquire and report on suicide, etc. (section 174 of CrPC)
- Power to summon persons (section 175 of CrPC)

The police officers in charge of police stations have been given broader powers as the Code of Criminal Procedure requires them to play a pivotal role in investigating and preventing crime. But they do not have powers to look into complaints that do not contain allegations of commission of cognisable offences. Under sections 177 and 178 of the CrPC, the police have broad jurisdiction enabling them to inquire into a complaint already filed in another jurisdiction.

Conclusion:

The police is the crucial and visible link between the people and the Government, as Government authority is translated into action by the police and resistance whatsoever is also faced by none else, other than Police. They are important, because they keep our complex society together. They keep the citizen, working and prospering within the framework.

It is an established fact that no society can exit or function without the support of an organised police force, but the police force howsoever, well organised and effective. It may be, cannot check completely the criminals and increasing crime rate. It is a well-known fact the police in almost every part of the world have failed to check completely the criminal activities and the onward march of the crime and delinquency.

No doubt, all the sub-systems of the Criminal Justice System viz. police, prosecution, courts and prisons are interconnected with each other and what is done in one sub-system has a direct bearing upon the other sub-systems. There must be a proper co-ordination between all the segments of the Criminal Justice System. It has been found there is hardly any proper and effective co-ordination between the different segments of the criminal justice system, which usually goes in favour of the offender. A proper and effective co-ordination between the different segments of the criminal justice system is essential for smooth functioning of the system.

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Empowering Women through Skills Development and Vocational Education

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Abstract:

In the global fight for gender equality and socio-economic prosperity, empowering women via skill development and vocational education is essential. This abstract highlights the importance, difficulties, and transformative possibilities of women's empowerment by examining its many facets through skill-building programmes. By utilising empirical data, case studies, and theoretical frameworks, the abstract clarifies the crucial connections among women's agency, skill development, and inclusive growth. This abstract adds to the conversation on promoting women's empowerment as a catalyst for sustainable development by outlining best practices, policy implications, and directions for future study.

Key words: vocational education, skill development, women's empowerment, developing women's talents, skills and educating, Socioeconomic barriers, Food and Agriculture Organisation (FAO), National Agricultural Advisory Services (NAADS)gh Skills Development and Vocational Education

Introduction:

Empowering women via skill development and vocational training has become a vital global route to achieve gender parity and socioeconomic advancement. The transformative potential of providing women with the skills, tools, and information needed to succeed in a variety of disciplines has come to light more and more in recent years. Through skill-building programmes, this introduction aims to investigate the various aspects of women's empowerment and shed light on its importance, difficulties, and possible effects. Through an examination of empirical data, case studies, and theoretical frameworks, our goal is to clarify the crucial connections among women's agency, skill development, and inclusive growth. By this investigation, we hope to add to the current conversation about how to support women's empowerment as a driver of sustainable development and the construction of more just and resilient communities.

Empowerment through Skills Development:

The process of developing women's talents for empowerment is a transforming one that not only improves their own capacities but also advances society as a whole. We enable women to escape patterns of poverty, prejudice, and marginalisation by giving them access to education, career training, and skill-building initiatives. Gaining technical, entrepreneurial, and leadership abilities makes it easier for women to launch their own companies, find fulfilling work, and take an active role in decision-making.

Additionally, women who develop their talents are more resilient, self-assured, and feel empowered to question gender stereotypes, stand up for their rights, and follow their dreams. Investing in skill development initiatives for women is not only a moral but also a strategic imperative for attaining sustainable development and inclusive growth, since

women's empowerment is inextricably tied to the empowerment of entire communities and nations.

Vocational Education and Economic Empowerment:

A powerful driver for changing gender dynamics and promoting inclusive prosperity is women's empowerment via economic and vocational education. Through vocational education, women can increase their economic options by gaining the knowledge and practical skills needed to start their own businesses or enter the workforce. Vocational education encourages women to seek employment in non-traditional industries, defying existing norms and restrictions, by dismantling established gender roles and stereotypes. Vocational education also empowers women economically by helping them support their families, become financially independent, and participate in home and communal decision-making. Women are also in a stronger position to fight for their rights, redress gender inequality, and promote constructive social change as they gain economic empowerment. Consequently, funding vocational education as a way to empower women economically benefits not just the individual but also promotes gender equality and sustainable development on a larger scale.

Socio-Cultural Implications:

Beyond only empowering women economically, developing their skills and educating them for the workforce has significant socio-cultural ramifications. Through questioning conventional gender roles and stereotypes, these projects upend deeply rooted social norms and advance the more general objective of gender equality. Women are more equipped to oppose discriminatory behaviours and fight for their rights in their families and communities since they have greater access to education and training opportunities. Additionally, women who enhance their talents feel more empowered and self-assured, which empowers them to take an active role in decision-making and make

statements in environments that have historically been controlled by men. The socio-cultural shift that women's empowerment through skill development and vocational education has the potential to cause ripple effects, inspiring other women and girls to pursue their dreams and aspirations without being constrained by social and cultural barriers, especially as they become role models for future generations. In order to create more inclusive and fair societies, empowering women via skill development and vocational education not only improves individual lives but also strengthens the larger social fabric.

Challenges and Barriers:

The advancement of gender equality is impeded by several obstacles and problems that women facing through skill development and vocational education must overcome in order to be empowered. The ongoing gender disparity in access to chances for education and training is a major barrier, especially in rural and marginalised populations. Socioeconomic barriers, such as financial hardship and poverty, worsen the differences and keep many women from participating in programmes that develop skills. Furthermore, ingrained cultural and societal standards frequently discourage women from pursuing particular jobs by limiting their participation in non-traditional industries and maintaining gender stereotypes. Moreover, gender prejudices ingrained in curricula and skill development programmes may unintentionally perpetuate these stereotypes, impeding the success of women. In order to effectively engage in and profit from skill development and vocational education projects, women must be able to access enabling policies, gender-responsive policies, and comprehensive strategies that address structural disparities.

Case Studies and Best Practices:

Case Study 1: India's Vocational Training Programme for SEWA Bharat

An extensive vocational training programme is offered by the women-led organisation SEWA Bharat in India with the goal of uplifting marginalised women working in the unorganised sector. SEWA Bharat provides skill development programmes in fields like food processing, needlework, and clothing manufacturing through collaborations with local governments and non-governmental organisations. Through hands-on training, resource access, and market connections, the programme gives women the tools they need to create long-term livelihoods. In addition, SEWA Bharat includes modules on women's rights, business, and financial literacy, giving participants the tools they need to make an impact in both the social and economic arenas. By taking a comprehensive approach, SEWA Bharat has given

thousands of women in India the tools they need to break the cycle of poverty and become economically independent.

Case Study 2: The Barefoot College Solar Engineer Program in Rajasthan, India

In rural communities, the Barefoot College in Rajasthan, India, has pioneered a novel approach to women's empowerment through skill development. The Solar Engineer Programme aims to electrify disadvantaged areas by training illiterate and semiliterate women to become solar engineers. Women acquire the skills necessary to construct, install, and maintain solar panels through practical training and peer-to-peer education, giving their communities access to renewable energy sources. In addition to addressing energy poverty, Barefoot College advances women's leadership and economic empowerment by elevating women as change agents. As a result, hundreds of women in India and other nations now have better access to renewable energy technology, are making better livings for themselves, and are becoming leaders in their communities for sustainable development.

Case Study 3: Women's Empowerment through Digital Skills in Kenya

In Kenya, Leading initiatives to empower women and girls through digital skill training are being led by the AkiraChix organisation. The organisation offers young women from underprivileged communities' practical training in computer programming, web development, and digital design through programmes including the AkiraChix Tech Outreach Programme and the AkiraChix CodeHive Programme. AkiraChix inspires women to seek professions in the quickly expanding tech sector and act as change makers and innovators in their communities by bridging the gender gap in technology. In addition, the organisation supports women's professional growth and advancement in the tech industry by providing career assistance, networking opportunities, and mentorship. AkiraChix is changing the lives of women and girls in Kenya by opening up new options and paving the route for success through its creative approach.

Case Study 4: The Technovation Challenge in Nigeria

In Nigeria, One of the most popular platforms for using technology and entrepreneurship to empower young women is the Technovation Challenge. Girls between the ages of 10 and 18 are encouraged to create smartphone apps that tackle environmental and social challenges in their local areas as part of this challenge. Participants gain business, coding, and app development skills through seminars, coaching, and hands-on training. The programme culminates in a global competition where teams present their products. In addition to giving females useful technical skills, the

Technovation Challenge encourages creativity, critical thinking, and teamwork. The challenge is altering the narrative around women's engagement in the male-dominated tech industry and motivating the next generation of innovators in Nigeria and abroad by encouraging girls to become tech entrepreneurs and change-makers.

Best Practice one: Women's Empowerment Through Agricultural Training in Uganda

In Uganda, Programmes to empower rural women via agricultural training and skills development have been developed by organisations such as the Food and Agriculture Organisation (FAO) and the National Agricultural Advisory Services (NAADS). Women can boost their agricultural output and income by enrolling in these programmes, which provide training in agribusiness management, crop diversification, and sustainable farming techniques. Women are also taught gender-responsive agricultural practices, such as granting land rights, granting access to resources, and involving women in decision-making. These initiatives support women's empowerment and gender equality in Uganda's agricultural sector while simultaneously improving food security and rural livelihoods by providing women with the skills and resources necessary to succeed in the field.

Best Practice two: Gender-Responsive Vocational Education in Sweden

Sweden's approach to vocational education, which breaks down conventional gender conventions and promotes equality in the workforce, has been praised for being gender-responsive. Sweden has enacted laws and programmes that support men and women who want to work in non-traditional sectors, such as the Gender Equality Agency and the National Agency for Education. Regardless of a student's gender, vocational schools provide a wide range of courses and apprenticeships that are customised to their interests and skill levels. Furthermore, Sweden has taken action to counteract gender stereotypes in training materials and educational programmes, promoting an inclusive learning environment where everyone is treated with respect and value. Sweden has one of the lowest gender disparities in salaries and labour force participation in the world as a result, highlighting the transformative potential of gender-responsive vocational education in advancing empowerment and equality.

Policy Recommendations:

Recommendations for policies that support women's empowerment via skill development and vocational training are essential. First and foremost, governments ought to give gender mainstreaming in education and training policy top priority, guaranteeing women's fair access to opportunities for skill development. In order to reach disadvantaged and marginalised communities; this

involves putting affirmative action policies, scholarships, and focused outreach initiatives into action. The inclusion of gender-responsive courses that dispel gender stereotypes and encourage women to pursue careers in non-traditional professions should also be encouraged by politicians. Thirdly, in order to raise the calibre and accessibility of skill development programmes for women, governments should make investments in infrastructure, resources, and facilities for vocational training in partnership with stakeholders from the business sector and civil society. Strengthening support networks, including childcare centres, flexible learning choices, and financial aid, are also necessary to alleviate socioeconomic barriers that prevent women from engaging in skill development programmes. It is recommended that policymakers give top priority to procedures for gathering and evaluating data in order to monitor progress, detect deficiencies, and provide evidence for evidence-based policymaking. Governments may foster an atmosphere where women have equal opportunity to achieve their goals, learn new skills, and make significant contributions to the economy and society by putting these policy ideas into practice.

Conclusion:

In summary, empowering women via skill development and career education is essential for inclusive growth and sustainable development, not simply for reasons of equality. Women may overcome the limitations of gender stereotypes and socioeconomic hurdles by having access to resources, education, and training. This will allow them to become economically independent, give back to their communities, and effect positive change. Women who expand their skills are more employable and capable of earning a living, and they also become more resilient, self-assured, and empowered. Furthermore, empowering women has profound socio-cultural, political, and economic ramifications that have a positive knock-on effect on entire civilizations. Prioritising gender-responsive policies, funding high-quality vocational training, and removing structural obstacles to women's empowerment are critical as we move forward. By doing this, we may help women reach their full potential as change agents, promoting gender equality and creating a more affluent and just future for all.

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Women Empowerment through Higher Education

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Abstract:

One of the main forces behind gender equality and socioeconomic progress is the empowering of women via higher education. This study looks at how women's empowerment is transformed by higher education and how it advances their personal, professional, and societal growth. The study draws attention to the major obstacles that women encounter when attempting to pursue higher education, such as financial limitations, societal expectations, and institutional prejudices. Universities may foster more welcoming and encouraging settings for women by tackling these issues with focused interventions including scholarships, mentorship programmes, gender-sensitive policies, and flexible learning alternatives. The wider socioeconomic advantages of empowering women through higher education are also covered in the paper, including better health outcomes, decreased poverty, and increased economic productivity. In the end, the study emphasises how important higher education is to creating a more just and successful society by empowering women to realise their full potential and make significant contributions to both local communities and the global economy.

Key words: Women Empowerment, higher education, Barriers in women Educations, long term benefits of women empowerment, Technological Integration, Social Implications

Introduction:

Women empowerment through higher education is a vital aspect in the goal of gender equality and sustainable development. A college degree is a potent instrument that gives women the information, competence, and self-assurance they need to traverse and impact different facets of society. Women's personal, social, and economic life undergo tremendous changes as a result of increased access to higher education, and this ultimately advances society as a whole. Even with the obvious advantages of a college education, many women around the world continue to face significant barriers that prevent them from pursuing higher education. The main obstacles preventing women from enrolling in and finishing higher education include financial limitations, deeply rooted cultural standards, and institutional prejudices. These issues not only restrict the options available to women, but they also obstruct the growth of societies that are more inclusive and egalitarian.

The goal of this article is to examine the various ways that higher education contributes to women's empowerment, with a particular emphasis on how it improves women's social status, level of economic independence, and general quality of life. It will also list, examine, and suggest workable solutions for the challenges preventing women from pursuing higher education. The goal of the article is to highlight effective initiatives and policy interventions that have made it easier for women to access higher education by looking at case studies and best practices from different locations. The conversation will also cover the wider socioeconomic advantages of women pursuing higher education, highlighting the ways in which educated women support social cohesiveness,

economic expansion, and better health outcomes. By doing this, the piece highlights how higher education has the power to fundamentally alter society and promote gender equality. Through a detailed analysis, this study intends to demonstrate that investing in women's higher education is not only a matter of social fairness but also a strategic requirement for achieving sustainable development and prosperity. In order for women to reach their full potential and to contribute to the development of a more resilient, inclusive, and progressive global society, it is imperative that they have equitable access to higher education.

Literature Review:

Many academic fields have explored women's empowerment through higher education in great detail, emphasising the important role that this empowerment plays in advancing socioeconomic growth and gender equality. This review of the literature summarises the main conclusions from the body of research on the influence of higher education on women's empowerment, the difficulties that stand in their way, and the solutions put forth.

Effect of Higher Education on Women's Empowerment:

Several studies highlight how higher education can significantly improve women's socioeconomic standing and personal growth. Higher education gives women the information and abilities they need to participate in the labour market successfully, which opens up greater job prospects and increases their income. Women with higher levels of education are more likely to be employed in a formal capacity, have better working conditions, and be more financially independent. Enhancing critical thinking, self-assurance, and decision-making abilities through higher education empowers

women to question conventional gender norms and fight for their rights. Because of this, educated women are more likely to engage in civic and political affairs, which support inclusive and democratic political systems. Furthermore, there is ample evidence supporting the benefits of women's higher education across generations. Better educated moms typically give birth to fewer, healthier, and more intelligent offspring, which feeds a positive cycle of socioeconomic success. These advantages include more significant societal advancements like less poverty and improved social cohesiveness.

Barriers to Higher Education for Women:

Even with the obvious benefits, women still encounter major obstacles when trying to pursue higher education. One of the main challenges is money because many families find the expensive tuition and related expenses to be unaffordable, especially in low-income areas. In households where resources are few, decisions are frequently gendered and resources are given more weight to male children than to female children. Women's educational options are severely limited by cultural and societal conventions. Traditional gender norms in many nations place a premium on women's home duties, which prevents them from pursuing higher education. Many young women's aspirations to complete their education are further curtailed by early marriage and childbirth.

For female students, institutional prejudices in educational systems can result in hostile situations. Women's involvement and achievement in higher education are consistently hampered by ongoing concerns such as harassment, gender-based violence, and a dearth of female role models in academia. These issues are made worse by the lack of gender-sensitive policies and support systems, which causes female students to have poorer retention and completion rates.

Strategies to Overcome Barriers

Numerous tactics have been put forth and put into practice to alleviate the obstacles that women have when trying to pursue higher education. Financial aid programmes including grants, scholarships, and student loans are crucial for increasing the number of women from underprivileged backgrounds who can pursue higher education. Collaborations between the public and commercial sectors can be extremely important for financing educational programmes and assisting female students. In order to provide inclusive and encouraging learning environments, gender-sensitive educational policies are essential. In addition to addressing problems like harassment and violence against women, these policies need to encourage the hiring and retention of female faculty members. Educating staff and professors in gender sensitivity can contribute to the development of an inclusive academic atmosphere.

Women can assume leadership positions both inside and outside of educational institutions with the support of mentoring programmes and leadership training. For female students to receive the direction and inspiration they need to effectively traverse their academic and professional careers, networks and support groups should be established. Opportunities for flexible learning, such part-time classes and online courses, can help women who need to juggle work and family obligations with their education. Offering family support services and childcare on campus can help reduce the stress of juggling work and school.

Challenges and Opportunities

Even with the obvious advantages, women still encounter several obstacles when pursuing higher education. Persistent problems include harassment, underrepresentation in academic leadership, and violence against women. The combined weight of household and academic obligations presents serious obstacles for women. Nonetheless, there are chances to deal with these problems with focused treatments. Supporting work-life balance policies, gender-sensitive curricula, mentorship programmes, scholarships, and work-life policies can help women advance in their education and careers.

Long-Term Benefits:

Beyond short-term gains, women's empowerment through higher education has long-term benefits. Greater socio-economic benefits, such as improved social cohesion, decreased inequality, and increased economic productivity, are enjoyed by societies where women have greater educational attainment rates. Women with educations provide a variety of viewpoints for creativity and problem-solving, which advances a number of industries. Additionally, they perpetuate a culture of empowerment and education by acting as mentors and role models for upcoming generations.

Technological Integration:

Technology integration in higher education creates new avenues for women's empowerment. Women, especially those who live in distant or impoverished areas, now have more access to education because to digital resources and online learning platforms. Flexible study schedules made possible by technology also help women manage their academics with their personal and professional obligations. Furthermore, exposure to technology during higher education equips women for a wide range of job prospects. Digital literacy is an essential ability in the current workforce.

Global and Regional Efforts:

Governments and international organisations have acknowledged the value of higher education in empowering women. Gender equality in education is greatly aided by programmes like the Global Partnership for Girls'

and Women's Education of UNESCO and Sustainable Development Goal 4 of the UN, which strives to provide inclusive, equitable, high-quality education for all. In order to achieve sustainable development, regional initiatives like the African Union's Agenda 2063 also highlight the importance of empowering women via education.

Research and Data Collection:

Understanding the effect of higher education on women's empowerment and pinpointing areas for development require ongoing research and data collection. Governments, academic institutions, and non-governmental organisations should all make investments in thorough data gathering and analysis in order to track developments, evaluate the success of programmes, and make well-informed decisions. Additionally, by highlighting effective models and best practices that may be applied in other settings, this data can be useful.

Social Implications:

Women's positions in society and their professional life are influenced by higher education. Women with higher levels of education are more likely to support social justice, volunteer, and take part in the social implication of Women Empowerment through Higher Education can be call in these points-

- Their propensity for greater civic engagement makes their communities stronger and more resilient. Furthermore, the presence of educated women in a variety of social sectors dispels myths and encourages views on gender roles that are more progressive.
- Women can become economically empowered and achieve financial security and independence by pursuing higher education. Their ability to make decisions about their lives and futures is enhanced by their economic autonomy, which also lessens their susceptibility to exploitation and abuse. Women's increased economic empowerment boosts their nations' economies overall and has a multiplier effect that helps entire comm.
- Women's health and wellbeing are positively impacted by higher education. Women with higher levels of education are also more likely to adopt healthy lifestyles, use healthcare services, and make knowledgeable decisions regarding their reproductive health. Better health outcomes for them and their families result from this. Education can also help women handle stress and mental health problems by giving them the information and abilities to do so, which will improve their general wellbeing.
- Gender norms are starting to change in culture as more women pursue higher education. Well-educated women defy social norms and encourage the next generation to pursue

professional employment and higher education. In order to foster an atmosphere where women's contributions are acknowledged and gender equality is acknowledged as a social objective, a cultural shift is imperative.

Policy Recommendations:

The following legislative suggestions are put forth in an effort to optimise the influence of higher education on women's empowerment:

- Governments and academic institutions must to increase the number of scholarship programmes they provide and give financial assistance to women from underprivileged backgrounds in particular. Partnerships between the public and private sectors can be used to finance educational programmes and encourage women to pursue higher education.
- Institutions ought to put in place procedures that deal with gender prejudice and give every student a secure, welcoming atmosphere. Academic cultures that are more supportive can be fostered through gender-sensitive training for staff and faculty.
- Through leadership development and training programmes, assist and encourage women to assume leadership positions within educational institutions. Create networks of mentors that link accomplished women in academics and business with female students.
- Provide a range of flexible learning alternatives, including part-time and online programmes, to support women who are juggling employment and family obligations with their education. To assist women in managing their dual obligations, on-campus childcare facilities and family support services should be made available.
- Increase community understanding of the value of women's education by implementing outreach initiatives and public awareness campaigns. Address cultural and socioeconomic impediments to women's educational goals by involving families in their support.

Future Directions:

In order to further women's empowerment via higher education, studies in the future should concentrate on

- Investigating the long-term effects of higher education on the lives of women from various socio-economic and cultural backgrounds.
- Examining how women's experiences in higher education are impacted by overlapping identities, such as race, ethnicity, and socioeconomic background.
- Investigating cutting-edge teaching strategies and tools that can help women learn more effectively and overcome obstacles.

Conclusion:

Higher education is a potent instrument that empowers women by promoting their personal, professional, and social growth. Through removing obstacles to higher education and establishing nurturing surroundings, communities can enable women to reach their maximum potential. This helps women individually as well as advance gender equality and wider socioeconomic progress. A wise investment in the future, ensuring women's access to higher education will result in more resilient, equitable, and successful communities. We can make a world where every woman can prosper and make a positive contribution to society a reality by putting in place comprehensive financial support, gender-sensitive policies, advancing women in leadership roles, providing flexible learning opportunities, and involving communities and families.

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Pakistan's Afghan policy toward the US: Past, Present and Future

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Abstract:

After the 1979 soviet intervention in Afghanistan changed the world political scenario during the Cold War, Afghanistan is one of the countries in the world to centralized attention on fundamentalism, terrorism and regionalism-based political perspective. Pakistan is always interested or interfering in Afghanistan. They used the term strategic depth and domestic politics against the foreign institution. Strategic depth is a term in military literature that broadly refers to the distances between the front lines or battle sectors and the combatants industrial core areas, capital cities, heartlands, and other key centers of population or military production. After 9/11 Pakistan preserved its own policy and followed and carried the USA that is the major change to Pakistan's policy was against good or bad terrorism & toward the USA.

Keywords: Strategic, Policy, Relation, Terrorism, Aid, Diplomatic, Finance, Cold war, cooperation

Introduction:

The United States was an early supporter of Pakistan, providing financial, military, and moral support, while Pakistan played a role in jumpstarting Sino-American relations this is a major example. When looking at the focus on the foreign policy of Pakistan toward US The major point highlighted Pakistan's economic necessity, security challenges, and domestic political situation. (Adam Weinstein 2023) The Pakistan's foreign policy objective are security and development and Afghanistan is one of the most important countries in Pakistan's foreign policy. In that view, Pakistan first Prime Minister Liaquat Ali Khan's visit to America in May 1950 was a success as Liaquat Ali Khan created favourable optimism about Pakistan and secured future financial assistance. During his visit to America, Liaquat Ali Khan told the National Press Club in Washington that, 'Our strongest interests therefore are firstly the integrity of Pakistan' On May 19, 1954, Pakistan and America signed the Defence Treaty in Karachi. Pakistan became a member of the South East Asia Treaty Organization on 5 September 1954 and the Baghdad Pact in 1955. Significantly, both organizations were pro-US and Pakistan became a member of the US-aligned SEATO and CENTO. The United States establish diplomatic relations with Pakistan following the country's independence in 1947 mentioned the US official website or the Bureau of South and Central Asian Affairs, "We work closely with Pakistan on a wide array of issues ranging from energy, trade and investment, health clean energy and combating the climate crisis to Afghanistan stabilization and counterterrorism. The United States has been one of the largest sources of foreign direct invest in Pakistan.³ According to Bruce Riedel's 'Pakistan was eager to get financial aid from the US or optimistic to get half a million dollars' worth of arms stockpile' (Bruce Riedel, 2012.) The first military ruler was Ayub Khan said security and development are the main principles of foreign

policy. Pakistan's main strategy was to seek protection or cover from attacks from India and Afghanistan. During the Cold War, Pakistan needed America as a national entity because it constantly felt a threat from India. One of the main reasons why the US was so important was the economic, military and political support it gave to Pakistan. From the point of view of America, Pakistan was a very important country against the Soviet Union from a strategic point of view. Afghanistan is epicentre of Pakistan policy. According to General Ashfaq Parvez Kayani "We want a strategic depth in Afghanistan but do not want control it," and "A peaceful and friendly Afghanistan can provide Pakistan a strategic depth", he said, while warning that it was essential to address Pakistan's long-term strategic concerns for stability in the region.¹ At the end of December 1979, the Soviet Union sent thousands of troops into Afghanistan and immediately assumed complete military and political control Kabul. B-ut United State has interest or need for Pakistan to play such a role in Afghanistan. The mujahideen were fragmented politically into a handful of independent groups, and their arms and combat organisation gradually improved, however, owing to experience and to the large quantity of arms and other war materiel shipped to the rebels, via Pakistan, by the United States and other countries and by sympathetic Muslims from throughout the world. (Michael Ray, 2023)

The present Pakistan-US relationship is often portrayed negatively among the lawmakers, media, and general public of both countries, with a focus on mutual resentment and dysfunction. To complicate matters, perceptions about Pakistan in the US and the latter's image in Pakistan have been deeply brused by the US-led war on terror'. Many Pakistanis believe that America dragged Pakistan into a war that was not ours: one which caused enormous human and financial losses to our country. There is a view that America befriends Pakistan only

when it requires help to advance its security agenda. For its part, the US perceives Pakistan as a country that impeded its military victory in Afghanistan by providing sanctuaries to the Taliban. US officialdom also accused Pakistan of playing a double game. Nevertheless, the US, it appears, would still like to engage with Pakistan for two reasons. First, it would not like to see Pakistan completely slip into China's sphere of influence. Secondly, the US might adopt a more balanced approach to South Asia because India tends to exercise its strategic autonomy, including ties with America's rivals, such as Russia. (Aizaz Ahmad Chaudhry, 2023)

After the Cold War, the Pressler Amendment was approved by the US as Pakistan was an important strategic partner in the Soviet war. Due to which Pakistan was receiving financial assistance after 1990. The terrorist attacks on the US led to the international recognition of General Pervez Musharraf's military rule, because Pakistan was on the side of the War on Terror, i.e., the US-led war. After the 9/11 incident, strategic relations were established between Pakistan and the US for the third time. On September 20, 2001, US President George Bush, in a joint session of Congress, warned all countries that cooperated with terrorism for any reason, and this message was clearly meant for Pakistan as well. Because Pakistan played an important role in the internal politics of Afghanistan. (Ali Asgar, 2015) In a message to the world, Bush declared that 'you're either with us or against us' (Yunas Samad, 2009) General Pervez Musharraf, the military ruler of Pakistan, showed his willingness to go with the US, which stopped Pakistan's strategic depth in relation to Afghanistan. It was no surprise that Pakistan went along with the US because during the Cold War, Pakistan was a constituent party of the US and as their interests were close from a strategic and military point of view, this time also Pakistan became a constituent party of the war against terror. The revival of close economic relations with the US should not be a zero-sum exercise in the context of Pakistan's ties with China, which remain deep-rooted. It would be a folly to view these two important relationships as an either-or choice for Pakistan. It is heartening that the leadership of the US and China have announced that there will not be another Cold War and that they would not like to see the world divided into camps. (Aizaz Ahmad Chaudhry, 2023)

USAID and Pakistan:

Pakistan has been heavily dependent on foreign aid ever since independence in 1947. From 1960 to 2002, the country received \$73.1 billion in overseas development assistance. (S Akbar Zaid, 2011) In November 2001, \$600 million was approved as part of a strategy to ensure that Pakistan would continue to play an important role in

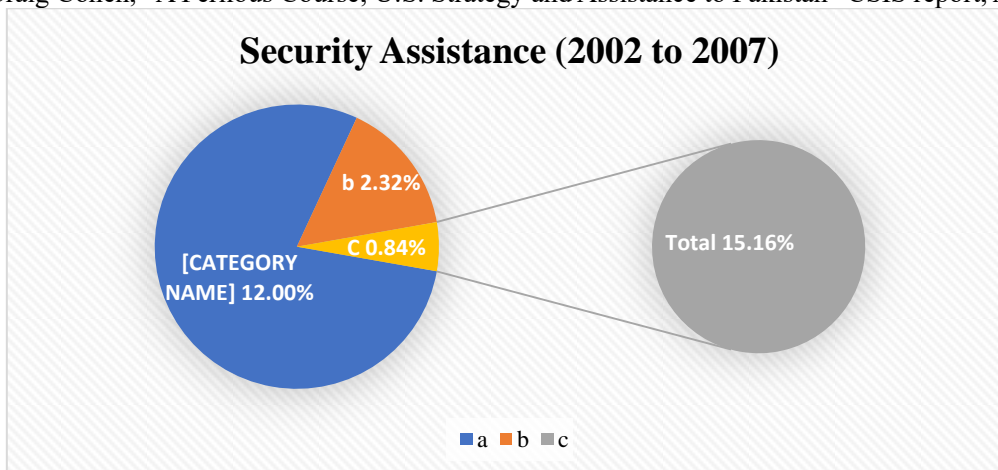
Afghanistan's internal affairs. In November, the US launched Operation Indoor Freedom in Afghanistan. This campaign was fully supported by Pakistan. In April 2002, General Pervez Musharraf decided to hold elections in October due to pressure from the United States to create democracy in Pakistan, and in August 2002, General Musharraf's military government announced changes to the Constitution of Pakistan under the Legal Framework Order and all powers were restored to the President. In July 2002, the US Congress notified two foreign military sales worth \$230 million. It was approved to be given to Pakistan. The contract included 7 used C-130E transport aircraft (including spare parts for one) and 6 Aerostar surveillance radars. This was an important event of the decade due to this weapon received by Pakistan. High level discussions were held in September 2002. These included military cooperation, security cooperation, and counter-terrorism as well as plans for joint military exercises between the two countries. In the meantime, the US removed three different economic amendments, the Brown Amendment, the Placer Amendment and the Glenn Amendment, which were available to Pakistan. In which the important Glenn Amendment (Glenn Amendment) after the nuclear test in 1998, according to the Glenn Amendment, the US was cancelling all financial loan approvals. On the other hand, the American administration promised that the financial assistance of 1.2 billion dollars will be an effort to provide approximately 2002 to 2003 according to the US foreign assistance fund, in which 600 million dollars will be directly given to the government of Pakistan in the form of development funds according to the United States Agency for International Development (United State AID). and pledged financial assistance through the United States for Security and Military (USAID).

In June 2003, during the visit of the President of Pakistan to the US, the US government approved \$3 billion for five years and agreed to give \$600 million annually as financial aid. An important step was taken by the US in June 2004 regarding Pakistan. The declaration of Pakistan as a Major Non-NATO Ally (MNNA) made Pakistan a separate member of NATO under Section 517 of the US Foreign Assistance Act of 1961, but a military and economic beneficiary of the NATO alliance. Being recognized as a major non-NATO allied nation allows direct Lashkar-to-Lashkar opportunities. Also available are all types of American made defense equipment. This event was a major achievement in the context of Pakistan. From 2005 to 2009, it was decided to pay 1.5 billion dollars according to foreign military financing (FMF) from the US government. A breakdown of US security-related financial assistance to Pakistan is given in Pie Chart 1.1.

Chart 1.1: Security Assistance (2002 to 2007)

a	Foreign Military Finance (FMF)	\$1.27Billion	12.00%
b	International Narcotics Control and Law Enforcement (INCLE)	\$245.6Million	2.32%
c	Other Security Assistance	\$88.8Million	0.84%
Total	US security-related financial assistance to Pakistan (US\$ 1.60 Billion FY 2002-2007)	\$1.60Billion	15.16%
Total			84.84%

Source: - Craig Cohen, “A Perilous Course; U.S. Strategy and Assistance to Pakistan” CSIS report, August 2007.



Source: - Craig Cohen, “A Perilous Course; U.S. Strategy and Assistance to Pakistan” CSIS report, August 2007.

In March 2005, the US military received instructions from the US President to provide F-16 fighter jets as well as military training to 300 Pakistani military officers under a program reinstated under the 2001 directive. Similarly, development aid funds were being given to Pakistan by America. In which 110 million dollars financial aid was given to Pakistan for development of health, education and later in 2007 for development of FATA (Federally Administered Tribal Areas FATA).

Table no. 1.2 provides a complete overview of US development aid funds to Pakistan. According to Tauqeer Hussain's United State Institute of Peace report, 100 million dollars of development aid was being given to Pakistan. It started in July 2002. Accordingly, Pakistan's Ministry of Education was making changes in the policy and framework of the education sector. Training of school teachers and administration, inclusion of science in madrasa curriculum was considered.

Table 1.2: U.S. Development Assistance to Appropriation by Objective.

\$US Millions,	U.S. Development Assistance					
	2002	2003	2004	2005	2006	2007
Year	2002	2003	2004	2005	2006	2007
Primary Education Literacy	15.00	21.50	28.00	66.67	64.39	60.82
Democracy and Governance	2.00	8.00	11.20	13.23	23.43	31.60
Economic Growth	0.00	5.00	10.20	17.00	15.22	25.92
Basic Health	14.00	15.65	25.60	50.70	45.66	30.86
Earthquake reconstruction	0.00	0.00	0.00	0.00	55.84	50.00
FATA Development	0.00	0.00	0.00	0.00	0.00	110.00
Total	31.00	50.15	75.00	147.60	204.54	309.20

Source: - Craig Cohen (2007), “A Perilous Course; U.S. Strategy and Assistance to Pakistan” CSIS report, August 2007.

On February 22, 2006, President Bush announced changes to Pakistan-US cooperation. Five years ago, Pakistan was one or only three nations that recognized the Taliban regime in Afghanistan that all changed after September the 11th president Musharraf - Pakistan was receiving facilities through the Bush administration and due to American pressure and financial support, the Pashtun area was also included within Pakistan by the Pakistan government. Military operations against

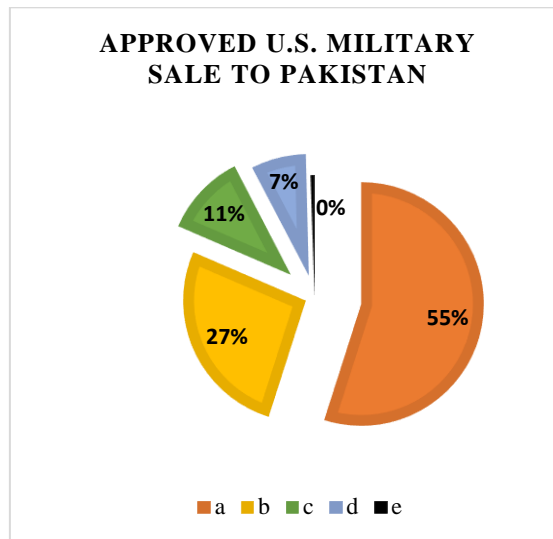
terrorism were ongoing in Fata and Balochistan provinces. Within the country, it is seen that the government of Pakistan has to go ahead with terrorism. It is seen that Pakistan has planned many military operations in relation to terrorism. etc. S. In 2006, an arms transfer agreement was signed with Pakistan by the US administration that provided an excess of 3.5 billion. It was an important event in Pakistan's arms procurement. Which can be called the important factor. 36 F-16 C/D Block 50/52

fighter jets worth \$1.4 billion from the US, along with several missiles and bombs, F-16 C/D fighter jets worth a total of \$640 million. For modification of purchased aircraft including Pakistan's F-16 A/B fighter jets. For that, 890 million dollars and 115 MM 109A5 155 MM self-propelled howitzers (self-

propelled howitzers) are included in the cost of 52 million dollars. It is true that Pakistan will become a major buyer of arms from the US and the schedule of arms sales agreed to by the US to Pakistan is given in the following chart 1.3.

Chart 1.3: Approved U.S. Military Sale to Pakistan (2002 to 2007)

a	Figher Aircraft and Weapons	US \$ 5.34Bilion FY 2003-2006 (54.90%)
b	Support Aircraft and other Air	US \$ 2.59 Billion FY 2002-2007 (26.62%)
c	Advanced Weapons Systems	US\$1.06 Billion FY 2003-2007 (10.91)
d	Electronics and Communications	US\$698.2 Million FY 2002-2007 (7.18%)
e	Miscellaneous	US\$ 39.9 Million FY 2003-2006 (0.39%)



Source: - Craig Cohen, “A Perilous Course; U.S. Strategy and Assistance to Pakistan” CSIS report, August 2007. (Accessed on 16/04/2016)

Changing the regional & domestic policy:

Pakistan's involvement in America's war on terror is a challenge to internal and regional political interests. Islamic fundamentalists were opposed to American intervention. It leads to political instability in Pashtun and Baloch. The Pakistan government is vulnerable to this political outcome. Similarly, considering the regional importance, India & Iran's support shows effort or full support to overthrow the Taliban regime in Afghanistan. The challenge of this regional power is dangerous to Pakistan's national interest. So General Pervez Musharraf claimed that supporting America was in Pakistan's interest. It is also important for balancing India's hegemony in South Asia and determining Pakistan's nuclear policy. Further General Pervez Musharraf says, ‘TO safeguard our nuclear program, we must back the United State without reservation... If we don’t support the United State, we ourselves won’t survive nor will Islam... it is my responsibility to safeguard our national security. I

did not compromise with the United State. It was a matter of Pakistan’s Survival’. General Musharraf narrowly escaped an attempt to kill him on December 14, 2003, when a bomb blew up a bridge in the garrison city of Rawalpindi, next to the capital Islamabad, minutes after his motorcade passed it. (Reuters, 2007) This attack by Kashmiri terrorists gave Musharraf an opportunity to fight the US-declared war on terror with full force, after which Musharraf’s separatist policy towards Kashmir changed and shifted to a joint dialogue process. There was pressure from the US to resume dialogue between India and Pakistan. Pakistan, on the other hand, deployed over 100,000 army and paramilitary forces in the western border area. According to D'Souza's article in Strategic Analysis journal about 80,000 troops were deployed in the border area. Terrorists were using guerilla tactics. It means to attack and run away. This caused the paramilitary forces to suffer greatly from major attacks. The Pakistani government then deployed US-trained

troops in the border areas of Afghanistan to replace the Frontier Cops. They were well equipped commandos (K. Alan Kronstadt, 2009) with the help of America, Pakistan has made important development in the army and defence. General Musharraf said in an interview with Pakistan Express that the defence equipment materials received by America were being used for the threat posed by India. they say *"Wherever there is a threat to Pakistan, we will use it [equipment provided by the US] there. If the threat comes from al-Qaeda or Taliban, it will be used there. If the threat comes from India, we will most surely use it there,"*

According to Fredric Greer, Pakistan's strategic policy will be known to the US and the international community only when each of Pakistan's dramatic actions (Afghanistan's border with Kashmir, Afghanistan and Fata) will be considered in their foreign policy. Pakistan has certain objectives in the region, but the conflict here is intertwined with regional and international dimensions. Pakistan constantly changes its adopted approach; it balances the other regional policies with a cooperative perspective. (Frederic Grare (2007)

Conclusion:

The direct and indirect involvement of the Pakistan government and army in all the US-led events, be it the policy during the Cold War in Afghanistan or during the military operations declared against terrorism or the Taliban's dialogue with the US, cannot be ignored. etc.

The direct and indirect involvement of the Pakistan government and army in all the US-led events, be it the policy during the Cold War in Afghanistan or during the military operations declared against terrorism or the Taliban's dialogue with the US, cannot be ignored. Since 1979, the use of Pashto kabils has been seen to change over time. During the Cold War, the Mujahideen group also fought against the Soviet Union in the name of Sharia law and local tribal or regional identity, supported by the Pakistani military with arms and other support. The second incident is S. Later in the 1990s, the direct and indirect involvement of Pakistan and its spy agency ISI can be seen in the context of Talibanization or the one-handed domination of the Pashtun Jamaat (Kabila) in Afghanistan. A third changing policy of Pakistan is important.

Among the three countries that recognized the Taliban state, which was established in 1996, Pakistan appears to be following the Taliban since September 2001 and is seen to be making policy towards the US. If we look at Pakistan's policy today, its ambitions in relation to Afghanistan will be to create hegemony and thereby emerge as the leader of Muslim nations in Central Asia and South Asia.

Analyzing the competition in international politics and the geopolitical and geostrategic importance of Afghanistan and India's position in Afghanistan, even if Pakistan's policy is on the side of the Taliban or the study of the war against the Taliban, Pakistan has never been found to have interfered in the internal affairs of the Taliban. Military operations are seen within the country, such as the military operations in Balochistan against Baloch separatist leaders. One important mention is the action against Baloch separatists in Balochistan province by the Pakistan government and army in collaboration with Pashtuns. These Pashtun leaders are today's Taliban leaders. The other side is Fata and the North West Frontier. Province (NWFP) in what is today the Khyber Pakhtunkhwa province took action against separatist or fundamentalist groups against the nation. What and how Pakistan's policy will be with and against the Taliban is sure to be seen in this region as a result of the conflict between America and China. Also, if the political situation in Afghanistan is unstable from India's point of view, India's increasing intervention and changing policy in Central Asia will hardly change Pakistan's policy towards the Taliban.

Between 1951 and 2011, the US has provided \$67 billion in economic and military aid to Pakistan. Pakistan President General Musharraf said in an interview to Pakistan Express News that this financial aid was mainly used to counter the threat Pakistan faces from India. Also, the Pakistan government took advantage of the post-9/11 situation to use military force against terrorist and extremist groups in Baluchistan and Pakhtoonistan (North West Frontier Province and Fata) with US assistance. The military, nuclear and economic components are seen here in development.

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The Importance of Effective English Communication in National Education Policy-2020

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Abstract:

For a very long time, English has been used as a bridge to link people from all over the world. However, English is not given the same priority in India, a country whose rich cultural legacy has been maintained via a variety of channels, including art, literature, rituals and historical sites. However, a number of circumstances led to English's rapid ascent to prominence as the principal language of instruction, especially in higher education, after independence. Due to the few and insufficient resources accessible to them, undergraduate students in rural areas of the nation struggle to stay up with the English language. In technical, vocational, and professional courses, when English is the only language of teaching and the only language used for course materials, the problem is more apparent. Given the wide-ranging nature of this matter, the National Education Policy, 2020 (NEP 2020) aims to encourage the use of both English and regional languages, with a focus on the significance of teaching and achieving proficiency in the national languages of India. However, the NEP acknowledges the value of English and promotes its use mainly for pragmatic goals as opposed to artistic endeavours. In an effort to conserve all Indian languages and the rich local arts and culture that go along with them, the NEP-2020 proposed documenting all of India's languages and their accompanying cultures using a web-based platform, portal, or wiki. The goal is to provide students with the knowledge and abilities needed to deal with the difficulties they will unavoidably encounter in the real world.

Key Words: NEP-2020, Encouragement, Proficiency, Resources and Instruction

Introduction:

The proposed change in the medium of instruction from English to regional or local languages by the current English Medium Schools is a hotly debated topic according to the National Education Policy 2020 (NEP 2020). There is no question that English, along with Latin and Chinese, is one of the languages that is spoken the most all over the world. There are around sixty-seven nations throughout the globe that recognise it as an official language. The fact that this language is known by exactly two billion individuals all over the globe is a clear indication of the enormous global reach that it has. This group of nations is considered to be a member of what is referred to as the "core Anglosphere."

As a result of the historical contributions made by the British Empire, a number of nations have chosen to recognise English as their official language. The countries of Cyprus, Nigeria, Barbados, and India are included in the list. There are a substantial number of institutions that are located in nations where English is the major language, according to an analysis of the best universities in the globe in the year 2020. If you have great communication abilities in English, you may be able to get entry to famous educational institutions, particularly in the United States and the United Kingdom. It is evident from this that English is held in very high respect among the languages used in academic settings. According to the findings of a recent poll that was carried out by Cambridge English, a sizeable majority of employers in nations where English is not the official language continue to consider it to be an essential language. As a result

of the fact that 66% of all videos on YouTube are in English, the majority of people who enjoy this sort of entertainment online are people who speak English. Because more than half of the most popular websites on the internet are written in English, it is clear that English is the language that the vast majority of people who use the internet choose to communicate in.

There are a substantial number of people who use the internet, around one billion, who are able to write in English. This is something that should be taken into consideration. There are a number of factors that have contributed to the global attraction of the English language, including the inherent ease of learning it and the capacity to become fluent in it. There are many nations in which official papers are written in English, and it is the language that is most often used for governmental responsibilities all over the globe. On a worldwide scale, this further establishes English as a dominant language linguistically. It is common knowledge that India has a significant advantage over a great number of other nations all over the globe. In India, there is a wide variety of regional languages and dialects spoken by the people. Marathi, Punjabi, Bihari, Gujarati, Telugu, Malayalam, Bengali, and a great number of other languages are among the hundreds of samples that are available. In spite of the fact that Hindi is the official language, it has not been formally labelled as such since the southern states have been reluctant to agree to this designation. Residents of these states are able to speak well in either their mother tongues or in English, depending on their preference.

The states of Tamil Nadu, Kerala, and Telangana, along with a number of other states, are among those that are in dispute. As a consequence of this, English has been acknowledged as an extra language that is recognised as having official status in India. The northern states of India, including Rajasthan, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, and Madhya Pradesh, are homes to a significant number of people who speak Hindi language. The constitution recognises both Hindi and English as official languages as a result of this. After gaining independence, there was an expectation that the English would promptly depart from the country, as they were regarded as a reminder of the oppressive era of slavery. Unfortunately, this did not happen. English's global dominance has played a significant role in facilitating the process of globalisation.

Modern English has established a strong reputation in a diverse range of fields, encompassing the hard and soft sciences, economics, politics, philosophy, and social science. English is widely regarded as the preferred language for acclaimed works by critics worldwide. Additionally, it has been the primary language used for the majority of standard translations. It is evident that English plays a crucial role in the communication between leaders of nations worldwide, as they frequently convene on platforms such as the United Nations and the South Asian Association for Regional Cooperation (SAARC). English is widely regarded as the ideal language for higher education across various disciplines, such as medical, science, innovation, engineering, research, management, space research, and more. It excels in both instruction and implementation, making it the top choice for academic pursuits. Thanks to our highly skilled scientists in English proficiency, our country has achieved the impressive rank of third in the world for launching artificial satellites, trailing only Russia and the United States.

English rapidly emerged as the prevailing language in commerce, law, government, academia, the media, and technology. Individuals who developed expertise in the language frequently secured esteemed roles with the British, and it rapidly emerged as the primary mode of instruction across all educational levels. However, becoming proficient in English was a goal that only a privileged few could achieve, especially those who were financially well-off. Even among this privileged group, only a chosen few from the upper levels of society had the opportunity to receive a formal education. Thus, the ability to converse effortlessly in English was regarded as a symbol of refinement, progress, and elevated societal standing during that era. English education played a vital role in fostering national unity, bringing together the entire country after a prolonged period of isolation

under the rule of influential monarchs such as Ashoka and Akbar. Leaders such as Mahatma Gandhi, Pt. Jawaharlal Nehru, Vallabh Bhai Patel, and others possessed a remarkable talent for establishing a strong connection with the people of India and igniting a profound desire for independence. Their mastery of the English language greatly contributed to their ability to communicate effectively. In order to accomplish their objective of expelling the British from India, the English were faced with the challenge of opposing their own country to a certain degree.

The Role of English in India's Modern Educational System:

It is clear that a sizeable number of Indians have a strong preference for sending their children to schools that provide instruction in English, as opposed to schools that teach in the native language of the locality. English has been firmly established as a language of considerable significance as a result of the influence of the British Raj, which is the source of this preference. There is little doubt that a significant driving force behind this interest is the recognition of the value of having a good grasp of the English language in this day and age, which is dominated by information.

The NEP-2020 proposes recording all Indian languages and their cultures on a web-based platform, portal, or wiki to preserve them and their rich local arts and culture. It is not necessary to provide any more explanation since the government has shown that it recognises the relevance of English language instruction in Indian schools. Even in the most rural parts of the country, English is prospering as a subject that is being taught in primary schools. It has become an essential component of the curriculum.

The Significance of English in the National Education Policy 2020:

After getting approval from the Union Cabinet in July of 2020, the National Education Policy (NEP) of 2020 took the place of the National Policy on Education in India, which had been in effect since 1986. The primary objective of the National Education Policy 2020 is to radically overhaul the education system in India. This plan is built on the core pillars of accessibility, equality, quality, affordability, and responsibility with regard to its implementation. The National Education Policy 2020 (NEP 2020) is based on the fundamental values that are ingrained in Indian culture. Its purpose is to equip the younger generation of India with the tools necessary to face the difficulties that are present in the modern world. This paves the way for our country to become a world leader in the amount of information that it has.

NEP 2020 highlights that intelligence is not measured by one's proficiency in English, but rather

emphasises its role as a tool for effective communication. It would be beneficial for individuals to acquire proficiency in English, as it is a language that is recognised globally and spoken widely. This statement highlights the importance of promoting English as a universal language to foster cross-cultural understanding and appreciation of diverse traditions and civilizations across the globe.

The assertion that NEP 2020 undermines the significance of English is unfounded. English is widely used in the NEP 2020. It is important for both public and private schools, regardless of their sector, to consider utilising students' native languages as the main medium of instruction from kindergarten to fifth grade. The NEP 2020 introduces a notable change by requiring a shift to English as the primary language of instruction for students starting from eighth grade and continuing throughout high school. The NEP 2020 is exploring the possibility of adopting English as the primary language of instruction. It believes that students who learn English will have an advantage in accessing the global opportunities brought about by globalisation. Therefore, it is highly encouraging to approach the acquisition of the English language with a positive mindset. India's higher education system has earned a well-deserved reputation for excellence among the global community throughout history. Our country's outstanding educational system has been instrumental in transforming our global reputation from that of a stereotypical "snake charming" nation to that of a formidable global force.

Sundar Pichai, Sanjay Mehrotra, Shantanu Narayanan, Indra Nooyi, Satya Nadella, and the recently appointed Prime Minister of the UK, Mr. Rishi Sunak, are among the notable individuals from the country who are achieving global acclaim. All of these influential individuals started their journey in public schools. English instruction is a common component of education in most schools in India, whether it is taught as a second language or as the primary language from the preschool stage. As a consequence of this, children are able to get acquainted with a wide variety of new skills, such as the utilisation of mobile phones, television, applications, video games, instructional aides, internet education, and a great deal more. In the aftermath of the recent pandemic, online education immediately came to popularity throughout the whole of India, from the country's most populous metropolis to its most remote areas.

Considering that English is not a native language in India, developing a strong command of it becomes a practical necessity. English has been taught at various levels throughout history, encompassing foreign, supplemental, and second language education. However, the teaching of English language is frequently perceived as distinct

from the study of English as a subject. Regarding the same matter, NEP 2020 places great importance on the development of English language skills for effective communication. It also emphasises the significance of a well-rounded interdisciplinary and multidisciplinary approach to undergraduate education. This approach covers a wide range of disciplines, including the arts, humanities, social sciences, mathematics, science, management, and related professional courses. In order to establish unity among these different streams, it is essential to have a shared language.

A New Era in English Language Administration:

The NEP 2020 highlights the significance of English as the instructional language for advanced level courses. Introducing English as a second language or as the primary medium of instruction from the earliest stages of pre-school can provide significant benefits due to the increased ease of language acquisition during this period. When it comes to teaching English as a foreign language, it's important to approach it differently than teaching native languages or regional dialects. In contrast to the middle grades, where English Language Arts takes a backseat to other subjects, elementary school offers a prime chance for children to delve into multiple languages and improve their reading and writing abilities.

The NEP has proposed that students learn high school science and mathematics in both their native language and English to enhance their understanding of these challenging topics. According to the NEP 2020, teaching English has equal significance to teaching any other regional language. It is crucial to consider that young children develop 50% of their language learning capacity by the age of 4, and 30% by the age of 8. This knowledge will be advantageous at this moment.

Conclusion:

Language is unquestionably a critical factor in the development of both domestic and international communication endeavours. English continues to be a critical instrument for facilitating global communication, despite the fact that over 7,000 languages are currently in use. English's long-standing association with refinement and sophistication has earned it a prominent position in India. The trilingual system established by our constitution will ensure that the language is continued to be used, despite the fact that only a small percentage of Indians possess effective English communication skills. Hindi occupies the second position in this system, while English occupies the third position. There is also a high prevalence of Hindi as the primary dialect. Our constitution is exclusively composed in the English language. Furthermore, this phrase is frequently

employed by the highest tribunals, such as the Supreme Court.

Furthermore, students who elect to pursue additional education abroad must possess a high level of English language proficiency. Adapting to the significant changes brought forward in the Languages portion of the NEP 2020 would certainly need developing creative teaching strategies for English Language. This is indispensable for economic expansion and technological innovation. In light of this, NEP-2020 does not downplay the significance of English either. Because of its adaptability, individual schools may choose the medium of teaching that best suits their students' needs, even those who are seeking a truly global education. Simultaneously, it grants the governments the autonomy to teach pupils in their native languages or regional languages. As a result, it helps make SDG Goal 4, which is a promise to provide all people with access to high-quality education that is both affordable and accessible, as well as to encourage them to continue their education throughout their lives. What is needed to create creative courses that use new teaching methods to meet the requirements of students, enhancing their learning experience and making it more practical and applicable. Changing the motto from "what to think" to "how to think" is the most pressing issue of the hour, according to the prime minister.

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Study of Electroplating

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Abstract:

Electro deposition is the application of metallic to metallic coating or other conductive surfaces by electrochemical processes. Electroplating is both an art and a science. Although based on several technologies and sciences, including chemistry, physics, chemical and electrical engineering, metallurgy, and perhaps others, it retains in some ways the aspects of an art, in which experience is the only teacher. In fact, of course, all the sciences have elements of art which can be learned only by experience; all the reading of textbooks on chemistry will not produce a chemist.

Keywords: Selective coating, Nonselective coating, electroplating, Faraday law, Electrolysis.

Introduction:

In day to day life coating is important. In this paper I mentioned types of coating. Further discuss the types of electroplating, methods of electroplating; purpose of electroplating. Electroplating is an electrochemical process where metal ions are transferred from a solution and are deposited as a thin layer on to surface of a cathode. The setup is composed DC circuit with an anode and a cathode sitting in a bath of solution that has the metal ions necessary for coating or plating. It is based on the process of electrolysis.

The process of electroplating is based on Faraday's law. According to these two laws it is stated that the mass of a substance liberated in electrolysis is proportional to the quantity of electricity passed through the cell, and the mass of the material liberated is proportional to its electrochemical equivalent (ratio of atomic weight to valence)

Types of Coating:

- 1. Selective Coating:-** The selective coating have property they absorbs maximum solar radiation but emits less radiation in the long wave region i.e. infrared region so they have high absorption low emittance they are also less radiation losses and they are more efficient.
- 2. Non selective coating:-** This type of coating uses in the flat plate collector because of which absorbs solar energy and converted in to thermal energy

Method of coating for production

1. Electroplating
2. vacuum evaporation
3. Vacuum spattering
4. Chemical vapor deposition
5. Chemical oxidation method
6. Ion exchange

Purpose of Electroplating:

1. Appearance
2. Protection
3. Special surface properties
4. Engineering or mechanical properties.
5. Corrosion resistance

6. Abrasion resistance
7. Value (silver/gold, etc.)
8. Solder ability
9. Rubber Bonding
10. Electroforming
11. Electrical Resistance
12. Reflectivity
13. Diffusion Barrier
14. Lubricity
15. High Temp. Resistance

Types of Electroplating

- 1. Non-metallic coating-** It is used as coating material in case of non-metallic coatings. Common types of such coatings are plastic or rubber coating. This involves application of a layer of the given polymer onto a substrate material. Different categories of such coating are described below.
- 2. Metallic Coatings: -** Metallic coating can be applied over metallic as well as non-metallic substrates. Sometimes non-metallic like plastics is coated to give metallic appearance.

Methods of Electroplating:

Large variety of equipment can be used for electroplating. Selection of electroplating equipment depends upon work piece size, geometry, throughput requirements, electrolyte and metal to be plated. Main methods used for electroplating are

1. Barrel Plating

Barrel plating is done in rotating barrels. These barrels are oriented either horizontally or at an angle of 35 o. This method is used for plating of many small parts in a batch. In this case electrical contacts are maintained through the tumbling action of the parts themselves and by means of an externally connected conductor that projects into the barrel.

2. Rack Plating

In some cases when barrel plating is difficult and impossible like parts to the plated are too large and heavy and complex, rack plating is recommended. In rack plating racks are made of heavy gauge copper wire formed into suitable shape for holding the work piece and passing current through the same. Work piece are hanged on hooks

or held by clips. To avoid plating on the racks, themselves, these are covered with insulation except the locations where work piece make contacts.

3. Strip Plating

In case of strip plating, a continuous strip is pulled through the plating solution by means of a take up reel. Long wires can be plated by this way. Small sheet metal parts held in a long strip can also be plated by this method. This process can maintain high production rates. The process can be set up so that only specific regions of the parts are plated, examples are contact points plated with gold or silver to make electrical contacts.

4. Zinc Plating

Zinc plated steel products are fasteners wire goods, electric switch boxes and sheet metal parts. Zinc coating provide high resistant to corrosion. Zinc can also be plated on large area sheet metal wiring galvanization.

5. Nickel Plating

Normally nickel plating is done for corrosion resistant purpose and decorative purpose. In these cases brass, steel, zinc die castings serve as substrate material. Automotive trims are also plated with nickel.

6. Gold Plating

It is a method of depositing a thin layer of gold on the substrate of other metal. Most often substrate is silver or copper. It provides corrosion resistant and highly electrically conductive layer which is used in electrical connectors and printed circuit boards.

Conclusion:

This paper highlights the method and types of electroplating, importance of electroplating. Electroplating give Industrial, commercial, environmental and economic benefits. Using electroplating objects increased wear resistance, corrosion protection or aesthetic appeal, as well as increased thickness. Many objects meant to be used indoors, in a dry environment and where danger of corrosion is slight, are nevertheless finished with lacquers, paints and electroplated coatings for purely aesthetic reasons. There are many applications of electroplating some of them of increasing importance at present, in which neither corrosion prevention nor decorative appeal are the reason for using plating. In summary Electroplating can enhance

- Chemical properties---increase corrosion resistance
- Physical properties---increase thickness
- Mechanical properties---increase tensile strength & hardness of part

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Comparative Analysis of Tqm Implementation in Indian Vs. Foreign It Mncs in Maharashtra

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Abstract:

IT multinational corporations who are striving to improve their performance and competitiveness have found that Total Quality Management (TQM) is a vital technique. In Maharashtra, a comparison of Indian and foreign information technology multinational corporations reveals that they use distinct approaches to the implementation of total quality management (TQM). Indian information technology multinational corporations (MNCs) often use a more adaptive and flexible strategy, using TQM standards, in order to meet local business cultures and operational complexities. Among the many aspects that contribute to their adaptability is their potential to modify quality management strategies in accordance with the particular requirements of a region's labor force and market. TQM frameworks that are standardized from their global operations are often used by multinational information technology corporations that are based outside of Maharashtra. These frameworks encourage uniformity and consistency across all locations by relying on their vast store of information and methods that have been tried and tested. However, if this strategy does not take into consideration the particulars of the local environment, there is a possibility that problems will occur with totally aligning with the operational environment of the region. Despite the fact that both domestic and multinational information technology giants in India employ Total Quality Management (TQM) to their benefit, their techniques of dealing with cultural variations, standardizing, and adapting to the requirements of local markets are distinct from one another.

Keywords: Total Quality Management, technology multinational corporations, organizations.

Introduction:

Opportunities are being generated for Indian organizations as a result of global competitiveness and the liberalization of the economy. They emphasize "quality" in their marketing materials as a competitive strategy of increasing their market share in order to compete with other businesses. They relied on well-known quality management techniques such as Six Sigma, total quality management (TQM), and ISO 9000 in order to get at their objective. The Total Quality Management (TQM) and other essential quality improvement methodologies are being used by an increasing number of successful firms. There are many different kinds of enterprises all around the world that have implemented TQM.

The use of TQM has resulted in the achievement of favorable results. In an attempt to enhance both the quality of their products and their overall performance, businesses in India have been using Total Quality Management (TQM) techniques (Rajashekhar, 1999). Organizations, on the other hand, have difficulties in implementing TQM in a manner that is both acceptable and efficient. They have also identified a number of obstacles that are preventing the implementation of TQM, which is a significant accomplishment. Because of these challenges, organizations have not been able to enjoy the benefits of total quality management (TQM) that they had hoped for. In addition, many people have come to the conclusion that Total

Quality Management (TQM) is useless as a result of poor performance, and as a result, many people have given up on TQM initiatives. This study attempted to bridge that information gap by conducting an experimental investigation into the hurdles that Indian businesses experience when attempting to implement Total Quality Management (TQM), and then compared the findings to those of earlier studies on the same subject that had concentrated on the difficulties that were encountered by American businesses.

The challenges that stand in the way of implementing TQM were the focus of this research that was based on surveys. In a manner that is analogous to past research in this area, factor analysis has been used to experimentally extract the obstacles from aspects that represent frequently reported barriers in the literature. The remaining half of the paper is divided into five sections for organizational purposes. In the first part of this article, a survey of the literature on the subject of hurdles to the adoption of TQM is presented. Within the next part, you will find a thorough explanation of the quality awards that were taken into consideration for this study. A discussion of methodology is included in the third section. In part four, the results from the data analysis are discussed and detailed, and in section five, a summary of the most important conclusions drawn from the research is presented.

Total quality management:

TQM is an organization-wide effort to "install and make permanent climate where employees continuously improve their ability to provide on demand products and services that customers will find of particular value." Total emphasizes that departments other than production (sales and marketing, accounting and finance, engineering and design) must improve their operations, while management emphasizes that executives must actively manage quality through funding, training, staffing, and goal setting. Although there is no standard strategy, TQM relies largely on quality control tools and methods. TQM was popular in the late 1980s and early 1990s before ISO 9000, Lean manufacturing, and Six Sigma took hold.

Objective:

1. Determine the TQM concept implementation levels.
2. Compare Indian machine tool companies to MNCs.

Method:

Within this part, we will divide our discussion into subsections that will address subjects such as the construction of questionnaires, the pretesting of questionnaires, the design of sampling methods, and the methodology of data collection.

It was the purpose of the study to collect information regarding the methods and procedures used in Total Quality Management (TQM), as well as its various aspects. This survey was broken up into three distinct components. The survey is broken up into three sections: the first portion asks fundamental demographic questions; the second section digs into the numerous aspects of Total Quality Management (TQM); and the third piece inquiries about the experiences of the businesses with and consequences from the application of all of the many tools and procedures.

Using a Likert scale that ranged from 1 to 5, respondents were asked to provide their opinions of

Medium size:

their respective businesses. In the interest of courtesy, we respectfully request that these individual organizations fill out and submit the questionnaire. A total of ninety companies were included in the initial sample frame, which was compiled with information obtained from the Indian Machine Tool Manufacturers Association (IMTMA). After then, the complete design method developed by Dillman was applied to the data that was obtained. By sending out questionnaires to the individuals we were interested in hearing from, we were able to collect data through the use of an electronic survey. In all, there were 67 responses that were both helpful and comprehensive. Returned responses accounted for approximately 74.40% of the total number of responses that were expected to be returned.

Data Analysis:

A total of 32.80% of respondents had total experience ranging from 21 to 30 years, 29.90% have total experience ranging from 31 to 40 years, and 28.40% have total experience ranging from 11 to 20 years. These observations were generated from the data that examined the overall experience of the respondents.

A third of the respondents are between the ages of 41 and 50, another third are between the ages of 51 and 60, a minor number are between the ages of 31 and 40, and a very small percentage are either older than 60 or younger than 31 years old, according to the survey data on the ages of the respondents at the time of the poll.

According to the findings of the research, out of all the companies operating in the machine tool sector in the state of Maharashtra, 76.10 percent are relatively small, 14.90 percent are very large, and 9.0 percent are extremely large. Based on the available evidence, it appears that the machine industry in Maharashtra is mostly supported by small and medium-sized firms.

Table 1 Dispersion according to Size

Size of the Industry	Numbers	Percent
Small	10	14.90
Medium	51	76.10
Large	6	9.00
Total	67	100.00

Table 2 Distribution based on the Category

Category	Numbers	Percent
Products Oriented	63	94.00
Service Oriented	1	1.50
Product and Service	3	4.50
Total	67	100.00

In accordance with the category analysis of the survey data, 94% of the respondents are employed by a firm that is focused on production,

4.50% are involved in both production and service, and 1.50% are primarily responsible for service. In accordance with the origin, the distribution (Table 3)

Industry type	Numbers	Percent
Indian origin	42	62.70
(MNC)	25	37.30
Total	67	100.00

Table 4 Distribution by Locality

Location	Number of Industries	Percent
Rural Area	36	53.70
Urban Area	31	46.30
Total	67	100.00

It is important to note that the origin of a firm has a substantial influence on its culture, qualitative performance, and adoption of technology. A research conducted on enterprises that deal with machine tools in the state of Maharashtra discovered that 37.30 percent of them are international organizations and that 62.70 percent of them are of Indian origin. Companies based in India hold a dominant position in the machine tool sector in the state of Maharashtra.

One of the most significant aspects to take into account when it comes to the implementation of Total Quality Management (TQM) is the location of the industrial facility. This is because the availability

of skilled people is a key important element. The findings of the survey indicate that out of all the businesses operating in the machine tool sector in the state of Maharashtra, 53.70 percent are situated in rural regions, while 46.3% are situated in urban areas.

Employee Attitude towards TQM:

It was recorded from the comments of workers working in the machine tool sector how they felt about the advantages that might be achieved through the use of TQM Tools and idea. This is because the participation of employees is one of the most important factors in ensuring the success of this philosophy.

Table 5 Summary of Employee Attitude

S. No	Employee attitude towards TQM Tools	Mean	Std. Deviation
1.	Reduce product / service nonconformity	4.37	0.918
2.	Employees knowledge level increases	4.22	0.902
3.	Effective communication and feedback takes place	4.22	0.867
4.	Provide formalized, systematic and practical improvement methodology	4.18	0.851
5.	Foundation for process documentation and maintainable systems	4.09	0.866
6.	Promote work and procedural standardization and understand core systems / processes and critical linkages	4.07	0.99
7.	Building a foundation for improvements	4.07	0.876
8.	Monitoring process improvement progress	4.03	0.937
9.	Enhance inventory management	4.0	0.87
10.	Empowerment of employees taking place	3.96	0.96
11.	Provides Rewards and recognition	3.90	1.116
12.	Motivate intensive trainings	3.87	0.815
13.	Create fast and flexible information	3.82	1.043

It is possible to examine how employees felt about the various parts of the outcomes by looking at the table that is located above. We were able to reduce the amount of non-conformity in our products or services, increase the overall knowledge levels of our workforce, and make it simpler for them to provide feedback and communicate with one another by utilizing TQM tools. Increasing the

performance in a thorough and formal manner has shown to be helpful to the firm.

Location-Based Results Analysis:

The T-test was applied to investigate the influence of the Total Quality Management (TQM) concept on the achievement of business outcomes in machine tool companies situated in Maharashtra. The criteria for this investigation included whether the facility was located in an urban or rural setting.

The opportunities for businesses located in more remote places to learn from one another through cross-training are significantly reduced.

Group Statistics:

Dependent Variable	Location of the Organization	N	Mean	Std. Deviation	Std. Error Mean
Achievement in Business Results	Rural	36	3.9529	.49238	.08206
	Urban	31	3.9173	.50969	.09154

Independent Samples Test:

Variances	Levene's Test for Equality of Variances		t-Values	df	Sig. (2tailed)	Mean Difference	Std Error Difference	95% confidence interval of the difference	
	F	Sig.						Lower	Upper
Equal variances assumed	.477	.492	.291	65	.772	.03565	.12262	-.20924	.28054
Equal variances not assumed			.290	62.819	.773	.03565	.12294	-.21004	.28134

Inference:

According to the results of Levene's Test for Equality of Variances, there is not a statistically significant difference between the variances of rural and urban areas ($p=.492$). Because of this, we make use of the findings that belong to variances that are also equal. According to this independent t-test, there is no statistically significant difference in the averages at the $p=0.05$ level, as computed $p=.772$. This is demonstrated by the fact that the industries

of 36 rural regions had an average accomplishment of 3.9529, while the industries of 31 urban areas had an average achievement of 3.9173.

Analysis of Results on the basis of Origin:

The T-test was utilized in order to investigate the relevance of the deployment of TQM Tools in relation to the attainment of business outcomes between the origin of industries, namely Indian or multinational corporations,

Group Statistics:

Dependent Variable	Type of Organization	N	Mean	Std. Deviation	Std. Error Mean
Achievement in Business Results	Indian	42	3.9110	.50063	.07725
	MNC	25	3.9791	.49797	.09959

Independent Samples t- Test

Variances	Levene's Test for Equality of Variances		t-Values	df	Sig.(2tailed)	Mean Difference	Std Error Difference	95% confidence interval of the difference	
	F	Sig.						Lower	Upper
Equal variances assumed	.150	.700	-.540	65	.591	-.06816	.12621	-.32022	.18391
Equal variances not assumed			-.541	50.801	.591	-.06816	.12604	-.32122	.18490

Inference:

According to the results of Levene's Test for Equality of Variances, there is not a statistically significant difference between the variances of rural and urban areas ($p=.700$). On account of this, the results obtained from the case of equal variances are utilized. The findings of this independent t-test

indicate that the average achievement of the thirty-two Indian companies is 3.9110, whereas the average achievement of the twenty-five multinational corporations in their respective industries is 3.9791. According to the estimated p value of .591, there is no statistically significant difference between the means at the $p=0.05$ level.

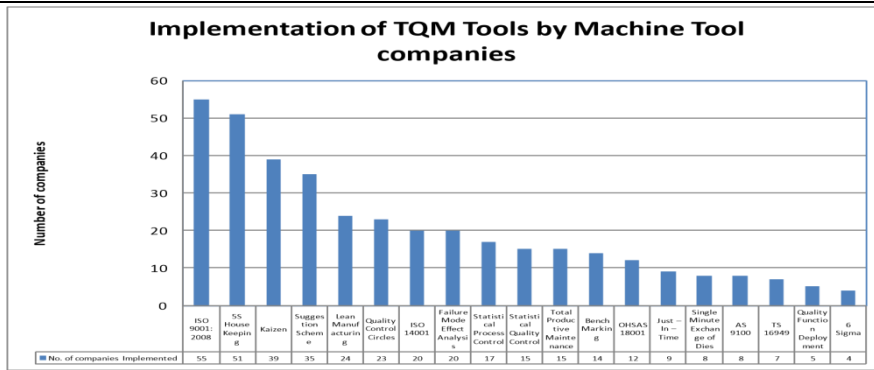


Fig 4 - Status of Implementation of TQM Tools in the Surveyed Industries

One can see from the figure that a considerable percentage of the companies that make machine tools in the state of Maharashtra have mostly implemented the Quality Management System and the 5S housekeeping concept inside their business. This is something that can be observed. On the other hand, the deployment of more TQM technologies is still in the first stages of development that are now underway.

Conclusion:

The conclusions of a research that investigated the challenges in implementing Total Quality Management (TQM) in the Indian sector are presented in this article. A reliability and validity analysis was performed on the survey, and the findings show that it is both valid and relatively reliable. The survey was tested for both reliability and validity. There is a lot that businesses that are interested in implementing TQM may learn from the experiences of industries that have previously implemented it. Businesses who are either actively using Total Quality Management (TQM) or are contemplating doing so may be able to improve their success rate by paying more attention to the challenges that they face. It was determined that the key limitations were a lack of benchmarking and a reluctance on the part of the personnel to adjust. It is important for industries to be aware that benchmarking is a mechanism for evaluating performance in comparison to the leaders of respective industries. Additionally, training and employee engagement in the planning and implementation phases of Total Quality Management (TQM) may be essential in reducing staff resistance. In addition, it was determined that the deficiency of resources was a barrier to the successful implementation of Total Quality Management.

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The Communicative Language Teaching Approach

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Abstract:

Communicative Language Teaching (CLT) is a language teaching method that emphasizes the importance of communication in real-world situations. CLT focuses on developing students' communicative competence, or their ability to use language effectively and appropriately in different social contexts. CLT does this by engaging students in authentic and interactive learning activities that focus on fluency and appropriateness in communication. CLT also de-emphasizes writing skills and grammatical aspects of communication, and instead emphasizes message and meaning. This paper attempts to highlight the perspective on language and learning, strong and weak versions of Communicative Language Teaching Approach, its features, classroom procedures etc.

Keywords: Communicative, audio - lingual, drilling, comprehensible pronunciation

Introduction:

What Is The Communicative Language Teaching Approach?

The basic idea that communicative ability is the goal of foreign language learning is not a new one. The structural approach and the audio-lingual method also stressed communicative ability. "If developments since the 1970s have special claim to the label 'communicative', it is because the implications of this goal have been explored more thoroughly and explicitly than before." The communicative approach to language teaching is based on the belief that acquiring a language means to communicate confidently and fluently in the language.

Perspective on Language and Language Learning:

The communicative approach opens up a wider perspective on language. The main characteristics of the communicative view of language are:

Language is a system for the expression of meaning.

1. The primary function of language is for interaction and communication.
2. The structure of language reflects its functional and communicative uses.
3. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

A communicative approach opens up a wider perspective on language learning. it makes us more strongly aware that in particular, to manipulate is not enough to teach learners structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situations and real how time"

Strong and Weak Versions:

There are two versions of Communicative Language Teaching Approach (CLTA) strong and weak. Howatt distinguishes between the two versions in the following words:

"There is in a sense, a 'strong' version of the

communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and characteristically, attempts to integrate such activities into a wider program of language... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the later entails 'using English to learn it."

Features of Communicative Approach:

The major distinctive features of the communicative approach as contrasted with the audio-lingual method are the following:

1. Meaning is paramount.
2. Dialogues, if used, centre around communicative functions and are not normally memorized.
3. Contextualization is a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device which helps the learners is accepted-varying according to their age, interest etc.
9. Attempts to communicate may be encouraged from the very beginning.
10. Judicious use of native language is accepted where feasible.
11. Translation may be used where students need or benefit from it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned best through the process of struggling to communicate.
14. Communicative competence is the desired goal

(i.e., the ability to use the linguistic system effectively and appropriately).

15. Linguistic variation is a central concept in materials and methodology.
16. Sequencing is determined by any consideration of content, function, meaning which maintains interest.
17. Teachers help learners in any way that motivates them to work with the language.
18. Language is created by the individual after thorough trial and error.
19. Fluency, and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
20. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
21. The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in what is being communicated by the language.

Classroom Procedures:

In most traditional classrooms, the common classroom procedure is whole-class work. In communicative language teaching, the main types of organisation are individual work, pair work, small group work and whole class work.

The advantages of pair work and small group work are:

- (i) Pupils get more language practice. They have to speak more English than they would otherwise do if the work is done 'round the class'.
- (ii) Pupils are active participants. They are more involved in learning. If some discussion is done in the whole class, only the bright pupils will take interest in it whereas others will lose it.
- (iii) Pupils feel secure. They feel less anxiety when they are working in pairs or small groups than when they are 'on show' in front of the whole class.
- (iv) Pupils help each other. They share ideas and knowledge.

These classroom procedures have certain problems.

- (i) The pair work and group work are generally noisy. It is, however, pointed out that pupils themselves are not disturbed by this noise. Further, it is purposeful noise: pupils are using English. Since pupils have to communicate with one another, a certain amount of noise cannot be avoided. The teacher should ask the pupils not to shout.
- (ii) Pupils make mistakes. The teacher cannot watch the performance of all the pairs or groups. The number of mistakes can be reduced by providing enough preparation and by checking.
- (iii) The teacher has less control over what pupils are doing in the class. To overcome this difficulty, it is suggested that he should give

clear instructions to the pupils about when to start, what to do, and when to stop.

Role of the Teacher:

In communicative language teaching, the teacher needs to adopt a variety of roles. These include the following:

- (i) As a general overseer to his students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- (ii) As a classroom manager, he is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organised at a practical level.
- (iii) In many activities, he may perform the familiar role of a language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on.
- (iv) In others, he will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.
- (v) When such an activity is in progress he may act as consultant or adviser, helping where necessary. He may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- (vi) He will sometimes wish to participate in an activity as-communicator with the learners. In this role, he can stimulate and present new language without taking the main initiative for learning away from the learners themselves.

Advantages of Communicative Approach:

The following are the advantages of the communicative approach:

1. **More language practice:** Pupils get more language practice. As most of the work in the communicative language approach is done in pairs and small groups, pupils have more opportunities to interact in the foreign language.
2. **More involvement:** Pupils are more involved in learning. They feel secure and do not get shy of speaking English in a small group. Thus, they get confidence to speak the language. They share their ideas with others. They get more opportunities to express their own individuality.
3. **Fluency in speech:** As pupils concentrate on speaking English, they become fluent speakers. They learn the appropriate use of language.
4. **Co-operative relationships:** The teacher's role in the teaching learning process is less dominant. There are more opportunities for co-operative relationships to emerge, both between the teacher and pupils, and among pupils.

Problems and Limitations:

Some of the problems and limitations of the communicative approach are as follows:

1. **Teacher's competence:** It is doubtful, whether an average teacher of English can make a success of this approach. Some teachers themselves cannot speak English fluently. In any case the teacher has to be reoriented to use the new approach.
2. **Neglect of reading and writing skills:** With its over-emphasis on oral communication the communicative approach neglects reading and writing skills. This drawback needs to be removed.
3. **Over-crowded classes:** The Indian classrooms are overflowing with pupils. It is not easy to seat them properly for pair work and group work.
4. **Unanswered questions:** According to Richards' and Rodgers the following questions regarding the communicative approach are still debated:
 - (i) Can the communicative approach be applied at all levels in a language programme?
 - (ii) Is communicative approach equally suited to ESL (English as a second language) and EFL (English as a Foreign Language) situations?
 - (iii) Does the communicative approach require grammar-based syllabuses to be abandoned or merely revised?

Conclusion:

CLT is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition are used, which allows them to learn and use the language. CLT also provides a greater room for individual interpretation and variation, and encourages learners to be active agents and negotiators who contribute in a cooperative atmosphere. It is a language teaching method that moved away from individual linguistic structures to teaching people how to use language effectively when communicating. This method is inclined towards fluency and not merely towards accuracy. It aims to develop learner's competence to communicate fluently in the target language. This method stresses the interdependence of language and communication. It highlights the importance of authentic communication in a real context.

This method makes learners confident to communicate by getting involved in real communication

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Biodiversity and Life Cycle Study of Tasar Silk moth *Antheraea Mylitta*

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Abstract:

Antheraea mylitta drury is mostly found in the tropical areas of our country, the polyphagous tasar silkworm feeds on food plants like *Terminalia arjuna* and *T. tomentosa* a variety of food plants. e.g. *Zizyphus jujube* *T. Catappa* *L Bombax malabaricum* *Semecarpus anacardium* *Ricinus communism* etc. Tasar culture is a traditional livelihood for tribal in the Maharashtra.

Present study based on quantitative traits such as cocoon weight, shell weight, larval weights etc. were made. Study shows that the variation in the cocoon weight 19.95 mg, 8.17 mg, 6.49 mg respectively coloration and different stages of tasar silkworm *Antheraea mylitta* Drury due to the changes in ecological parameters like fluctuation in temperature and humidity. *Antheraea mylitta* is distributed in the form of ecorace in varied geographical areas of Maharashtra. From the studies it is observed that rich biological diversity of *Antheraea mylitta* mainly is due to its wide range of distribution, climatic factors, rainfall and food plants etc., which have led to made variations in their life cycle and commercial traits.

Key words: *Antheraea mylitta*, Polyphagous, Cocoon weight, Climatic factor.

Introduction:

Sericulture is a cottage and agro-forestry and forestry based industry that provides sustainable livelihoods to rural communities and earning foreign exchange. According to the annual report of Ministry of textile India (2006) the profit worth about Rs.1600 crores per annum. The global production of raw silk is approximately 70,000 tons per year of which 16,500 tons per year is produced by India Sohn, Kee-Wook (2003). The ecological conditions of this selected study area are favorable to adopt agriculture and sericulture simultaneously In India, over three million people are employed in various fields of sericulture. Though India is the second largest silk producer in the World after China, it accounts for just 5% of the global silk market, since the bulk of Indian silk thread and silk cloth are consumed domestically.

Tasar silk is produced from the tasar silkworms (Insecta: Lepidoptera: Saturniidae) which has many ecoraces principally controlled by prevailing environmental conditions. The tasar silkworms are cultivated in natural forests; however, some attempts have been made for its semi-domestication. The present study depicts the variation in the different stages of tasar silkworm *Antheraea mylitta* which is distributed in the form of ecoraces in varied geographical areas. From the studies it is observed that rich biological diversity of *Antheraea mylitta* mainly is due to its wide range of distribution, climatic factors, and food plants etc., which have led to variations in their ethology and physiology. *Antheraea mylitta* is a wild sericigenous insect, widely distributed. In Maharashtra it is a polyphagous insect feeding on a number of food plants primarily on *Terminalia arjuna* and *T. tomentosa*, *Shorearobusta* and secondarily on *Zizyphus*, *Tectona*, *Bauhinia*, *Lagerstroemia*, etc.

Systematic studies were made to generate substantial information on the diversity of these populations so as to develop appropriate strategy for its conservation at the natural habitat. The present study is focused on the life cycle study of these wild species for commercial populations of *Antheraea mylitta* in selected parts of agricultural field based on physical features, climatic conditions and cocoon characteristics.

Material and Methods:

For the present study, the natural habitats of the agricultural field of Chalisgaon Thasil and some towns were selected. Study of Tasar Silkworm, *Antheraea mylitta* wild species were explored in their natural habitats and the geographical parameters were recorded. The ecological aspects of the of tasar silkworm, *Antheraea mylitta* were observed in their natural habitats and recorded Suryanarayana *at. el.*, (2005).

The various colored cocoon of wild species were collected. In 45 days observation adult were emerged out were grown under an optimum temperature of 29-30°C and a relative humidity of 70-80% in the agriculture field at Chalisgaon, The optimum temperature and relative humidity for the tasar silkworm rearing are 25-30 °C and 60-70% respectively. In the present study, the temperature and relative humidity were recorded with the help of lab thermometer and hygrometer respectively. The average of lowest and highest values taken and noted them. To study the ethological aspects of trivoltine and bivoltine, of wild species. Different stages of life history till cocoon formation were observed daily in the natural habitats. Such observations were made during project work for four months

Rearing Method:

The rearing of Tasar ecoraces was done by taking proper measures of disinfection to prevent outbreak of diseases and any attack by predators in fields. The quality of cocoons depends upon the selection of rearing site and food plants, optimum temperature and relative humidity, in agricultural field on *Zyzipus Jujuba*, Almond tree, and other plants.

Rearing of Tasar Silkworm:

The rearing of the tasar silkworm, *Antheraea mylitta* TV/BV were reared in laboratory on the *Zyzipus jujuba* leaves the larval span, moth colour, etc., were observed. During rearing, environmental fluctuations were seen, Temperature and relative humidity were measured regularly.

Results and Discussion:

The average larval span of tasar silkworm, *Antheraea mylitta* in study area were 38.7 and Pupal span 65.7 respectively. The average of total adult emergence period were 115.7 as well as the average maximum temperature 29.9 and minimum average temperature were 22.6 respectively, than total average of adult emergence were 115.7 days as shown in above table all these things were concerned with climatic changes and its impact on metamorphosis.

Tropical tasar silkworm, *Antheraea mylitta* is a commercial variety, which exists in various forms in different geographical niches of our country depend on food plants and environmental conditions. Agriculture and forest areas of loamy and black clayey regions within maximum temperature range of 30-38 °C and a minimum of 25-30°C, The voltinism (uni/bi/tri) in *Antheraea mylitta* is regulated by environmental factors like temperature, relative humidity, day length and rainfall. Humidity also plays an important role in growth of the larvae, triggering the moth emergence and preventing pupal desiccation.

The present study depicts the variation in the different stages of tasar silkworm *Antheraea mylitta* is mainly due to its wide range of distribution, climatic factors, and food plants etc. Variation were observed in the color, size and weight of cocoon due to foraging because tasar

silkworm feeds on variety of food plants, plant succession and factors like latitude, longitude, the altitude of different areas lead to expression of wide variations in phenotypic, physiological and behavioral traits resulted in formation of eco-races. Leather *et al.*, (1993) described that several species shows a large variation in the color which are present in the population which contribute the morphological and physiological characters.

Tasar silkworm growth and subsequent cocoon are normally influenced by availability of numbers of plants vegetations and favorable environment. The Tasar silkworm rearing being an outdoor practice mostly on nature grown food plants Davidowitz *et al.*, (2004). Vishaka G. V. *et al.*, (2021) has stated that tasar sericulture is a magnificent gift of nature apart from silk production proper utilization of secondary and waste products of tasar sericulture industry can generate extra income in addition to the silk. Value addition also helps in avoidance of post losses, industrialization, employment generation, export, extended availability of produce, foreign exchange earnings and product diversification, easy marketing etc. Therefore this wild silk-producing insect has high commercial value and is an important economic source for the indigenous tribe residents in the forest. The tasar silkworm-based sericulture is a forest-based industry run by the tribal communities as a key cash crop in the central and southern plateau of India.

Conclusion:

The present study infers to the need of conserving the distinct and unique tasar ecoraces, by several measures because most of the tasar silkworms are polyphagous, the availability of a range of secondary and tertiary food plants in large numbers in the natural habitat of selected area should be conserved by an innovative methods of food plantation. In the case of *Antheraea mylitta*, rearing the natural habitats should be conserved because this area is potential for semi-domestic practices of sericulture production. Studies on adaptability of ecoraces in different ecological conditions and synchronization of emergence pattern need to be focused.

Observation Table:

Table 1: Natural habitat and ecology parameters of the collection site of Tasar Silkworm *Antheraea mylitta*

Site of Collection.	Area of habitat	Host plants	Soil type	Avg. Max. Temp. (°C)	Avg. Min. Temp. (°C)	Number of cocoon.	Colour of cocoon.
Saygaon	Forest	Ber	Black	30.38	25.90	11	White
Chalishaon	Agriculture	Jambul	Black loamy	27.40	17.40	3	Yellow/Creamish
Patna	Forest	Arjun	Rocky gray	28.40	21.80	11	Blackish brown
Bilkhed	Agriculture	Sal	Black	30.25	25.30	4	Blackish gray

Table 2: Life cycle, ecological parameters at the collection site of Tasar Silkworm *Antheraea mylitta*

Site of collection	Cocoon Colour	No. of Eggs	Avg. max. Temp (°C)	Avg. min. Temp. (°C)	Larval span in days	Pupal span In days	Total span Adult of moth
Saygaon	Creamish /yellow	135	30. 38	25. 90	45	90	122
Chalisingaon	Grey	122	27. 40	17. 40	35	85	96
Patna	Blackish grey	120	28. 40	21. 80	45	76	110
Bilakhed	Yellow	116	30. 25	25. 30	30	120	135
Mean	-	123.2	29.1	22.6	38.7	65.7	115.7

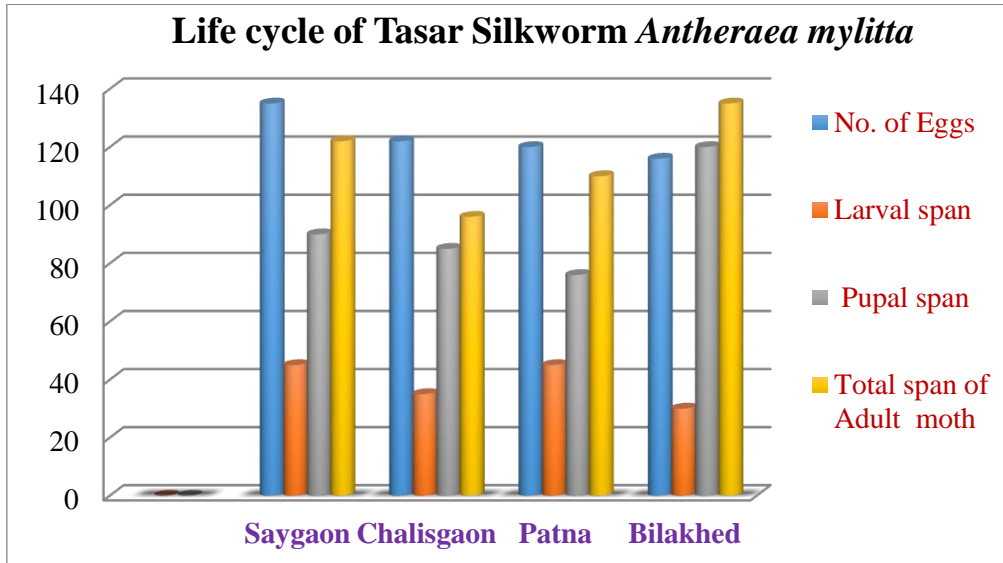
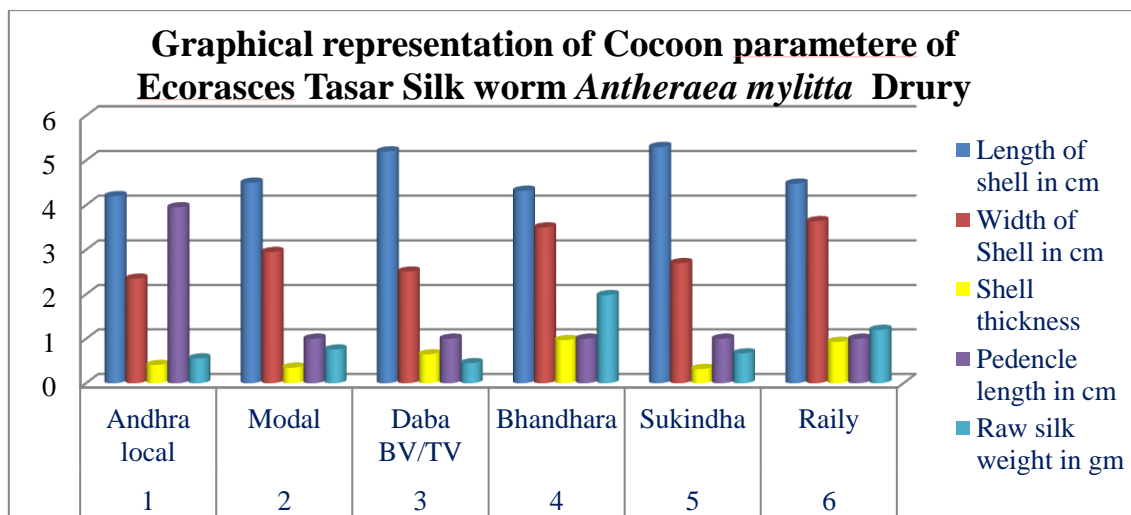


Table 3: Cocoon parameters of Ecorasces of Tasar silk worm *Antheraea mylitta* Drury.

Sr. No.	Ecorasces	Length of shell in cm	Width of Shell in cm	Shell thickness	Pedence length in cm	Raw silk weight in gm
01	Andhra local	4.2	2.35	0.41	3.95	0.557
02	Modal	4.50	2.95	0.35	1	0.757
03	Daba BV/TV	5.20	2.51	0.65	1	0.451
04	Bhandhara	4.32	3.50	0.97	1	1.98
05	Sukindha	5.30	2.70	0.32	1	0.67
06	Raily	4.48	3.64	0.93	1	1.20





Andhra local



Sukindha



Bhandhara



Modal (TV)



Raily Moth on *Zizyphus jujube* tree



Eggs of *Antheraea mylitta* *Ecorasces*.

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Contribution of MSMEs in Indian Economic Growth Amidst Challenges

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Abstract:

This paper aims at analysing the growth and development of Micro, Small and Medium Enterprises (MSMEs) of India in the post-reform period and also the contribution of this sector in the various economic aggregates. For empirical analysis, the paper collected secondary information from different secondary sources including annual reports published by the Ministry of MSME; Statistical yearbook India and Reserve Bank of India. Important findings emerged from analysis suggest that MSMEs have been consistently recording growth in all the indicators and the output growth of MSME remained quite high as compared to overall industrial growth in India during the last couple of decades. Further, despite of small scale of operation of MSMEs, the contribution of MSME sector to GDP and exports of India is fluctuating around 31 per cent and 45 per cent respectively in recent years. It suggests that the MSME sector has strong potential to lead the economic growth of the country. To realise the potential, state intervention in the form of various policies and programmes is required to address their concerns. The paper discusses various policy options for strengthening the sector in the medium and long run.

Key words: MSME sector, industrial growth, industrial policy, GDP, exports, finance

Introduction:

The vibrant and dynamic micro, small and medium enterprises sector has been contributing significantly to the growth and development of the country along with helping in tackling locational imbalances and social inequalities in India. Approximately 90 per cent of all businesses worldwide were MSMEs, which account for up to 40 per cent of national income in emerging economiesⁱ. Also, MSMEs accounted for 50 to 60 per cent of value addition in OECD countries (OECD, 2017). Besides, these enterprises efficiently generate employment avenues for diverse skill levels ranging from completely unskilled to skilled workers. Estimates suggest that, on average, such units employ 50 per cent of workforce worldwide and this figure is significantly high in case of some of the OECD countries, up to 70 per cent (OECD, 2016 and 2018).

The government of India realized the importance of small-scale industries in the initial years of independence and provided special attention to develop this sector which is evident in the form of various policies and programmes specifically designed for the development of this sector (Mohan, 2002; Das, 2011; Singh, 2023). Besides clearly defining the scale and size of micro and small units in terms of 'number of workers' and 'investment limit', Industrial Policy Resolution-1948 focused on establishing village and cottage industries. Further, the government established the National Small Industries Corporation (NSIC) in 1955 with the objectives to provide credit support to small units, marketing support to sell their products, etc.

Another intervention from the government was observed in the mid-1960s wherein government exclusively reserved a set of products that can be produced only by micro and small units. Initially, in 1967, government reserved 47 products exclusively for the manufacturing of Small-Scale Industries (SSIs). This list expanded over the years and by the end of 1988-89 the list of reserved products for SSIs increased to 821. Further, in the late 1960s, the Purchase Preference Policyⁱⁱ was introduced wherein government prepared a list of products which were to be exclusively purchased from SSIs by different departments and other industrial units (Kumar, 2014).

For instance, (i) 409 items were reserved to be exclusively purchased from small scale units; (ii) 13 items were reserved to be exclusively purchased from MSMEs to the extent of 75 per cent of the requirement and; (iii) 28 items were reserved to be exclusively purchased from MSMEs to fulfil 50 per cent of the requirement. During the same time, Price Preference Policyⁱⁱⁱ was introduced where MSMEs were given price preference for up to 15 per cent for selected items which were produced both by large-scale as well as small scale units. The policy was significant support to MSMEs as it compensated for unavailability of economies of scale, poor resource base, poor access to raw material etc. During 1970s and 1980s, government intervention was recorded by incorporating these units in priority sector lending and also provided financial incentives in the form of subsidies on installation of capital and machinery.

The protective policy measures provided space to small scale enterprises to expand their base (Narayana, 1989; Pingle, 1999; Singh, 2023). The

restrictive policy regime around the small-scale sector continued till the early 1990s. However, the change in policy set-up in 1991 and afterwards did not change the policy environment around the industrial sector in general and SSIs in particular. Owing to shift in development strategy, most of the policies exclusively designed for small-scale sector were either fully or partially eliminated. Accordingly, small units were exposed to international competition and also posed survival risks to these units. On the one hand, the liberal policy regime gave these units the chance to penetrate new markets through vertical and horizontal collaborations with multinational enterprises.

Researchers in India have investigated the impact of different policy regimes on the development of SSIs and provided contrary arguments. One set of researchers have reported that policy support provided to SSIs in the initial four decades of India's independence have played a significant role for the growth and expansion of industrial sector including small scale sector. Further, it is argued that the policy changes have adversely impacted the growth of small-scale sector. Under liberalization these units have been facing various challenges to adjust them according in the open business environment (Sandesara, 1993; Subrahmanian, 1995; Subrahmanian and Pillai, 1994; Das, 2011). A large number of small enterprises became unviable as these units are facing constraints on various fronts including financial,

poor innovation resulting in substandard product quality, lack of labour with required skills, etc. Owing to growing intense competition, a large number of these enterprises went out of business. Contrary view is that protective policy measures ensured captive market for their products. Thus, there was no pressure on these units to work with commercial motives and upgrade them technologically. Resultantly, majority of micro and small units continued to supply low-quality products that confined these units to serve just the local markets (Subrahmanya, 1995; Tendulkar and Bhavani, 1997; Bhavani, 2002; 2011).

In this context, the proposed study intends to analyse the growth and development of small-scale sector in the post-reform period and also the contribution of this sector in the various economic aggregates of Indian economy. Further, the paper elaborates the challenges and concerns of these enterprises for making systematic policy intervention to facilitate these units to realize their potential and help India to grow at faster pace.

Data sources and definitional changes of MSME:

To analyse the above said objective, secondary information has been used. The important data sources include (i) Various Annual reports published by the Ministry of MSME; (ii) Statistical year book India and (iii) Reserve Bank of India. From these sources, we have collected data related to number and type of industries, output and investment in industrial sector, etc.

Table 1: Definitional investment ceilings for SSIs in India – 1980-2006 (Rs. in millions)

		Manufacturing enterprises			Enterprises providing services		
		Upper limit of the investment in plant and machinery (Rs. in million)			Upper limit of the investment in plant and machinery (Rs. in million)		
		Medium	Small	Tiny*/micro	Medium	Small	Micro
1980		-	2.0	0.2	-	-	-
1985		-	3.5	0.2	-	0.2	-
1991		-	6.0	0.5	-	0.5	-
1997		-	30.0	2.5	-	0.5	-
1999		-	10.0	2.5	-	0.5	-
2001		-	10.0 ^s	2.5	-	1	-
2006		100.0	50.0	2.5	50.0	20	1
2020	Investment	500	100	10	500	100	10
	Turnover	<1000	<500	<50	<1000	<500	<50

Source: Singh (2023)

Growth trends of MSMEs:

The growth of MSME sector is estimated using four indicators namely, number of units, employment, fixed capital, and production (Table, 1). It is interesting to see that the MSME sector has

expanded steadily throughout the years in all the selected indicators^{iv}. The number of units increased from 6.79 million in 1990-91 to 10.11 million in 2000-01 and then stood at 12.34 million in 2005-06. The increase in number of units continued in the following period and grew to 55.78 million in 2016-

17^v. Similarly, the number of workers employed in the sector has increased continuously during the reference period. It increased from 15.83 million in 1990-91 to 23.91 million in 2000-2001 and further reached around 30 million in 2005-06. In 2016-17, the number of workers employed in MSME sector stood at around 129.42 million. The growing presence of MSMEs is also visible in terms of

production and fixed investment (Table 2). On current prices, the volume of MSMEs production has increased from Rs. 635180 million in 1990-91 to 4978420 million in 2005-06 and the increase in production continued in the following period. The production of MSME sector increased to Rs. 18981330 million in 2016-17 (Table 2).

Table 2: Growth of SSIs/MSMEs in India: Major Indicators

Year	Units (in Million)		Fixed Investment (Rs. Million)		Production (Rs. Million)		Employment (in Million)	
1990-91	6.79		935550		635180		15.83	
1995-96	8.28	(21.94)	1257500	(34.41)	1482900	(133.46)	19.79	(25.02)
2000-01	10.11	(22.10)	1473480	(17.18)	2612890	(76.20)	23.91	(20.82)
2005-06	12.34	(22.06)	1881130	(27.67)	4978420	(90.53)	29.49	(23.34)
2010-11	42.87	(247.41)	11059340	(487.91)	17215530	(245.80)	96.51	(227.26)
2011-12	44.76	(4.41)	11827570	(6.95)	18343320	(6.55)	101.16	(4.82)
2012-13	44.75	(-0.02)	12687630	(7.27)	18099760	(-1.33)	106.14	(4.92)
2013-14	48.84	(9.14)	13637000	(7.48)	18316240	(1.20)	111.42	(4.97)
2014-15	51.06	(4.55)	14719120	(7.94)	18535310	(1.20)	117.13	(5.12)
2016-17	55.78	(9.24)	-		18981330	(2.41)	129.42	(10.49)

Source: (i) Various Annual Reports of the Ministry of MSMEs (ii) Post 2006-07 data has been accessed from the Statistical year book India, 2018, available at <https://mospi.gov.in/web/mospi/reports-publications/-/reports/view/templateTwo/8411?q=TBDCAT>. (iii) Data on fixed investment is entirely from MSME annual reports.

Notes: Figures in brackets show the percentage growth over the previous year.

Regarding MSMEs' contribution to the national aggregates, we can see another perspective on the significance of MSMEs (Table 3). It is examined in terms of the contribution of MSMEs to the nation's overall exports, manufacturing, and GDP. MSMEs tend to be well-represented in India, in general. It is clear that during 2006-07 to 2018-19, the contribution of MSME to Gross Domestic Product (GDP) ranged between 30 and 37.54 percent. Even though it has started to decline in recent years, the MSME sector still accounts for roughly 30.27 percent of the GDP (Table 4).

Furthermore, MSME sector accounts for a sizable portion of total industrial output, its proportion has consistently decreased from 42.02 to 33.00 percent during 2006-07 and 2018-19. In contrast, the proportion of MSMEs in total exports has grown over time. In 2006-2007, it was around 32 percent and then increased to around 45 percent in 2017-18. The considerable contribution of this sector to national aggregates suggests that the MSME sector is essential to the development and growth of India's economy.

Table 3: Contribution of the MSME Sector to national aggregates

	Share in GDP	Share in manufacturing output	Share in total exports
2006-07	35.13	42.0	31.92
2007-08	35.41	42.0	30.8
2012-13	37.54	37.3	40.06
2018-19	30.27	33.0	45.00

Source: Singh (2023).

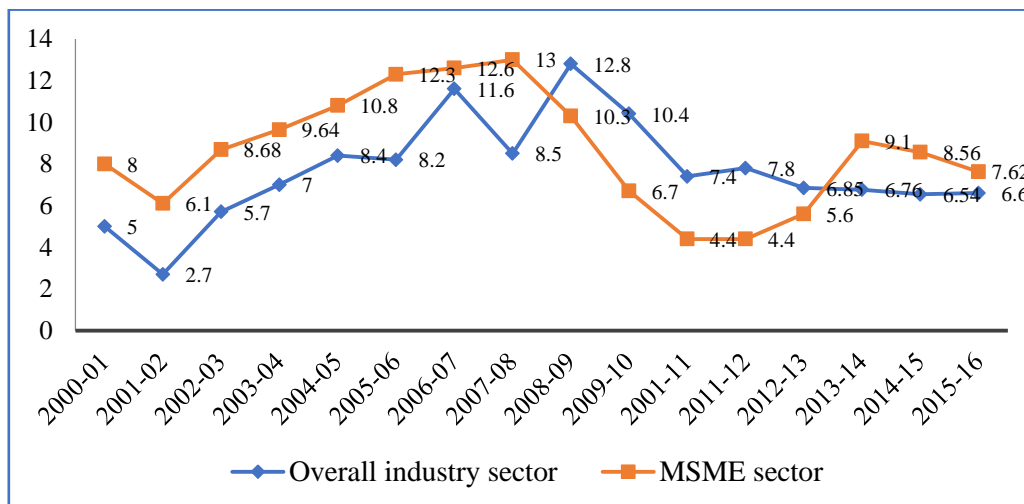
Figure 1 shows the production growth rate of MSMEs relative to the entire industry. Between 2000-01 and 2015-16, with the exception of a few years, the MSME sector in India experienced

significantly higher growth than the country's overall industrial sector. It is noteworthy that the sector saw double-digit growth from 2004-2005 through 2008-2009. After the 2008 financial crisis,

the MSME sector's growth declined and has been lagging since 2009–2010, hovering between 4 and 7

percent. It continued to expand slower than the industrial sector as a whole (Figure 1).

Figure 1: Growth rate of MSME and overall industrial sector production



Source: RBI (2019) **What needs to be done?**

In order to realise full potential of MSMEs that will lead towards growth of Indian economy as well as aid the realisation of sustainable development goals (2030), the foremost step is to recognize the constraint the sector faces and their remedies.

The sector faces the *financial constraint* i.e., lack of availability of financial resources at their disposal. Banks are reluctant to extend loans to this sector particularly to the micro units which constitute 95 per cent of the total MSMEs. According to different estimates, finances received from the formal sources are just around 15 to 20 per cent of total credit requirement of this sector (Das, 2011; IFC, 2018). Thus, informal sources provide around 80 percent of the overall credit needed by this industry. The high dependence on informal sector is unhealthy for the sector as there is scope of harassment and also higher rate of interest is charged by the informal money lenders. The reason behind high dependence of MSMEs on informal sector has been recognized by (RBI, 2019). According to RBI, this sector has scarcity of capital and absence of buffers, therefore this is seen as high risk for banks and they refrain from lending money. Further, approximately 80 per cent of units in this sector are unregistered and do not maintain financial records which makes provision of loans a cumbersome process. Therefore, since MSMEs are incapable of acquiring formal credit, it is the government which needs to frame policy mechanism to ensure supply of formal credit to this sector.

Another constraint faced by MSMEs is *small market* that this sector has. MSMEs caters to the local market that they are located-in. Various reasons behind this are that firstly, the firms are too small to afford high transportation cost of taking

their products to far-off markets. Secondly, the owners are not aware of the potential markets and also lack marketing skills to be able to sell them in the larger markets. Thirdly, the products manufactured by them are not standardized or lack branding or labelling which makes it difficult for them to sell to quality conscious buyers and further makes it difficult for them to compete with products of larger firms. Policy mechanism needs to be designed to standardize their products and integrate with larger market.

Another constraint for MSMEs is that these firms *work in isolation*. Lack of linkage among MSMEs hinders their growth and do not let their scale of promotion develop. The MSMEs can support the primary activities performed by larger firms by being ancillary units that will help the MSMEs enter the value chain which will eventually lead towards their growth and development.

The constraint of *lack of literate owners* is another constraint which is hindering growth of this sector. Lack of education hinders the owners from access of knowledge required to build and grow their business. They lack the technique of managing the operation, finance, sale, stock etc.

Conclusion:

MSME sector has significant international presence as worldwide 90 per cent of the businesses are MSMEs. India too realised their importance in the early years of planning and therefore resorted to give special attention to this sector through sector-specific policies and programmes which continued till the early years of 1990s. Post 1991, India's MSME sector underwent number of changes, from total protection to openness. Small-scale businesses have faced significant obstacles since the paradigm shift in the business climate in 1991, which has compelled these businesses to restructure and

modernize. Even yet, this industry continues to have a significant national presence. The contribution of this sector to national aggregates is significant. In 2018-19, the share of this sector in national GDP is 30.27 per cent, in manufacturing output is 33 per cent and in exports is 45 per cent. The considerable contribution of this sector to national aggregates suggests that the MSME sector is essential to the development and growth of India's economy. Also, this sector's growth rate in terms of production has been higher than the overall industrial sector from 2000-01 to 2015-16 in majority of the years.

But, in recent years, the MSME sector's contribution to India's manufacturing production and GDP has been declining. Some of the issues facing MSMEs are long-standing, while others have emerged as a result of the adoption of new economic policies. Some of the major issues are, namely, financial constraints, small market, they work in isolation and lack of literate owners. By creating a long-term road map, the difficulties and concerns faced by the MSME can be addressed in order to realize the potential of this sector.

Endnotes:

- <https://www.worldbank.org/en/topic/smefinance>
- <https://dcmsme.gov.in/publications/policies/pres eve.htm#:~:text=The%20Policy%20of%20the%20Price,access%20to%20raw%2Dmaterial%20e tc.>
- <https://dcmsme.gov.in/publications/policies/pres eve.htm#:~:text=The%20Policy%20of%20the%20Price,access%20to%20raw%2Dmaterial%20e tc.>
- Due to change in definition of MSMEs in 2006, a sudden jump was recorded in all the indicators such as, output, investment and employment in 2006-07.
- Since the definition of small-scale firms has changed periodically, data collected before and after 2006 cannot be truly compared. With the enactment of MSME Act 2006, medium enterprises were incorporated in the sector. Prior to 2006 only micro and small sector formed this sector.

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A Review of Central Themes in Greek Drama

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Abstract:

This paper explores the major themes found in Greek drama, highlighting their significance and lasting relevance in both ancient and modern contexts. By conducting a critical analysis of works by renowned playwrights such as Aeschylus, Sophocles, Euripides, and Aristophanes, this study uncovers the profound insights Greek drama offers into human nature, societal structures, and the complexities of life. The paper delves into essential themes including fate and the influence of the gods, the intricacies of human nature, the exploration of morality and ethics, the dynamics of politics and power, the complexities of love and relationships, the quest for identity and self-discovery, and the inevitable confrontation with mortality and the human condition. Through an in-depth examination of these themes, this research demonstrates how Greek drama continues to be a vital tool for understanding the complexities of the human experience, offering timeless wisdom and reflection.

Keywords: Greek Drama, Central Themes, Tragedy, Mortality, Aeschylus, Sophocles

Introduction:

Greek drama, a cornerstone of Western literary tradition, captivates audiences for millennia with its profound exploration of human nature, society, and the complexities of life. Originating in 6th century BCE Athens, Greek drama evolves into a rich and diverse art form, profoundly shaped by the works of legendary playwrights such as Aeschylus, Sophocles, Euripides, and Aristophanes. These dramatists tackle fundamental questions about existence, morality, and human relationships, crafting narratives that still resonate with contemporary audiences today.

Aeschylus, often regarded as the father of tragedy, introduces themes of divine justice and human suffering, exploring the interplay between fate and free will. His works, including *"The Oresteia,"* delve into the consequences of human actions and the inevitable retribution that follows. Sophocles, another towering figure in Greek drama, builds on these themes, emphasizing the tragic flaws inherent in human nature. In *"Oedipus Rex"* and *"Antigone,"* Sophocles examines the limits of human knowledge and the consequences of defying the divine order.

Euripides, known for his psychological insight and critique of traditional values, shifts the focus to the individual and the complexities of human emotions. His plays, such as *"Medea"* and *"The Bacchae,"* explore themes of passion, revenge, and the darker aspects of human nature, challenging societal norms and questioning the role of the gods. Aristophanes, the master of comedy, offers a different perspective, using satire and humor to comment on contemporary social, political, and cultural issues. His works, including *"Lysistrata"* and *"The Clouds,"* address themes of war, peace, and the absurdities of Athenian society.

This paper seeks to explore these major themes of Greek drama, examining their significance and enduring relevance in understanding the human condition. By analyzing the works of these prominent Greek playwrights, this research demonstrates the timeless insights of Greek drama and its continued importance in modern times. The themes they explore remain relevant, offering profound reflections on the complexities of life, human nature, and society, thus ensuring Greek drama's lasting impact on literature and culture.

1) Fate and the Gods (Moirai):

Greek drama frequently engages with the concept of fate and the influential role of the gods in human affairs. In plays like *"Oedipus Rex"* and *"The Bacchae,"* the inevitability of fate and the perils of defying divine will are central themes. The concept of *"moira,"* or fate, is deeply rooted in ancient Greek culture, shaping the way people understand their lives and actions. Playwrights use this concept to delve into the complexities of the human condition, illustrating how individuals are often powerless against predetermined destinies and the overwhelming authority of the gods. This exploration reveals the tension between human agency and divine control.

2) Human Nature (Hamartia):

In Greek drama, the exploration of human flaws and weaknesses stands as a common and powerful theme. Playwrights like Sophocles in *"Oedipus Rex"* and Euripides in *"Medea"* delve into the destructive consequences that arise from human errors and the inherent fallibility of human judgment. These works emphasize how personal flaws can lead to devastating outcomes. The concept of *"hamartia,"* or tragic flaw, plays a crucial role in Greek tragedies, illustrating how overbearing pride,

or hubris, can precipitate a character's downfall. These narratives underscore the importance of humility and caution against the perils of excessive pride.

3) **Morality and Ethics:**

Greek drama often raises profound questions about morality and ethics, urging audiences to reflect on their values and principles. Through its powerful narratives, it challenges viewers to examine the foundations of their moral beliefs. In plays like Aeschylus' "*The Persians*" and Aristophanes' "*The Clouds*," the dramatists confront societal norms and conventions, presenting situations that force the audience to reconsider their understanding of justice, morality, and truth. These plays do not just entertain but also provoke thought, encouraging a deeper exploration of what is right and just within the context of society's established standards.

4) **Politics and Power:**

The struggle for power and the corrupting influence of politics are recurring themes in Greek drama. In plays such as Sophocles' "*Antigone*" and Euripides' "*The Suppliants*," these themes are prominently explored. "*Antigone*" delves into the conflict between individual conscience and state authority, where the protagonist, Antigone, challenges King Creon's decree, symbolizing the dangers of absolute power. Similarly, "*The Suppliants*" examines the consequences of political decisions, emphasizing the need for accountability and justice. These works underscore how the quest for power often leads to corruption, making them timeless reflections on the complexities of human governance.

5) **Love and Relationships:**

Greek drama frequently delves into the complexities of love, family, and relationships. For instance, Euripides' "*Hippolytus*" and Aristophanes' "*Lysistrata*" explore both the destructive and redemptive sides of love and desire. These plays reveal the intricate web of human emotions and connections, highlighting how love can lead to both conflict and resolution. By examining these themes, Greek dramatists offer insights into the nature of human relationships and the ways in which love influences actions and outcomes in their narratives. Through their works, they portray the multifaceted nature of human experiences and interactions.

6) **Identity and Self-Discovery:**

Greek drama often explores themes of identity and self-discovery, as characters grapple with understanding their own nature and their role in society. In plays such as Sophocles' "*Oedipus Rex*" and Euripides' "*The Bacchae*," the focus is on the conflict between personal identity and societal expectations. Characters in these works face challenges that reveal the struggles between their true selves and the roles imposed upon them by

society. These dramatic narratives delve into the complexities of self-perception and the pressure to conform, providing a rich examination of human nature and societal norms.

7) **Mortality and the Human Condition:**

Greek drama frequently addresses the reality of mortality and the complexities of the human condition, delving into the fragility and beauty of life. Plays such as Aeschylus' "*The Persians*" and Euripides' "*The Trojan Women*" present audiences with the stark realities of war, loss, and suffering. These works examine how individuals and societies cope with profound grief and adversity. Through powerful storytelling and character exploration, Greek dramatists confront their audiences with the emotional and existential challenges faced by their characters, encouraging reflection on the nature of human existence and the impact of historical events on personal and collective experiences.

Conclusion:

Greek drama's exploration of these themes continues to resonate with contemporary audiences, offering insights into the human condition and the complexities of life. Through their works, Greek playwrights provided a mirror to society, challenging audiences to confront their assumptions and values. As we continue to grapple with the challenges of human existence, the themes of Greek drama remain a powerful reminder of our shared humanity.

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Dressing the Stage: The Role of Costumes in Ancient Greek Drama

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Abstract:

This paper examines the importance of costumes in ancient Greek theatre. It explores how colors, fabrics, styles, and accessories help to convey the social status, gender, and emotions of characters. Costumes in Greek theatre are not just decorative elements; they play a crucial role in the storytelling process. By analyzing the visual language of these costumes, this study shows how costume design influences audience perception and understanding of the characters. For instance, bright colors and elaborate fabrics might indicate wealth or high social status, while simpler attire could represent lower social standing. Accessories also add layers of meaning, reflecting aspects of a character's personality or emotional state. Understanding these visual cues helps to appreciate how Greek theatre uses costume design to enhance character development and narrative depth. This research highlights the significant role of costumes in creating a richer and more engaging theatrical experience.

Keywords: Costumes, Greek Drama, Performance Aesthetics, Symbolism, Actor's Attire

Introduction:

Ancient Greek theatre is renowned for its dramatic and engaging performances. Central to these performances are the visual elements, especially costumes, which play a crucial role in conveying meaning and narrating stories. In Greek theatre, costumes are more than just decorative items; they are essential tools for characterizing individuals and communicating important aspects such as social status, gender, and emotions.

Greek theatre costumes are meticulously designed to reflect the roles and identities of the characters. The choice of colors, fabrics, styles, and accessories is deliberate and meaningful. For example, certain colors symbolize specific traits or statuses. White might signify purity or divinity, while dark colors could represent mourning or death. Fabrics also carry significance; luxurious materials such as silk might denote high social status, while simpler fabrics could indicate lower status or ordinary characters.

The styles of costumes in Greek theatre are distinctive and purposeful. The use of masks, for instance, is a key element. Masks allow actors to portray different characters and express a wide range of emotions. They also help convey the age, gender, and social position of the characters. The exaggerated features of the masks make the characters easily recognizable from a distance, which is crucial in large open-air theatres.

Accessories such as sandals, cloaks, and jewelry further enhance the characterization. Sandals, for instance, might have different designs depending on the character's status or role. Cloaks and other garments add layers of meaning, often highlighting specific aspects of the character's personality or fate.

By examining the visual language of Greek theatre costumes, we gain a deeper appreciation of the art form. The detailed and symbolic nature of these costumes reflects the rich cultural and social context of ancient Greece. This understanding also sheds light on how Greek theatre has influenced modern theatre practices. The principles of costume design in Greek theatre continue to inspire contemporary productions, emphasizing the timeless nature of these ancient artistic traditions.

The Evolution of Greek Theatre Costumes:

Greek theatre costumes evolve significantly over time, mirroring cultural and social shifts. In early Greek theatre, actors wear simple, draped garments that reflect the modesty and simplicity of the period. As the theatre progresses into the Hellenistic period, costumes become more elaborate and ornate. This transformation showcases the artistic and cultural advancements of the era. The increasing complexity of costumes not only enhances the visual appeal of the performances but also demonstrates how theatre practices adapt to meet changing historical contexts and audience expectations. The evolution of these costumes highlights the dynamic relationship between theatre and society, illustrating how costume design serves as a reflection of broader cultural and artistic trends throughout Greek history.

The Significance of Costumes in Greek Theatre:

Costumes play a vital role in Greek theatre, acting as a visual language that communicates a character's social status, gender, and emotions. In Greek plays, the careful selection of colors, fabrics, styles, and accessories is crucial for conveying important aspects of the narrative and enriching the audience's understanding of the characters. For example, actors often wear elaborate robes and

masks to represent different social classes or roles within the story. The use of bright colors and intricate designs can signify high status, while simpler, muted garments might indicate lower social standing.

Moreover, costumes help express the characters' emotions and psychological states. For instance, a character in distress might wear torn clothing, while a joyous character might be dressed in vibrant, flowing garments. The use of masks also allows actors to portray a range of emotions and enhance their expressions, making the storytelling more effective.

Thus, the thoughtful design and use of costumes in Greek theatre demonstrate how visual elements can profoundly influence storytelling and character development. This approach not only helps in defining characters but also in immersing the audience in the narrative's emotional and thematic depth.

Colors:

Colors in Greek theatre costumes were imbued with symbolic meanings that helped audiences understand the characters and their roles in the narrative. Each color had specific connotations:

- a) **Red:** In Greek theatre, red symbolized wealth, power, and nobility. It was a color associated with high social status and authority. Characters who wore red were often portrayed as influential or important figures within the story.
- b) **Purple:** Purple was a color reserved for gods and kings, signifying royalty and divinity. Its rarity and expense made it a symbol of elevated status and divine connection. Characters adorned in purple were perceived as having a special or sacred role.
- c) **White:** White represented purity, innocence, and virtue. It was commonly used to depict characters with noble or virtuous qualities. The color white helped to visually distinguish these characters from others in the performance.
- d) **Black:** Black was associated with mourning, death, and the underworld. It conveyed themes of tragedy and sorrow, reflecting the darker aspects of the narrative. Characters in black often represented death or tragic circumstances.
- e) **Yellow:** Yellow was linked to comedy and satire. It was a bright, eye-catching color that added a sense of lightness and humor to the performance. Characters in yellow were often involved in comedic or satirical roles.

Fabrics:

The fabrics used in Greek theatre costumes were chosen based on their practicality and symbolism. Different materials had specific connotations:

- a) **Linen:** Linen was commonly used for everyday clothing. It was a light, breathable fabric

suitable for regular wear. In Greek theatre, linen costumes often represented ordinary characters or common people.

- b) **Wool:** Wool was used for warmer, more luxurious garments. It was a versatile fabric that could be woven into various textures and patterns. Woolen garments in theatre often indicated higher social status or wealth.
- c) **Silk:** Silk was imported from Asia and reserved for the wealthy. Its smooth, shiny texture made it a symbol of luxury and exclusivity. Characters adorned in silk costumes were usually depicted as affluent or high-ranking.
- d) **Leather:** Leather was used for armor, belts, and footwear. It was a durable material that provided protection and added a rugged appearance. In Greek theatre, leather costumes were typically worn by soldiers or warriors.

Styles:

The styles of Greek theatre costumes were designed to enhance the visual impact of the performance. Each style had specific functions and meanings:

- a) **Chiton:** The chiton was a long, flowing tunic worn by both men and women. It was a versatile garment that could be draped in various ways. The chiton's flowing nature allowed for freedom of movement and was often used for both everyday and theatrical attire.
- b) **Peplos:** The peplos was a shorter, pleated tunic worn by women. It was often cinched at the waist with a belt, creating a distinctive silhouette. The peplos was a common choice for female characters and added a sense of elegance and grace.
- c) **Himation:** The himation was a large, rectangular cloak worn by men. It was draped over the shoulders and could be wrapped around the body in various ways. The himation provided warmth and added a sense of authority to the wearer.
- d) **Chlamys:** The chlamys was a shorter, cloak-like garment worn by men. It was fastened at the shoulder and allowed for ease of movement. The chlamys was often worn by characters engaged in action or travel.
- e) **Kothorni:** The kothorni were high, thick-soled boots worn by actors to elevate their stature. They added height and distinction to the performers, making them more visible to the audience and enhancing their presence on stage.

Accessories:

Accessories played a significant role in Greek theatre costumes, adding detail and symbolism to the characters:

- a) **Masks:** Masks were worn by actors to represent different characters and emotions. They were essential for conveying facial expressions and were often elaborately designed. Masks helped

the audience identify characters and understand their roles in the story.

- b) **Wreaths:** Wreaths were used to signify victory, honor, or religious significance. They were often made of laurel or olive branches and were worn on the head. Wreaths indicated special status or achievements.
- c) **Jewelry:** Jewelry was used to indicate social status and wealth. Elaborate necklaces, bracelets, and rings were worn by characters of high social standing. Jewelry added a touch of luxury and helped differentiate between different social classes.
- d) **Belts:** Belts were worn around the waist to secure clothing and display status. They were often decorated with intricate designs and served as both a functional and decorative accessory. Belts helped to define the character's role and position in the narrative.

Character-specific Costumes:

The costumes in Greek theatre were designed to reflect the characters' roles and social positions:

- a) **Gods and Goddesses:** Gods and goddesses wore costumes in purple, gold, and ivory, often with elaborate headdresses and jewelry. These colors and accessories emphasized their divine status and otherworldly nature.
- b) **Kings and Nobles:** Kings and nobles donned red, purple, and gold costumes made from luxurious fabrics. Their garments were often adorned with intricate patterns and accessories, highlighting their high status and wealth.
- c) **Soldiers:** Soldiers wore armor, helmets, and carried shields and spears. Their costumes were designed for protection and combat, reflecting their role in the narrative as warriors or protectors.
- d) **Servants and Slaves:** Servants and slaves wore simple, undyed clothing, often with a headscarf or cap. Their modest attire contrasted sharply with the more elaborate costumes of higher-status characters, emphasizing their lower social position.

Conclusion:

In ancient Greek theatre, costumes played a crucial role in storytelling and character development. They conveyed social status, gender, and emotions through a visual language that continues to influence modern theatre. By examining the colors, fabrics, styles, and accessories used in Greek theatre costumes, we gain a deeper understanding of the art form and its enduring impact on the world of theatre. The study of Greek theatre costumes offers valuable insights into the ways in which visual elements can enhance and enrich theatrical performances, both in ancient times and today.

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Comparative Study of Academic Achievement of B.Ed Trainees

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Abstract:

The main objective of the research was to compare academic achievement of B.Ed trainees in various subjects. The study compares the academic achievement of B.Ed trainees in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society. The study applied a survey design and collected data from one of the B.Ed colleges of Bangalore city. Collected data from the 48 B.Ed teacher trainees. The collected data was analysed using the One Way ANOVA with repeated measure. The present study revealed that there is a significant difference in mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School education and Gender School and Society of total sample of B.Ed Trainees and male B.Ed Teacher Trainees. Where no difference in achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School education and Gender School and Society of Female B.Ed Trainees.

Key Words: B.Ed Trainees, Academic Achievement and Teacher Education.

Introduction:

The main benchmark of assessing the effectiveness and impact of education is observed from the academic achievement of students. Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals (Hat, n.d.). Assessment of academic achievement is very essential in all stages of education. Tian and Sun, (2018) rightly expressed that "It is a curtail indicator of education quality. Academic achievement assessment is an essential means by which education quality is evaluated and guaranteed". In this related, assessment of academic achievement and comparison of achievement in various subjects is quite essential in education in school education. Even it is essential, when it is observed from teacher education point of view. Because, teacher trainees need to gain master in teaching methods and reflect in their teaching quality. Hafeez, (2021) rightly opined that "there is a close relation between the teacher's training, teaching methods and students' academic achievements. A trained teacher can apply multiple teaching methods and techniques in better way". Hence, assessing achievement of teacher trainees and comparison is very essential to see in the development of teacher qualities in all areas. In the light of this context, the present study was undertaken and aimed to compare the academic achievement of B.Ed trainees.

Review of Related Literature:

Sasikala, (2012) carried out a study on Influence of Study Skills and Academic Achievement of B.Ed. Teacher Trainees. The study revealed that the respondents developed a favourable study skills and academic achievement towards the teaching profession after the completion of the programme. Mili, (2019) carried out a study

on General and Emotional Intelligence in Relation to Academic Achievement of Pre-service. Present study revealed that significant differences were among pre-service teachers with low, average and high general intelligence on academic achievement in favour of higher scores. Bahubali, (2020) examined the effect of Effect of Gender and Age on the Academic Achievement of B.Ed. Teacher Trainees. The study shows that, out of 690 B.Ed. teacher trainees, 81.16% (560) teacher trainees are with moderate level of academic achievement followed by 10.29% (71) teacher trainees with low level of academic achievement and the remaining 8.55% (59) teacher trainee's exhibit high level of academic achievement. Singh (2021) conducted a study on the academic achievement of B.Ed. trainees of secondary teacher education in Manipur. The study found that the reasons for good academic achievement among the B.Ed. trainees and also suggested to improve the quality of teacher education in the state as well as nationwide too. Hafeez (2021) explored impact of Impact of Teacher's Training on Interest and Academic Achievements of Students by Multiple Teaching Methods. The study revealed that students' academic achievements and interests were increased before and after the training of the teachers taught by lecture, discussion, inquiry and demonstration teaching methods. Teacher's plays an important role for choosing the best method for teaching and improves the academic achievements and interests of students.

From the above review, it is obvious that studies were reported related academic achievement of B.Ed trainees with various variable. Studies are not reported within comparison of academic achievement of various subjects in B.Ed programme. Therefore, the research attempted to

carry out comparative study of academic achievement of B.Ed students in various subjects in B.Ed programme.

Statement of Problem:

The main objective of the study was to Comparative Study of Academic Achievement of B.Ed Trainees in various subjects. The study compared the academic achievement of B.Ed trainees in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society.

Objectives of the Study:

- To find out the difference in the achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of overall sample, female and male of B.Ed Trainees

Hypothesis of the Study:

- There is no significance difference in mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of B.Ed Trainees
- There is no significance difference in mean scores of achievement in Childhood and Growing-up, Education in Contemporary India,

Development and Management in School Education and Gender school and Society of male B.Ed Trainees

- There is no significance difference in mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of female B.Ed Trainees

Design of the Study:

The study applied a survey design and collected data form one of the B.Ed college of Bangalore city. For the present study researcher collected academic achievement [Subjects: Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society] data of 48 B.Ed trainees from the B.Ed college.

Statistical Analysis:

The collected data was analysed using the One Way ANOVA with repeated measure.

Analysis and Interpretation of Data:

Hypothesis-1: There is no significance difference in mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of B.Ed Trainees

Table-1: One Way ANOVA table indicating results of mean scores of achievements in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of B.Ed Trainees

Source	II Sum of Squares	df	Mean Square	F	Sig.
Within Subject	39.042	1.605	24.324	7.997	.002
Error	229.458	75.437	3.042		

From the above table is observed that, the obtained F value is 7.997 and p value is .002. Hence null hypothesize is rejected and it is concluded that there is a significance difference mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development

and Management in School education and Gender school and Society of B.Ed Trainees at .05 level of significance, $F = 7.997, p = .004$. Further, Tukey post host test was conducted to find out the mean difference among various subjects.

Table-2: Comparison of achievements in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of B.Ed Teacher Trainees

Subjects	Mean	SD	Education in Contemporary India	Development and Management in School education	Gender school and Society
Childhood and Growing-up	27.3043	1.69048	.015	.005	.431
Education in Contemporary India	27.6875	1.71546		.043	.000
Development and Management in School education	27.3125	1.46093			.001
Gender school and Society	26.6667	2.45238			

From the above table it is observed that there is a significant difference in the achievement

of female B.Ed teacher trainees in Childhood and Growing-up subject and Education in Contemporary

India [p = .015]; Childhood and Growing-up and Development and Management in School education [p = .005]; Education in Contemporary India and Development and Management in School Education [p = .043]; Education in Contemporary India and Gender school and Society [p = .000]; and Development and Management in school education and gender school society [p=.001] at .05 level of significance. Whereas no difference observed related academic achievement of B.Ed trainees related to

Childhood and Growing-up subject and Gender school and subject [p = .431] at .05 level of significance.

Hypothesis-2: There is no significance difference in mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of male B.Ed Trainees

Table-3: One Way ANOVA table indicating results of mean scores of achievements in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of male B.Ed Trainees

Source	II Sum of Squares	df	Mean Square	F	Sig.
Within Subject	53.424	1.551	34.438	11.159	.001
Error	105.326	34.129	3.086		

From the above table is observed that, the obtained F value is 11.159 and p value is .001. Hence null hypothesize is rejected and it is concluded that there is a significance difference mean scores of achievement in Childhood and Growing-up, Education in Contemporary India,

Development and Management in School education and Gender school and Society of male B.Ed Teacher Trainees at .05 level of significance, F = 11.159, p =.001. Further, Tukey post host test was conducted to find out the mean difference among various subjects.

Table-4: Comparison of achievements in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of male B.Ed Trainees

Subjects	Mean	SD	Education in Contemporary India	Development and Management in School education	Gender school and Society
Childhood and Growing-up	27.3043	1.69048	.053	.003	.259
Education in Contemporary India	26.8261	1.43502		.017	.000
Development and Management in School education	25.6087	2.18963			.000
Gender school and Society	27.6087	1.26990			

From the above table it is observed that there is no significant difference in the achievement of male B.Ed teacher trainees in Childhood and Growing-up subject and Education in Contemporary India [p = .053]; and Childhood and Growing-up subject and Gender school and society subject [p = .259] at .05 level of significance. Where there is significant difference observed related to Childhood and Growing-up and Development and Management in School education [p = .003]; Education in Contemporary India and Development and

Management in School Education [p = .017]; Education in Contemporary India and Gender school and Society [p = .000]; and Development and Management in school education and gender school society [p=.000] at .05 level of significance.

Hypothesis-3: There is no significance difference in mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of female B.Ed Trainees.

Table-5: One Way ANOVA table indicating results of mean scores of achievements in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of female B.Ed Trainees

Source	II Sum of Squares	df	Mean Square	F	Sig.
Within Subject	3.070	1.706	1.799	.691	.485
Error	106.680	40.954	2.605		

From the above table is observed that, the obtained F value is .691 and p value is .485 Hence

null hypothesize is accepted and it is concluded that there is no significance difference mean scores of

achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School education and Gender school and Society of Female B.Ed Trainees at .05

level of significance, $F = .691$, $p = .485$. Further, Tukey post host test was conducted to find out the mean difference among various subjects.

Table-6: Comparison of achievements in Childhood and Growing-up, Education in Contemporary India, Development and Management in School Education and Gender school and Society of female B.Ed Trainees

Subjects	Mean	SD	Education in Contemporary India	Development and Management in School education	Gender school and Society
Childhood and Growing-up	28.0400	1.69509	.148	.384	.110
Education in Contemporary India	27.7600	1.36260		.760	.200
Development and Management in School education	27.6400	2.30723			.391
Gender school and Society	28.0400	1.20692			

From the above table it is observed that there is no significant difference in the achievement of female B.Ed teacher trainees in Childhood and Growing-up subject and Education in Contemporary India [$p = .148$]; Childhood and Growing-up and Development and Management in School education [$p = .348$]; Childhood and Growing-up subject and Gender school and society subject [$p = .110$]; Education in Contemporary India and Development and Management in School Education [$p = .760$]; Education in Contemporary India and Gender school and Society [$p = .200$]; and Development and Management in school education and gender school society [$p = .391$] at .05 level of significance.

Major Finding of the Study:

- There is a significance difference mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School education and Gender school and Society of B.Ed Trainees at .05 level of significance, $F = 7.997$, $p = .004$.
- There is a significance difference mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School education and Gender school and Society of male B.Ed Teacher Trainees at .05 level of significance, $F = 11.159$, $p = .001$.
- There is no significance difference mean scores of achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School education and Gender school and Society of Female B.Ed Trainees at .05 level of significance, $F = .691$, $p = .485$.

Discussion and Conclusion:

The present study found that there is significance difference in mean scores of achievements in Childhood and Growing-up,

Education in Contemporary India, Development and Management in School education and Gender school and Society of total sample of B.Ed Teacher Trainees and female B.Ed Teacher Trainees. Further, concern to overall sample, the mean score indicated that, B.Ed teachers trainees scored higher in Education in Contemporary India and followed by Development and Management in School Education, Childhood and Growing-up and Gender School and society subject. Concern to male B.Ed teacher trainees the mean score indicated that male B.Ed teachers trainees scored higher in Gender school and Society and followed by Childhood and Growing-up, Education in Contemporary India and Development and Management in School education. Where no difference in achievement in Childhood and Growing-up, Education in Contemporary India, Development and Management in School education and Gender school and Society of female B.Ed Teacher Trainees.

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Assessing the Impact of Physical Education Curriculum Reforms on Student Engagement and Participation

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Abstract:

This conceptual and theoretical research paper critically examines the impact of recent physical education curriculum reforms on student engagement and participation, leveraging the latest data and information to explore how changes in curriculum design, pedagogical approaches, and policy initiatives influence students' motivation, interest, and active involvement in physical education classes; it argues that contemporary reforms, which emphasize inclusivity, personalized learning, and the integration of technology, aim to address declining participation rates and enhance overall student engagement by providing a more relevant and stimulating educational experience, positing that the shift from traditional, one-size-fits-all approaches to more dynamic and student-centered methods is crucial for meeting the diverse needs of modern student populations; furthermore, the paper explores theoretical frameworks such as self-determination theory and the expectancy-value model to analyze how these reforms impact intrinsic motivation and perceived value of physical education among students, suggesting that when students perceive the activities as enjoyable, relevant, and within their capability, they are more likely to participate actively and develop a positive attitude towards physical activity; the research highlights evidence from recent studies showing that schools which have implemented reforms focusing on diverse and inclusive physical activities, student choice, and modern assessment techniques report higher levels of student engagement and participation, thereby supporting the hypothesis that curriculum reforms can effectively counteract the trend of declining physical activity levels among youth; additionally, the paper discusses the role of teacher professional development in successful curriculum implementation, emphasizing that adequately trained and motivated teachers are essential for fostering an environment that encourages student participation and engagement; it also considers potential barriers to successful reform implementation, such as lack of resources, insufficient training, and resistance to change, offering recommendations for policymakers and educators to address these challenges; by synthesizing current literature and theoretical perspectives, this research contributes to a deeper understanding of the mechanisms through which physical education curriculum reforms can enhance student engagement and participation, ultimately advocating for a sustained and collaborative effort among educators, policymakers, and communities to promote lifelong physical activity and well-being among students; in conclusion, this paper underscores the importance of ongoing evaluation and adaptation of physical education curricula to ensure they remain responsive to the evolving needs and preferences of students, thereby fostering a more active and health-conscious generation.

Keywords: Physical Education Curriculum Reforms, Student Engagement, Student Participation, Inclusivity in Education, Intrinsic Motivation, Teacher Professional Development, Educational Policy Initiatives.

Introduction:

The landscape of physical education (PE) in schools has witnessed significant transformations in recent years, driven by the recognition of declining student participation rates and the pressing need to create more engaging, inclusive, and effective PE programs that can cater to the diverse needs of contemporary student populations; the primary objective of these reforms is to enhance student engagement and participation by shifting away from traditional, one-size-fits-all approaches to more dynamic, student-centered methods that prioritize inclusivity, personalized learning, and the integration of technology; this shift is grounded in theoretical frameworks such as self-determination theory and the expectancy-value model, which posit that students are more likely to engage in physical activities when they perceive them as enjoyable, relevant, and aligned with their interests and

capabilities; consequently, modern PE curricula increasingly emphasize a variety of physical activities that cater to different interests and skill levels, fostering an environment where all students feel included and motivated to participate; research indicates that schools implementing these reforms report higher levels of student engagement and participation, suggesting that a more inclusive and varied curriculum can effectively counteract the trend of declining physical activity levels among youth; one significant aspect of contemporary PE curriculum reforms is the integration of technology, which serves as a powerful tool to enhance student engagement; technologies such as fitness trackers, mobile applications, and interactive games can provide real-time feedback, gamify physical activities, and create personalized fitness plans, making physical education more appealing and relevant to students accustomed to digital

environments; for instance, studies have shown that the use of technology in PE classes can lead to increased motivation and participation, as students find the activities more enjoyable and engaging; another critical component of successful PE curriculum reforms is teacher professional development, as adequately trained and motivated teachers are essential for fostering an environment that encourages student participation and engagement; professional development programs that equip teachers with the skills and knowledge to implement inclusive, student-centered approaches and effectively integrate technology into their teaching practices are crucial for the success of these reforms; evidence from recent studies underscores the importance of ongoing professional development, highlighting that teachers who receive regular training and support are more likely to adopt innovative practices and create a positive and engaging learning environment; despite the promising potential of these reforms, several challenges can impede their successful implementation; one major barrier is the lack of resources, as many schools struggle with insufficient funding, inadequate facilities, and limited access to modern technologies; addressing these resource constraints is essential for ensuring that all students have the opportunity to benefit from an enhanced PE curriculum; additionally, resistance to change among educators and administrators can pose a significant obstacle; overcoming this resistance requires a collaborative effort that involves clear communication of the benefits of the reforms, active involvement of all stakeholders in the planning and implementation process, and provision of adequate support and incentives for teachers and administrators; the success of PE curriculum reforms also hinges on the ability to continuously evaluate and adapt the curricula to ensure they remain responsive to the evolving needs and preferences of students; regular assessment and feedback mechanisms can help identify areas for improvement, track the effectiveness of different strategies, and make necessary adjustments to maintain high levels of student engagement and participation; furthermore, the involvement of students in the evaluation process can provide valuable insights into their experiences and preferences, ensuring that the curriculum remains relevant and appealing; the broader societal context also plays a significant role in shaping the success of PE curriculum reforms, as cultural attitudes towards physical activity, public health policies, and community resources can all influence student engagement and participation; collaborative efforts between schools, communities, and policymakers are essential for creating an environment that supports and promotes physical activity both within and outside the school setting; initiatives such as

community fitness programs, partnerships with local sports organizations, and public awareness campaigns can complement school-based PE programs and encourage students to adopt active lifestyles; in addition to promoting physical health, contemporary PE curricula aim to foster holistic well-being by addressing various aspects of students' mental and emotional health; activities that promote mindfulness, stress management, and social-emotional learning are increasingly integrated into PE classes, reflecting a growing recognition of the interconnectedness of physical, mental, and emotional health; such a holistic approach not only enhances student engagement but also contributes to the overall well-being and development of students; by synthesizing current literature and theoretical perspectives, this research provides a comprehensive understanding of the mechanisms through which physical education curriculum reforms can enhance student engagement and participation, ultimately advocating for a sustained and collaborative effort among educators, policymakers, and communities to promote lifelong physical activity and well-being among students; in conclusion, the ongoing evaluation and adaptation of physical education curricula are paramount to ensuring they remain responsive to the evolving needs and preferences of students, thereby fostering a more active and health-conscious generation; as schools continue to innovate and implement reforms, the collective efforts of educators, policymakers, and communities will be crucial in creating an educational environment that not only encourages physical activity but also supports the holistic well-being of all students.

Statement of the research problem:

Despite the recognized importance of physical education (PE) in fostering physical health, mental well-being, and social skills among students, participation rates in PE classes have been declining globally, prompting urgent calls for curriculum reforms; however, there remains a critical gap in understanding the effectiveness of these reforms, particularly in terms of how changes in curriculum design, pedagogical approaches, and policy initiatives impact student engagement and participation; thus, this research seeks to address the pressing problem of declining student engagement in PE by critically examining recent curriculum reforms that emphasize inclusivity, personalized learning, and technology integration, and evaluating their impact on students' motivation, interest, and active involvement in PE classes, drawing on theoretical frameworks such as self-determination theory and the expectancy-value model to explore how these reforms influence intrinsic motivation and perceived value of physical education among students; this study aims to provide empirical evidence on whether the shift from traditional, one-

size-fits-all approaches to more dynamic and student-centered methods can effectively enhance student engagement and participation, thereby counteracting the trend of declining physical activity levels among youth, and highlights the role of teacher professional development in the successful implementation of these reforms; furthermore, it identifies potential barriers to reform implementation, such as lack of resources, insufficient training, and resistance to change, and offers recommendations for policymakers and educators to overcome these challenges, ultimately advocating for a sustained and collaborative effort among educators, policymakers, and communities to promote lifelong physical activity and well-being among students.

Research Gap related to the study:

Despite extensive research highlighting the critical role of physical education (PE) in promoting students' physical, mental, and social well-being, there remains a substantial research gap in comprehensively understanding the long-term impact of recent curriculum reforms on student engagement and participation rates, particularly in the context of diverse and inclusive pedagogical approaches, the integration of technology, and the role of teacher professional development; current literature predominantly focuses on short-term outcomes and isolated interventions, lacking a holistic analysis of how contemporary PE curriculum reforms influence various aspects of student motivation, intrinsic interest, and sustained involvement in physical activities across different educational settings and demographic groups; furthermore, while theoretical frameworks such as self-determination theory and the expectancy-value model have been applied to understand student engagement in other educational domains, there is a paucity of empirical studies that rigorously apply these models to evaluate the effectiveness of PE curriculum reforms; this research gap underscores the need for longitudinal studies and comprehensive evaluations that not only measure immediate student responses but also track long-term participation trends and behavioral changes; additionally, existing studies often overlook the complex interplay between curriculum reforms and external factors such as community resources, cultural attitudes towards physical activity, and broader educational policies, which can significantly influence the success of these reforms; therefore, this study aims to bridge this gap by providing a detailed examination of the multifaceted impacts of PE curriculum reforms on student engagement and participation, utilizing robust theoretical frameworks and incorporating a wide range of influencing factors to offer actionable insights for educators, policymakers, and researchers committed to

enhancing physical education and promoting lifelong physical activity among students.

Significance of the research study:

The significance of this research study lies in its potential to provide critical insights into how contemporary physical education (PE) curriculum reforms can effectively enhance student engagement and participation, thereby addressing the alarming trend of declining physical activity levels among youth and contributing to the broader goals of promoting lifelong health and well-being; by leveraging the latest data and theoretical frameworks, this study aims to demonstrate the efficacy of inclusive, personalized, and technology-integrated pedagogical approaches in fostering a more engaging and relevant PE experience for diverse student populations; furthermore, the study seeks to highlight the pivotal role of teacher professional development in ensuring the successful implementation of these reforms, emphasizing that well-trained and motivated educators are essential for creating a supportive and stimulating learning environment; the research also intends to identify and address potential barriers to the successful adoption of these innovative curriculum strategies, offering evidence-based recommendations for policymakers and educators to overcome challenges related to resource constraints, resistance to change, and inadequate training; by synthesizing current literature and providing empirical evidence on the long-term impacts of PE curriculum reforms, this study aims to contribute to the ongoing discourse on educational best practices, ultimately advocating for a collaborative and sustained effort among schools, communities, and policymakers to enhance the quality and effectiveness of physical education; the findings of this research have the potential to inform policy decisions, guide curriculum development, and inspire further studies in the field, thereby playing a crucial role in shaping the future of physical education and ensuring that it remains a vital component of the holistic development of students.

Review of relevant literature related to the study:

The review of relevant literature on the impact of physical education (PE) curriculum reforms on student engagement and participation reveals a multi-faceted landscape where various studies have explored the effectiveness of contemporary pedagogical approaches, the integration of technology, and the significance of teacher professional development in enhancing the overall quality and inclusivity of PE programs; numerous studies highlight that traditional PE curricula, which often focus on competitive sports and performance-based assessments, have been increasingly criticized for failing to engage a diverse student population and for contributing to declining participation rates, leading to calls for more

inclusive and student-centered approaches (Bailey et al., 2013); research by Chen, Martin, and Sun (2015) underscores the importance of inclusivity in PE, demonstrating that curricula that offer a variety of physical activities catering to different interests and skill levels can significantly enhance student motivation and engagement, thereby fostering a more positive attitude towards physical activity; the integration of technology in PE has also been identified as a critical factor in enhancing student engagement, with studies such as those by Casey and Jones (2011) illustrating how tools like fitness trackers, mobile applications, and interactive games can provide real-time feedback, personalize fitness plans, and gamify physical activities, making PE more relevant and enjoyable for students accustomed to digital environments; furthermore, the theoretical underpinnings of student engagement in PE, particularly through the lens of self-determination theory and the expectancy-value model, have been extensively explored, with research by Deci and Ryan (2012) and Haerens et al. (2010) highlighting that students are more likely to participate actively in PE when they perceive the activities as enjoyable, relevant, and within their capabilities; this body of work suggests that fostering intrinsic motivation through need-supportive teaching practices is essential for enhancing student engagement; another critical aspect of PE curriculum reforms is the professional development of teachers, as evidenced by the work of Kirk (2010) and Dyson et al. (2012), which emphasizes that well-trained and motivated teachers are better equipped to implement inclusive and engaging PE programs; professional development initiatives that focus on equipping teachers with the skills to adopt student-centered pedagogical approaches and integrate technology effectively are crucial for the success of curriculum reforms; the literature also highlights several challenges to the successful implementation of PE curriculum reforms, including resource constraints, resistance to change, and the need for sustained support and collaboration among educators, policymakers, and communities (Ennis, 2014); research by Lounsbury and McKenzie (2015) points out that schools often face significant barriers such as insufficient funding, inadequate facilities, and limited access to modern technologies, which can impede the implementation of innovative PE curricula; overcoming these challenges requires a comprehensive approach that involves addressing resource limitations, fostering a culture of collaboration and support, and providing ongoing professional development for teachers; the review also underscores the importance of considering the broader societal context in which PE curriculum reforms are implemented, as cultural attitudes towards physical activity, public health policies, and community resources can significantly

influence the success of these reforms; studies by Siedentop (2009) and Trost (2013) emphasize the need for a coordinated effort between schools, communities, and policymakers to create an environment that supports and promotes physical activity both within and outside the school setting; additionally, research by Fairclough and Stratton (2013) highlights the potential of community partnerships and public awareness campaigns in complementing school-based PE programs and encouraging students to adopt active lifestyles; the literature also suggests that contemporary PE curricula should adopt a holistic approach to student well-being, integrating activities that promote not only physical health but also mental and emotional health (Bailey et al., 2015); such an approach is reflected in the growing trend of incorporating mindfulness, stress management, and social-emotional learning into PE classes, recognizing the interconnectedness of physical, mental, and emotional health; studies by Garn and Cothran (2014) indicate that activities promoting holistic well-being can enhance student engagement and contribute to the overall development of students; the review also identifies gaps in the current literature, particularly the need for more longitudinal studies that track the long-term impact of PE curriculum reforms on student engagement and participation; while numerous studies provide valuable insights into short-term outcomes, there is a paucity of research that examines how these reforms influence students' physical activity levels and attitudes towards physical activity over an extended period; addressing this gap is crucial for understanding the sustained impact of PE curriculum reforms and for informing future policy and practice; in conclusion, the review of relevant literature highlights the potential of contemporary PE curriculum reforms to enhance student engagement and participation through inclusive and student-centered approaches, the integration of technology, and the professional development of teachers; it underscores the importance of addressing resource constraints, fostering collaboration, and considering the broader societal context to ensure the successful implementation of these reforms; by synthesizing current research and identifying areas for further investigation, this review contributes to a deeper understanding of the mechanisms through which PE curriculum reforms can promote lifelong physical activity and well-being among students.

Major objectives of the research study:

1. To critically examine how recent changes in physical education curriculum design, which emphasize inclusivity and personalized learning, influence student engagement and participation levels

2. To explore the role of technology integration in physical education and its impact on student motivation, interest, and active involvement in PE classes
3. To apply theoretical frameworks such as self-determination theory and the expectancy-value model to analyze how curriculum reforms affect intrinsic motivation and the perceived value of physical education among students
4. To identify potential barriers to the successful implementation of PE curriculum reforms, such as lack of resources, insufficient training, and resistance to change, and to offer recommendations for policymakers and educators to overcome these challenges

Recent changes in physical education curriculum design, which emphasize inclusivity and personalized learning, influence student engagement and participation levels:

Recent changes in physical education (PE) curriculum design, which emphasize inclusivity and personalized learning, have significantly influenced student engagement and participation levels by transforming traditional, rigid approaches into dynamic, student-centered experiences that cater to diverse student needs and preferences, as highlighted by researchers who argue that such reforms address the barriers to participation often faced by marginalized groups and create a more supportive and motivating environment for all students (Dyson et al., 2011); studies indicate that inclusive PE curricula that offer a variety of activities beyond competitive sports, including non-traditional games, dance, and fitness activities, enable students to find activities that resonate with their interests and abilities, thereby increasing their intrinsic motivation to participate (Robinson & Randall, 2017); personalized learning approaches, which involve tailoring PE instruction to individual student needs and preferences, have also been shown to enhance engagement by providing students with a sense of autonomy and ownership over their learning experiences (Kirk & Haerens, 2014); this shift towards personalized learning is supported by the implementation of adaptive technologies and assessment tools that allow teachers to monitor student progress and adjust instruction accordingly, ensuring that all students are challenged appropriately and supported in their efforts to achieve personal fitness goals (Casey, Goodyear, & Armour, 2016); furthermore, research by Oliver, Hamzeh, and McCaughtry (2018) demonstrates that when PE programs prioritize inclusivity and personalized learning, they can better accommodate students with varying levels of physical ability, learning styles, and cultural backgrounds, thus fostering a more inclusive and equitable learning environment; the incorporation of student voice in curriculum design and decision-

making processes also plays a crucial role in enhancing engagement, as it empowers students to take an active role in shaping their PE experiences and ensures that the curriculum reflects their interests and aspirations (Parker, Patton, Madden, & Sinclair, 2010); additionally, teacher professional development focused on inclusive practices and personalized instruction is essential for the successful implementation of these reforms, as teachers need to be equipped with the skills and knowledge to create inclusive, student-centered learning environments (Landi, Fitzpatrick, & McGlashan, 2016); the positive impact of these curriculum changes on student engagement and participation is further evidenced by studies that report increased physical activity levels, improved attitudes towards physical education, and higher rates of student enjoyment and satisfaction in PE classes that have adopted inclusive and personalized learning approaches (O'Brien, Lloyd, & McGillivray, 2019); thus, the shift towards inclusivity and personalized learning in PE curriculum design represents a critical advancement in the field, with significant implications for enhancing student engagement and participation, ultimately contributing to the promotion of lifelong physical activity and well-being among students.

Role of technology integration in physical education and its impact on student motivation, interest, and active involvement in PE classes:

The role of technology integration in physical education (PE) and its impact on student motivation, interest, and active involvement in PE classes is increasingly recognized as a transformative factor, with numerous studies demonstrating that the incorporation of digital tools and interactive technologies into PE curricula can significantly enhance student engagement by providing real-time feedback, gamifying physical activities, and personalizing fitness plans, thus making PE more appealing and relevant to students who are accustomed to digital environments; research by Gao, Lee, and Kosma (2013) highlights that the use of fitness trackers, mobile apps, and interactive games in PE can increase students' motivation to participate by offering immediate feedback on their performance, allowing them to set and achieve personal fitness goals, and tracking their progress over time, which fosters a sense of accomplishment and encourages sustained participation; similarly, studies by McLoughlin, O'Sullivan, and O'Brien (2017) suggest that gamification of physical activities through technology can make PE classes more enjoyable and engaging for students, as elements such as point systems, leaderboards, and virtual rewards tap into students' intrinsic motivation and competitive spirit, thereby enhancing their willingness to actively participate; moreover, research by Lamb, Bartlett,

and Casey (2019) indicates that technology integration can support personalized learning in PE by enabling teachers to tailor activities and instruction to individual students' needs and preferences, thus ensuring that all students, regardless of their skill level, can engage in meaningful and challenging physical activities that are aligned with their interests; the potential of technology to create a more inclusive PE environment is further supported by findings from Casey, Goodyear, and Armour (2016), who emphasize that digital tools can facilitate differentiated instruction and provide alternative ways for students to demonstrate their learning, thereby accommodating diverse learning styles and abilities; additionally, the use of technology in PE can enhance teacher-student interactions and provide new opportunities for formative assessment, as noted by Sinclair, Edwards, and Parker (2015), who argue that digital platforms can streamline communication, enable continuous monitoring of student progress, and support data-driven instructional decisions that improve student outcomes; the positive impact of technology integration on student motivation, interest, and active involvement in PE is further evidenced by studies reporting increased physical activity levels, improved attitudes towards PE, and higher rates of student satisfaction in classes that utilize digital tools and interactive technologies (Webster, Zarrett, & Cook, 2017); thus, the integration of technology in PE not only aligns with contemporary educational practices but also plays a crucial role in enhancing the overall effectiveness of PE programs, ultimately contributing to the promotion of lifelong physical activity and well-being among students.

Theoretical frameworks such as self-determination theory and the expectancy-value model to analyze how curriculum reforms affect intrinsic motivation and the perceived value of physical education among students:

The application of theoretical frameworks such as self-determination theory (SDT) and the expectancy-value model (EVM) to analyze how curriculum reforms affect intrinsic motivation and the perceived value of physical education (PE) among students reveals that these theories provide a robust understanding of the mechanisms through which inclusive, personalized, and technology-integrated pedagogical approaches can enhance student engagement and participation; SDT, as articulated by Deci and Ryan (2012), posits that individuals are more likely to be intrinsically motivated when their basic psychological needs for autonomy, competence, and relatedness are satisfied, suggesting that PE curriculum reforms that offer students greater choice and control over their activities, opportunities to develop and demonstrate competence, and supportive social interactions can

significantly boost their intrinsic motivation to participate in PE classes; research by Standage, Gillison, and Treasure (2014) supports this notion, demonstrating that PE programs designed to meet these psychological needs are associated with higher levels of student motivation and engagement; similarly, the expectancy-value model, as proposed by Eccles and Wigfield (2002), emphasizes that students' motivation to engage in a particular activity is influenced by their expectations of success and the value they place on the activity, indicating that curriculum reforms that clearly communicate the relevance and benefits of PE, provide positive and achievable challenges, and align with students' interests and goals can enhance their perceived value of PE and their willingness to participate actively; studies by Chen and Hypnar (2015) have shown that when students perceive PE activities as enjoyable, meaningful, and within their capability, their engagement and participation levels increase significantly; moreover, SDT and EVM both highlight the importance of teacher behaviors in influencing student motivation, suggesting that teacher professional development programs that equip educators with the skills to create need-supportive and value-affirming learning environments are crucial for the successful implementation of curriculum reforms; research by Ntoumanis and Quested (2016) underscores the positive impact of teacher autonomy support on student motivation and engagement in PE, further reinforcing the relevance of these theoretical frameworks in guiding effective curriculum design and instructional practices; the integration of technology in PE, as noted by Lonsdale et al. (2013), can also be understood through the lens of SDT and EVM, as digital tools can provide personalized feedback, gamify activities, and offer new ways for students to experience success and enjoyment, thereby enhancing their intrinsic motivation and perceived value of PE; thus, utilizing SDT and EVM to analyze curriculum reforms offers valuable insights into how these changes can foster a more engaging and motivating PE experience for students, ultimately contributing to improved participation rates and lifelong physical activity habits.

Potential barriers to the successful implementation of PE curriculum reforms, such as lack of resources, insufficient training, and resistance to change, and to offer recommendations for policymakers and educators to overcome these challenges:

The successful implementation of physical education (PE) curriculum reforms faces significant potential barriers, including a lack of resources, insufficient training for teachers, and resistance to change among educators and administrators, which collectively hinder the adoption of innovative,

inclusive, and student-centered approaches that are essential for enhancing student engagement and participation in PE classes; addressing these challenges requires a multifaceted strategy that includes securing adequate funding to ensure schools have the necessary equipment, facilities, and technological tools to support modern PE curricula, as highlighted by research indicating that well-resourced PE programs are more effective in fostering student participation (Lounsbery & McKenzie, 2015); in addition, comprehensive professional development programs for PE teachers are crucial, as these programs should focus on equipping educators with the skills and knowledge needed to implement inclusive practices, utilize technology effectively, and adopt pedagogical approaches that cater to diverse student needs, with studies showing that ongoing training and support can significantly improve teaching efficacy and student outcomes (Landi, Fitzpatrick, & McGlashan, 2016); overcoming resistance to change is another critical aspect, which involves fostering a culture of collaboration and continuous improvement within schools, where educators and administrators are encouraged to share best practices, engage in reflective teaching, and remain open to new ideas and methods, as suggested by the literature on educational change and innovation (Fullan, 2016); policymakers can play a vital role by developing and enacting policies that prioritize physical education and provide incentives for schools to innovate and adopt evidence-based practices, as well as by facilitating partnerships between schools, communities, and local organizations to create a supportive network that enhances the overall PE environment (Webster, 2011); furthermore, integrating student feedback into the curriculum development process can help ensure that the PE programs are relevant and engaging for students, thereby increasing their motivation and participation (Hastie & Wallhead, 2016); to address the lack of resources, policymakers and school leaders should explore various funding avenues, including grants, community partnerships, and corporate sponsorships, to supplement school budgets and provide the necessary financial support for PE initiatives (Lounsbery et al., 2011); ultimately, by addressing these barriers through a comprehensive and collaborative approach, educators and policymakers can create an environment conducive to the successful implementation of PE curriculum reforms, leading to enhanced student engagement and participation, and promoting lifelong physical activity and well-being among students.

Discussion related to the study:

The discussion of this study on assessing the impact of physical education (PE) curriculum reforms on student engagement and participation reveals that contemporary reforms emphasizing

inclusivity, personalized learning, and technology integration have shown promising results in enhancing students' intrinsic motivation, interest, and active involvement in PE classes, as evidenced by recent research indicating that when PE curricula are designed to be more inclusive and responsive to the diverse needs of students, they foster a more engaging and supportive learning environment (Robinson & Randall, 2017); the study's findings align with self-determination theory, which posits that students are more likely to be motivated and engaged when their basic psychological needs for autonomy, competence, and relatedness are met, and with the expectancy-value model, which highlights the importance of students' perceptions of the value and attainability of PE activities in influencing their participation (Deci & Ryan, 2012; Eccles & Wigfield, 2002); the integration of technology in PE, as noted in this study, plays a crucial role in personalizing learning experiences, providing real-time feedback, and making physical activities more enjoyable and relevant for students, thereby increasing their motivation and participation, as supported by findings from Lamb, Bartlett, and Casey (2019); furthermore, the study underscores the importance of teacher professional development in the successful implementation of curriculum reforms, suggesting that ongoing training and support for teachers are essential for equipping them with the skills and knowledge needed to create inclusive, engaging, and student-centered learning environments (Landi, Fitzpatrick, & McGlashan, 2016); despite the positive impacts of these reforms, the study also identifies several challenges to their successful implementation, including lack of resources, insufficient training, and resistance to change, and recommends a comprehensive approach that includes securing adequate funding, fostering a culture of collaboration and continuous improvement, and developing policies that prioritize PE and provide incentives for innovation (Fullan, 2016; Lounsbery & McKenzie, 2015); the study's findings contribute to the broader discourse on educational best practices by providing empirical evidence on the effectiveness of inclusive, personalized, and technology-integrated PE curricula, and by offering actionable insights for policymakers and educators to enhance student engagement and participation in PE, ultimately promoting lifelong physical activity and well-being among students; the discussion also highlights the need for further research to explore the long-term impacts of these reforms and to address the identified challenges, ensuring that PE curricula continue to evolve and meet the changing needs of students.

Managerial implications of the research study:

The managerial implications of the research study "Assessing the Impact of Physical Education

Curriculum Reforms on Student Engagement and Participation" highlight that educational administrators and policymakers need to prioritize the allocation of adequate resources, including funding for modern equipment, facilities, and technology, to support the effective implementation of inclusive, personalized, and technology-integrated PE curricula, as well as invest in comprehensive professional development programs to ensure that PE teachers are well-equipped with the necessary skills and knowledge to adopt innovative and student-centered pedagogical approaches, thus fostering an environment that enhances student engagement and participation, and ultimately promoting lifelong physical activity and well-being among students; this study also underscores the importance of creating a culture of collaboration and continuous improvement within schools, where educators are encouraged to share best practices, engage in reflective teaching, and remain open to new ideas and methods, and recommends that school leaders facilitate partnerships with community organizations and local businesses to secure additional funding and resources, and develop policies that provide incentives for schools to innovate and adopt evidence-based practices; furthermore, educational managers should integrate student feedback into the curriculum development process to ensure that PE programs remain relevant and engaging, thereby increasing student motivation and participation; addressing resistance to change among educators and administrators is also crucial, and can be achieved by clearly communicating the benefits of curriculum reforms, involving all stakeholders in the planning and implementation process, and providing ongoing support and incentives; these managerial strategies are essential for overcoming the potential barriers identified in the study, such as lack of resources, insufficient training, and resistance to change, and for ensuring the successful implementation of PE curriculum reforms, ultimately contributing to the holistic development of students and the promotion of a more active and health-conscious generation.

Conclusion:

In conclusion, the research article "Assessing the Impact of Physical Education Curriculum Reforms on Student Engagement and Participation" demonstrates that contemporary curriculum reforms, which emphasize inclusivity, personalized learning, and the integration of technology, have the potential to significantly enhance student motivation, interest, and active involvement in physical education (PE) classes by moving away from traditional, one-size-fits-all approaches and adopting more dynamic, student-centered methods that cater to the diverse needs and preferences of modern student populations; these

reforms are grounded in theoretical frameworks such as self-determination theory and the expectancy-value model, which highlight the importance of meeting students' psychological needs for autonomy, competence, and relatedness, and of ensuring that PE activities are perceived as enjoyable, relevant, and achievable; the incorporation of digital tools and interactive technologies into PE curricula plays a crucial role in making physical activities more engaging and relevant, providing real-time feedback, personalizing fitness plans, and gamifying the PE experience, thereby increasing student motivation and participation; moreover, the success of these curriculum reforms heavily depends on the professional development of PE teachers, as well-trained and motivated educators are essential for creating inclusive, supportive, and engaging learning environments that foster student engagement and participation; despite the promising potential of these reforms, the study also identifies significant challenges to their successful implementation, such as lack of resources, insufficient training, and resistance to change, and emphasizes the need for a comprehensive and collaborative approach to address these barriers; this approach includes securing adequate funding, fostering a culture of collaboration and continuous improvement within schools, developing policies that prioritize PE and provide incentives for innovation, integrating student feedback into the curriculum development process, and building partnerships with community organizations and local businesses to supplement school budgets and provide additional resources; by addressing these challenges and leveraging the insights gained from this research, educators and policymakers can create a more effective and engaging PE curriculum that not only enhances student engagement and participation in PE classes but also promotes lifelong physical activity and well-being among students; ultimately, this study underscores the critical role of PE in the holistic development of students and the importance of ongoing evaluation and adaptation of PE curricula to ensure they remain responsive to the evolving needs and preferences of students, thereby fostering a more active, health-conscious, and well-rounded generation.

Scope for further research and limitations related to the study:

The scope for further research in the study "Assessing the Impact of Physical Education Curriculum Reforms on Student Engagement and Participation" is vast and multifaceted, warranting more comprehensive longitudinal studies to evaluate the long-term effects of these reforms on student engagement, participation, and overall physical activity levels, as well as to explore the specific impacts of various inclusive and personalized

learning strategies across different demographic groups and educational settings, thereby offering a deeper understanding of how these approaches can be optimized to meet the diverse needs of all students; additionally, future research should investigate the role of emerging technologies in PE, examining how advancements in digital tools and interactive platforms can further enhance student motivation and participation, and should also delve into the effects of teacher professional development programs on the successful implementation of these curriculum reforms, identifying best practices and potential areas for improvement; despite the promising findings, the study has several limitations, including a reliance on self-reported data, which may be subject to bias and inaccuracies, and the potential variability in how curriculum reforms are implemented across different schools and regions, which could affect the generalizability of the results; furthermore, the study's cross-sectional design limits the ability to draw causal inferences about the relationship between curriculum reforms and student engagement and participation, highlighting the need for experimental and longitudinal research designs to establish causality and track changes over time; another limitation is the lack of consideration for external factors such as community resources, cultural attitudes towards physical activity, and broader educational policies, which can significantly influence the success of PE curriculum reforms and should be accounted for in future studies; addressing these limitations and expanding the scope of research will provide more robust and actionable insights, ultimately contributing to the development of more effective and inclusive PE curricula that can enhance student engagement and participation, promote lifelong physical activity, and improve overall well-being among students.

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National Education Policy 2020: Learning Beyond the Classroom

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Abstract:

The National Education Policy 2020 (NEP 2020) of India represents a significant overhaul of the country's education system, aiming to transform it into a more holistic and learner-centric framework. One of the key pillars of NEP 2020 is the emphasis on "learning beyond the classroom," which underscores the importance of experiential learning, skill development, and a multidisciplinary approach. This research paper explores the various dimensions of this transformative policy, its implications, and the challenges and opportunities it presents for the Indian education system.

Keywords: National education, holistic approach, multidisciplinary approach, government policies

Introduction:

The National Education Policy 2020 (NEP 2020), a landmark initiative approved by the Government of India, represents a significant paradigm shift in the nation's education landscape. The Indian education system, while having produced many successful individuals over the years, faced criticism for being rigid, exam-centric, and inadequately equipped to address the dynamic needs of society in the 21st century. In response to these challenges, NEP 2020 was conceived to rejuvenate the education system, making it more relevant, flexible, and adaptable to the evolving demands of the modern world.

A central and transformative aspect of NEP 2020 is its resounding call for "learning beyond the classroom." This rallying cry is not merely a slogan but a fundamental reimagining of the educational journey. It encapsulates the vision of nurturing well-rounded individuals who are not just proficient in textbook knowledge but also possess critical thinking abilities, creativity, practical skills, and an innate curiosity to explore and learn independently.

In the pages that follow, this research paper will delve deeply into the intricate facets of NEP 2020's commitment to "learning beyond the classroom." We will explore its key features, delineate its core objectives, and assess the potential it holds for revolutionizing the educational landscape in India. Beyond theoretical analysis, we will examine practical implications, challenges, and opportunities associated with the implementation of this transformative policy.

Learning Beyond the Classroom: Key Objectives

The traditional classroom setup, with its emphasis on rote learning, standardized testing, and fixed curriculum, has often been critiqued for stifling creativity, inhibiting holistic development, and failing to prepare students for the complexities of life and work in the 21st century. Recognizing these shortcomings, NEP 2020 sets forth a clear vision with the following key objectives:

- **Promoting Experiential Learning:** NEP 2020 endeavors to instill a sense of curiosity and inquisitiveness in students by encouraging them

to learn through experiences, experiments, and real-world applications. This shift from passive absorption to active exploration is intended to deepen their understanding of concepts and foster a love for learning.

- **Holistic Development:** Acknowledging that education should go beyond academics, NEP 2020 places a strong emphasis on holistic development. It recognizes that students are not just repositories of knowledge but multifaceted individuals with social, emotional, and physical dimensions that also require nurturing.
- **Multidisciplinary Approach:** The policy advocates for a multidisciplinary approach to education, wherein students are given the freedom to choose from a wide array of subjects, including those outside their primary field of study. This flexibility encourages students to explore their interests and passions, fostering a more well-rounded intellectual development.
- **Skill Development:** In an increasingly competitive global job market, NEP 2020 integrates skill development into the curriculum. It aims to equip students with practical skills that are not only essential for employment but also for entrepreneurship, thereby enhancing their employability and economic self-reliance.

Implementation Strategies:

Realising the vision of "learning beyond the classroom" requires a thoughtful and comprehensive approach to implementation. NEP 2020 lays down several strategies to ensure the effective execution of its goals:

- **Vocational Education:** The policy introduces vocational courses at the secondary level, giving students the opportunity to acquire practical skills relevant to various professions. This shift bridges the gap between academic knowledge and real-world applicability.
- **Internships and Apprenticeships:** NEP 2020 encourages students to actively engage in internships and apprenticeships, providing them with invaluable real-world experience. These

opportunities facilitate the development of workplace skills and provide insights into career choices.

- **Research and Innovation:** The policy recognizes the pivotal role of research and innovation in fostering creativity and critical thinking. It seeks to create conducive environments within educational institutions where students can explore their interests, experiment, and innovate.
- **Flexible Curricular Structure:** NEP 2020 introduces a flexible curricular structure that allows students to choose from a diverse range of subjects across disciplines. It also offers multiple entry and exit points in higher education, ensuring that learners have the freedom to tailor their educational journey to their unique aspirations and circumstances.

The National Education Policy 2020 (NEP 2020) recognizes that for "learning beyond the classroom" to become a reality, a comprehensive set of implementation strategies is essential. These strategies are designed to foster experiential learning, skill development, and a multidisciplinary approach while accommodating the diverse needs and interests of students. Let's delve into these strategies in detail:

Vocational Education: NEP 2020 places a strong emphasis on vocational education as a means to bridge the gap between theoretical knowledge and practical application. This strategy is particularly vital in preparing students for the real-world challenges of various professions. Key components of this strategy include:

- **Integration of Vocational Courses:** NEP 2020 proposes the integration of vocational courses at the secondary level (grades 6 to 8) as well as the higher secondary level (grades 9 to 12). These courses are designed to equip students with practical skills, ensuring they are job-ready upon completion of their education.
- **Industry Collaboration:** Collaboration between educational institutions and industries is encouraged to ensure that vocational courses are aligned with industry requirements. This collaboration can also facilitate internships and apprenticeships, offering students exposure to real workplace environments.
- **Certification and Recognition:** NEP 2020 emphasizes the importance of certification and recognition of vocational courses to enhance their credibility and value in the job market. This ensures that students who choose vocational pathways receive due recognition for their skills and competencies.

Internships and Apprenticeships: NEP 2020 recognizes the immense value of hands-on experience gained through internships and apprenticeships. This strategy is aimed at providing

students with practical exposure to the world of work and enabling them to develop essential workplace skills. Key aspects include:

- **Structured Internship Programs:** Educational institutions are encouraged to establish structured internship programs in collaboration with local businesses and organizations. These programs allow students to apply classroom knowledge in real-world contexts.
- **Skill Development:** Internships and apprenticeships provide opportunities for students to develop a range of skills, including communication, problem-solving, teamwork, and adaptability. These skills are invaluable for their future careers.
- **Credit Recognition:** NEP 2020 suggests that credits earned during internships and apprenticeships should be recognized as part of the academic curriculum, contributing to the students' overall educational progression.

Research and Innovation: Promoting research and innovation is at the core of NEP 2020's approach to education. This strategy is geared toward nurturing creativity, critical thinking, and problem-solving skills among students. Key elements include:

- **Research Culture:** Educational institutions are encouraged to create a culture of research, wherein students are encouraged to explore their interests, ask questions, and conduct independent research projects. This not only stimulates intellectual curiosity but also prepares students for advanced studies.
- **Innovation Ecosystem:** NEP 2020 envisions the establishment of innovation ecosystems within educational institutions. These ecosystems provide students with the resources and mentorship needed to turn their innovative ideas into practical solutions, fostering an entrepreneurial spirit.
- **Interdisciplinary Research:** The policy promotes interdisciplinary research, encouraging students to explore connections between different fields of study. This approach broadens their perspectives and equips them to address complex, real-world challenges.

Flexible Curricular Structure: Recognizing the diverse interests and aspirations of students, NEP 2020 advocates for a flexible curricular structure. This strategy allows students to tailor their education to their unique needs and career goals. Key components include:

- **Multidisciplinary Approach:** Students are given the freedom to choose from a wide array of subjects across disciplines. This multidisciplinary approach enables them to explore a broad spectrum of knowledge and fosters well-rounded individuals.
- **Multiple Entry and Exit Points:** NEP 2020 introduces the concept of multiple entry and exit

points in higher education. This means that students can choose to enter and exit degree programs at various stages, earning certificates and diplomas along the way. This flexibility accommodates different learning trajectories and encourages lifelong learning.

- **Choice-Based Credit System:** The policy recommends the implementation of a choice-based credit system (CBCS) that allows students to select courses based on their interests and aptitudes. This system offers a personalized learning experience and encourages students to take ownership of their education.

In conclusion, the strategies outlined in NEP 2020 for "learning beyond the classroom" are designed to create a dynamic and inclusive educational ecosystem. By integrating vocational education, internships, research and innovation, and a flexible curricular structure, India's education system aims to produce graduates who are not just academically proficient but also equipped with practical skills, real-world experience, and a spirit of inquiry. These strategies are instrumental in shaping a future-ready workforce and fostering a culture of lifelong learning.

Challenges and Opportunities

While the goals and strategies outlined in NEP 2020 for "learning beyond the classroom" are visionary and promising, they are not without their challenges:

- **Infrastructure and Resources:** The successful implementation of experiential learning and skill development programs requires significant investments in infrastructure, technology, and resources. Many schools and institutions, particularly in rural areas, may face constraints in providing these essentials.
- **Teacher Training:** Preparing educators to facilitate experiential learning and adapt to a more flexible curriculum is a substantial challenge. Teachers will need rigorous training and continuous support to effectively implement the new pedagogical methods.
- **Assessment Methods:** Traditional assessment methods designed for rote learning may not be suitable for evaluating the diverse experiences and skills gained through experiential learning. Developing fair and effective assessment methods is a challenge that education authorities must address.
- **Inclusivity:** Ensuring that all students, regardless of their socio-economic background or geographic location, have equal access to experiential learning opportunities is a critical concern. Bridging this divide will require targeted efforts and investments.

Conclusion:

The National Education Policy 2020's vision of "learning beyond the classroom" marks a watershed moment in the history of Indian education. It's not merely a policy document but a compass guiding the transformation of the nation's educational landscape. By advocating for experiential learning, holistic development, multidisciplinary education, and skill development, NEP 2020 recognizes that education should extend beyond the confines of traditional classrooms. It seeks to empower students with knowledge, skills, and values that are not only relevant to their immediate academic pursuits but also crucial for navigating the complexities of the ever-evolving global landscape.

NEP 2020's commitment to experiential learning fosters curiosity, innovation, and a sense of inquiry among students. By encouraging them to learn by doing, the policy lays the foundation for a generation of critical thinkers who are equipped to solve real-world problems. Furthermore, the emphasis on holistic development acknowledges that education should not be limited to intellectual growth alone but should also nurture the social, emotional, and physical well-being of learners. This holistic approach aligns with modern educational theories, which recognize that individuals are multifaceted beings, and their education should reflect this complexity.

The policy's promotion of a multidisciplinary approach challenges the conventional silos of knowledge and encourages students to explore a diverse range of subjects. This not only broadens their horizons but also equips them with a more comprehensive understanding of the world around them. Concurrently, the integration of skill development into the curriculum aligns with the demand of the contemporary job market, where practical skills are often as vital as academic knowledge.

However, NEP 2020's ambitious vision is not without its share of challenges. The need for substantial infrastructure development, teacher training, and the redesign of assessment methods are significant hurdles. Additionally, ensuring inclusivity across all segments of society remains a pressing concern. Bridging the urban-rural divide and making quality education accessible to all is paramount.

In conclusion, NEP 2020 is a visionary roadmap that can elevate India's education system to new heights. However, its success hinges on the effective implementation of its principles and a commitment to overcoming the associated challenges. With dedicated efforts, investment in infrastructure and teacher training, and a focus on equitable access, India's education system can evolve into a vibrant ecosystem that not only

imparts knowledge but also nurtures well-rounded individuals capable of shaping a brighter future for themselves and the nation.

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Analytical Study of Performance of Non-Banking Financial Company (NBFC) in India

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Abstract

This study aims to provide an analytical assessment of the performance of NBFCs in India from 2018 to 2022. This particular period was laden with major economic concerns as well as changes in regulations. The research is based on secondary data collected from reputable sources. The statistical techniques that have been used in the research include trend analysis, correlation analysis, and hypothesis testing; regression analysis has facilitated the analysis of the NBFC sector's growth, asset quality, capital adequacy, profitability, and liquidity management.

This raised the bottom line, with assets under management (AUM) increasing by 10% on average each year, known as the compound annual rise rate (CAGR). Including the current one, approximately 61% for the whole NBFC industry, according to standard dictate. As for the assessment of the company's performance, the analysis perceives enhanced asset quality as a positive shift since the GNPA ratio increased in the previous years but dropped in 2022. They have gradually increased over the years, with the most recent denoting Capital to Risk-Weighted Assets Ratio (CRAR) standing at 26.5% in 2022. The repetitive trend was observed for ROA; profitability restored the V-shape recovery and almost reached the pre-pandemic level in 2022. It also shows sound liquidity positions, along with a shifting credit profile of sectors towards retail loans. Hence, these results show that the Indian NBFC industry has been highly robust and sensitive to changes, preparing it for future growth. However, the report also covers parts of the organization that require constant supervision, primarily due to the nature of the economic environment and constant shifts in regulations. The study makes a methodological contribution to the literature by presenting a post-pandemic analysis of NBFC performance and outlines future research areas, which include a study on the effect of technological incorporations, shifts in funding sources, NBFCs, and financial inclusion.

Keywords: NBFCs, India, performance, economic concerns, regulations, asset quality

Introduction

A non-banking financial company (hereinafter referred to as the NBFC) means a company listed under and engaged in the business of loans, acquisition of shares/stocks /bonds/debentures/ securities issued by the government/ local authority or other securities, etc., leasing/hire-purchase insurance, but does not include any institution whose principal business is that agriculture activity, industrial activity, purchase/sale goods/ services/ construction immovable property (Kumar et al. NBFC constitutes an important part of the Indian financial system. India's financial system: As we can understand from the above image, financial markets constitute an organized market that provides effective payment and credit mechanisms, hence channeling money flow into productive use, i.e., economic growth of any country. The NBFC has proven to be a powerful development engine and essential segment of the Indian financial sector. Most non-banking financial companies (NBFCs) act as financial intermediaries by receiving deposits and lending credits. While

they play an important function in directing scarce financial resources towards the production of capital. The role of NBFCs is to improve the functioning of the banking sector in order to meet a few financial needs, such as credit flow and providing small loans and advances; better serving the corporate sector; and less stringent regulations on deposit-taking activities. The structure of NBFCs is more adaptable than banks. Unlike banks, they can make quick decisions, take higher risks, and develop their products and modifications according to their clients' needs. The ease of setting them up proves beneficial in elongating the market, providing a suite of services to be offered competitively to both savers and investors.

Review of literature

The non-banking financial company (NBFC) industry in India has shown an exceptional level of resilience amidst the chaos that was created by the COVID-19 pandemic, state Sharma and Gupta [(2023)]. Optimising over the 50 most prominent NBFCs from 2019 through the end of March 2022, their analysis reveals that despite some

initial losses, recoveries began to register as early as a few months in. The authors noted significant enhancements in asset quality and profitability metrics, underscoring this to an enhanced risk management strategy and deeper digital technology penetration as well. They also highlighted the importance of regulatory levers in this respect, especially with regard to measures for enhancing resilience such as those related to liquidity management and capital adequacy;

Patel and Mehta, in their study titled "Technological Disruption in Indian NBFCs: Implications for Growth and Risk Management," published as an article in the International Journal of Financial Studies, underline that the technological integration has been a one-stop solution for advancement and productivity within this industry itself. The study analysed 100 NBFCs across different sizes and found that companies that used technology more effectively led to higher operational efficiency, resulting in a fall in loan costs. They found the adoption of AI-based credit assessment tools led to improved asset quality. It also mentioned that fintech linkages have enabled NBFCs to expand their customer base, particularly in underpenetrated areas.

Objectives

- The Gross Non-Performing Assets (GNPA) ratios are also included in the analysis for NBFC asset quality assessment.
- To determine capital adequacy, evaluate the capital-to-risk-weighted asset ratio (CRAR) of NBFCs.
- To check the Return on Assets (ROA) for NBFCs as measure of profitability
- To Study of Liquidity Coverage Ratios (LCR): For assessing the liquidity status.
- To analyse the breakdown of loans granted by NBFC in sectors and find lent patterns.
- To analyse the comparative performance of different types of NBFCs, in particular NBFC-ND-SI, vis a vis those that are not accepting public deposits.

Methodology

For the study of performance of non-banking financial companies (NBFCs) in India and a quantitative research technique is adapted. The methodology uses data from secondary research, using the publication of official sources such as

DEAPAN documents and financial stability assessments (FSs). The research span was 5 years, ect, 2018 to 2022, which will help in understanding the long-term changes of present market trends at the global level.

The methods of the study comprise multiple statistical techniques, i.e.

1. To analyse the profiling key performance indicators—trend analysis—to identify in what way the factors increase over time.
 2. Some of these are in a commodity finance rate where the variables can be said to have correlation. Other times, what one is looking for are relationships between financial and non-financial factors; this might require factor analysis, regression techniques, etc. as applicable.
 3. Hypothesis: Independent samples t-test for NBFC Categories
 4. Multivariable linear regression finds more features that influence Assets under Management (AUM).
 5. Sector-wise credit distribution and liquidity ratios, etc. Descriptive statistics
- Mr. Modi says this multi-dimension model enables a complete evaluation of NBFC performance on parameters such as asset quality, capital adequacy, profitability, and industry focus.

Data collection

This research has been completed by using secondary data collected from different reliable sources to analyse the performance of non-banking financial companies (NBFCs) in India. The market data presented by the report is as follows, which concludes a 5-year view of major company divisions in China and worldwide to make certain that you get unique insights: Is based on over ten years' worth of complete first research (supplementary office information) study The final source for this benchmarking includes proprietary financial advice from extramural Key resources deck analysis sector because suppliers structured business pricing statement encompasses five year Beyond forecasting, growth activities are undertaken. Using essential instability competitive advantages money evaluation vendor usages Regulatory modifications Country landscape technology development chopping your personnel services trend economic info consumption.

Table 1: NBFC Assets under Management (AUM) in India (Core)

Year	NBFC-ND-SI	NBFC-D	Total NBFC
2018	22,541,861	616,058	23,157,919
2019	26,164,620	715,634	26,880,254
2020	28,415,883	742,315	29,158,198
2021	30,956,354	728,741	31,685,095
2022	33,891,248	768,494	34,659,742

(Source: Reserve Bank of India. (2022). Report on Trend and Progress of Banking in India 2021-22.

Table 2: Gross Non-Performing Assets (GNPA) Ratio of NBFCs (%)

Year	NBFC-ND-SI	NBFC-D	Overall NBFC Sector
2018	5.8	4.9	5.7
2019	6.1	5.3	6.0
2020	6.8	5.7	6.7
2021	7.2	6.1	7.1
2022	6.4	5.8	6.3

(Source: Reserve Bank of India. (2022). Financial Stability Report, June 2022.)

Table 3: Capital to Risk-Weighted Assets Ratio (CRAR) of NBFCs (%)

Year	NBFC-ND-SI	NBFC-D	Overall NBFC Sector
2018	19.3	22.9	19.5
2019	19.2	22.5	19.3
2020	23.7	25.3	23.8
2021	25.9	27.4	26.0
2022	26.4	27.6	26.5

(Source: Reserve Bank of India. (2022). Report on Trend and Progress of Banking in India 2021-22.)

Results and Analysis:

1. Trend Analysis:

Table 4: Compound Annual Growth Rate (CAGR) of NBFC Assets under Management (2018-2022)

NBFC Type	CAGR (%)
NBFC-ND-SI	10.72
NBFC-D	5.70
Total NBFC	10.61

2. Correlation Analysis:

Table 5: Correlation Matrix between AUM, GNPA, and CRAR for Overall NBFC Sector

	AUM	GNPA	CRAR
AUM	1.000		
GNPA	0.456	1.000	
CRAR	0.908	0.301	1.000

3. Hypothesis Testing:

Null Hypothesis (H0): There is no significant difference in the CRAR between NBFC-ND-SI and NBFC-D.

Alternative Hypothesis (H1): There is a significant difference in the CRAR between NBFC-ND-SI and NBFC-D.

Table 6: Independent Samples t-Test Results for CRAR

t-statistic	p-value	Degrees of Freedom
-2.134	0.0658	8

4. Regression Analysis:

Table 7: Multiple Linear Regression Results (Dependent Variable: AUM)

Variable	Coefficient	Standard Error	t-statistic	p-value
Intercept	-1.23e+07	5.67e+06	-2.168	0.0957
GNPA	-7.52e+05	1.13e+06	-0.665	0.5422
CRAR	1.81e+06	3.15e+05	5.746	0.0045

R-squared: 0.923, Adjusted R-squared: 0.885, F-statistic: 24.05, p-value: 0.00617

This analytical study provides important insights in terms of growth, asset quality, and capital adequacy for non-banking financial companies (NBFCs) operating in Indian regions over the period 2018-2022.

1) Major rise in Assets under Management (AUM): The trend analysis highlights that on a compound annual growth rate basis, the whole-NBFC industry has seen a 10.61% CAGR of its AUM size and histogramming. This is largely due to the NBFC-ND-SI (non-deposit taking systemically important) business, which grew at a CAGR of 10.72%. This finding is in line with that of Sinha and Sharma

(2022), who predict largely the same growth trajectory for India's NBFCs as a whole, grounded on deeper financial inclusion initiatives and stronger elasticity within niches to which other parts of the economy did not cater.

The Gross Non-Performing Assets (GNPA) ratio, which is an important indicator of asset quality, grew continuously from pre-2021 to 2021 and showed recovery in the year 2022. This trend lends support to the findings of Ghosh (2023), who highlighted that there was a substantial negative impact over asset quality in NBFCs as a fall-off effect from the COVID-19 pandemic but precluded

warning signs of recovery between and after COVID phases. This shows that in the face of economic challenges triggered by a pandemic, NBFCs have taken effective measures, resulting in an increase in the GNPA ratio in 2022.

For the entire NBFC industry, the Capital to Risk-Weighted Assets Ratio (CRAR) also increased consistently over the research period, rising from 19.5% in 2018 Q2 to reach down at 26.5% by the end of ROE. January-Mar20period January-Mar20period #End Rohit Sahay This trend indicates higher capitalization and more durable the NBFCs, so crucial for maintaining financial stability. Kumar and Patel (2024), studying regulatory influence on NBFC capital adequacy, also found similar results to the effect of stringent regulations in leading to strong market solvency positions for an array of different financial sectors.

The correlation study indicates a strong positive relationship (0.908) between AUM and CRAR, indicating that as NBFCs increase their asset base, they are also raising capital adequacy ratios in this process. The regression study reinforces this association with CRAR being a significant predictor of AUM (p-value < 0.05).

The results of hypothesis testing (p-value = 0.0658) indicate that the CRAR of NBFC-ND-SI is

not significantly different from that of NBFC-Dat at the 5% level in statistical terms.. Nearest0 is 0 is still showing a gap, so that is only when you get the correlation. When. When your p-value edges up towards the threshold, it suggests a difference in means, though one that should go away with more data or time.

In relation to previous research, we compare our findings with results from Mehrotra et al. Our results were further validated by their study on NBFCs, which found a positive association between capital adequacy and asset growth. (2023) Alas, their study found that the relationship of GNPA with AUM is stronger than ours, probably due to differences in sample composition or period covered.

Lastly, this analytical study concludes that even amid challenges such as the COVID-19 pandemic, there has been sustainability and growth in the NBFC sector of India. Demand is robust, and capital adequacy in the sector remains on a much firmer footing as asset quality continues to improve, being well for further expansion. Nevertheless, asset quality sustainably and an adequate risk management framework should be monitored to keep this positive trend going.

5. Return on Assets (ROA) Analysis:

Table 8: Return on Assets (ROA) of NBFCs (%)

Year	NBFC-ND-SI	NBFC-D	Overall NBFC Sector
2018	1.7	1.9	1.7
2019	1.5	1.8	1.5
2020	1.2	1.5	1.2
2021	1.3	1.6	1.3
2022	1.8	2.0	1.8

(Source: Reserve Bank of India. (2022). Report on Trend and Progress of Banking in India 2021-22.)

Liquidity Coverage Ratio (LCR) Analysis:

Table 9: Liquidity Coverage Ratio (LCR) of NBFCs (%)

Year	NBFC-ND-SI	NBFC-D
2020	145.2	187.6
2021	158.7	201.3
2022	164.5	213.8

(Source: Reserve Bank of India. (2022). Financial Stability Report, December 2022.)

7. Sectoral Analysis of NBFC Credit:

Table 10: Sectoral Distribution of NBFC Credit (% of Total Credit)

Sector	2020	2021	2022
Industry	25.4	24.8	24.2
Retail Loans	46.2	47.5	48.9
Services	21.8	21.3	20.7
Agriculture & Allied	6.6	6.4	6.2

(Source: Reserve Bank of India. (2022). Report on Trend and Progress of Banking in India 2021-22.)

Discussion

The analysis deepens the understanding of the performance and risk management practices adopted by NBFCs in India.

ROA Analysis: The study of ROAs shows that the profit capacity of NBFCs has decreased in

2020 and 2021, perhaps as an aftermath from pandemic economic implications due to COVID-19. Then, in 2022, there was a V-shaped recovery as the NBFC sector's ROA expanded to 1.8%, surpassing pre-pandemic levels completely. This is consistent with Ramakrishnan and Jain's (2023) findings,

which show a V-shaped recovery in NBFC profitability after the pandemic. The authors attributed this bounce back to improved operational efficiency and the sector's ability to cater to digital lending practices.

Liquidity Coverage Ratio (LCR) Analysis: LCR data available from 2020 onwards on account of adoption of new regulatory standards shows a sustained improvement in liquidity profile for NBFCs. 5. Both NBFC-ND-SI and NBFC-D categories have consistently maintained LCR well above the statutory requirement of 100%, reflecting considerable short-term compliances to liquidity shocks. This rise of liquidity management echoes the results of Chopra et al. According to Singh et al. (2024), increased regulatory focus on liquidity risk has resulted in the implementation of stronger arrangements for the management of the NBFC sector, which helps to adequately manage system-wide and systemic risks.

This indicates the growth in retail loans from 46.2% in FY20 to 48.9% as of March-22 also reflects a progressive shift towards lending beyond urban and semi-urban spheres, even though regulatory relaxations are also fueling the shares of home personal," ICRA said, adding that this indicated... This is consistent with the findings of Singh and Kaur (2023), which supported that an increase in NBFCs is focusing on retail lending, particularly housing finance, auto loans, and personal loans. The authors said that this shift was also a sign of NBFCs trying to expand their set of offerings and tap into the growing consumer credit pie in India.

Though slight, this marginal dip might indicate a more cautious approach towards both industrial and services sectors, with loaning policies perhaps changing based on higher perceived risk given the current economic climate post-pandemic. Supporting this view, Mehta and Patel (2024) find that NBFCs are becoming increasingly choosy in lending to the corporate and SME sectors, focusing largely on businesses with sound credit profiles.

There has been a fairly consistent share of agriculture and allied businesses in NBFC loans (around 6%), highlighting that NBFCs cater complementarily to the banks with respect to rural financing. But the government's focus on farm loans and rural development means NBFCs have further scope for scaling up in this segment, according to Reddy & Sharma (2023).

Combining these new results with our previous work, we find that the NBFC sector in India has proved to be remarkably strong and adaptable. During this period, the industry managed to not only surpass pandemic-induced adversities but also bolster itself financially through profitability, liquidity, and capital adequacy total.

A higher ROA in 2022 seems to suggest that NBFCs have combined growth with risk management as the AUM and CRAR are growing upward. Strong liquidity, as reflected in the high LCR, also underlines the sector's resilience to potential financial shocks.

Nevertheless, the changing sectoral composition of NBFC lending underlines the importance for continued vigilance. While retaliation provides diversification benefits, it also exposes NBFCs to consumer credit risks, particularly in a rising interest rate and inflationary environment. Accordingly, it will be essential for the industry to keep focusing on maintaining solid underwriting standards and applying good portfolio risk management practices in order to ensure that they remain profitable over time.

The research presented here therefore gives it a fairly sound representation of this robust and evolving NBFC market in India. The industry has shown its ability to adjust—both to legislative changes and market pressures, whether they be the demands of a Rule 2850 world or shifting fund manager appetites. Given that NBFCs are an important component of the Indian financial ecosystem, playing a pivotal role in advancing financial inclusion and catering to underserved regions, their continuing performance and stability would also be crucial for the soundness of the country's overall financial system.

Conclusion:

A detailed narrative of performance in the Non-Banking Financial Companies (NBFC) sector—India 2018-2022—a resilient section with huge contenance at odds, emanating from COVID intervention and regulatory reforms.

Many of these major findings are emphasised in the study:

1. Total NBFC industry CAGR: 10.61% (Assets Under Management, AUM)
2. India Inc. Q3 report card: Half the cos have turned around since 2021; here's why radar says improvement in asset quality is a mirage.
3. Capital Adequacy: Continual enhancement in capital adequacy with Capital to Risk-Weighted Assets Ratio (CRAR) at 26.5% as of 2022
4. Profit recovery with ROA greater than pre-pandemic in 2022
5. Exceptionally high liquidity coverage ratios (LCR) well above regulatory requirements in reference to its liquidity.
6. Gradual movement of sectoral credit allocation to retail loans, clearly indicative of their penchant for portfolio de-growth.

Summary of Findings:

The above results indicate that India's NBFC sector is likely to grow well ahead and remain a significant part of lending practice. Nonetheless, as much needs to be said and done

within the sector in terms of managing new risks, particularly with changing economic conditions and regulatory environments. This study emphasizes the importance of further research in all aspects of the NBFC industry, including technology adaptation, financing patterns, and regulatory changes. Although NBFCs will continue to grow and play a more important role across various sectors of the economy, their performance and solvency are paramount for the health of India's financial system.

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The Role of Tribal Women in Sustainable Development

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Abstract:

Women provide sustenance to the family and community through their judicious use and management of natural resources. Women are consumers, producers, educators and caretakers of their families, playing an important role in a sustainable ecosystem in the present and future. However, environmental deterioration harms the health and quality of life especially of girls and women. A policy of conservation of natural resources will be successful only if women are integrated into all programs and policymaking. This paper focuses on the role of tribal women in the conservation of the environment

Keywords: Resources, Important, Quality, Integrated and Environment.

Introduction:

The development of inheritance rights for tribal women relies on judicial interventions, notably the 'test of Hinduisation' introduced by the Chhattisgarh High Court. This legal innovation requires tribal women to meet specific criteria, demonstrating the abandonment of customary laws and the adoption of Hindu practices to access the Hindu Succession Act's provisions. The court acknowledges the phenomenon of Hinduization among tribals, stating that if it can be sufficiently proven that a tribal is Hinduized, they may fall under the HSA 1956 or other laws applicable to Hindus, rather than tribal customary law. Court decisions, such as Budhu Majhi and Anr v. Dukhan Majhi and Ors (1955), have upheld this principle, with the determination of Hinduization based on the community's customary practices, religious rituals, marriage traditions, cremation practices, and social norms. However, the situation is clearer for Christian converts. In Kartick Oraon v. David Munzi, the court affirmed that the Schedule Tribe status remains intact for inheritance purposes even after conversion to Christianity. The status of children born to a tribal mother and a non-tribal father was addressed in a recent case unrelated to property. The court ruled that such children could be granted ST status if "the community of the tribals to which the woman belongs has recognized such matrimonial alliance and accepts the couple into their fold".

The current legal framework and judicial approaches to tribal women's rights present a dual perspective. The State is hesitant to recognize tribal women's survivorship rights due to concerns about kinship, tribal culture, and entrenched gender norms. Conversely, the judiciary seeks to include Scheduled Tribes (STs) within HSA. Both approaches face practical challenges. The State's inclination to maintain the status quo may harm Adivasi women's legitimate interests, while the judicial approach risks undermining tribal identity protected by the Fifth and Sixth Schedules of the Constitution. Striking a balance between gender equality and cultural

heritage requires careful deliberation and legal reforms by the Union Law Ministry, considering the unique circumstances and aspirations of tribal communities.

Role of Tribal Women in their deeds:

In tribal communities, the role of women is substantial and crucial. They constitute about half the total population but in tribal society, women are more important than in other social groups, because they work harder and the family economy and management depend on them. Even after industrialization and the resultant commercialization swamped the tribal economy, women continued to play a significant role. The collection of minor forest produce is done mostly by women and children. Tribal Women's Environmental conservation and sustainable development are firmly on the global agenda. Ecofeminism is to be viewed in this context. The movement began in the U.S., and Sherry Ortner was among the first to point out that women's interests coincide with nature's while men's with culture. Ecofeminism considers that: (a) there is a distinct relationship between women and the environment, (b) women have certain responsibilities which make them dependent on nature and (c) women have an extensive knowledge of natural resources. Eco-feminism points to the need for an integrated view of nature, culture and gender issues. An appropriate strategy of development would not be only ecologically sustainable but also consider the interests of women.

Women provide sustenance to the family and community by their judicious use and management of natural resources. Women are consumers, producers, educators and caretakers of their families, playing an important role in a sustainable ecosystem in the present and future. However, environmental deterioration harms the health and quality of life especially of girls and women. A policy of conservation of natural resources will be successful only if women are integrated into all programmes and policy making.

Characteristics of Tribal Women:

In the grand tapestry of our Constitution, the promise of equality weaves a fragile thread. Yet, the poignant tale of tribal women's lost right to succession reveals a stark dissonance between written ideals and lived reality. Seventy years since our tryst with Independence, echoes of injustice linger as ancestral lands elude tribal women, a title sworn to them by our Constitution. Tribal women in India grapple with a historical injustice as tribal customary laws frequently strip them of the right to inherit ancestral property. This denial not only robs them of economic autonomy but also sustains gender disparities within these societies.

The recent judgment made by the apex court, however, emerges as a glimmer in the prevailing darkness, sending ripples through the tribal community, known for its hesitance to address the issue of survivorship rights for women. Emphasizing the constitutional right to equality enshrined in Articles 14 and 21, the Court asserted the unjustifiability of denying survivorship rights to female members of the Tribal community. The Court's call for a reevaluation by the Central Government and potential amendments to the Hindu Succession Act (HSA) 1956, ensuring its applicability to Scheduled Tribe members, underscores the urgency of rectifying the longstanding gender inequities within tribal communities.

Tribal Women's Inheritance Status:

HSA 1956 grants Hindu women equal rights in self-acquired property. Previously confined to male heirs under the Mitakshara law, this provision expanded to include coparcenary property following the Hindu Succession (Amendment) Act, of 2005. The Act, under Section, explicitly excludes individuals belonging to Scheduled Tribes. It states, "Notwithstanding anything contained in Sub-section (1), nothing contained in this Act shall apply to the members of any Scheduled Tribe within the meaning of Clause of Article 366 of the Constitution unless the Central Government, by notification in the Official Gazette, otherwise directs."

This exclusion has been officially communicated under Article 342 of the Constitution of India. Both customary tribal law and state-level regulations like the Chotanagpur Tenancy Act, of 1908, persist in discriminating against women concerning succession matters. The Act, on being challenged in the case of Madhu Kishwar & Ors. Versus State of Bihar & Ors, 1996, was defended by the court. The Court found it undesirable to declare tribal customs in violation of Articles 14, 15 and 21 A of the Constitution, fearing an influx of similar claims aligning personal laws with the HMA 1956 and the Indian Succession Act, 1925. However, it recognized that the right to livelihood is integral to the right to life, acknowledging that widows would

become destitute after their husbands' death, losing their livelihood as the land reverted to male descendants. The Court ruled that female relatives of the last male tenant could hold the land as long as they depended on it for their livelihood.

Nevertheless, the dissenting minority judgment of Justice K Ramaswamy offers a more compelling perspective and could serve as a guideline for advancing gender equality among tribal communities. The law encompasses customs or usages that are ancient, well-established, and carry the force of law. Therefore, tribal laws prohibiting inheritance to daughters fall within this legal framework. Post the Constitution's enactment, pre-constitutional laws inconsistent with fundamental rights are deemed void.

Reason Behind Such Exclusion:

Tribal communities under Schedule V and Schedule VI adhere to customary laws for inheritance, marriage, and succession. The Indian Succession Act, of 1925, and the HSA of 1956, primarily address Christians and Hindus, respectively, sidelining most tribes. While STs aren't explicitly excluded from the Indian Succession Act, Section 3 grants states the power to exclude them. The Act aligns with Christian succession but falls short for tribals. A categorical exclusion under the HSA and a covert exemption from the Indian Succession Act leave non-identifying STs relying on their customs.

Preserving ancestral customs justifies STs' exemption from succession Acts, perpetuating a patriarchal structure that favours male lineage. ST women lack equal entitlement, evident in the All-India Report on Agricultural Census 2010-2011, with ST men holding 88.7% of the surveyed land, leaving ST women with a mere 11.3%. Encouragingly, the 2015-2016 Agricultural report shows progress, with the percentage of ST women owning agricultural land increasing to 16.87%. Yet, this growth falls short. Given the pivotal roles ST women play in various agricultural activities, there is a compelling case for ensuring they receive a more equitable share of the land, acknowledging their significant contributions and fostering gender-inclusive practices in land ownership.

While senior citizens, at 5.2% of the ST population, often dictate family property through wills, their low literacy obstructs comprehension, sometimes leaving dependents to rely on intestate succession and customs. Environmental movements initiated by tribal women "The forest is the life of my people, the trees are like the pores in our skin, the water is like the blood that flows through us...the forest is the mother of my tribe,".The winner of the 2013 Goldman Environmental Prize, she represents an expanding international movement

against environmental destruction helmed by humble, often poor, rural and tribal women.

For many years, Aleta has been at the forefront of her tribe's efforts to stop mining companies from destroying the forests of the Mutis Mountains that hug the western part of the island of Timor. In the eastern Indian state of Jharkhand, Suryamani Bhagat, founder of the Torang tribal rights and cultural centre, is working with women in her village of Kotari to protect the state's precious forests. Working under the umbrella of the Jharkhand Save the Forest Movement (known locally as Jharkhand Jangal Bachao Andolan), Bhagat initially brought together 15 adivasi women to protest attempts by a state-appointed forest official to plant commercially viable timber that had no biodiversity or consumption value for the villagers who live off the land. Now the women patrol the forest, ensuring that no one cuts more wood than is deemed necessary.

"It is my island, my people, we will not give up on them, It is our way of life that is going under the sea". Over 7,000 km away, in the Pacific island state of Papua New Guinea, Ursula Rakova is adding strength to the women-led movement by working to protect her native Carteret Atoll from the devastating impacts of climate change.

Mayilamma, a 50-year-old tribal widow, has been at the forefront of the people's agitation against the multinational Coca-Cola, in the small village of Plachimada in Perumatty panchayat, in Kerala's Palakkad district. Mayilamma was directly affected by Coca-Cola's operations in Plachimada, The water in her well (in Vijaynagar colony in Plachimada) had been so heavily polluted by Coca-Cola's operations that it has been deemed unfit for human consumption. Mayilamma played a key role in the campaign to hold Coca-Cola accountable for water shortages and pollution in the area, and it was under her leadership that the community forced the Coca-Cola bottling plant to shut down in Plants are conserved in natural habitat and used for setting bone fracture

The root, stem and leaves of some plants are powdered and paste is prepared and applied by tribals on broken bone portions. The paste prepared from the stem and leaves of plants like *Vanda tessala*, *Alternanthera sessilis* and of roots of *Cassia adnata*, *Sida cordata*, *Bauhinia purpurea* etc. are tied for healing of wounds for 10 - 15 days on broken bones. These plants are conserved by tribal herbal healers in natural forests for orthopaedic treatments.

Plants are conserved by tribals in their natural habitat:

Primitive and indigenous people have been using several plants for combating disease for centuries and are found wide acceptance in traditional medicinal use. Plants like *Equisetum ramosissimum* and *Argemone Mexicana* are dried,

and powdered and paste are applied on the infested portion of skin and wounds. Plants like *Bauhinia purpurea*, *Sida acuta*, *Jatropha curcus*, *Grewia hirsutum*, *Albizia lebbeck*, and *Capparis deciduas* are conserved as used in muscular pain, cure of fever, headache, and body swelling. Decoction prepared from the roots of *Curculigo orchids*, *Bombax ceiba*, to cure white discharge in the urine of tribal women is also conserved by primitive tribes.

Plants are conserved in abandoned sites of shifting agriculture by tribals:

The shifting agriculture jhoom practice of cultivation of crops is practised by ethnic societies in North -East region of India in states of Assam, Tripura, Mizoram etc. in Central India in states of U.P., Maharashtra, Orissa and Chhattisgarh and South India in states of Tamil Nadu, Andhra Pradesh, Karnataka and Kerala. In this practice a forest is cleared by felling of trees plant biomass is burnt and the ashes collected which are a source of essential plant nutrients are spread in the fields. After a year of cultivation, the land is abandoned for several years for the regeneration of the fertility of the soil. During this period the farmers are moved for cultivation in other land. The tribals do not perform complete felling of the forest but they retain several useful species of horticultural and agricultural importance such as *Mangifera indica*, and *Citrus* spp. (Orange), *Musa* spp. (Banana), *Phyllanthus embilica* (Goose berry), *Zea mays* (Maize), *Saccharum* spp. (Sugarcane). Several useful plants like *Ardisia polycephala*, *Ardisia cripisa*, *Casearia glomerata*, *Meliosma ipñata*, *Rhus* spp., *Phoenix* spp. etc. are colonized at abandoned sites.

The ethnic people of India have played a vital role in preserving the bio-diversity of several virgin forests and have conserved several flora and fauna in sacred groves of tribals, otherwise, these flora and fauna might have disappeared from the natural ecosystem. The sacred groves are the natural forests which are located in North-East, Central and Peninsular India. The interference of all kinds of human activities is prohibited in sacred groves. In a sacred grove of Maharashtra in Western Ghat, the giant tree *Mangifera indica* (Mango) is covered by the twiner of *Tinospora sinensis* has a hanging stem and looks like the trunk of an elephant. Due to magico-religious belief, the tribals worship the mango tree and have conserved these trees in March 2004. All these women are ordinary mothers, tribal women, who have taken extraordinary steps to make sure that their children have a better world to live in, and that outsiders, who have no sense of their culture or traditions, do not dictate their lives. Of course, this is nothing new. Women have always played an integral role in environmental protection. What is new is their increasing prominence on the

global stage as fearless advocates, defenders and caretakers.

Conclusion:

Tribal peoples are generally the best conservationists; they have managed their lands sustainably for many generations. Forcibly removing tribal peoples from their land usually results in environmental damage. Such removals are a violation of human rights and should be opposed by conservationists. The cheapest and quickest way to conserve areas of high biodiversity is to respect tribal peoples' rights – studies show reduced deforestation and forest fire rates, and greater biodiversity, on tribal land. The world can no longer afford a conservation model that destroys tribal peoples: it damages human diversity as well as the environment.

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निवडणूक रोखे योजनेचे आर्थिक मूल्यमापन

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सारांश:

भारत हा जगातील सर्वाधिक लोकसंख्येचा देश आहे. जगातील सर्वात मोठा लोकशाही देश म्हणून प्रचलित आहे. लोकशाहीचे मुलतत्व आणि सार टिकवून ठेवण्यात निवडणुका अपरिहार्य भूमिका बजावतात. निवडणूक रोखे हे राजकीय पक्षांना देणगी देण्याचे माध्यम आहे. भारत सरकारने २०१७ मध्ये काळ्या पैशाला आळा घालण्यासाठी निवडणूक रोखे योजना जाहीर केली. ही योजना सरकारने २९ जानेवारी २०१८ रोजी कायदेशीररीत्या लागू केली. निवडणूक रोख्यांचे स्वरूप वचनपत्रासारखे असते. हे व्याजमुक्त बँकिंग साधन आहे. या योजनेअंतर्गत दिलेल्या देणग्यांवर १०० टक्के करसवलत मिळते.

कोणताही भारतीय नागरिक किंवा भारतीय कंपनीला स्टेट बँक ऑफ इंडियाच्या निवडक शाखांमधून अनामिकपणे निवडणूक रोखे खरेदी करून आवडीच्या कोणत्याही राजकीय पक्षाला देणगी म्हणून देता येत होते. या योजनेवर विविध आक्षेप घेण्यात आले. या योजनेच्या विरोधात सर्वोच्च न्यायालयात याचिका दाखल करण्यात आली. निवडणूक रोखे ही योजना २९ जानेवारी २०१८ पासून ते सर्वोच्च न्यायालयाने रद्द करण्याचा आदेश देई पर्यंत म्हणजेच जानेवारी २०२४ पर्यंत सुरू होती. प्रस्तुत शोधनिबंधाचा उद्देश निवडणूक रोखे योजनेचा अभ्यास करून या योजनेचे आर्थिक मूल्यमापन करण्यात येवून निष्कर्ष सादर करणे हा आहे.

मुख्य शब्द: निवडणूक, रोखे, योजना, आर्थिक, वाणिज्यिक

प्रस्तावना-

भारत सरकारने २०१७ मध्ये निवडणूक रोखे योजना जाहीर केली. ही योजना सरकारने २९ जानेवारी २०१८ रोजी कायदेशीररीत्या लागू केली. निवडणूक रोखे हे राजकीय पक्षांना देणगी देण्याचे आर्थिक साधन आहे. ही एक प्रॉमिसरी नोट आहे. याचे स्वरूप बेअरर चेकप्रमाणे असते. ज्या राजकीय पक्षांच्या हाती हा चेक असतो, त्या राजकीय पक्षाला रक्कम मिळते. कोणत्याही भारतीय नागरिकास किंवा व्यक्तिसमूहास किंवा भारतीय कंपनीस स्टेट बँक ऑफ इंडियाच्या निवडक शाखांमधून १ हजार, १० हजार, १ लाख, १० लाख, १ कोटी किंवा त्याच्या पटीत अशा कोणत्याही मूल्याचे निवडणूक रोखे धनादेश किंवा ऑनलाइन पेमेंटद्वारे खरेदी करता येतात. आणि आवडीच्या कोणत्याही राजकीय पक्षाला अनामिकपणे देणगीच्या स्वरूपात देता येतात. हे रोखे विकत घेण्यासाठी महत्तम रकमेचे बंधन घातले नाही.

हे रोखे एकापेक्षा अधिक नागरिक संयुक्तपणे विकत घेऊ शकतात. बँकेत खाते असणाऱ्या व खात्याचे केवायसी झालेल्या कोणत्याही देणगीदाराकडून निवडणूक रोखे खरेदी केले जाऊ शकतात. निवडणूक रोख्यांमध्ये पैसे देणाऱ्याचे नाव नसते. रोखे प्राप्तीनंतर १५ दिवसांच्या आत त्यांचे रोखीकरण करण्याचे बंधन राजकीय पक्षांवर असते. अन्यथा ते पंतप्रधान राष्ट्रीय कल्याण निधीत जमा करणे अनिवार्य असते.

भारतीय राज्य घटनेतील कलम '२० अ' नुसार, १९५१ च्या लोकप्रतिनिधीत्व कायद्यांतर्गत नोंदणीकृत

असलेला, लोकसभा किंवा विधानसभा निवडणुकांमधील एकूण मतांच्या एक टक्क्यांपेक्षा अधिक मते घेणारा, पक्षच निवडणूक रोख्यांच्या माध्यमातून निधी स्विकारण्यास पात्र आहे. या योजनेतर्गत निवडणूक रोखे जानेवारी, एप्रिल, जुलै आणि ऑक्टोबर महिन्यात १० दिवसांच्या कालावधीसाठी खरेदीसाठी उपलब्ध करून दिले जातात. लोकसभा निवडणुकीच्या वर्षात केंद्र सरकारने अधिसूचित केलेल्या ३० दिवसांच्या अतिरिक्त कालावधीत देखील हे जारी केले जाऊ शकतात. या योजनेअंतर्गत दिलेल्या देणग्यांवर १०० टक्के करसवलत मिळते. बँक आणि लाभार्थी राजकीय पक्षाकडून देणगीदारांची ओळख गोपनीय ठेवली जाते.

या योजनेसाठी "कंपनीच्या निव्वळ नफ्यापैकी जास्तीत जास्त ७.५ टक्के इतकीच रक्कम राजकीय पक्षाला देणगी- म्हणून देता येईल" ही कंपनी कायद्यातील तरतूद काढून टाकण्यात आली. व कितीही रकमेच्या देणग्या राजकीय पक्षांना देण्याची मुभा देण्यात आली.

अभ्यासाची उद्दिष्ट्ये -

१. निवडणूक रोखे योजनेचा अभ्यास करणे.
२. निवडणूक रोखे योजनेतील पारदर्शकतेवर चर्चा करणे
३. निवडणूक रोखे प्राप्त करण्याच्या बाबतीत राजकीय पक्षांमधील असमानतेचे विश्लेषण करणे.
४. निवडणूक रोखे प्रणालीचे स्पष्ट अपयश जाणून घेणे.
५. निवडणूक रोखे योजनेचे आर्थिक व वाणिज्यिकदृष्टीने मुल्यांकन करणे.

संशोधन कार्यपद्धती - प्रस्तुत शोधनिबंधामध्ये गुणात्मक संशोधन पद्धतीचा अवलंब करण्यात आला आहे. निवडणूक रोखे योजनेचे आर्थिक मुल्यांकन करण्यासाठी शोधनिबंध, वर्तमानपत्रातील लेख, संस्थांच्या नोंदी, विविध समित्या आणि आयोगांच्या अहवालांमधून दुय्यम माहिती संकलित करण्यात आली आहे.

निवडणूक रोखे योजना सुरु करण्याची कारणे

काळ्या पैशाला आळा बसावा, निवडणुकीत देणग्या म्हणून दिलेल्या रकमेचा हिशेब ठेवता यावा, निवडणूक निधीत सुधारणा व्हावी, रोख काळ्या पैशांमधील देणग्यांऐवजी त्या देणग्या बँकांमार्फत देण्याची सोय व्हावी, निवडणुकांमध्ये होणारा काळ्या पैशांचा वापर आणि उद्योगपतींकडून राजकीय पक्षांना रोख रकमेच्या दिल्या जाणाऱ्या देणग्या नियंत्रित करण्यासाठी तसेच टेबलाखालून रोखीने होणाऱ्या व्यवहारांना आळा घालण्यासाठी निवडणूक रोखे योजना सुरु करण्यात आली. निवडणूक रोख्यांचा उद्देश राजकीय व्यवस्थेत पांढरा पैसा मिळावा हा होता.

निवडणूक रोखे योजनेवरील आक्षेप

निवडणूक रोख्यांच्या माध्यमातून मिळणाऱ्या या देणग्यांच्या व्यवहारांचा तपशील जाहीर करण्याचे कायदेशीर बंधन देणगीदार आणि राजकीय पक्ष यांच्यावर नसल्याने यात अपारदर्शकता आहे. काळ्या पैशांचा ओघ

वाढविण्यास त्यामुळे प्रोत्साहन मिळते. रोख्यांच्या माध्यमातून राजकीय पक्षांना निधी देणे हे कॉर्पोरेट कंपन्यासाठी वरदान ठरले. काळा पैसा पांढरा करणारी ही पद्धती सत्ताधारी पक्षाला लाभदायी ठरत होती. देणगीदाराचे नाव व पैशांचा स्रोत गुप्त ठेवण्याची तरतूद या योजनेत होती. निवडणूक रोख्यांचे सर्व व्यवहार सार्वजनिक क्षेत्रातील स्टेट बँक ऑफ इंडिया या बँकेच्याच माध्यमातून होत असल्यानं सत्ताधारी पक्षालाच या देणगी पद्धतीचा सर्वाधिक फायदा झाला.

निवडणूक रोखे योजनेतून प्राप्त एकूण निधी व लाभार्थी पक्ष

१ एप्रिल २०१९ ते १५ फेब्रुवारी २०२४ या काळात एकूण २२,२१७ निवडणूक रोख्यांची खरेदी करण्यात आली. यापैकी २२,०३० निवडणूक रोखे राजकीय पक्षांनी पैशांमध्ये रूपांतरित करून घेतले आहेत. या योजनेच्या माध्यमातून एकूण १२,००० कोटी रुपयांच्या देणग्या २३ राजकीय पक्षांना देण्यात आल्या. ९० टक्के देणगीदारांनी १० लाख रुपयांपेक्षा अधिक देणग्या दिलेल्या आहेत. या देणग्यांचा भारतीय जनता पक्ष सर्वात मोठा लाभार्थी ठरला. एकूण देणग्यांच्या ५० टक्के म्हणजे ६,००० कोटी रुपये या पक्षाला मिळाले आहेत. तृणमूल काँग्रेसला १,५९२ कोटी तर भारतीय राष्ट्रीय काँग्रेसला १,३५१ कोटी निवडणूक रोख्यांच्या माध्यमातून मिळाले आहेत.

व्यक्तिशः उद्योजकांनी दिलेली देणगी व लाभार्थी पक्ष

देणगीदार	देणगीची रक्कम (कोटी रु.)	लाभार्थी पक्ष व देणगी (कोटी रु.)
लक्ष्मी निवास मित्तल	३५	भाजप - ३५
राहुल भाटीया	२०	तृणमूल काँग्रेस - १६.२
राजेश एम अग्रवाल	२०	काँग्रेस - २०
इंदर ठाकूर जयसिंघानी	१४	भाजप - १४
राजेश एम अग्रवाल	१३	भाजप - ५, बीआरएस - ५
हरमेश राहुल जोशी	१०	भाजप - १०
राहुल जगन्नाथ जोशी	१०	भाजप - १०
राजू कुमार शर्मा	१०	भाजप - १०
सौरभ गुप्ता	१०	भाजप - १०
अनिता हेमंत शाह	८	भाजप - ८
किरण मुजुमदार शाह	४	भाजप - ४

(संदर्भ - निवडणूक आयोग, भारत सरकार)

निवडणूक रोखे योजनेतील धोके:

मोठ्या देणग्यांच्या माध्यमातून राजकीय व्यवस्थेवर अनियंत्रित प्रभाव टाकला जातो. गुप्ततेच्या तरतुदीमुळे ओळख जाहीर होत नव्हती. त्यामुळे कॉर्पोरेट व धनाढ्य देणगीदारांनी मोठ्या प्रमाणावर देणग्या दिल्या. देशाच्या राजकारण व प्रशासनावर उद्योग जगताचा पराकोटीचा प्रभाव पडत आहे. सरकारने देशाच्या लोकशाही

व्यवस्थेत "हितसंबंधीयांच्या भांडवलशाहीला" एक प्रकारे कायदेशीर अधिष्ठान प्राप्त करून दिले आहे. उद्योग व राजकारण्यांच्या जिव्हाळ्याच्या संबंधांचे वाईट परिणाम सर्वसामान्य जनता व देशाला भोगावे लागतील. देणग्यांचे प्रमाण पाहता निवडणूक रोख्यांमुळे देशाच्या लोकशाही व राजकीय व्यवस्थपुढे गंभीर आव्हाने निर्माण होण्याची शक्यता आहे.

निवडणूक रोखे योजना रद्द करतांना सर्वोच्च न्यायालयाने म्हटले की, "काळ्या पैशाला आळा घालण्याच्या उद्देशाने माहितीच्या अधिकाराचे उल्लंघन करणे समर्थनीय नाही. निवडणूक रोखे योजना माहितीच्या अधिकाराचे आणि स्वातंत्र्याचे उल्लंघन आहे. राजकीय पक्षांकडून निधीची माहिती जाहीर न करणे हे उद्दीष्टांच्या विरुद्ध आहे. सरकारला जाब विचारणे हे जनतेचे कर्तव्य आहे." निवडणूक रोखे योजना घटनाबाध्य ठरवून सर्वोच्च न्यायालयाने ती रद्द केली आहे. निवडणूक रोख्यांच्या या योजनेमुळे भाषण स्वातंत्र्य, अभिव्यक्ती स्वातंत्र्य या घटनात्मक अधिकारांचे तसेच, माहितीच्या अधिकाराचे उल्लंघन होते, असेही न्यायालयाने म्हटले आहे.

निष्कर्ष:

देणगीदार व उत्पन्नाचे स्रोत गुप्त ठेवण्याची तरतुद या योजनेत असल्यामुळे निवडणूकीत होणाऱ्या काळ्या पैशांचा वापर रोखण्याचे मूळ उद्दीष्टच विफल झाले. या पद्धतीमुळे बोगस कंपन्यांद्वारे राजकीय पक्षांना देणग्या देण्याची सोय उपलब्ध आली. बोगस कंपन्यांचा काळा पैसा पांढरा होऊ लागला. सरकारी कामे करून देण्याच्या बदल्यात संस्थात्मक देणग्यांचा भ्रष्टाचारी मार्ग निवडणूक रोखे पद्धतीमुळे सुरू झाला. सरकारमधील कामे करून घेण्याच्या बदल्यात उद्योगपती व कंपन्या सत्ताधारी पक्षाला देणग्या देत असल्याचे उघड झाले आहे. या योजनेला सर्वोच्च न्यायालयाने रद्द करून हितसंबंधीयांच्या भांडवलशाहीला आळा घालण्यातच या योजनेचे अपयश दिसून येते.

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महिलाओं के साथ हिंसात्मक व्यवहार : उत्तर प्रदेश (भारत) के संदर्भ में एक समग्र अध्ययन

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सारांश:

घरेलू अपराध और हिंसा दुनिया भर में महिलाओं के खिलाफ सबसे अधिक होने वाला अपराध है। महिलाओं पर पति या परिवार के सदस्यों द्वारा किए गए शारीरिक और यौन शोषण का गहरा शारीरिक और मनोवैज्ञानिक प्रभाव हो सकता है जो पीड़ित को सामान्य जीवन जीने से रोक सकता है। इस तरह के अपराध भारत में अक्सर और बहुत व्यापक रूप से होते हैं। शिक्षा का निम्न स्तर और सामाजिक – आर्थिक पृष्ठभूमि घरेलू हिंसा का कारण बनने वाला एक महत्वपूर्ण कारक है। महिलाओं के खिलाफ अपराधों के मुख्य कारणों में से एक पुरुष प्रधान भारतीय समाज है। महिलाओं को घरेलू हिंसा का शिकार होने से बचाने के लिए कानूनों के बावजूद, यह पाया गया है कि लिंग, जाति, वर्ग, यौन अभिविन्यास और क्षमता के बीच मौजूद असमानता महिलाओं के खिलाफ अपराधों में प्रकट होती है। सख्त कानून इन अपराधों को कम करने में मदद करेंगे लेकिन यह पर्याप्त नहीं है। महिलाओं के खिलाफ अपराधों को रोकने के लिए सामाजिक और सांस्कृतिक जागृति की आवश्यकता है।

कीवर्ड: महिला, यौन शोषण, घरेलू हिंसा, अपराध, कानून

प्रस्तावना:

संपूर्ण विश्व में महिलाओं के उपर जुल्म होता रहता है। आजकल महिलाओं पर अनेक प्रकार के अपराध हो रहे हैं। घरेलू हिंसा, बलात्कार, यौन उत्पीड़न, मारपीट, कार्य-स्थल पर उत्पीड़न, दहेज के लिए ससुराल वालों का परेशान करना जैसी समस्याएँ आज भी हमारे देश में बनी हुई हैं। विश्व साक्षरता दर में महिलाओं की भागीदारी 73 प्रतिशत है। आज भारत में 65 प्रतिशत महिलायें साक्षर हैं, इसके बावजूद भी उन पर तरह-तरह के अत्याचार होते हैं। क्या स्त्री पुरुष के मुकाबले प्राकृतिक रूप से कमजोर होती है जो पुरुष स्त्री पर अत्याचार करता रहता है। आज जमाना कितना आगे निकल चुका है, इंसान चाँद पर जा चुका है, कम्प्यूटर युग आ चुका है पर पुरुष की मानसिकता में कोई बदलाव नहीं हुआ है। देश की राजधानी दिल्ली बलात्कार की राजधानी बन चुकी है। महिलाये वहाँ बिलकुल सुरक्षित नहीं हैं। एक आकड़े के अनुसार दिल्ली में हर 18 मिनट में 1 बलात्कार हो जाता है। निर्भया, कटुआ, बुलंदशहर, मणीपुर जैसा काण्ड आज हमारे समाज पर कलंक बन चुका है। अपराधी वयस्क महिलाओं को तो शिकार बनाते ही हैं, छोटी बच्चियों को भी नहीं छोड़ते हैं। ऐसा क्यों हो रहा है। क्या अब देश में पुरुषों की मानसिकता दूषित और विकृत हो गयी है। 2022 में भारत में कुल 30454 बलात्कार की घटनायें हुईं। कई घटनाओं में पुरुष स्त्री के साथ प्रेम और शादी करने का झांसा देकर उसका यौन शोषण कर लेता है। जब अपना स्वार्थ सिद्ध हो जाता है तो वो शादी करने से इंकार कर देता है। ऐसे में महिला अकेली पड़ जाती है। आजकल महानगरों में लिव-इन-रिलेशनशिप का चलन बहुत बढ़ गया है। इसमें लड़का-लड़की बिना किसी शादी के बंधन के साथ में रहते हैं। कई बार इस तरह से भी महिला का शोषण होता रहता है।

साहित्य समीक्षा

सेठना एम जे (1952) का कहना है कि "अपराध को पापी या गैर-पापी कार्य के रूप में परिभाषित किया जा सकता है, जिसे समाज या राज्य ने कुछ समय के लिए कानूनों के तहत दंडित करना उचित समझा है। कानून के तहत

दंडनीय विभिन्न कृत्यों को अपराध के रूप में जाना जाता है।"

आपराधिक व्यवहार की व्याख्या करते हुए, **सदरलैंड (1940)** बताते हैं कि "आपराधिक व्यवहार वह व्यवहार है जो आपराधिक अदालत या प्रतिस्थापन एजेंसी में मुकदमा चलाने पर दोषसिद्धि की उचित प्रत्याशा बढ़ाएगा।"

Reckless (1940) का कहना है कि "आपराधिक व्यवहार सामाजिक व्यवस्था का उल्लंघन है। अपराध, समाजशास्त्रीय रूप से कहें तो मौलिक रूप से आचरण मानदंडों का उल्लंघन है जिसमें प्रतिबंध शामिल हैं, इससे कोई फर्क नहीं पड़ता कि आधुनिक राज्य के आपराधिक कानून में या केवल विशेष समूहों के कामकाजी नियमों में पाया जाता है।"

लारेन और रोड्रिगो, (1993) उनके अनुसार "संरचनात्मक हिंसा प्रत्यक्ष हिंसा का आधार है, क्योंकि यह समाजीकरण को प्रभावित करती है जो व्यक्तियों को पीड़ा को स्वीकार करने या चोट पहुंचाने का कारण बनती है। खुली या प्रत्यक्ष हिंसा, आक्रामकता, हथियार या शारीरिक बल के माध्यम से प्रयोग की जाती है।"

उद्देश्य

1. महिलाओं के खिलाफ होने वाले घरेलू अपराधों को समझना।
2. उन परिस्थितियों को समझना जिसके कारण महिलाओं के खिलाफ अपराध होते हैं।
3. पीड़ित के जीवन पर इस तरह के दुरुपयोग के प्रभाव की जांच करना।
4. उत्तर प्रदेश, भारत में ऐसे अपराधों के पीड़ितों के लिए उपलब्ध कानूनी सुरक्षा की जांच करना।

महिलाओं के साथ होने वाले अपराध: महिलाओं के साथ अपराध

1. लैंगिक, नस्लभेदी, स्त्री सूचक अपमानजनक टिप्पड़ी
2. घरेलू हिंसा
3. ऑफिस, दफ्तर में शोषण,
4. यौन उत्पीड़न
5. कन्या भ्रूण हत्या
6. बलात्कार
7. हत्या

8. दहेज उत्पीड़न
9. प्रेम और शादी का झांसा देकर किया गया यौन शोषण
10. मनपसंद विवाह से रोकना
11. पुरुष की तुलना में कम वेतन मिलना
12. बाल विवाह
13. विधवा होने पर पुनः शादी करने से रोकना
14. जेल में महिला कैदियों का शोषण, यौन उत्पीड़न
15. बसों, ट्रेन, मेट्रो जैसे सार्वजनिक स्थान पर महिलाओं से छेड़-छाड़
16. धर्म के नाम पर धर्मगुरु, बाबाओं द्वारा किया जाने वाला शारीरिक शोषण

महिलाओं के साथ अपराध के प्रमुख कारण

इसकी सबसे बड़ी वजह है की आज भी पुरुषों की सोच में कोई अंतर नहीं आया है। आज का पुरुष मीडिया, टीवी और अखबार में तो बड़ी-बड़ी बातें करता है। महिलाओं की आजादी और उनके हक की बात करता है पर घर के अंदर वो स्त्री को अपनी दासी ही समझता है। शादी के बाद पति अपनी पत्नी को पैर की जूती समझने लगता है। वो चाहता है कि पत्नी कमाकर भी लाये और घर के सारे काम भी करे। इससे पता चलता है कि हमारा समाज आज भी पुरुष प्रधान है। आज भी हम लड़का जन्म होने पर खुशी मनाते हैं पर लड़की होने पर शोक मनाते हैं। विवाह के बाद एक लड़की यह सोचकर ससुराल जाती है कि उसे एक अच्छा प्यार करने वाला पति मिलेगा, चाहने वाली सास मिलेगी, पर ये सपना-सपना ही रह जाता है। 21वीं सदी में होने के बाद भी आज हमारे देश में रोज हजारों लड़कियों को जलाकर मार दिया जाता है क्योंकि उनके माँ-बाप दहेज नहीं दे पाये। ससुराल जन आये दिन कोई न कोई फरमाइश करते रहते हैं। कभी कोई सामान, सोने के गहने मांगते हैं तो कभी कैश पैसा मांगते हैं। जब

उनकी फरमाइश पूरी नहीं होती है तो लड़की को तरह-तरह से परेशान करते हैं। ये सब बहुत ही दुखद है। व्यक्ति दूसरे की लड़की को खूब परेशान करता है पर जब खुद की लड़की के साथ ऐसा होता है तो उसे बुरा लगता है। आज हमारे देश में 70 प्रतिशत महिलाये घरेलू हिंसा की शिकार हैं, जबकि अमेरिका में 40 प्रतिशत महिलाये इसकी शिकार बनती हैं। उनको तरह तरह से परेशान किया जाता है। पुरुष सोचता है कि आखिर एक अबला औरत उसका क्या कर लेगी पुरुष अपनी पत्नियों को छोटी-छोटी बात पर पीट देते हैं। हमारे समाज में महिला का उत्पीड़न सिर्फ पुरुष ही नहीं करता है बल्कि दूसरी महिला भी करती है। आमतौर पर लड़की की सास, ननद, भाभी, जेठानी उसे तरह-तरह से परेशान करती है। इसलिए समाज में बदलाव की जरूरत है। पुरुष महिलायें सभी को अपना नजरिया बदलना होगा तभी हालात सुधरेगा।

महिलाओं को सुरक्षा के लिए प्राप्त अधिकार: मारे देश में महिलाओं के लिए अनेक अधिकार दिए गये हैं जिससे उनकी सुरक्षा हो सके-

1. समान वेतन पाने का अधिकार
2. ऑफिस, दफ्तर पर हुए उत्पीड़न के खिलाफ अधिकार
3. यौन उत्पीड़न होने पर नाम न छापने का अधिकार
4. घरेलू हिंसा के खिलाफ अधिकार
5. मातृत्व सम्बन्धी लाभ के लिए 6 महीने के सरकारी अवकाश का अधिकार जिसमें वेतन मिलता रहता है
6. कन्या भ्रूण हत्या के खिलाफ अधिकार
7. मुफ्त कानूनी मदद का अधिकार
8. रात में गिरफ्तार न होने का अधिकार
9. गरिमा और शालीनता के लिए अधिकार
10. सम्पत्ति पर अधिकार

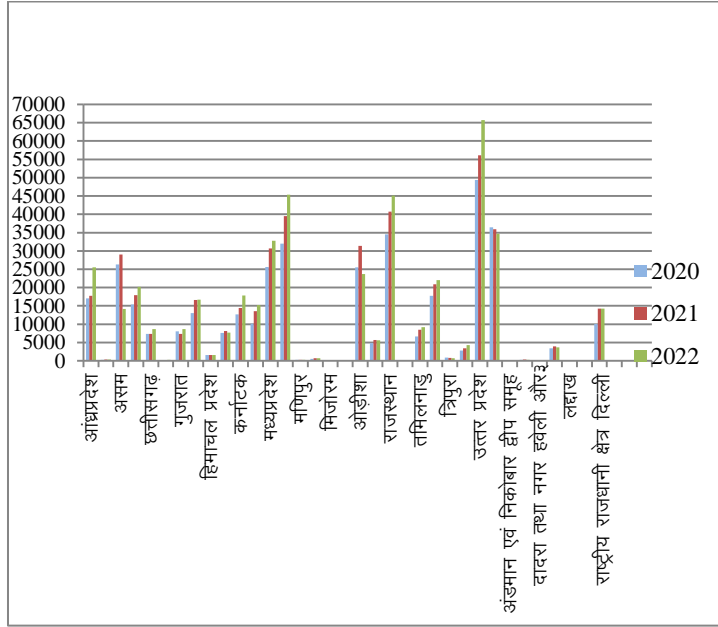
सारणी -01 महिलाओं के विरुद्ध अपराध (2020, 2021 व 2022 तक)

स्रोत- राष्ट्रीय अपराध रिकॉर्ड ब्यूरो सन् 2022

महिलाओं के विरुद्ध अपराध (2020, 2021 व 2022) चित्र -01

	राज्य/केंद्र शासित प्रदेश	2020	2021	2022	महिलाओं के विरुद्ध कुल अपराध की दर (2022)	आरोप पत्र दाखिल करने की दर (2022)
1	2	3	4	5	6	7
	राज्यों					
1	आंध्रप्रदेश	17089	17752	25503	96.2	92.7
2	अरुणाचल प्रदेश	281	366	335	44.4	76.6
3	असम	26352	29046	14148	81.2	41.4
4	बिहार	15359	17950	20222	33.5	76.4
5	छत्तीसगढ़	7385	7344	8693	58.2	81.2
6	गोवा	219	224	273	35.1	76.1
7	गुजरात	8028	7348	8693	22.9	89.8
8	हरियाणा	13000	16658	16743	118.7	57.2
9	हिमाचल प्रदेश	1614	1599	1551	42.3	73.9
10	झारखंड	7630	8110	7678	40.2	80.0
11	कर्नाटक	12680	14468	17813	53.6	82.2
12	केरल	10139	13539	15213	82.0	94.5
13	मध्यप्रदेश	25640	30673	32765	78.8	82.3
14	महाराष्ट्र	31954	39526	45331	75.1	80.6
15	मणिपुर	247	302	248	15.6	65.1
16	मेघालय	568	685	690	41.6	71.6
17	मिजोरम	172	176	147	24.1	98.0

18	नागालैंड	39	54	49	4.6	92.2
19	ओड़ीशा	25489	31352	23648	103.3	71.4
20	पंजाब	4838	5662	5572	38.4	77.8
21	राजस्थान	34535	40738	45058	115.1	54.0
22	सिक्किम	140	130	179	55.4	75.0
23	तमिलनाडु	6630	8501	9207	24.0	90.6
24	तेलंगाना	17791	20865	22066	117.0	87.6
25	त्रिपुरा	874	807	752	37.1	87.3
26	उत्तराखंड	2846	3431	4337	77.0	70.8
27	उत्तर प्रदेश	49385	56083	65743	58.6	75.6
28	पश्चिम बंगाल	36439	35884	34738	71.8	92.5
	कुल राज्य	357363	409273	426433	65.4	75.9
	केंद्र शासित प्रदेश					
1	अंडमान एवं निकोबार द्वीप समूह	143	169	178	93.7	93.9
2	चण्डीगढ़	301	343	325	57.7	62.2
3	दादरा तथा नगर हवेली और दमन एवं दीव	61	99	126	30.4	73.8
4	जम्मू एवं कश्मीर	3405	3937	3716	57.6	68.6
5	लद्दाख	9	18	15	11.5	83.3
6	लक्षद्वीप	15	9	16	48.5	81.3
7	राष्ट्रीय राजधानी क्षेत्र दिल्ली	10093	14277	14247	144.4	72.6
8	पुडुचेरी	113	153	200	23.6	89.5
	कुल केंद्र शासित प्रदेश	14140	19005	18823	101.8	71.9
	भारत में कुल	371503	428278	445256	66.4	75.8



स्रोत- राष्ट्रीय अपराध रिकॉर्ड ब्यूरो सन् 2022

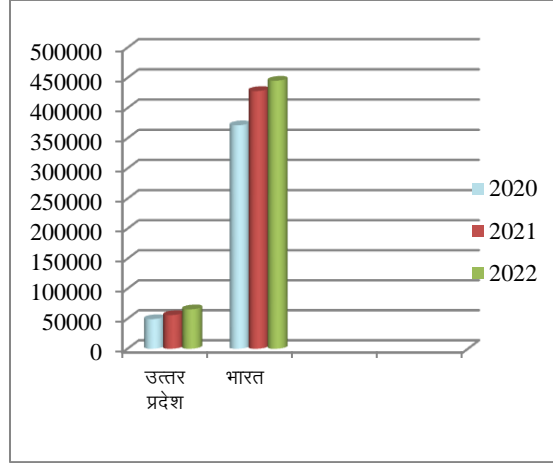
सारणी -02 महिलाओं के विरुद्ध अपराध (2020 से 2022 तक)

		2020	2021	2022	महिलाओं के विरुद्ध कुल अपराध की दर (2022)	आरोप पत्र दाखिल करने की दर (2022)
1	2	3	4	5	6	7
राज्य	उत्तर प्रदेश	49385	56083	65743	58.6	75.6
	भारत में कुल	371503	428278	445256	66.4	75.8

स्रोत- राष्ट्रीय अपराध रिकॉर्ड ब्यूरो सन् 2022

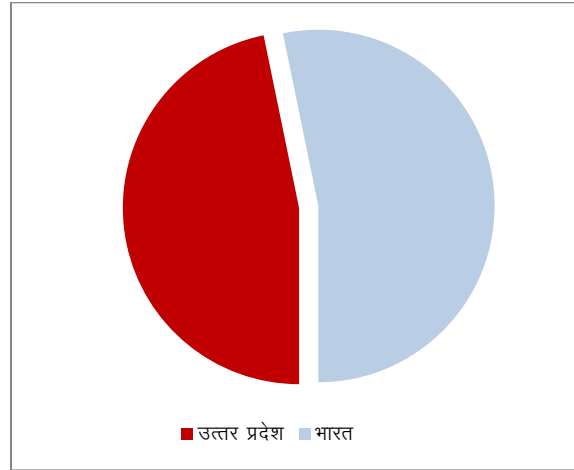
महिलाओं के विरुद्ध अपराध (2020, 2021 व 2022) सारणी -02

चित्र -02



महिलाओं के विरुद्ध अपराध दर (2022) सारणी -02

चित्र -03



गृह मंत्रालय के अधीन काम करने वाली संस्था राष्ट्रीय अपराध रिकॉर्ड ब्यूरो की ओर से जारी की गई 'क्राइम इन इंडिया रिपोर्ट 2022' में बताया गया है कि उत्तर प्रदेश हत्या, बलात्कार, सामूहिक बलात्कार, अपहरण और महिलाओं के साथ होने वाले अपराधों में प्रथम स्थान पर है। राष्ट्रीय अपराध रिकॉर्ड ब्यूरो का कथन है कि वर्ष 2022 में उत्तर प्रदेश में महिलाओं के खिलाफ अपराध के 65,743 मामले दर्ज हुए हैं। यह देश के किसी भी राज्य की तुलना में सबसे अधिक है, साथ ही साल दर साल इसमें वृद्धि ही हुई है।

महिलाओं के खिलाफ अपराध में भारत के प्रमुख पांच राज्य-

1. पिछले तीन वर्षों से उत्तर प्रदेश राज्य पंजीकृत अपराध की दृष्टि में प्रथम स्थान पर है। यहां वर्ष 2020 में 49,385, 2021 में 56,083 और 2022 में 65,743 आपराधिक मामले सामने आए हैं। उपरोक्त आंकड़ों के आधार पर साल दर साल मामलों में वृद्धि हुई है। (सारणी -02)
2. दूसरे नंबर पर महाराष्ट्र राज्य है। यहां 2020 में 31,954, 2021 में 39,526 और 2022 में 45,331 आपराधिक मामले दर्ज किए गए हैं। यहां भी उत्तर प्रदेश जैसी ही स्थिति है जहां प्रत्येक वर्ष वृद्धि दर्ज की गई। (सारणी -01)
3. तीसरे नंबर पर राजस्थान राज्य है। जहां 2020 में 34,535 मामले दर्ज हुए। 2021 में 40,738 और 2022 में 40,058 आपराधिक मामले दर्ज किए गए हैं। (सारणी -01)

4. चौथे नंबर पर पश्चिम बंगाल राज्य है जहां वर्ष 2020 में 36,439 मामले जबकि 2021 में 35,884 और 2022 में 34,738 मामले दर्ज हुए हैं। (सारणी -01)

5. पांचवे नंबर पर राज्य है मध्य प्रदेश जहां वर्ष 2020 में 25,640 अपराधिक मामले दर्ज किए गए, इसके अलावा साल 2021 में 30,673 तो वर्ष 2022 में 32,765 मामले दर्ज किए गए हैं। यहां भी प्रत्येक वर्ष महिलाओं के साथ होने वाले हिंसा में वृद्धि दर्ज की गई। (सारणी -01)

उत्तर प्रदेश में महिलाओं से संबंधित अपराधों के आंकड़े-

उत्तर प्रदेश राज्य में वर्ष 2020 में 49,385, 2021 में 56,083 और 2022 में 65,743 आपराधिक मामले दर्ज किए गए हैं। चूंकि उत्तर प्रदेश की बातें हो रही हैं, तो महिलाओं से ही संबंधित अपराधों के एक और आंकड़े राष्ट्रीय अपराध रिकॉर्ड ब्यूरो के अनुसार हैं, जिसमें महिलाओं के खिलाफ अपराध के 13 हजार 97 मामले ऐसे हैं, जो सही तो थे लेकिन उन्हें साबित करने के लिए पर्याप्त साक्ष्य नहीं मिले। वहीं 2022 में महिलाओं के खिलाफ अपराध के 66,936 ऐसे मामले रहे, जिन्हें पुलिस ने अपने स्तर पर निपटा दिया।

10539 ऐसे मामले थे, जिनकी वर्ष के अंत तक जांच पूरी नहीं हुई थी। बलात्कार के मामले में राजस्थान से एक स्थान पीछे अर्थात् द्वितीय स्थान पर है। वही सामूहिक बलात्कार के मामले में उत्तर प्रदेश प्रथम स्थान पर है, यहां वर्ष 2022 में 92 मामले दर्ज दिए गए, जबकि द्वितीय स्थान पर मध्य प्रदेश है जहां 41 और तृतीय स्थान

पर महाराष्ट्र है जहां 22 मामले दर्ज हुए हैं। उत्तर प्रदेश में दहेज के लिए हत्या कर दिया जाना बहुत आम बात है। इसीलिए इस मामले में प्रदेश प्रथम स्थान पर है। वर्ष 2022 के आंकड़ों पर नजर दौड़ाएंगे तो उत्तर प्रदेश में 2138 महिलाओं की हत्या सिर्फ दहेज के कारण कर दी गई। दूसरे स्थान पर बिहार आता है जहां 1057 महिलाओं को दहेज के लिए मार दिया गया। पति और रिश्तेदारों द्वारा महिलाओं के साथ मारपीट के मामले में भी उत्तर प्रदेश पहले स्थान पर है। वर्ष 2022 की बात करेंगे तो उत्तर प्रदेश में 20,371 मामले दर्ज हुए हैं। इस मामले में पश्चिम बंगाल द्वितीय स्थान पर है, जहां 19,650 मामले दर्ज हुए हैं। महिलाओं के अपहरण के मामले में भी उत्तर प्रदेश प्रथम स्थान पर ही है, यहां वर्ष 2022 में 14 हजार 887 अपहरण महिलाओं के हुए हैं। द्वितीय स्थान पर बिहार जहां 10,190 अपहरण हुए तो तृतीय स्थान पर महाराष्ट्र है, जहां 9,297 महिलाओं के अपहरण दर्ज किए गए।

इन आंकड़ों से देश-प्रदेश की खराब व्यवस्था का पता लग रहा है, क्योंकि ये वही आंकड़े हैं जो पुलिस की फाइलों में दर्ज होते हैं, जबकि महिलाओं के साथ अपराध से संबंधित ऐसे बहुत से मामले हैं, जो शायद घर से बाहर निकल भी नहीं पाते हैं। या फिर इज्जत के डर से दबा दिए जाते हैं।

भारतीय दंड संहिता (IPC) द्वारा महिला कानून:

महिलाओं के खिलाफ अपराध को रोकने के लिए विशिष्ट कानून बनाए गए हैं। महिलाओं के खिलाफ विभिन्न प्रकार के अपराध हैं। सुरक्षा के लिए महिलाओं के लिए विभिन्न लिंग विशिष्ट कानून बनाए गए हैं। भारतीय दंड संहिता ;च्छेद के अन्तर्गत कई धारायें हैं जो महिलाओं को संरक्षण देती हैं जो निम्नांकित हैं—

- (1) बलात्कार (धारा 375, 376 आईपीसी)
- (2) अपहरण और व्यपहरण (धारा 363–373 भारतीय दण्ड)
- (3) दहेज हत्या (धारा 302, 304बी भारतीय दंड संहिता)
- (4) यातना (पति और रिश्तेदारों द्वारा क्रूरता) (लिंग 498 ए, आईपीसी)
- (5) छेड़छाड़ (धारा 354 आईपीसी)
- (6) यौन उत्पीड़न (धारा 509 आईपीसी)
- (7) आत्महत्या के लिए उकसाना (भारतीय दंड संहिता की धारा 306)
- (8) बालिकाओं का आयात (धारा 366—ख भारतीय दण्ड संहिता)
- (9) अनैतिक व्यापार (निवारण) अधिनियम, 1956
- (10) दहेज प्रतिषेध अधिनियम, 1961
- (11) महिलाओं का अश्लील चित्रण (प्रतिषेध) अधिनियम, 1986
- (12) सती निवारण अधिनियम, 1987
- (13) घरेलू हिंसा से महिलाओं का संरक्षण अधिनियम, 2005
- (14) महिला आरोपी की दंड प्रक्रिया संहिता 1973
- (15) भ्रूण लिंग चयन निषेध अधिनियम 1994
- (16) कार्यस्थल पर महिलाओं के सम्मान की सुरक्षा के लिये वर्कप्लेस बिल (च्छेद 1बज, 2013)
- (17) पॉक्सो (च्छेद) अधिनियम

महिलाओं के प्रति समाज में बदलाव:

महिलाओं के प्रति हमें अपनी विचारधारा, सोच और मानसिकता को बदलना होगा। कुदरत ने स्त्री को सिर्फ भोग-विलास या शोषण के लिए नहीं बनाया है। उसे भी अच्छा जीवन जीने का हक है जैसे पुरुषों को है। उसके

साथ पुत्र को जन्म देने, दहेज, चारित्रिक संदेह के आधार पर शोषण उत्पीड़न नहीं करना चाहिये। हमें अपनी सोच बदलनी होगी। सरकार को चाहिये कि महिलाओं की सुरक्षा के लिए कठोर कानून बनाये जायें। बलात्कार के कानून को सख्ती से लागू करना चाहिये। आरोपियों को जमानत नहीं देनी चाहिये। महिलाओं की साक्षरता को बढ़ाना होगा जिससे उनको कानूनों का ज्ञान हो सके। जब 100 प्रतिशत लड़कियाँ, महिलायें साक्षर होंगी तो वो अन्याय होने पर अपनी मदद खुद कर सकती है। पुलिस को चाहिये कि वो ऐसी घटना होने पर फौरन कार्यवाही करे। दोषियों को तुरंत गिरफ्तार करे। मिशन शक्ति को अक्टूबर 2020 में उस राज्य में महिलाओं की सुरक्षा, सम्मान और सशक्तिकरण में सुधार करने के लिए लॉन्च किया गया था जो महिलाओं के प्रति अपनी सामंती मानसिकता और उसके परिणामस्वरूप होने वाली हिंसा और शोषण के लिए बदनाम है। 100 या 1091 (महिला हेल्पलाइन) से महिलाओं को पुलिस सुरक्षा प्रदान किया गया है। जिससे समाज में महिलाओं के प्रति बदलाव देखे जा सकते हैं।

निष्कर्ष:

कुदरत ने स्त्री पुरुष को समान बनाया है। हमें पुरुष को ताकतवर और स्त्री को कमजोर समझने की भूल नहीं करनी चाहिये। क्या स्त्रियों के बिना यह दुनिया चल सकती है, जब एक स्त्री बच्चे को जन्म देती है तो ही सृष्टि आगे बढ़ती है। इसलिए हमें महिलाओं का सम्मान करना चाहिये। उसके साथ अत्याचार नहीं करना चाहिये। सरकार द्वारा सभी स्तरों पर महिलाओं के प्रतिनिधित्व को बढ़ावा दिया जाए।

महिलाओं के साथ होने वाले अपराधों के खिलाफ आवाज उठाने वाली संस्थाओं को मजबूत बनाया जाए। महिला थानों की संख्या के साथ-साथ महिला पुलिस अधिकारियों की संख्या को बढ़ाया जाए और फोरेंसिक लैब की स्थापना, सार्वजनिक परिवहन में सीसीटीवी और पैनिंक बटन लगाने जैसी व्यवस्थाएँ की जानी चाहिये। फास्ट ट्रैक कोर्ट की स्थापना की जाए। सभी महिलाओं को शिक्षित किया जाए जिससे वे अपने अधिकारों के प्रति जागरूक हों और आत्मनिर्भर बन सकें। महिलाओं की सुरक्षा के लिये बनाए गए कानूनों को मजबूत करने के साथ-साथ उन्हें सख्ती से लागू किया जाए।

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जलप्रदूषणाचे मानवी आरोग्यावरील परिणाम

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गोषवारा:

प्रस्तुत शोधनिबंधात जल प्रदूषणाचे मानवी आरोग्यावरील परिणामाचा अभ्यास करण्यात आलेला आहे. एकीकडे आज मानवाने विज्ञान आणि तंत्रज्ञानाच्या क्षेत्रात दैदिप्यमान प्रगती केली, ती प्रगती करताना नैसर्गिक साधनसंपत्तीचा वारेमाप वापर केला. तर दुसरीकडे नैसर्गिक पर्यावरणात मानवी हस्तक्षेप वाढल्यामुळे निसर्गाचा समतोल ढासळून जीवसृष्टीवर विघातक परिणाम होताना दिसून येत आहेत. त्या परिणामांपैकीच एक परिणाम म्हणजे प्रदूषण होय. प्रदूषणाला मुख्यतः तीन भागात विभाजित केले जाते वायु प्रदूषण, ध्वनी प्रदूषण आणि जलप्रदूषण वायू आणि ध्वनी प्रदूषणापेक्षा जल प्रदूषणाचे मानवी आरोग्यावर विघातक परिणाम होताना दिसून येत आहेत. मानवी कचरा, औद्योगिक कचरा, जनावरांचा कचरा, प्रक्रिया न केलेले सांडपाणी, पारा, निकेल, जस्त, वगैरे जड धातूंचे अंश, कीटनाशकांचे अंश, तसेच घातक रसायने, घरगुती सांडपाणी, शौचालय, शिंक आणि शावर, तसेच कपडे धुण्यासाठी वापरले जाणारे केमिकलयुक्त साहित्य, साबण, शाम्पू व इतर पदार्थ, व्यावसायिक, कृषी आणि औद्योगिक सांडपाणी या सर्वांमुळे वापरायोग्य पाणी दूषित होते. दूषित पाण्याच्या सेवनामुळे असंख्य गंभीर आजारांचा सामना मानवाला करावा लागत आहे.

बीज शब्द: प्रदूषण, प्रदूषके, आरोग्य, अनारोग्य, रोग, आजार, आजारी, सांडपाणी, शुद्ध जल, स्वच्छता, विज्ञान, तंत्रज्ञान, औद्योगिक, नैसर्गिकसंसाधने, जिवाणू, विषाणू, प्रतिकारशक्ती, जलस्त्रोत.

प्रस्तावना:

आरोग्याचा संबंध हा मानवी जीवनाशी येतो. तसाच तो सामाजिक जीवनाशीही येतो. आरोग्याचा संबंध सामाजिक जीवनाशी येत असल्यामुळे कोणत्याही राष्ट्राची प्रगती त्या देशातील कारखाने, उद्योग, भौतिक साधनसंपत्ती त्याचबरोबर नैसर्गिक साधनसंपत्ती केवळ या घटकांवरच अवलंबून नसते तर त्या देशातील लोकांच्या निकोप आरोग्यावर अवलंबून असते. व्यक्तीचे आरोग्य निकोप व सुदृढ असेल तर राष्ट्राची सामाजिक, आर्थिक, राजकीय, शैक्षणिक आणि सांस्कृतिक प्रगती होते. शरीरप्रकृती सुदृढ असेल तर माणसे उत्साहाने जगतात. प्रकृती सुदृढ राहण्यासाठी शुद्ध हवा, शुद्ध पाणी, पोषक आहार, नियमित शारीरिक श्रम आणि सभोवतालचे वातावरण निकोप असावे लागते. तात्पर्य मानसिक आणि शारीरिक आरोग्य निकोप असणे म्हणजेच आरोग्य चांगले आहे असे समजले जाते.

आज 21 व्या शतकात मानवाने विज्ञान आणि तंत्रज्ञानाच्या क्षेत्रात खूप प्रगती केली आहे. आपले जीवन सुखी व समृद्ध व्हावे म्हणून मानवाने निसर्गातील गोष्टींचा वारेमाप वापर करावयास सुरुवात केली. नैसर्गिक

पर्यावरणात मानवी हस्तक्षेप वाढत असल्या कारणाने निसर्गाचा समतोल ढासळून अनेक गंभीर समस्या समोर येत आहेत. त्या समस्येपैकीच एक समस्या म्हणजे प्रदूषणाची समस्या होय. प्रदूषण म्हणजे निसर्ग, मानव व अन्य प्राणी जीवन यांच्यातील समतोल बिघडणे होय. प्रदूषण हे एक हळूहळू प्रभाव निर्माण करणारे विष आहे. प्रदूषणाला मुख्यतः तीन भागात विभाजित केले जाते. वायू प्रदूषण, ध्वनी प्रदूषण आणि जल प्रदूषण.

जलप्रदूषणाचा अर्थ:

पृथ्वीवरील मानवाच्या अस्तित्वासाठी पाणी हा सर्वात महत्त्वाचा घटक आहे. म्हणूनच पाण्याला 'पाणी म्हणजे जीवन' असे संबोधले जाते मानवी जीवनात स्वच्छ व शुद्ध पाण्याचे अनन्यसाधारण महत्त्व आहे. पाणी हे गृहावरील आवश्यक नैसर्गिक संसाधनांपैकी एक आहे. पृथ्वीचा जवळपास तीन चतुर्थांश पृष्ठभाग पाण्याने व्यापला आहे जरी पाण्याचे प्रमाणत लक्षणीय असले तरी मानव फक्त 0.3 टक्के पाणी वापरू शकतो. मानवी आरोग्यासाठी आणि निसर्गाचे संतुलन राखण्यासाठी पाणी हा अत्यंत महत्त्वाचा घटक आहे.

विज्ञान आणि तंत्रज्ञानाच्या सहाय्याने आज मानवाने खूप मोठ्या प्रमाणात यशाचे शिखर गाठले आहे. यशाचे शिखर गाठण्याच्या प्रयत्नातून मानवाचा निसर्गामध्ये हस्तक्षेप वाढला आणि त्याची परिणती म्हणून जलप्रदूषणासारखी गंभीर समस्या निर्माण झाली आहे.

जलप्रदूषण म्हणजे नैसर्गिक किंवा मानवनिर्मित घटकांमुळे पाण्याची पारदर्शकता रंग, चव व आम्लता यात बदल झाल्यामुळे ते वापरण्यास निरूपयोग बनते. पाण्याच्या भौतिक, रासायनिक आणि जैविक गुणधर्मातील बदलांमुळे जलसृष्टीवर आणि मानवासहीत इतर सजीवांवर विपरीत परिणाम होतात याला जलप्रदूषण म्हणतात. जलप्रदूषण अनेक कारणांमुळे होते. त्यामध्ये आद्योगिक सांडपाणी, घरगुती सांडपाणी, शेतातून वाहणारे खते व किटकनाशक मिश्रीत सांडपाणी, मानवनिर्मित क्रियांमुळे तसेच जिवाणू, रोगजंतू व आदिजीवसंघ यामुळे पाणी दुषित होवून अशा दुषित पाण्यामुळे सजीवांना होणाऱ्या विविध रोगांमध्ये वाढ होते. प्रस्तूत शोधनिबंधाचा विषय हा जलप्रदूषणाचे मानवी आरोग्यावरील परिणाम शोधणे हा आहे.

जलप्रदूषणाचे मानवी आरोग्यावरील परिणाम :

शुद्ध आणि स्वच्छ जल मानवाची प्राथमिक गरज आहे. जगातील बहुसंख्य विकसनशील देशांमध्ये पिण्याच्या पाण्याचा अभाव आहे. भारतात पाण्यामुळे निर्माण होणाऱ्या रोगाचे प्रमाण 50 टक्के असून असे रोग अस्वच्छ पाण्यामुळे निर्माण होतात. म्हणून जागतिक आरोग्य संघटनेने 2000 हे वर्ष 'स्वच्छ जल' म्हणून घोषित केले होते. अशुद्ध पाण्यामध्ये अनेक रोगांचे किटाणू, विषाणू, जिवाणू व रासायनिक पदार्थ असतात. नद्या, नाले, तलाव, विहिरी, कुपनलिका, झरे व भुगर्भ जलाद्वारे मानवाला पाण्याचा पुरवठा होतो. परंतु अलीकडे उद्योगधंदे, मलनिसारण, घरातील टाकाऊ पदार्थ इत्यादीमुळे शुद्ध पाणी दुषित होते. असे दुषित पाणी पिल्यामुळे मानवी आरोग्यावर गंभीर परिणाम होतात.

पाणी हे अंतिम प्रेरक आहे. त्याशिवाय जीवन अस्तित्वात नाही. आपल्या दैनंदिन जीवनात ती एक महत्त्वाची प्रेरक शक्ती आहे. त्यामुळे पाणी स्वच्छ ठेवणे आणि स्वच्छ पाण्याचे सेवन करणे महत्त्वाचे आहे. सर्व वयातील माणसे किती पाणी प्रत्येक दिवशी पित असतात याची काही प्रमाणके त्यांच्या वजनानुसार ठरविलेली आहेत. वयस्कर माणूस 60 किलो वजनापर्यंत 2 लिटर प्रत्येक

दिवशी पाणी घेत असतो, 10 किलो वजनापर्यंतची लहान मुले 1 लिटर पाणी घेतात तर जन्मलेले मुलं साधारणपणे 5 किलो वजनापर्यंतचे पाऊण लिटर पाणी दररोज घेतो. जर अशुद्ध पाणी पोटात दररोज गेले तर वेगवेगळे आजार होतात. त्यातल्या त्यात भयंकर असा ट्युमरसारखा आजारदेखील होवू शकतो. याचा सर्वात जास्त परिणाम लहान मुलांवर होतो. लहान मुलांनी प्रतिकारशक्ती कमी असल्यामुळे अशुद्ध पाण्यापासून होणाऱ्या आजारात प्रत्येक दिवशी जगातील सुमारे 6000 मुले मृत्यूमुखी पडतात.

मानवी कचरा, औद्योगिक कचरा, जनावरांचा कचरा, प्रक्रिया न केलेले सांडपाणी इत्यादीमुळे पाणी कालांतराने प्रदुषित होते. अशा स्रोतांचे पाणी योग्य प्रक्रिया न करता वापरल्याने विविध जनजन्य रोग आणि संसर्ग होतात. टायफाइड, कॉलरा, कावीळ, पोलिओ, हगवण इत्यादी जलजन्य आजार मानवास होतात. दुषित पाण्यात हेपेटायटीस ए सारखे रोगजनक आणि ई.कोलाय सारखे जीवाणू असू शकतात. ज्यामुळे अन्न विषबाधा होवू शकते आणि कॉलरा व विषमज्वर यासारखे रोग मानवास होवू शकतात.

जगामध्ये सुमारे 18 लाख 70 हजार मृत्यू केवळ डायरिया म्हणजे दुषित पाण्यामुळे होणाऱ्या आजारपणामुळे दरवर्षी होतात. विशेष करून पाच वर्षाखालील मुले या आजारामुळे मृत्यू पावतात. भारतात दररोज एक हजार मुलांचा मृत्यू डायरियासारख्या आजारामुळे होत आहे. दुषित पाण्याच्या वापरामुळे कुपोषणाचे प्रमाण वाढू लागले आहे.

पारा, निकेल जस्त वगैरे जडधातूचे अंश, किटकनाशकांचे अंश तसेच घातक रसायने औद्योगिक कारखान्यातून जलस्रोतात सोडले जातात किंवा मिसळतात. याचा परिणाम म्हणून मानव वापरत असलेले पाणी प्रदूषित होते. असे प्रदूषित पाणी वापरल्यामुळे मानवाच्या जीवित्तास धोका निर्माण होतो. मर्क्युरी आणि कॅडमिअममुळे अनुक्रमे 'मिनामॅटा' व 'ईटाइ-ईटाइ' यासारखे रोग होवू शकतात. रासायनिक किटकनाशकांच्या अन्नसाखळीतील प्रवेशामुळे अविघटनशील व घातक पदार्थ अन्नसाखळीत व अन्न जाळ्यामध्ये संचयन होते. रसायनयुक्त पाणी पिल्यामुळे रोगप्रतिकारक शक्ती कमी होते. रोगप्रतिकारक शक्ती कमी झाल्यामुळे मानवी शरीर अनेक आजारांना बळी पडते. त्याचबरोबर असे रसायनयुक्त पाणी पिल्यामुळे

पुनरूत्पादन शक्ती, मुत्रपिंड आणि हृदय व रक्तवाहिन्यासंबंधी प्रणालींना हानी पोहचू शकते. त्याचबरोबर कर्करोगास हातभार लागू शकतो आणि अत्यंत गंभीर प्रकरणांमध्ये मेंदूचे कार्य कमी होवू शकते.

एकदा वापरल्यानंतर पाणी सांडपाणी बनते. घरगुती सांडपाणी जसे की, शौचालये, सिंक आणि शॉवर तसेच कपडे धुण्यासाठी वापरले जाणारे केमिकलयुक्त साहित्य, अंधोळ करण्यासाठी वापरले जाणारे साबण, शांपू व इतर पदार्थ व्यावसायिक, कृषि आणि औद्योगिक सांडपाणी ही सर्व सांडपाण्याची उदाहरणे आहेत. तेल, वंगण, रस्त्यावरील मिठ, मलबा किंवा रसायने जमिनीतून नद्याद्वारे धुवून टाकणाऱ्या पावसाच्या पाण्यालाही सांडपाणी म्हणतात. युनायटेड नेशन्सच्या मते 80 टक्के सांडपाणी प्रक्रिया न करता किंवा पुनर्वापर न करता इकोसिस्टममध्ये परत येते. वर्ड हेल्थ ऑर्गनायझेशनच्या मते सुमारे 2 अब्ज लोक मल प्रदूषकांनी दुषित पाण्याच्या स्रोताचा वापर करतात. दरवर्षी 8,29,000 लोक अपुरे पिण्याचे पाणी आणि अस्वच्छतेमुळे अतिसाराच्या आजाराने मरण पावतात.

आज बाटलीबंद पाणी पिण्याचे प्रमाण सर्वत्र अढळून येते. प्लास्टिकच्या बाटलीतून मायक्रोप्लास्टिकही शरीरात पोहचतात. मायक्रोप्लास्टिकचे छोटे तुकडे जे 5 मिलीमीटरपेक्षा लहान असतात. ते तुकडे शरीरात जमा होतात. त्याचा परिणाम शरीरावर दीर्घकाळानंतर दिसून येतो. प्लास्टिकमध्ये आढळणारी रसायने जसे शिसे, कॅडनियम आणि पारा शरीरात कर्करोग, अपंगत्व, रोगप्रतिकारक शक्तीमध्ये अडथळा येणे यासारखे गंभीर आजार निर्माण करतात आणि लहान मुलांच्या विकासावरही परिणाम करतात प्लॅस्टिकमध्ये असलेल्या रसायनामुळे महिलांमध्ये अंडाशयाशी संबंधित आजार, स्तनाचा कर्करोग, कोलन कॅन्सर, प्रोस्टेट कॅन्सर यासारख्या समस्याही उद्भवतात. मायक्रोप्लास्टिक मिश्रीत पाण्याचे सेवन केल्याने मानवामध्ये ऑक्सिडेटिव्ह तणाव, दाहक प्रतिक्रिया आणि चयापचन विकृती होवू शकते.

दुषित पाण्यामुळे हवाही दुषित होवू शकते. पाण्याचे प्रदूषण वाष्पीभवन होवून हवेत मिसळतात. त्यामुळे श्वास घेताना श्वसनासंबंधी समस्या निर्माण होतात. प्रदूषित पाण्याच्या तत्वचेच्या संपर्कामुळे त्वचेवर जळजळ होणे, पुरळ आणि इतर त्वचाविषयक समस्या उद्भवू

शकतात. पाण्यातील हानिकारक रसायने आणि रोगजंतुमुळे त्वचेचे नैसर्गिक संतुलन बिघडू शकते

ग्रामीण भाग व शहरातील झोपडपट्टी भागात स्वच्छतेच्या कमतरतेमुळे व प्रदूषित पाण्यामुळे आजाराचे प्रमाण जास्त असलेले दिसून येते. या भागातील लहान मुले व वृद्ध यांना जास्त धोका असतो. ग्रामीण भागातील 70 टक्के लोक दुषित पाणी पितात. त्यामुळे ग्रामीण भागात दुषित पाण्यामुळे आजारी पडणाऱ्यांची संख्या अधिक आहे. दुषित पाण्यामध्ये फ्लोराईडचे प्रमाण अधिक असते. त्यामुळे मणक्याचे आजार होतात. हाडे ठिसूळ होतात. दात पिवळे पडतात. गॅस्ट्रो, हगवण, टायफाईड, कावीळ यासारखे आजार उद्भवतात.

सारांश:

पाण्याच्या जमिनीवरील व जमिनीखालील अशा दोन्ही स्रोतांचा उपयोग लोक पिण्यासाठी करतात. परंतु विकासाच्या नावाखाली वेगवेगळ्या क्षेत्रातून मानवी आरोग्यास अपायकारक प्रकारचे सेंद्रीय, असेंद्रीय पदार्थ आणि जिवाणू, विषाणू पाण्यात मिसळले जातात. या घातक पदार्थांच्या पाण्यातील मर्यादाबाहेरील प्रमाणांमुळे मानवी आरोग्यावर प्रतिकूल परिणाम होतो. अनेक साथीचे आजार व दुर्धर आजार दुषित पाण्यामुळे होतात. ते आजार दुरूस्त करण्यासाठी शासनाला मानवी आरोग्यावर अमाप खर्च करावा लागतो. याचा परिणाम म्हणून मानवी समाजाच्या इतर कल्याणविषयक योजना राबविण्यासाठी अर्थसहाय्य कमी पडते. त्याचा परिणाम देशाच्या विकासावर होतो.

उपाययोजना:

जलप्रदूषणाचे मानवी आरोग्यवरील गंभीर परिणाम पाहता पाणी प्रदूषणावर आळा घालता येतो.

1. पाण्याचा अनावश्यक वापर टाळला तर त्यापासून होणाऱ्या सांडपाण्याचे प्रमाण कमी होईल. सांडपाण्यावर प्रक्रिया करणाऱ्या केंद्रावरील भार कमी होईल. खर्चही वाचेल.
2. शेतीसाठी वापरले जाणारे रासायनिक खते, किटकनाशके यांचे प्रमाण कमी करून शेती सेंद्रीय पद्धतीने करावी.
3. नदी, नाले, समुद्र व भूमी यात उद्योगधंद्यातून सोडले जाणारे अत्यंत घातक पदार्थ यावर बंदी असणाऱ्या कायद्याची काटेकोर अंमलबजावणी व्हावी.

4. नदी व तलावात श्रद्धेपोटी टाकले जाणारे निर्माल्य व वेगवेगळ्या उत्सवातील वापरलेल्या मुर्त्या यावर कडक कायदा करून अंमलबजावणी करावी.
5. दुषित पाण्यातून होणाऱ्या आजारावर आळा घालण्यासाठी पिण्याच्या पाण्याचे वेळोवेळी क्लोरिनेशन किंवा ओझोनेशन उपयोगी ठरते.
6. पाणी प्रदूषण रोखण्यासाठी कडक कायद्याबरोबर जनजागृती व लोकशिक्षण हा महत्त्वाचा भाग आहे.

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जाहिरात : संकल्पना व स्वरूप

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सारांशः

आजचे जग जाहिरातीचे जग आहे असे सर्वत्र बोलले जाते; कारण आपल्या दैनंदिन जीवनात जाहिरात आपल्याला सतत भेटत असते. दररोज वर्तमानपत्र उघडले की, आपले लक्ष त्यातील जाहिरात वेधून होते. आकाशवाणीवरचे प्रत्येक कार्यक्रम ऐकताना अनेक जाहिराती आपणाला ऐकायला मिळतात. दूरचित्रवाणीवरील विविध चॅनेल्सवरील हजारो जाहिराती प्रत्येक कार्यक्रमाच्या अनुषंगाने आपण पाहतो, ऐकतो. त्यामूळे या जाहिराती आपल्या इतक्या परिचयाच्या झाल्या आहेत की, आपल्या घरातील मोठ्यांपासून लहान मुलांपर्यंत आकाशवाणी, दूरदर्शनवरील काही जाहिराती अगदी तोंडपाठ म्हणून दाखवतात. आपण पाहत असलेल्या आणि ऐकत असलेल्या या जाहिरातीचा मजकूर तसा फारच थोडा असतो. त्यातील वाक्ये तुटक असतात. बऱ्याच वेळा क्रियापदेही नसतात. काही जणांचा असा समज होण्याची शक्यता आहे की, या जाहिराती लिहणे फार सोपे आहे; पण हा गैरसमज आहे. कारण जाहिरात ही एक कला आहे. ती लिहणे फार जोखमीचे आणि अवघड काम आहे. मोठमोठ्या कंपन्या, उद्योजक आपल्या मालाची जाहिरात स्वखर्चाने जनतेपुढे विविध माध्यमांद्वारे करतात. त्यासाठी अलिकडे काही मोठ्या कंपन्या आणि उद्योजक यांनी आपल्या उत्पादनाची जाहिरात करण्यासाठी स्वतंत्र जाहिरात विभाग सुरू केले आहेत. एवढेच नव्हे तर आजच्या या विज्ञानयुगात केवळ जाहिरातीचा व्यवसाय करण्याच्या संस्थाही अस्तित्वात आल्या आहेत. जाहिरातीमूळे लोकांचे जीवनमान आणि दर्जा उंचावतो. जीवनावर प्रगतपणाचे संस्कार करण्याचे कार्य जाहिरातीद्वारे होत असते. जाहिरातीमूळे नकळत त्या वस्तूबद्दलची ओढ ती जाहिरात वाचणाऱ्याच्या, ऐकणाऱ्याच्या, पाहणाऱ्याच्या मनात हुरहुर निर्माण करणे, ती वस्तू विकत घेण्यास उद्युक्त करणे हा जाहिरातीचा मूळ हेतू असतो. म्हणून जाहिरातीला 'पासष्टावी कला' असे म्हटले जाते.

बीजशब्दः जाहिरात, युग, ग्राहक, विक्रते, उत्पादक, माध्यम, उद्योग.

प्रस्तावनाः

आजचे युग जाहिरातीचे युग आहे. ही भाषा आपण सर्वत्र ऐकतो. मुद्रित माध्यमांना जाहिरातींमुळे आर्थिक बळ मिळते. त्यामुळे 'जाहिरात' हा मुद्रित माध्यमांना व्यापणारा घटक आहे. मुद्रित माध्यमांसाठी लेखन कौशल्य आत्मसात करण्याच्या दृष्टीने जाहिरातीचा विशेष विचार करावा लागेल. कारण मोजक्या शब्दात ग्राहकांना, वाचकांना आकर्षित करण्याचे सामर्थ्य जाहिरातीच्या 'कॉपी' त असते. जाहिरातीची भाषा समजण्याच्या दृष्टीने अलीकडे इलेक्ट्रॉनिक माध्यमातील जाहिरातीही आवर्जून पाहिल्या तर भाषेची खुमारी व शब्दांचे वेगळेपण प्रयोग ते कसे करतात; यांचा उलगडा होतो. आज जाहिरात ही फार महत्वाची कला मानली जाते. व्यापार-उदीम वाढविण्यासाठी आणि आपले प्रभाव क्षेत्र व्यापक करण्यासाठी या कलेचा वापर आता वाढला आहे. जो बोलेल त्याचे चिंचोकेही खपतात. पण जो बोलणार नाही त्याच्या सोन्यालाही ग्राहक भेटणार नाही; या आशयाचे विधान आपण फार ऐकले आहे. जाहिरातीचे माध्यम कशा प्रकारचे असते, त्याची शक्ती किती आणि कशी सक्रिय होते याचा निर्देश करणारे हे विधान आहे. जाहिरात म्हणजे लोकांना प्रभावीपणे माहिती देऊन आपली वस्तू विकण्याचे अथवा घेण्याचे कौशल्य होय. याचा अर्थ वर्तमानपत्रातील जाहिरातीला त्यामूळे विशेष महत्व येते. ठळक जागा, वेगळी, आकर्षक, अर्थवाही वाक्यरचना अथवा मोजकेच शब्द वापरणे यामुळे जाहिरातीला वाचक दाद

देतात. भाषेबद्दलची जाणिव वाढत असण्याच्या आणि इलेक्ट्रॉनिक माध्यमातील भाषेचे वेगवेगळे प्रकट करण्याच्या संबंधितांचा प्रयत्न असतो.

अलिकडे वृत्तपत्रे रंगीत झाली आहेत. त्यामुळे जाहिरातींच्या रंगरूपात आकर्षकता वाढली आहे. दूरचित्रवाणीवरील विविध वाहिन्यांच्या जाहिरातीचे क्षेत्र कमालीचे आकर्षक, अद्ययावत केले आहे. अर्थातच जाहिरातींबाबत अनेक नियम, कायदे यांचा संबंध असल्यामुळे आजही मुद्रित माध्यमातून जाहिराती देण्याचे प्रमाण मोठे आहे. एकाच वेळी आपोआप लाखो वाचकांपर्यंत पोहचण्याचे साधन वृत्तपत्र आणि त्यामधून पोहचण्याचे साधन जाहिरात अशी ही सांधे जुळणी आहे. मुख्यतः इंग्रजी भाषा आणि हिंदी यांच्या मिलाफाने अनेक जाहिराती वाचनीय, वेगळ्या आणि आकर्षक ठरतात. शीतपेयांची एक जाहिरात गेले काही महिने विलक्षण लोकप्रिय ठरली आहे. रसिकांचा लाडका अभिनेता सलमान खान त्या जाहिरातीत आहे. आपल्या हातात शीतपेयांची बाटली घेत प्रेक्षकांकडे तो वळून पाहतो आणि शब्द पडद्यावर येतात 'लाईफ हो तो ऐसी' स्थळ-काळ-वेळाचे भान ठेवून ज्या जाहिराती प्रसिद्ध होतात, त्यांना वाचकांचा चांगला प्रतिसाद मिळतो आणि नंतर ग्राहकांचाही! 'मिरिंडा' नावाच्या शीतपेयांच्या जाहिरातीची कॅम्पेन हे याचे चांगले उदाहरण आहे. उन्हाळ्यात शीतपेये, हिवाळ्यात-उन्हाळ्यात सुट्टीत प्रवासी कंपन्या, शाळा-महाविद्यालये सुरू होण्याच्या सुमारास

क्लासेस आणि गार्डडच्या, सण-उत्सवाच्या वेळेस नवे कपडे, सोने-नाणे, गोड पदार्थ, खाण्याच्या विविध वस्तू यांच्या जाहिरातींचा मोसम असतो. हे सगळेच लक्षात घेऊन जाहिरातदार आपली मांडणी करीत असतात. आजच्या युगात जाहिरातींचे जग हे विलक्षण आश्चर्याचे आणि अद्भुत असेच आहे.

ही जाहिरातीची कला जुन्या काळापासून चालत आली आहे. पूर्वी गलोगल्लीत, गावोगावी पिटली जाणारी दवंडी, टोपलीत भाजी किंवा इतर जीवनापयोगी वस्तू भरून गलोगल्लीत हाक घालीत फिरणारे विक्रेते, शहरात रस्त्याच्या कडेला 'कोई भी माल लेलो.... स्वस्ता दाम' असे ओरडत माल विकणारे फेरीवाले हे सर्व जाहिरातीचेच प्रकार होत. आता आरडाओरडा, दवंडी, हाकारे हे प्रकार बरेच कमी झाले आणि भिंतीवरच्या पोस्टर्सच्या रूपाने, सिनेमाच्या स्लाईड्स चित्रातून आणि निऑन साईन्सच्या रंगातून जाहिरात अवतरू लागली. ग्राहक गृहीत धरून उत्पादन सुरू झाल्याने उत्पादित वस्तू खपविण्यासाठी नवनवीन तंत्रे आणि माध्यमे शोधली जाऊ लागली. विज्ञानाचे नवनवे शोध आणि सुविधा यामुळे जाहिरातींचे रंगरूप बदलू लागले. वृत्तपत्र, आकाशवाणी, दूरचित्रवाणी, संगणक, इंटरनेट अशा विविध माध्यमांद्वारे जाहिरात प्रबळ बनली; तर रोजची वर्तमानपत्रे, मासिके, भिंतीवरील पोस्टर्स, विजेच्या खांबावरील फलक, घराच्या रंगवलेल्या भिंती, सिनेमातील स्लाईड्स अशा कितीतरी माध्यमांद्वारे जनतेच्या दैनंदिन जीवनातील महत्वाचे स्थान बनली आहे. आज दूरचित्रवाणी व आकाशवाणीवरील जाहिरातीने तर माणसाच्या दैनंदिन जीवनाशी पक्की मैत्री केली आहे.

जाहिरात ही एक स्वतंत्र कला मानली जाते. त्यामुळे मोठमोठ्या कंपन्यांमध्ये जाहिरात तयार करणाऱ्या तज्ज्ञांचा एक स्वतंत्र विभाग असलेला दिसून येतो. या विभागात 'मुख्य मसुदा लेखक' असे एक खास पद असते. अशा तज्ज्ञांना त्या-त्या कंपनीत पगारही भरपूर दिला जातो. इतके जाहिरात तयार करण्याच्या कलेला महत्व प्राप्त झाले आहे. म्हणूनच जाहिरातीचे हे क्षेत्र आता रोजगाराची एक मोठी संधी म्हणून विकसित होत आहे.

जाहिरातीची संकल्पना:

'आपली वस्तू अथवा पदार्थ विकण्यासाठी, लोकांपर्यंत माहिती अथवा विचार अथवा संदेश पोहोचवण्यासाठी जे माध्यम पैसे देऊन वापरले जाते त्याला 'जाहिरात' असे म्हणू'. केवळ वस्तू विकणे अथवा ती विकण्यासाठी ग्राहकाला प्रवृत्त करणे यासाठी आज जाहिरात माध्यम वापरले जात नाही. यापेक्षा व्यापक हिशेब त्या पाठीमागे असतात. म्हणून जाहिरातीला विशेष महत्व प्राप्त झाले आहे. निवडुकीच्या काळात ती राबविणाऱ्या यंत्रणांमार्फत वृत्तपत्रात मतदान केंद्रे, मतदान क्रमांक यांच्याविषयीची अत्यावश्यक माहिती जाहिरातीच्या माध्यमातून तपशिलवार दिली जाते. बातम्यांच्या माध्यमांतून

ही माहिती मिळत असतेच. त्याच्या जोडीने जाहिरातीच्या माध्यमातून ती दिली जाते. कारण ही अत्यावश्यक माहिती मानली जाते. येथे ही गोष्ट स्पष्ट केली पाहिजे आणि ती म्हणजे अत्यावश्यक सेवा देणाऱ्या यंत्रणा अथवा प्रशासनाला वीज पुरवठा खंडित, पाणी पुरवठा अंश वेळ अथवा अमूक रस्त्यावरील वाहतूक बेद या स्वरूपाच्या जाहिराती आपण सतत वाचत आलो आहोत. जाहिरातीचा एकूण प्रभाव सर्वच माध्यमांवर वाढजा आहे. वृत्तपत्रांच्या इतिहासात जाहिरातीचे जगही तितकेच जुने मानले गेले. १८ व्या शतकात वृत्तपत्रांबरोबरच जाहिरातीही सुरू झाल्या. १९व्या शतकात मात्र जाहिरातींनी मैदानच मैदान गाठले आणि २०व्या शतकात जाहिरातींनी मैदानच मारले! टाज जीवनाच्या सर्व क्षेत्रात जाहिरातींनी आपला प्रभाव सिद्ध केला आहे. वृत्तपत्रांच्या सर्व पानांवर फक्त संपादकीय पानाचा अपवाद, इलेक्ट्रॉनिक माध्यमांच्या सर्व कार्यक्रमात अगदी बातमी पत्रांमध्येदेखील जाहिराती प्रभावी ठरत आहे.

यापूर्वी म्हटल्याप्रमाणे केवळ वस्तू अथवा पदार्थ विकत घेण्यासाठी ग्राहकाला प्रवृत्त करणे एवढे एकच उद्दिष्ट आता जाहिरातीसाठी उरलेले नाही. फार मोठ्या प्रमाणात सामाजिक बांधिलकीची भूमिका काही उद्योग समूहानी स्वीकारल्याने आणि त्या नुसार जाहिराती निर्माण केल्या जात असल्याने सामाजिक संदेश अथवा विचार त्यातून प्रगट होऊ लागला आहे. थोडक्यात सांगासचे झाल्यास जाहिरात म्हणजे वस्तूच्या दर्जाची, गुणवत्तेची आणि उपयुक्ततेची माहिती देणारी प्रसिद्धीची एक सुविधा आहे. याच्याच जोडीने जाहिरातीद्वारा अनावश्यक, खाटे दावे केले जाऊ नयेत अशी वाचकांची, ग्राहकांची अपेक्षा असते. जी माहिती येते ती विश्वासाह असावी, बिनचूक असावी याला विशेष महत्व असते. गैरसमज पसरवणारे, चुकीचा संदेश देणारे तपशिल नसावेत. आरोग्य विषयक अथवा औषधांच्या जाहिराती देताना ही दक्षता घ्यावी लागते. समाजाचे नवे भाग लक्षात घेऊनही जाहिराती दिल्या जातात. पोलीओ डोसबाबत सरकरी पातळीवर आणि खाजगी स्तरावर जी जागृती दिसते; ती याचे उत्तम उदाहरण आहे.

वृत्तपत्रांच्या क्षेत्रात येऊ इच्छिणाऱ्या प्रत्येकाने बातम्या आणि लेख यांचा अभ्यास करताना वैशिष्टपूर्ण जाहिरातींची भाषाही लक्षात घेण्याची, अभ्यासण्याची गरज असते. अगदी मोजके शब्द वापरून केलेली जाहिरात अचूक शब्द निवडीचा एक वस्तूपाठ असते. अर्थात, हे करताना अलिकडे स्त्रीचा वापर जाहिरात क्षेत्रात वाढतो आहे; याकडेही लक्ष वेधले पाहिजे. कोणत्याही वस्तूचा आणि स्त्री सौंदर्याचा, शरीराचा संबंध जोडण्याचे तंत्र नव्या काळात आक्रमकपणे वापरले जाताना दिसते. स्त्रीचा सन्मान म्हणजेच समाजाचा सन्मान हे सूत्र स्वीकारलेल्या समाजात या जाहिरातींमधील वस्तू आणि स्त्री ही तुलना थांबली पाहिजे.

जाहिरातीचे स्वरूप आणि प्रकार:

स्वातंत्र्योत्तर काळात जाहिरातीचा व्यवसाय अनेक पटींनी वाढला. गेल्या सात-आठ वर्षांत त्यात आणखी वाढ झाली आहे. कोणकोणत्या माध्यमांतून या जाहिराती येतात हे पूढील प्रमाणे

१) लहान जाहिराती:

'ऑफिस बॉय पाहीजे' पासून 'उंच, निमगोरी, सडपामळ वधू पाहीजे'. पर्यंतच्या सगळ्या विषयांच्या जाहिराती या विभागात येतात. प्रत्येक वृत्तपत्रातील हा अनिवार्य आणि अधिक वाचनिय भाग मानला जातो. लहान दुकानातील नोकर भरतीपासून क्लासेस, संस्था यांना हवे असलेले मनुष्यबळ जाहिरातीतून मिळते. याचे दर कमी असतात; म्हणून सर्वसामान्य माणसालाही ते परवडते.

२) सरकारी जाहिराती

३) ग्राहकप्रधान उत्पादनाच्या जाहिराती

४) संस्थात्मक स्तरावरील जाहिराती

५) सामाजिक संदेश अथवा विचार मांडणारी जाहिरात

६) रोल मॉडेल असलेल्या व्यक्तींच्या जाहिराती

७) पुरवणी जाहिराती

८) पॅनेल्सच्या जाहिराती

जाहिरातीची सामाजिक भूमिका आणि सामाजिक भान:

वृत्तपत्रे सामाजिक संवादाचे आजचे सर्वात प्रभावी माध्यम आहे. त्या दृष्टीने जाहिराती देणाऱ्या संस्था, कंपनी विचार करून समाजहितार्थ जाहिराती देत असतात. या जाहिरातीचे स्थान विशेष मानले जाते. या जाहिराती राष्ट्रीय एकात्मतेच्या, बंधूभावाचा, स्त्री-पुरुष समतेचा, मुलीला न्यून न लेखनाचा विचार त्यातून देत असतात. मात्र महिलांना अनावश्यकरीत्या जाहिरात दाखवण्याबाबत आजही सुधारणा आवश्यक आहे.

जाहिरातीचे लेखन:

जाहिरातीचा मसुदा लिहणे, म्हणजेच 'कॉपी' करणे हे अतिशय कौशल्याचे काम असते. थोडक्या शब्दात आशय व्यक्त करणारी जाहिरात नेहमीच गाजते, लोकप्रिय होते. गेली काही वर्षे आपल्या कानावर येणारी जाहिरात ऐकली, वाचली असेल आणि पाहिली असेल - 'फिनोलेक्सने आपणल पाणि/ शेतं पिकली सोन्यावाणी, 'या जाहिरातीत संदर्भ आहे तो फिनोलेक्सच्या पाईपलाईनचा. त्यामुळे पाणि शेतात नेणे कसे सुकर होते; हे आपल्या लक्षात येते. याच्याच धर्तीवर 'ग्राईप वॉटर' या लहान मुलांच्या शक्तीवर्धक पाचकाची जाहिरात. 'बाळ रडतंय' पासून सुरू होते आणि तीन पिढ्यांतल्या स्त्रिया त्याला ग्राईप वॉटर देण्याची शिफारस करतात.

निष्कर्ष:

विवक्षित ग्राहकवर्ग, त्याची क्रयशक्ती, ग्राहकांच्या सामाजिक-सांस्कृतिक पर्यावरणाची माहिती, बाजारपेठेतील नव्या प्रवाहांचे भान या सगळ्या गोष्टींबरोबरच अचूक,

अनुरूप आणि मार्मिक शब्दरचना करण्याचे कौशल्य हे घटक जाहिरातीची कॉपी करताना महत्वाचे ठरतात.

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मी वाचलेले पद्मश्री विठ्ठलराव विखे पाटील

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सारांश:

विखे पाटील यांनी सहकार, कृषी, औद्योगिक व शैक्षणिक क्षेत्रात केलेल्या मौलिक कामगिरीबद्दल भारत सरकारने त्यांना १९६१ मध्ये पद्मश्री किताब दिला. तर पुणे विद्यापीठाने डी. लिट(१९७८)व राहुरी येथील महात्मा फुले कृषी विद्यापीठाने डॉक्टर ऑफ सायन्स(१९७९)या पदव्या प्रदान केल्या. परिश्रम आणि अविरत कष्टामुळे निसर्ग नियमानुसार शरीर थकले आणि वृद्धापकाळामुळे २७ एप्रिल १९८१ रोजी त्यांनी जगाचा निरोप घेतला. पद्मश्री देहाच्या रुपाने गेले असले तरी जनमानसात संस्थारूपाने सहकार क्षेत्र, सामाजिक क्षेत्र, आर्थिक क्षेत्र, राजकीय क्षेत्र, आरोग्यविषयक कार्याने कायमस्वरूपी राहिले आहेत. असे आहेत माझ्या वाचणातील पद्मश्री विठ्ठलराव विखे पाटील.

मुख्य शब्द : सहकार महर्षी , सहकार पंढरीचा युगपुरुष, पद्मश्री, प्रवरेचा महामेरू, बहुआयामी व्यक्तिमत्व, स्पष्टवक्ता, अहंकाराचा आभाव , तिहासातील सोनेरी पान , आद्यप्रवर्तक , कमालीचा साधेपणा



प्रास्ताविक :

इतिहासाच्या पानावर सुवर्णअक्षरांनी लिहिल्या गेलेल्या व आशिया खंडातील पहिल्या सहकारी साखर कारखानदारीची मुहूर्तमेढ ज्यांनी रोवली त्या पद्मश्री डॉ.विठ्ठलराव विखे पाटील यांच्या कार्याची ओळख मला इतिहासाच्या पानापानात सोशल मीडिया, वर्तमानपत्रे, कादंबरी, कथा, लेख याद्वारे वाचायला मिळाली. पद्मश्रींच्या कार्यकर्तृत्वाची मी वाचलेली व ऐकलेली जीवनगाथा या लेखातून मांडण्याचा प्रयत्न केला आहे.सहकार चळवळीच्या क्षेत्रातील सुवर्णअक्षरांनी लिहिलेले सोनेरी पान म्हणजे पद्मश्री डॉ.विठ्ठलराव विखे पाटील होय. पद्मश्रींच्या नावाशिवाय सहकार चळवळीचा इतिहास लिहिता येणार नाही. आणि वाचायला सुद्धा मिळणार नाही. सहकाराचे महामेरू,सहकार पंढरीचा युगपुरुष, इतिहासातील सोनेरी पान,अशा एक ना अनेक बिरुदांनी असलेले पद्मश्री विठ्ठलराव विखे पाटील मला वाचायला मिळाले ऐकायला

मिळाले हे माझे भाग्य. माझ्या वाचनातील पद्मश्री आणि सहकार यांचे अतूट नाते आहे.

पद्मश्री विठ्ठलराव विखे पाटील यांनी ब्रिटिश राजवट आणि सावकारशाहीच्या घट्टविळख्यात अडकलेल्या ग्रामीण समाजाला दुःखमुक्त केले. सहकारी साखर कारखानदारी १९५० ला जन्माला घातली आणि त्यातूनच जगातील अनेक राष्ट्रात परिवर्तनाचे नवे पर्व सुरू झाले. सहकार कारखानदारीचे आद्यप्रवर्तक म्हणून पद्मश्री विठ्ठलराव विखे पाटील होय.१२ ऑगष्ट १८९७ साली नगर (अहिल्यानगर) जिल्ह्यातील लोणी बु। येथे एका शेतकरी कुटुंबात जन्माला आलेले पद्मश्री यांनी शंभर सव्वाशे वर्षांपूर्वीच्या काळाचे अवलोकन केले .शेतकऱ्यांची हलाखीची स्थिती ,दुष्काळ पावसाचे अनिश्चित गणिते यामुळे मोठ्या प्रमाणावर शेतकरी कर्जबाजारी झाले होते . समाज सावकारशाहीच्या पाशात अडकलेला होता . शिक्षणाचा अभाव दारिद्र्य अडाणी समाज यामुळे ग्रामजीवन उध्वस्त झाले होते .या सर्व परिस्थितीचा परिणाम पद्मश्रींच्या जीवनावर झाला होता .पद्मश्रींनी शालेय शिक्षण

अर्धवट सोडून वडिलांना शेतीच्या कामात मदत केली . व्यवहारबुद्धी ,चातुर्य या गुणांमुळे काटकसरीने शेती केली.१९२३ साली लोणी बुद्रुक येथे सहकारी पतपेढीची स्थापना करून सार्वजनिक जीवनातील सहकार क्षेत्राकडे वळले आणि तेव्हापासून सहकारी संस्थांचे जाळे निर्माण केले .बालवयातच धर्मसंस्कार घडत होते.भागवत धर्माचा प्रभाव बालपणीच असल्यामुळे मोठ्या श्रद्धेने विठ्ठलराव ग्रंथ पारायणात कीर्तनात रंगून जात .पद्मश्रींच्या कार्याचा वेध घेत असताना बालपणापासूनच चिकित्सक,चौकसवृत्ती समाजजीवनाचे सूक्ष्म निरीक्षण तत्कालीन. सामाजिक राजकीय परिस्थिती समजून घेण्यात उपयोगी पडत होते . शिक्षणाच्या पलीकडचे शहाणपण त्यांच्या स्वभावाचे वैशिष्ट्य होते.त्यामुळे हळूहळू घरच्या कारभारात लक्ष घालू लागले.व नंतर गावच्या कारभारात लक्ष घालू लागले . शेतकऱ्यांच्या प्रश्नांना वाचा फोडली .मूळ स्वभाव पडद्यामागे ठेवून इतरांना आयुष्यभर मोठा करणे हे तत्व आयुष्यभर जपलं कधीही मोठेपणाचा हव्यास आणि पदाची हाव नव्हती. संसाराची जबाबदारी येऊन पडली .आई - वडील आणि आजी ही त्यांची दैवते होती. सत्यशोधक चळवळीचा व डाव्या विचारसरणीचा प्रभाव होता.

सहकारी चळवळीत देशात महाराष्ट्र अग्रेसर असून अहमदनगर जिल्हा सहकार चळवळीत राज्यात अग्रेसर आहे .भारतातील पहिला सहकारी साखर कारखाना पद्मश्री विठ्ठलराव विखे पाटील यांच्या प्रयत्नांमुळे प्रवरानगर लोणी येथे उभा राहिला .हाच कारखाना आता पद्मश्री विठ्ठलराव विखे पाटील सहकारी साखर कारखाना म्हणून ओळखला जातो .अशिया खंडातील पहिला सहकारी साखर कारखाना होय .या सहकारी साखर कारखान्याची मुहूर्तमेढ पद्मश्री डॉ.विठ्ठलराव विखे पाटील यांनी प्रवरानगर येथे १९५० मध्ये रोवली .देशाला नुकतेच स्वातंत्र्य मिळाल्यामुळे सहकारी साखर कारखाना निर्माण होणे ही घटना भारतीय शेती ,शेतकरी आणि उद्योग जगताला नवी प्रेरणा देणारी ठरली .विठ्ठलरावांनी घोड्यावर बसून गावागावात जाऊन शेतकरी बांधवांना एकत्र आणून त्यांची आर्थिक स्थिती सुधारायची म्हणून प्रयत्न केले.परिस्थितीची जाणीव करून दिली .नवजीवन तंत्रज्ञानाचा वापर केला .त्यामधून त्यांच्या व्यक्तिमत्त्वात सहकारी कार्यकर्ता प्रकट होत होता.जटिल प्रश्न सोडवताना सहकाऱ्यांना बरोबर घेतले एवढे सर्व करत असताना त्यांनी डॉ. धनंजयराव गाडगीळ यांना पहिल्या महिला सहकारी साखर कारखान्याचे नेतृत्व बहाल करण्यात त्यांच्या मनाचा मोठेपणा आणि शहाणपण दिसून येते.धनंजय राव गाडगीळ यांनीही कारखान्याचे श्रेय पद्मश्रींना देण्यास विसरले नाही.

पद्मश्री विठ्ठलराव विखे पाटील यांनी खऱ्या अर्थाने कष्टकरी शेतकऱ्याला आर्थिक स्वायत्तता मिळवून दिली . नंतर त्यांनी सहकारी साखर कारखान्याच्या माध्यमातून शेतकऱ्यांच्या मुलांसाठी शिक्षण संस्था आरोग्यासाठी रुग्णालय बँका अशा विविध संस्थांची स्थापना केली .त्यांचे हे कार्य राज्यातील शेतकऱ्यांसाठी दीपस्तंभस ठरले .त्यामुळे सहकाराच्या माध्यमातून राज्य आणि देशाच्या विकासाला

मोठा हातभार लागला .सहकार्याच्या माध्यमातून त्यांनी नवचैतन्य फुलविले .

पद्मश्री विठ्ठलराव विखे पाटील यांच्या व्यक्तिमत्त्वाचे विविध पैलू सहकारी क्षेत्रातील कार्यकर्त्यांना मार्गदर्शक राहतील यात शंका नाही .पद्मश्री मध्ये असलेला पहिला महत्त्वाचा गुण म्हणजे कमालीचा साधेपणा साधी राहणी आणि उच्च विचारसरणी अशी त्यांची ओळख होती .दुसरा महत्त्वाचा गुण म्हणजे परिस्थितीचे आकलन करण्याची क्षमता तिसरा महत्त्वाचा गुण म्हणजे अहंकाराचा अभाव अहंकाराचा वारा त्यांना कधीच लागला नाही चौथा महत्त्वाचा गुण म्हणजे परिस्थितीनुसार स्वतःला बदलणे . पाचवा महत्त्वाचा गुण म्हणजे स्पष्टवक्तेपणा हे त्यांच्या कृतीशील स्वभावातून दिसून येते.

प्रत्येक शेतकरी हा स्वतःच एक विद्यापीठ बनवू शकेल मात्र त्याला गरज आहे ती योग्य मार्गदर्शनाची आणि त्याच्या परिसरातच सर्व पायाभूत सुविधा उपलब्ध होण्याची .ही गरज ओळखून पद्मश्री डॉ .विठ्ठलराव विखे पाटील यांनी दूरदृष्टीतून शेतकऱ्यांना सहकार चळवळीतून मिळणाऱ्या आर्थिक लाभापुरते मर्यादित न ठेवता आवश्यक असणाऱ्या पायाभूत सुविधांची उपलब्धता होण्याच्या दृष्टीने अनेक प्रकल्प प्रवारा परिसरात राबविले .त्यामुळे परिसराचा सर्वांगीणविकास साधला सहकारी साखर कारखाना आणि विखे पाटील हे भारतातील सहकारी चळवळीतील कार्यकर्त्यांचे प्रेरणास्थान बनले .अनेक नेत्यांना प्रोत्साहन दिले .विखे पाटील यांनी शेतकऱ्यांना बचतीचे महत्त्वही पटवून दिले .शासनाची अल्पबचत योजना यशस्वीरित्या राबवल्याबद्दल १९६५ मध्ये त्यांना भारताचे तत्कालीन अर्थमंत्री टी.टी कृष्णाम्माचारी यांनी खास मानपत्र देऊन गौरविले.

केवळ प्रवरा सहकारी शिक्षण संस्थेची स्थापना कारखाना काढून न थांबता शिक्षण क्षेत्रात त्यांनी भरीव कामगिरी केली .शिक्षणाशिवाय परिवर्तन होऊ शकत नाही यावर त्यांचा विश्वास होता त्यासाठी कर्मवीर भाऊराव पाटील आणि शिक्षण महर्षी भारतरत्न धोंडो केशव कर्वे यांची पुण्यात जाऊन भेट घेतली.त्यांचे मार्गदर्शन घेऊन विचारविनिमय चर्चा करून प्रवरा शिक्षण संस्थेची स्थापना केली .त्यामुळेच आज वेगवेगळ्या विद्याशाखेत विद्यार्थी पदवी -पदवीधर व्यावसायिक शिक्षण घेत आहेत .कर्मवीर भाऊराव पाटील यांच्या शैक्षणिक कार्याने ते प्रभावित झाले व त्यांनी कर्मवीरांना नगर जिल्ह्यात शैक्षणिक संस्था उभारण्यास पाचारण केले .विखे पाटील हे रयत शिक्षण संस्थेचे संचालक व उपाध्यक्ष होते .ग्रामीण भागातील आरोग्याचे प्रश्न सुटावे म्हणून त्यांनी प्रवरा मेडिकल ट्रस्टची स्थापना (१९७४) करून अत्याधुनिक सुविधांनी असलेले भव्य इस्पितळ लोणीत सुरू केले.त्यांच्या पश्चात त्यांनी स्थापन केलेल्या अनेक संस्थांच्या माध्यमातून अनेक शिक्षण संस्था उदा .वैद्यकीय ,दंत परिचारिका ,अभियांत्रिकी , तंत्रज्ञान ,औद्योगिक प्रशिक्षण संस्था ,कला अकादमी तसेच गावोगावी अनेक माध्यमिक विद्यालय संस्था उभ्या राहिल्या.



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समाजवादी आन्दोलन : एक विश्लेषण

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सारांश:

समाजवाद केवल एक राजनीतिक विचारधारा नहीं है अपितु यह एक दर्शन, एक आदर्श, एक धर्म, एक सिद्धान्त एक जीवन प्रणाली आदि सभी कुछ है। इसके साथ ही यह एक सामाजिक, आर्थिक, राजनीतिक तथा नैतिक व्यवस्था भी है, जिसकी स्थापना के निमित्त समाजवाद को एक कार्यक्रम तथा एक आन्दोलन भी कहा जाता है। समाजवाद व्यक्ति को आवश्यक रूप से एक सामाजिक प्राणी मानता है और इसका मूल आधार 'समानता' है परन्तु समाजवादी अर्थ में समानता का अभिप्राय यह नहीं है कि प्रत्येक व्यक्ति शारीरिक, मानसिक, बौद्धिक आदि जन्मजात शक्तियों में समान है। प्रत्युत् समाजवाद की मान्यता यह है कि मनुष्य कुछ नैसर्गिक शक्तियों को लेकर पैदा हुआ है। उसे इन शक्तियों का विकास करने का अवसर मिलना चाहिए। समाज में मानवकृत असमानतायें नहीं रहनी चाहिए। प्रत्येक व्यक्ति को अपनी जन्मजात शक्तियों का विकास करने का 'समान अवसर' मिलना चाहिए। धर्म, वंश, जाति, सम्पत्ति आदि जो मानवीय संस्थायें हैं, इनके आधार पर व्यक्ति-व्यक्ति के मध्य भेद नहीं किया जाना चाहिए। भौतिक सम्पत्ति सम्पूर्ण समाज की है, अतः उसका वितरण समानता के आधार पर होना चाहिए। उसका केन्द्रीयकरण थोड़े से लोगों के स्वामित्व में होना सामाजिक अन्याय का द्योतक है। इस प्रकार समाजवाद व्यक्तिगत सम्पत्ति, पूँजीवाद, सामन्तवाद, आर्थिक प्रतियोगिता आदि पर आधारित सामाजिक तथा राजनीतिक व्यवस्थाओं का विरोधी है। उसका उद्देश्य ऐसे समाज की स्थापना करना है, जिसमें उत्पादन के भौतिक साधनों का वितरण सामाजिक नियन्त्रण में समानता के आधार पर किया जाये और आर्थिक आधार पर निर्मित वर्गभेद को समाप्त किया जाये।

प्रस्तावना:

समाजवाद में राजनीतिक तथा सामाजिक कार्यक्रम के रूप में इसके अन्दर शोषण विरोध तथा सामाजिक न्याय की जो प्रेरणा है उसे आज कोई भी विचारधारा उपेक्षा की दृष्टि से नहीं देख सकती लेकिन यह भी सत्य है कि दार्शनिक और बौद्धिक स्तर पर समाजवादी विचारधारा तथा आंदोलन के भीतर इतनी विविधता, वादग्रस्तता अंतर्विरोध तथा आशंकायें हैं कि कभी-कभी उनके मूल आशय का स्पष्टीकरण करना कठिन हो जाता है।

समाजवाद का उद्भव एवं विकास औद्योगिक क्रान्ति द्वारा उत्पन्न विषम परिस्थितियों के कारण हुआ। 19वीं शताब्दी में व्यापक औद्योगिकीकरण के कारण समाज दो वर्गों में विभाजित हो गया। इनमें एक वर्ग समाज में उत्पादन के भौतिक साधनों का स्वामी हो गया। दूसरा इसके विपरीत, जो संख्या में विशाल वर्ग था, साधनविहीन हो गया। समाज का यह विशाल वर्ग ही उत्पादन में महत्वपूर्ण भूमिका निभाता था जिसका लाभ सम्पन्न वर्ग लेकर इनका शोषण करने लगा। इसका परिणाम यह हुआ कि आर्थिक व्यक्तिवाद को बढ़ावा मिलने लगा तथा आर्थिक क्षेत्र में पूँजीपतियों के मध्य उन्मुक्त प्रतियोगितायें होने लगीं। उद्योगपति अधिक से अधिक लाभ कमाने के लिए राजसत्ता से अनेक सुविधायें प्राप्त करने लगे। पूँजीवाद की इस लाभकारी व्यवस्था में उद्योगपति अधिक से अधिक उत्पादन कर उसे विदेशों में भेजने तथा वहाँ से कच्चा माल प्राप्त करने लगे। अतएव इसका परिणाम यह हुआ कि कालान्तर में अनेक दूसरे राष्ट्र उपनिवेश विस्तार की होड़ में सम्मिलित हो गये और उनके साम्मज्यवाद उपनिवेशवाद के लिए युद्ध का वातावरण बन गया।

मार्क्स की मृत्यु के बाद उसके अनुयायी दो वर्गों-क्रान्तिकारी समाजवाद और संशोधनवादी समाजवाद में विभक्त हो गये। क्रान्तिकारी समाजवादी पूँजीपतियों के विरुद्ध हिंसात्मक उपायों को उचित ठहराते थे जबकि संशोधनवादी समाजवादी शांतिपूर्ण उपायों में विश्वास रखते थे। पहला वर्ग साम्यवादी तथा दूसरा वर्ग समाजवादी कहलाया। साम्यवादियों में लेनिन और माओ तथा

समाजवादियों में वर्नाड शा, सिडनी वेब, एच.जी. वेल्स, पिलोटेयर, ए.जे. पेण्टी आदि का नाम प्रमुखता से लिया जा सकता है।

भारतीय समाजवाद की नींव मार्क्स के विचारों से आलोकित हो रुस की क्रान्ति के उपरान्त साम्यवादी विचारों के आगमन से ही पड़ी परन्तु समाजवादी विचारधारा का मूल उद्देश्य भारत में पूर्व के प्रत्येक युग में विद्यमान था। प्राचीन काल में वेदों, उपनिषदों, महाकाव्यों, बौद्ध धर्मग्रन्थों, पुराणों, स्मृतियों एवं प्राचीन साहित्यिक ग्रन्थों में एकता समानता, सर्वकल्याण पर पर्याप्त बल दिया गया। मध्यकाल में भक्ति आन्दोलन ने सामाजिक परिवर्तन पर बल देते हुए जाति-पांति, छूआछूत, आर्थिक असमानता का घोर विरोध किया। जिसमें इस काल के प्रमुख संत कबीर, सूर, तुलसी, नामदेव, गुरुनानक, सन्त दादू दयाल, समर्थ गुरु रामदास, संत थिरुवल्लूर एवं चौतन्य महाप्रभु का नाम आदर के साथ लिया जा सकता है। तत्पश्चात् आधुनिक समाजसुधारक मनीषियों ने भी रूढ़िवाद जाति-पांति सामाजिक असमानता को तोड़ने का भरपूर प्रयास किया। वे चाहते थे सबके साथ न्याय हो तथा भारतीय समाज में समानता स्थापित हो। इन सामाजिक सुधारकों में राजाराम मोहनराय, दयानन्द सरस्वती, स्वामी रामतीर्थ, विवेकानन्द आदि प्रमुख थे। इन मनीषियों से प्रभावित होकर तथा ब्रिटिश हुकूमत के विनाशकारी शोषण से उत्पन्न स्थिति के कारण भारतीय राष्ट्रीय कांग्रेस का जन्म हुआ। भारतीय राष्ट्रीय कांग्रेस ने महात्मा गांधी, तिलक, लाला लाजपतराय, एनीबेसेण्ट, वल्लभ भाई पटेल, जवाहर लाल नेहरू के नेतृत्व में ब्रिटिश हुकूमत के शोषण के विरुद्ध अपने भाषणों, पुस्तकों एवं पत्रों के लेखन से आन्दोलन छेड़े जिससे देश के कृषक मजदूर शोषित, दमित जनता की स्थिति में संतोषजनक सुधार हुआ। साम्यवादी विचारों के आगमन से कृषकों एवं मजदूरों में उनके अधिकारों के प्रति नवचेतना का संचार हुआ तथा क्रान्तिकारियों ने भी क्रान्तिपूर्ण ढंग से अपने संगठन 'हिन्दुस्तान सोशलिस्ट रिपब्लिक एसोसिएशन' द्वारा समाजवादी समाज स्थापित करने का प्रयास किया।

ब्रिटिश हुकूमत भारतीयों में फूट डालकर अपने विरुद्ध सभी वर्गों में आये सहचार एवं सौहार्द के वातावरण को भंग कर, असमानता का भाव पैदाकर शोषण का बदस्तूर क्रम जारी रखना चाहती थी। गान्धी जी ने ब्रिटिश हुकूमत के इस खतरनाक कुचक्र को भाँपकर असहयोग आन्दोलन छेड़ दिया। जिससे ब्रिटिश हुकूमत की नींव हिल गयी तथा इसका सुखदायी परिणाम यह हुआ कि इसमें देश के गरीब तबके के लोगों एवं मजदूरों ने बड़ी संख्या में हिस्सेदारी की। गान्धी जी की अद्भुत शैली के कारण ही यह आन्दोलन सर्वधर्म समभाव के अधिष्ठान पर खड़ा हुआ था। गान्धी जी जानते थे कि असली भारत गाँवों में बसता है, इसलिए उन्होंने किसानों, मजदूरों, अस्पृश्य वर्गों के साथ देश के धनी एवं शिक्षित वर्ग को एक साथ मिलाकर आन्दोलन का विगुल बजाया। गान्धी जी का राजनीतिक क्षेत्र में पहला कार्य श्रमिकों, किसानों एवं मजदूरों की स्थिति में सुधार के साथ ही प्रारम्भ हुआ। जिसमें उन्होंने गिरमिटिया मजदूर प्रथा का अंत कराया तथा चम्पारण एवं खेड़ा में किसानों पर हो रहे अत्याचारों को समाप्त कराया।

सार्वजनिक उद्देश्य का व्यापक आंदोलन किस प्रकार खड़ा किया और चलाया जाता है, भारतीय राष्ट्रीय आंदोलन संभवतः इसका बहुत अच्छा उदाहरण है। इस आंदोलन में अनेक रंगतों वाली राजनीति और कई तरह की विचारधाराएँ साथ-साथ काम कर रही थीं। साथ ही ये विचारधाराएँ राजनीतिक नेतृत्व पर वर्चस्व कायम करने के लिए आपस में प्रतिस्पर्धा भी कर रही थीं। इस आंदोलन में जहाँ सभी आधारभूत मुद्दों पर जोरदार बहस की इजाजत थी, वहीं इसकी विविधता और इसके भीतर के आपसी तनावों के कारण इसकी एकता और इसकी प्रहार शक्ति कमजोर नहीं हुई, इसके विपरीत, इसकी विविधता और इसमें बहस तथा स्वतंत्रता का वातावरण, इसकी शक्ति के मुख्य स्रोत थे।

इस आंदोलन ने भारत में जनतांत्रिक विचारों और संस्थाओं को लोकप्रिय बनाया। आम चुनाव के आधार पर प्रतिनिधि सरकार की स्थापना के लिए राष्ट्रवादी नेताओं ने संघर्ष किया और वयस्क मताधिकार के आधार पर चुनाव की माँग की। भारतीय राष्ट्रीय कांग्रेस की स्थापना का आधार लोकतांत्रिक था और इस कारण यह एक संसद की तरह थी। पार्टी और आंदोलन के भीतर के विचारों को स्वतंत्रतापूर्वक व्यक्त करने की न सिर्फ अनुमति थी, बल्कि इसको प्रोत्साहित भी किया जाता था। इसके इतिहास को देखें तो इसमें कुछ अत्यंत महत्त्व के निर्णय अत्यंत तल्लख बहसों और खुले मतदान के बाद लिए जाते थे।

ऐतिहासिक प्रक्रिया में भी राष्ट्रीय आंदोलन की केंद्रीय भूमिका थी जिसके माध्यम से भारतीय जनता ने अपने को राष्ट्र के रूप में संगठित किया। दादा भाई नौरोजी, सुरेन्द्रनाथ बनर्जी और तिलक से लेकर गाँधीजी और जवाहरलाल नेहरू तक, राष्ट्रीय नेताओं ने स्वीकार किया कि भारत पूरी तरह से सुसंगठित राष्ट्र नहीं है, यह ऐसा राष्ट्र है, जो बनने की प्रक्रिया में है और उन लोगों ने यह भी माना कि आंदोलन का एक प्रमुख उद्देश्य और कार्य उपनिवेशवाद विरोधी आम संघर्ष के जरिए भारतीय जनता की बढ़ती हुई एकता को आगे ले जाना था। दूसरे शब्दों में कहें तो राष्ट्रीय आंदोलन उभरते हुए राष्ट्र की प्रक्रिया का परिणाम और उस प्रक्रिया का सक्रिय कारक दोनों ही था। भारत की क्षेत्रीय, भाषाई, प्रजातीय पहचान कभी भी इसके राष्ट्र बनने की प्रक्रिया के विरोध में नहीं खड़ी हुई। इसके

ठीक विपरीत राष्ट्रीय अस्मिता के उत्थान के साथ ही ये अन्य छोटी अस्मिताएँ भी उभरीं और इन दोनों से एक दूसरे को शक्ति प्राप्त हुई।

कुछ महत्त्वपूर्ण मुद्दों को लेकर रचनात्मक कार्य आयोजित किए गए, जैसे खादी, राष्ट्रीय शिक्षा, हिंदू-मुसलिम एकता, विदेशी कपड़ों और शराब का बहिष्कार, हरिजनों और जनजातियों का सामाजिक उत्थान, छुआछूत के खिलाफ संघर्ष। यही सब राष्ट्रीय आंदोलन की रणनीति के अंग थे, खास तौर से इनको उस समय अख्तियार किया जाता था, जब राष्ट्रीय मुक्ति संग्राम का संचालन सांविधानिक सीमा के अंतर्गत रहकर किया जाता था। औपनिवेशिक सांविधानिक ढाँचे के अंतर्गत रहकर बिना अपना अस्तित्व खोए बिना इसका शिकार बने इसमें भागीदारी भी इस रणनीति का एक हिस्सा थी।

दूसरा महत्त्वपूर्ण दृष्टिकोण राष्ट्रवादी इतिहास दर्शन है। राष्ट्रवादी इतिहासकारों में लाला लाजपत राय, ए.सी. मजुमदार, आर.जी. प्रधान, पट्टाभि सीतारमैया, सुरेन्द्रनाथ बनर्जी, सी.एफ. एंड्रयूज और गिरिजा मुखर्जी जैसे सक्रिय राजनीति से जुड़े लोग इसके प्रतिनिधि थे। राष्ट्रवादी इतिहासकारों ने उपनिवेशवाद के शोषणकारी चरित्र के प्रति विशेष जागरूकता का परिचय दिया है लेकिन कुल मिलाकर उनको ऐसा महसूस होता है कि राष्ट्रीय आंदोलन, राष्ट्रीय चेतना या स्वतंत्रता की चेतना अथवा स्वतंत्रता के विचार के प्रसार का नतीजा था। उनको इस बात का पूरा एहसास है कि भारत राष्ट्र बनने की प्रक्रिया में है। भारतीय राष्ट्रीय आंदोलन को ये लोग जनता का आंदोलन भी मानते थे।

रूढ़िवादी औपनिवेशिक प्रशासक और केंब्रिज संप्रदाय के नाम से विख्यात साम्राज्यवादी इतिहासकार नहीं मानते हैं कि भारत राष्ट्र बनने की प्रक्रिया में था। उनका मानना था कि जिसे भारत कहा जाता है। वास्तव में वह धर्मों, जातियों, समुदायों और अलग-अलग हितों का समुच्चय भर था।

मार्क्सवादी इतिहासकारों का आगमन बाद में हुआ। जहाँ तक राष्ट्रीय आंदोलन के अध्ययन का सवाल है, इसकी नींव ए.आर. देसाई और रजनी पामदत्त ने रखी लेकिन कई सालों से कुछ अन्य लोगों ने भी इसका विकास किया है। साम्राज्यवादी दृष्टि के इतिहास लेखकों के विपरीत मार्क्सवादी इतिहास लेखक अपने विवेचन में, मुख्य अंतर्विरोध तथा रूपाकार ग्रहण कर रहे राष्ट्रवाद की प्रक्रिया, दोनों का ध्यान रखते हैं और राष्ट्रवादी इतिहासकारों की तरह वे भारतीय समाज के अंदर के अंतर्विरोधों को भी नजरंदाज नहीं करते।

सबाल्टर्न इतिहासकारों ने पहले के सारे अध्ययन को, सारे इतिहास लेखन को नकार दिया। इन इतिहासकारों के लिए उपनिवेशवादी काल में भारतीय समाज में मुख्य अंतर्विरोध अभिजात वर्ग भारतीय तथा ब्रिटिश दोनों और निचले स्तर की जनता के बीच था, उपनिवेशवाद और भारतीय जनता के बीच नहीं था। उनका मानना है कि साम्राज्यवाद विरोधी संघर्ष को लेकर भारतीय जनता में कभी एका कायम नहीं हुआ और यह भी कि भारतीय राष्ट्रीय आंदोलन जैसी चीज का कभी कोई वजूद नहीं था। इसकी जगह वे इस बात पर जोर देते हैं कि आंदोलन में दो स्पष्ट धाराएँ थीं या दो अलग तरह के आंदोलन थे निचले तबके की जनता का साम्राज्यवाद विरोधी वास्तविक संग्राम तथा अभिजन वर्ग का नकली

राष्ट्रीय स्वाधीनता आंदोलन था। स्वतंत्रता संग्राम आर्थिक विकास के लिए भी संघर्ष था। समय के साथ आर्थिक विचारधारा का भी विकास हुआ। स्वतंत्र भारत के विचारों और सोच पर इसी विचारधारा का प्रभुत्व कायम हुआ। उद्योगीकरण के आधार पर भारत को विकसित करने की जरूरत है, इस बात को लगभग सर्वानुमति से राष्ट्रीय आंदोलन के दौरान स्वीकार किया गया। इस उद्योगीकरण को विदेशी पूँजी से मुक्त रखने की भी परिकल्पना की गई थी, इसलिए इसे स्वदेशी सामग्री वाले औद्योगिक क्षेत्र पर निर्भर होना था। लोक उद्यमों को भी महत्वपूर्ण भूमिका देने की बात की गई थी। 1930 में आर्थिक नियोजन के लिए भी प्रतिबद्धता जताई गई थी।

एकदम शुरुआती दिनों से ही आंदोलन ने गरीबों की पक्षधरता का रुख अपनाया था जो गाँधीजी और वामपंथियों के आने के बाद और सुदृढ़ हुआ। आंदोलन को समाजवादी दृष्टिकोण देने के लिए इन लोगों ने संघर्ष किया। यह आंदोलन क्रांतिकारी कृषि-सुधारों के कार्यक्रम की दिशा में भी धीरे-धीरे आगे बढ़ा। लेकिन इन सबके बावजूद किसी भी स्तर पर समाजवाद भारतीय राष्ट्रीय कांग्रेस का अधिकृत लक्ष्य नहीं बना, यद्यपि राष्ट्रीय आंदोलन के मध्य में, और 1930-40 के बीच भारतीय राष्ट्रीय कांग्रेस के भीतर इस विषय पर काफी बहस हुई थी।

भारतीय राष्ट्रीय आंदोलन जन-आंदोलन था जिसमें अनेक वर्ग शामिल थे। यह पूँजीपति वर्ग के नियंत्रण अथवा नेतृत्व में चलाया जाने वाला आंदोलन नहीं था और न ही पूँजीपति वर्ग का इस पर अकेला प्रभाव था लेकिन इसका स्वरूप बहुवर्गीय, लोकप्रिय और मुक्त था जिसका अर्थ यह था कि समाजवादी विचारों के वैकल्पिक राजनीतिक नेतृत्व के लिए भी यह खुला था।

भारत में समाजवाद की हलचल रूस की बोल्शेविक क्रांति होने के पश्चात् प्रारम्भ हुई। 1921 तक आते-आते कम्युनिज्म का प्रभाव भारत के नवयुवकों पर पड़ने लगा। 1922 में डांगे ने 'गांधी बनाम लेनिन' नामक पुस्तक लिखी तथा 'सोशलिस्ट' नामक पत्र निकाला। एम. एन. राय के विशेष प्रयासों से भारत में कम्युनिस्टों का प्रसार दिनों-दिन बढ़ता जा रहा था। इसी क्रम में 1924 में कानपुर षड्यन्त्र केस के तहत नलिन गुप्त, शौकत उस्मानी, श्रीपाद अमृत डांगे, मुजफ्फर अहमद को सजा हुई। तत्पश्चात् इसी वर्ष कानपुर में भारतीय कम्युनिस्ट पार्टी का पहला सम्मेलन आयोजित हुआ। इसके बाद साम्यवादी विचारधारा का व्यापक प्रचार-प्रसार प्रारम्भ हुआ। इसके फलस्वरूप ब्रिटिश सरकार ने मजदूरों की हालत सुधारने के लिए कई कदम उठाये, परन्तु 1929 में कम्युनिस्ट नेताओं की मेरठ षड्यन्त्र के तहत हुई सजा से यह आन्दोलन बिखर गया।

भारत में समाजवाद की प्रतिष्ठापना के सम्बन्ध में विश्व की सामाजिक, आर्थिक एवं राजनीतिक स्थिति का अध्ययन करने से यह निष्कर्ष निकला कि भारत सहित सभी विकसित देशों की समस्याओं का समाधान न तो पूँजीवादी पद्धति को अपनाने से हो सकता है और न ही साम्यवादी प्रणाली के द्वारा क्योंकि जहाँ पूँजीवादी व्यवस्था में अंधा-धुंध उन्मुक्त आर्थिक प्रतियोगिता तथा पूँजी के केन्द्रीकरण का अनुसरण किया जाता है वहीं साम्यवादी प्रणाली में देश विशेष की शर्तों पर अधिनायकवादी तरीके से और समानता की बात की जाती है तथा दूसरी सबसे बड़ी

बात विकासशील देशों की प्राथमिकतायें विकसित देशों की प्राथमिकताओं से भिन्न है। अतः भारत जैसे विकासशील देश में जहाँ श्रम का बाहुल्य तथा पूँजी और तकनीक क्षमता की कमी है, ऐसी स्थिति में आर्थिक एवं सामाजिक व्यवस्था में समानता लाने के लिए समाजवादी प्रणाली सर्वाधिक उपयुक्त है।

राष्ट्रीय आन्दोलन में समाजवादियों ने विशिष्ट योगदान दिया। भारत में समाजवाद के अनेक प्रेरणास्रोत थे। परन्तु इन प्रेरणास्रोतों में मार्क्सवादी विचारों से फलित रूसी क्रांति ने भारतीय समाज में हलचल पैदा कर दी और विशेषकर राष्ट्रीय आन्दोलन में आन्दोलित युवकों पर इसका गहरा प्रभाव पड़ा। राष्ट्रीय आन्दोलन में सविनय अवज्ञा आन्दोलन के दौरान नासिक जेल में बन्द जयप्रकाश नारायण, मीनू मसानी, अशोक मेहता, अच्युत पटवर्धन, एन. जी. गोरे जैसे नवयुवकों को देश में कृषकों, मजदूरों की स्थिति, मार्क्सवाद में बढ़ते प्रभाव तथा गांधी जी के आन्दोलन के तौर तरीके से घोर निराशा हुई। अतः इन युवकों ने कांग्रेस से अलग एक समाजवादी पार्टी बनाने का फैसला लिया। समाजवादी पार्टी बनाने के मुख्य सूत्रधार जयप्रकाश नारायण थे जो आचार्य नरेन्द्रदेव से काशी विद्यापीठ में इस विषय पर कुछ समय पूर्व विचार विमर्श कर चुके थे।

जेल से छूटने के उपरान्त जयप्रकाश नारायण के नेतृत्व में नवयुवकों ने 17 मई 1934 को आल इण्डिया कांग्रेस सोशलिस्ट पार्टी की स्थापना की। जिसमें आचार्य नरेन्द्रदेव अध्यक्ष तथा जयप्रकाश नारायण संगठनमंत्री नियुक्त हुए। पार्टी का मुख्य उद्देश्य कृषकों मजदूरों को देश की मुख्यधारा से जोड़ स्वतंत्रता प्राप्त करना तथा समतामूलक समाज स्थापित करना था। साथ ही कांग्रेस सोशलिस्ट पार्टी ने यह भी फैसला किया कि समाजवादी कार्यक्रमों पर बल देते हुए देश की स्वतंत्रता की लड़ाई कांग्रेस के अन्दर रहकर लड़ी जाय। संघर्ष को और व्यापक आधार प्रदान करने के लिए समाजवादियों ने कम्युनिस्टों से मिलकर एक संयुक्त मोर्चा भी कायम किया, परन्तु कम्युनिस्ट कांग्रेस सोशलिस्ट पार्टी को सहयोग देने के बजाय उसे तोड़ने में ही लग गये। फलतः यह संयुक्त मोर्चा विफल हो गया।

कांग्रेस समाजवादी दल ने अपनी स्थापना के समय जिन लक्ष्यों को घोषित किया उनमें भारत को अंग्रेजी शासन से पूर्ण स्वतंत्रता दिलाना, भारतीयों को अपने लिए संविधान बनाने का अधिकार दिलाना, स्वतंत्र भारत में समाजवादी व्यवस्था की स्थापना, व्यक्तिगत सम्पत्ति को समाप्त करना, राष्ट्रीय आन्दोलन में मजदूरों एवं किसानों को भागीदार बनाना तथा जाति, धर्म, भाषा के आधार पर भेदभाव का विरोध करना आदि था। साथ ही इस दल ने देश की पूर्ण स्वाधीनता की प्राप्ति के साथ समाजवादी समाज की स्थापना की घोषणा की। समाजवादी नेताओं ने अपना अलग संविधान रखते हुए यह स्पष्ट किया कि कांग्रेस सोशलिस्ट पार्टी के वही लोग सदस्य होंगे जो कांग्रेस दल के सदस्य हों। समाजवादियों ने देश की स्वतंत्रता को समाजवाद की पहली सीढ़ी माना तथा इनका विश्वास था कि कांग्रेस के अन्दर रहकर ही देश की आजादी की लड़ाई को मजबूत आधार प्रदान किया जा सकता और कांग्रेस को समाजवादी सिद्धान्तों को मानने के लिए बाध्य किया जा सकता है।

है हरीपुरा कांग्रेस अधिवेशन में सुभाषचन्द्र बोस कांग्रेस के अध्यक्ष बने जिससे वामपंथी लोगों को बड़ी प्रसन्नता हुई, क्योंकि कांग्रेस की दक्षिणपंथी नेताओं की तुलना में वामपंथी देश की आजादी के लिए पूर्ण संवैधानिक अधिकार एवं कृषकों मजदूरों की माली हालत में सुधार के अधिक पक्षपाती थे। लेकिन अगले ही वर्ष त्रिपुरी कांग्रेस में सुभाषचन्द्र बोस के अध्यक्ष पद को लेकर कांग्रेस आपसी मतभेद के कारण टूटने की स्थिति में आ गयी परन्तु सुभाषचन्द्र बोस समाजवादियों के तटस्थ रह जाने की स्थिति में विजयी हुए। लेकिन जब उन्होंने अलग से रामगढ़ कांग्रेस बुलाई तो समाजवादियों ने पूर्व की तरह सुभाषचन्द्र बोस का साथ न देकर गान्धी जी का समर्थन किया क्योंकि उनका मानना था गान्धी जी के नेतृत्व के बगैर देश की स्वतंत्रता की लड़ाई कमजोर पड़ जायेगी।

द्वितीय विश्वयुद्ध छिड़ जाने पर साम्राज्यवादी हितों की आड़ में ब्रिटेन युद्ध में सम्मिलित हो गया और हिन्दुस्तान को जबरन उसमें घसीट ले गया जिसका देश के सभी प्रमुख दलों ने कड़ा प्रतिवाद किया और शर्त रखी यदि ब्रिटेन युद्धोपरान्त भारत की स्वतंत्रता का आश्वासन देता है तो भारत युद्ध में सहायता करेगा। लेकिन ब्रिटिश हुकूमत के इस प्रस्ताव से मुकर जाने पर गान्धी जी ने व्यक्तिगत सत्याग्रह छेड़ दिया। सत्याग्रह का समर्थन करते हुए डॉ० लोहिया ने कहा "शोषण और गुलामी के बुनियाद पर खड़ी ब्रिटिश साम्राज्यवादी इमारत ढहनी चाहिए।" साथ ही सत्याग्रह करते हुए आचार्य नरेन्द्रदेव एवं जयप्रकाश नारायण जी भी गिरफ्तार हुए। ब्रिटिश हुकूमत के दमन, शोषण, अत्याचार में परिवर्तन न आते देख गान्धी जी ने आन्दोलन को और व्यापक बनाने के लिए भारत छोड़ो आन्दोलन की घोषणा की। जिसके तत्काल बाद कांग्रेस के सभी वरिष्ठ नेताओं को तत्काल गिरफ्तार कर लिया गया। अतः सारी जिम्मेदारी समाजवादियों पर आ टिकी। समाजवादियों ने इस आन्दोलन में एक नायक की भूमिका अदा करते हुए ब्रिटिश सरकार को नाकों चने चबवा दिये। जयप्रकाश नारायण, डॉ० राममनोहर लोहिया, अरुणा आसफ अली, कमला देवी चट्टोपाध्याय आदि ने आजाद दस्ता एवं रेडियो ट्रान्समीटर कायम कर देश की स्वतंत्रता की अन्तिम लड़ाई में महत्वपूर्ण भूमिका निभाई। कुछ समय बाद जयप्रकाश नारायण और डॉ० लोहिया सहित बहुत से समाजवादी नेता गिरफ्तार हुए जिन्हें घोर यातनाएं दी गयीं। कांग्रेस के नेताओं के छूटने के बाद समाजवादी नेता भी रिहा किये गये। परन्तु जब स्वतंत्रता के समय गान्धी जी की भी बात न मानकर जवाहर लाल नेहरू एवं सरदार पटेल ने देश का विभाजन स्वीकार कर लिया तो समाजवादी नेताओं को घोर कष्ट हुआ। देश के विभाजन के प्रश्न पर गान्धी जी ने यहाँ तक कहा कि यदि इसके विरुद्ध समाजवादी कोई संघर्ष छेड़ते हैं तो मैं उनके साथ हूँ।

राष्ट्रीय आन्दोलन में समाजवादियों की विशिष्ट भूमिका रही है। कांग्रेस सोशलिस्ट पार्टी की स्थापना के बाद समाजवादियों ने कांग्रेस के साथ मिलकर देश की स्वतंत्रता तथा समाजवादी उद्देश्यों की स्थापना हेतु संयुक्त प्रयास आरम्भ किया। शोषित, दमित, दलित जनता के उत्थान एवं समाजवाद के आधार को और व्यापक बनाने के लिए साम्यवादियों के साथ संयुक्त मोर्चा कायम किया। राष्ट्रीय आन्दोलन में सक्रिय साझेदारी करते हुए व्यक्तिगत सत्याग्रह भारत छोड़ो आन्दोलन में एक नायक की भूमिका

निभाई। समाजवादियों ने इस दौरान सत्ता के मोह का त्याग किया और कांग्रेस मंत्रिमण्डलों में आने के लिए बार-बार अनुरोध को भी ठुकराया क्योंकि इनका मानना था जब तक ब्रिटिश हुकूमत इस देश में कायम रहती है, देश में सरकार का गठन एक नाटक मात्र है। भारतीय परिप्रेक्ष्य में संविधान का गठन न होने पर संविधान सभा का बहिष्कार किया तथा देश के विभाजन पर कांग्रेस के निर्णय का कड़ा विरोध प्रकट किया। राष्ट्रीय आन्दोलन में आचार्य नरेन्द्रदेव, जयप्रकाश नारायण, डॉ० राममनोहर लोहिया एवं अशोक मेहता जैसे समाजवादी आन्दोलन के सूत्रधारकों ने महत्वपूर्ण भूमिका निभाई। जिसमें आचार्य नरेन्द्रदेव ने कृषकों, मजदूरों के उत्थान के लिए संघर्ष किया, जयप्रकाश नारायण ने कांग्रेस को समाजवादी कार्यक्रमों की तरफ उत्प्रेरित करने, एवं भारत छोड़ो आन्दोलन में नायक की तरह कार्य किया। डॉ० राममनोहर लोहिया ने कांग्रेस के पराष्ट्रविभाग का कार्य सम्भाल कर देश-विदेश को भारत की स्थिति से अवगत कराया, भारत छोड़ो आन्दोलन से आजाद दस्ता कायम करने एवं गोवा की मुक्ति में विशेष योगदान किया। साथ ही समाजवाद को गान्धी रीति-नीति से जोड़ समाजवादी आन्दोलन को व्यापक आधार प्रदान किया। अशोक मेहता ने भी राष्ट्रीय आन्दोलन में सक्रिय भूमिका का निर्वहन किया तथा समाजवादियों में मुख्य आर्थिक विशेषज्ञ होने के कारण समाजवादी कार्यक्रमों को बनाने में महत्वपूर्ण योगदान दिया।

समाजवादियों की कांग्रेस के अन्दर रहते हुए भी महात्मा गांधी से कुछ नीतियों पर मत-विभिन्नता थी। समाजवादी गान्धी जी की पूर्ण अहिंसावादी नीति में विश्वास नहीं करते थे। उन्होंने गांधी जी की समझौतावादी नीति को पसन्द नहीं किया। समाजवादी जनता की आर्थिक मांगों के आधार पर वर्ग-संगठन बनाकर उनके हित में संघर्ष करना चाहते थे जिससे गान्धी जी सहमत नहीं थे। महात्मा गांधी ने स्वतंत्रता के उपरान्त देश के स्वरूप को स्पष्ट नहीं किया था, जबकि समाजवादियों ने जनतंत्र को सुदृढ़ करने के लिए लोकतांत्रिक समाजवाद का रास्ता अख्तियार किया तथा उन्होंने इस बात पर भी बल दिया कि देश के औद्योगिक कल-कारखानों में समता के आधार पर धन का वितरण हो। समाजवादियों ने समाज के शोषित, दलित, दमित को सामाजिक न्याय दिलाने एवं सामाजिक विषमता को समाप्त करने के दिशा में महत्वपूर्ण कार्य किया।

स्वतंत्र भारत में समाजवादी आन्दोलन की व्यापक भूमिका रही। देश की स्वतंत्रता के पश्चात् समाजवादी ऐसी व्यवस्था के पक्षधर थे जिसमें पूँजीपतियों, उद्योगपतियों, छोटे अमीरों, जमींदारों का राज्य पर से एकाधिकार समाप्त हो तथा शासन में कृषक, मजदूर शोषित जनता की स्पष्ट भागीदारी हो। समाजवादियों का विश्वास था कि अभी राजनीतिक स्वतंत्रता तो हासिल हुई है परन्तु सामाजिक स्वतंत्रता की लड़ाई लड़नी बाकी है। इसके लिए समाजवादियों ने समानता पर आधारित एक नीति एवं कार्यक्रम तैयार किया जिससे दलित, शोषित, दमित लोगों के उत्थान की लड़ाई लड़ी जा सके। कृषि उद्योग, आय का समान वितरण, रोजगार की व्यापक उपलब्धता एवं युवजनों के लिए उच्च शिक्षा के केन्द्रों की स्थापना जैसे मूलभूत आवश्यकताओं को बिना भेदभाव के लागू किया जा सके।

आजादी के बाद पहले आम चुनाव में कांग्रेस के बाद सोशलिस्ट पार्टी को दूसरी बड़ी पार्टी के रूप में जाना जाता है परन्तु इस चुनाव में समाजवादियों की करारी हार

हुई। फलतः सोशलिस्ट पार्टी को कृपलानी जी की प्रजा किसान मजदूर पार्टी की तरफ विलय के लिए उन्मुख होना पड़ा। विलय के बाद प्रजा सोशलिस्ट पार्टी की एकता ज्यादा दिन तक बनी न रह सकी और कुछ समय बाद डॉ० लोहिया ने नीतिगत मतभेद होने के कारण प्रजा सोशलिस्ट पार्टी से इस्तीफा देकर, सोशलिस्ट पार्टी बना ली। तत्पश्चात् आपसी मतभेद के कारण दोनों समाजवादी पार्टियों को अगले दो चुनावों में भी कोई विशेष सफलता नहीं मिली। इस दौरान जहाँ प्रजा सोशलिस्ट पार्टी कांग्रेस से तालमेल बिठाने एवं उसके समाजवादी कार्यक्रम की तारीफ करने में जुटी रही, वहीं डॉ० लोहिया ने देश के भावी चुनौतियों को स्वीकार कर गान्धी के दर्शन को समाजवादी परम्परा से जोड़ समाजवाद को एक नया रूप दिया। उन्होंने जाति व्यवस्था का कड़ा विरोध किया तथा पिछड़ों, हरिजनों, एवं आदिवासियों के उत्थान के लिए छः मास का सत्याग्रह किया। चीन द्वारा भारत के पूर्वी सीमा की जमीन को अवैध रूप से हस्तगत कर लेने पर लोहिया ने 'हिमालय बचाओ' नीति के तहत अपने पुष्ट प्रमाणों से यह साबित किया कि वह भाग भारत का अभिन्न अंग है। कांग्रेस को अपनी वैदेशिक नीति की विफलता के कारण रक्षामंत्री कृष्णमेनन से इस्तीफा लेना पड़ा। डॉ० लोहिया ने 'तीन आना बनाम 15 आना' की बहस संसद में छेड़ी जिससे संसद में आम आदमी की दैनिक आमदनी का पर्दाफास होकर देश के सामने आया।

कांग्रेस समर्थक अशोक मेहता के कांग्रेस में चले जाने पर एक बार पुनः प्रजा सोशलिस्ट पार्टी एवं सोशलिस्ट पार्टी ने मिलकर संयुक्त सोशलिस्ट पार्टी का गठन किया तथा देश में बढ़ते हुए खाद्यान्न मूल्यों के विरुद्ध व्यापक जनान्दोलन प्रारम्भ किया। इसकी सफलता के लिए पार्टी के कार्यक्रमों से साम्य रखने वाले वामपंथी, समाजवादी एवं जनतांत्रिक पार्टियों को संगठित किया गया। इसी समय चौथा आम चुनाव होने वाला था। अतः यह एकता चुनावी तालमेल में बदल गयी। संयुक्त सोशलिस्ट पार्टी ने गैर कांग्रेसवाद का नारा दिया। जिसका वांछित परिणाम प्राप्त हुआ और आठ राज्यों में गैर कांग्रेसी सरकारें कायम हुईं। परन्तु डॉ० लोहिया के असामयिक निधन से समाजवादी आन्दोलन की अपूरणीय क्षति हुई।

लोहिया जी की मृत्यु के बाद एक बार फिर समाजवादियों में बिखराव की स्थिति आ गयी। दूसरी तरफ श्रीमती इंदिरा गान्धी भारत को पाकिस्तान पर मिली विजय से तात्कालिक राजनीतिक लाभ लेना चाहती थी और उन्होंने 1971 में मध्यावधि चुनाव की घोषणा कर दी जिसमें प्रजा सोशलिस्ट पार्टी ने उनका साथ दिया परन्तु संयुक्त सोशलिस्ट पार्टी ने जनसंघ, सिंडिकेट कांग्रेस, स्वतंत्र पार्टी के साथ ग्रैण्ड एलायन्स कायम किया। फिर भी उसे चुनाव में कोई वांछित सफलता नहीं मिली। भारी बहुमत पाने के कारण श्रीमती गान्धी ने तानाशाही रवैया अपनाया,, जिसकी परिणाम हुआ देश में प्रत्येक क्षेत्र में घोर भ्रष्टाचार फैल गया। देश की ऐसी स्थिति देख जयप्रकाश नारायण, जो कि सर्वोदय में विनोवा भावे का साथ थे, को मार्मिक कष्ट हुआ। अतः उन्होंने भ्रष्टाचार मिटाने के लिए छात्रों के नाम से एक अपीलपत्र जारी किया। देशभर में व्याप्त भ्रष्टाचार, अत्याचार, कुव्यवस्था, अशांति के विरुद्ध नवयुवकों का आह्वान करने के बाद जे.पी. स्वयं मैदान में कूद पड़े। जिसमें गुजरात, उत्तर प्रदेश, बिहार के छात्रों ने श्री जयप्रकाश नारायण का व्यापक समर्थन किया। कुछ समय

बाद छात्रों का यह आन्दोलन जयप्रकाश नारायण के सम्पूर्ण क्रान्ति आन्दोलन में बदल गया। जिससे घबराकर श्रीमती गान्धी ने देश में आपातकाल की घोषणा कर दी। इसका देश भर में व्यापक विरोध हुआ। कांग्रेस ने देश की प्रमुख विपक्षी दलों के नेताओं जय प्रकाश नारायण, मोरारजी देसाई, चरण सिंह, ज्योति बसु, चन्द्रशेखर, अटलबिहारी वाजपेयी, अशोक मेहता आदि सहित बहुत बड़ी संख्या में राजनीतिक कार्यकर्ताओं को गिरफ्तार कर लिया। देश में कांग्रेस के तानाशाही रवैये की व्यापक प्रतिक्रिया हुई और 1977 के चुनाव में संगठित जनता पार्टी ने कांग्रेस को उखाड़ फेंका तथा भारी जीत दर्ज की। इन्दिरा गान्धी खुद प्रमुख समाजवादी नेता राजनारायण से हार गयी।

कांग्रेस की हार के पश्चात् जनता पार्टी सरकार बनी। यह भारत के राजनीतिक इतिहास में बड़ी घटना थी कि केन्द्र में पहली बार गैर कांग्रेसी सरकार का गठन हुआ। परन्तु आपसी अन्तर्कलह के कारण यह सरकार ज्यादा दिनों तक नहीं चल सकी और 1979 में इसका पतन हो गया। फिर भी इसने अपने छोटे से कार्यकाल में लोकतांत्रिक प्रक्रिया को बहाल किया। राजनीतिक दलों पर से अनावश्यक लगाये गये प्रतिबन्ध को हटाया, विदेशी कम्पनियों पर रोक लगायी, वैदेशिक नीति में निर्गुट नीति का अनुपालन किया, तथा इन्दिरा गान्धी को भ्रष्टाचार के आरोप में गिरफ्तार कर यह साबित किया कि व्यक्ति चाहे कितना ही बड़ा हो वह देश और कानून से बड़ा नहीं है।

जनता पार्टी सरकार के पतन के बाद केन्द्र में समाजवादियों के सहयोग से स्थापित तीसरी ताकत के रूप में वी.पी. सिंह, चन्द्रशेखर, देवगौड़ा, इन्द्रकुमार गुजराल, अटलबिहारी वाजपेयी की सरकारें बनी जिसमें उन्होंने दलित, गरीब, शोषित, पिछड़े वर्ग के उत्थान के लिए महत्वपूर्ण कार्य किया।

आजादी के उपरान्त सोशलिस्ट पार्टी ने राजनीतिक स्वतंत्रता अपूर्ण मानकर सामाजिक स्वतंत्रता के लिए भी समाजवादी कार्यक्रमों को अपनाया। अपनी प्रारम्भिक विफलता के बाद लोकतांत्रिक समाजवाद के रास्ते पर ही चला। भारतीय समाजवादी चिन्तन पश्चिमी समाजवादी विचारधारा से प्रभावित जरूर हुआ, किन्तु उसकी अपनी अलग समाजवादी बिचार धारा भारतीय परिस्थितियों के अनुसार प्रवाहित हुई। कांग्रेस सोशलिस्ट पार्टी के विशिष्ट पुरोधाओं में आचार्य नरेन्द्रदेव, जयप्रकाश नारायण एवं डॉ० राम मनोहर लोहिया प्रमुख थे। आचार्य नरेन्द्रदेव ने मार्क्सवादी सिद्धान्तों से प्रभावित होकर कृषकों, मजदूरों और शोषित वर्ग के उत्थान के लिए संघर्ष करते हुए वर्ग संघर्ष की अनिवार्यता पर बल दिया तथा रोजी-रोटी की स्वतंत्रता के साथ 'वसुधैव कुटुम्बकम्' की बात की। जयप्रकाश नारायण आचार्य जी के विचारों से साम्य रखते हुए आजादी के उपरान्त गाँधी के विचारधारा की तरफ आकृष्ट हुए और देश से भ्रष्टाचार मिटाने के लिए युवकों से सम्पूर्ण क्रान्ति का आह्वान किया तथा एक लम्बे समय से जमी-जमाई कांग्रेस के भ्रष्टाचारी शासन का पराभव किया। डॉ० राममनोहर लोहिया प्रारम्भ से ही समाजवाद के साथ गाँधी की रीति- नीति को मानते थे तथा स्वतंत्रता के पश्चात् गाँधीवाद के प्रथम भाष्यकार माने गये। उन्होंने गाँधीवाद को समाजवाद के साथ जोड़कर सर्जन-ध्वंस और ध्वंस-सर्जन के इतिहास चक्र की परिकल्पना के साथ ही जाति तोड़ो, अहिंसा, सत्याग्रह, भाषा से जोड़ो, अंग्रेजी हटाओ, दाम बाधों जैसे

सामाजिक-आर्थिक कार्यक्रम अपनाकर समाज को एक नई दिशा दी।

जनता पार्टी की सरकार की विफलता के बाद समाजवादी आंदोलन कमजोर तो अवश्य पड़ गया, परन्तु समाजवादियों के सहयोग से स्थापित तीसरी शक्ति ने समाज के दलित शोषित निराश्रित, पिछड़े वर्ग के लोगों को उनके अधिकारों के प्रति जागरूक बनाने, सामाजिक न्याय दिलाने, साम्प्रदायिक ताकतों से लड़ने एवं समता मूलक समाज की स्थापना का भरपूर प्रयास किया इस प्रकार स्वतंत्रता के पश्चात् भी समाजवादी आंदोलन ने अविस्मरणीय भूमिका का निर्वहन किया है।

समाजवाद मानव बन्धुत्व में विश्वास करता है और राष्ट्रीयता एवं मानव बन्धुत्व दोनों का समन्वय करना चाहता है। परन्तु विगत कुछ वर्षों में कुछ विद्वान समाजवाद की राजनीतिक विफलता को लेकर चिन्तित हैं। तो कुछ का मानना है कि समाजवाद में समय- परिस्थितियों के अनुसार बदलाव सम्भव है। किन्तु सत्यता यह है कि समाजवाद भले ही राजनीतिक विचारवाद के रूप में अपनी पकड़ ढीली कर चुका हो, किन्तु समाजवाद एक आदर्शवाद है। यदि हम इसके उच्च आदर्शों को अपने व्यवहार में नहीं ला पाये तो इससे समाजवाद का महत्व कम नहीं हो जाता। नैतिक सांस्कृतिक रूप में इसका महत्व आज भी स्वयं सिद्ध है। समाजवादी संस्कृति के बिना किसी भी समाज में सही अर्थों में एकरूपता, समानता, सामाजिक न्याय जैसे लक्ष्यों को प्राप्त नहीं किया जा सकता। समाजवादी दर्शन ही एकमात्र दर्शन है जिसमें आर्थिक विकास, राजनीतिक सहभागिता तथा सामाजिक न्याय में समन्वय स्थापित करने का प्रयत्न किया गया है। बिना सामाजिक न्याय के आर्थिक विकास व राजनीतिक स्वतंत्रता निरर्थक है। किसी न किसी रूप में समाजवाद को अपनाये बिना किसी भी समाज में शांति व्यवस्था अथवा सामाजिक सुरक्षा का वातावरण स्थापित नहीं किया जा सकता।

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शोध सारांश:

26 जनवरी 1950 का वह ऐतिहासिक एवं गौरवशाली दिन जब देश का संविधान लागू हुआ था। संविधान द्वारा भारत में लोकतंत्रात्मक शासन प्रणाली की स्थापना की गई थी। लोकतंत्र शासन की विभिन्न प्रणालियों में से श्रेष्ठ प्रणाली है। स्वतंत्रता के पश्चात संविधान द्वारा लोकतंत्रात्मक प्रणाली अपनाये जाने पर कुछ ब्रिटिश नेताओं और विद्वानों ने भारत के विविधता और बहुल समाज के लिए इस प्रणाली को अनुपयुक्त मानते थे, किन्तु स्वतंत्रता के पश्चात संविधान लागू होने के अपने 75 वर्षों के गौरवशाली विकास यात्रा में यह सिद्ध हो रहा है कि निःसंदेह यह प्रणाली हमारे लिए उपयुक्त और अनुकूल है ही, बल्कि इस प्रणाली ने देश के समस्त नागरिकों को एक सूत्र में बांध कर विविधता में एकता की विशेषता को साकार किया है तथा समस्त नागरिकों को अधिकार स्वतंत्रता समानता और न्याय की प्राप्ति को संभव बनाया है।

यह बात तुलनात्मक रूप से और महत्वपूर्ण हो जाती है जब भारत के स्वतंत्रता काल में एशिया और अफ्रीका के बहुत से देश स्वतंत्र हुए और उन्होंने संविधान का निर्माण कर लोकतंत्र को अपनाया इनमें हमारे पड़ोसी देश भी सम्मिलित हैं, किन्तु आज बहुत से देशों में संविधान भंग कर दिया गया और सत्ता पर शासकों का नियंत्रण स्थापित हो गया है तथा वहां लोकतंत्र के स्थान पर तानाशाही स्थापित हो गया है या शासक वर्ग ने संविधान को अपने अनुकूल संशोधन कर डाला है। वहीं भारत का लोकतंत्र निरंतर सुदृढ़ और परिपक्व हुआ है। भारतीय लोकतंत्र की जड़ें मजबूत और गहरी हुई हैं तथा वैश्विक स्तर पर भारतीय लोकतंत्र और उसके सकारात्मक पक्ष ने एक मिसाल कायम किया है।

की वर्य: भारत का संविधान, लोकतंत्र, शासन प्रणाली, विविधता, अधिकार, स्वतंत्रता, समानता, न्याय।

प्रस्तावना:

भारत विश्व का सबसे बड़ा लोकतंत्र है। 26 जनवरी 1950 को लागू संविधान ने प्रजातंत्रात्मक गणराज्य की स्थापना की है। लोकतंत्र का अंग्रेजी पर्यायवाची शब्द डेमोक्रेसी (Democracy) है जो ग्रीक शब्द डेमोस (Demos) और क्रेटिया (Kratia) दो शब्दों से मिलकर बना है इसका अर्थ 'शासन की शक्ति' से है। इस प्रकार लोकतंत्र शासन के उस प्रणाली को कहते हैं जिसमें जनता स्वयं प्रत्यक्ष या अप्रत्यक्ष रूप से अपने प्रतिनिधियों के द्वारा संपूर्ण जनता के हित को दृष्टि में रखकर शासन करें। अमेरिका के पूर्व राष्ट्रपति अब्राहम लिंकन के अनुसार "लोकतंत्र शासन का वह रूप है जिसमें जनता का, जनता के द्वारा और जनता के लिए शासन हो।" आज विश्व में लोकतंत्र को शासन की श्रेष्ठ प्रणाली स्वीकार कर अधिकतम देशों ने इसे अपनाया है। देश के संविधान निर्माताओं ने गहन चिंतन और विचार विमर्श के पश्चात् विश्व के सबसे बड़े लोकतंत्र की नींव रखी। 75 वर्षों के विकास यात्रा में चहुमुखी विकास, राजनीतिक स्थिरता तथा राजनीतिक व्यवस्था का जीवंत और गतिमान रहना विश्व के अन्य लोकतांत्रिक व्यवस्थाओं में अतुलनीय और अद्वितीय बनाता है।

भारत में लोकतंत्र का इतिहास

भारत में लोकतंत्र का इतिहास अत्यंत प्राचीन है। विश्व के प्राचीनतम ग्रंथ ऋग्वेद में सभा समिति जैसे प्रतिनिधि संस्थाओं का उल्लेख मिलता है। महाकाव्यों—रामायण एवं महाभारत में भी लोकतांत्रिक व्यवस्था एवं मूल्यों की जानकारी प्राप्त होती है। मर्यादा पुरुषोत्तम श्री राम को अयोध्या के राजा राजसभा में सर्वसम्मति से चुने गये थे। महाजनपद काल के कुछ गणराज्यों में राजा को चुने जाने का उल्लेख मिलता है। वैशाली और लिच्छवी गणराज्य का उल्लेख मिलता है। बौद्ध धर्म में महात्मा बुद्ध द्वारा स्थापित संघों में लोकतांत्रिक प्रथाओं का उदाहरण प्राप्त होता है। कौटिल्य के अर्थशास्त्र में लोकतांत्रिक व्यवस्था का भी

उल्लेख मिलता है। प्राचीन गिल्ड और श्रेणी व्यवस्था में भी लोकतंत्र के मूल्य विद्यमान थे। छत्रपति शिवाजी के शासन प्रणाली में लोकतंत्र के मूल्यों के झलक दिखाई पड़ते हैं। भारत में पंचायत शब्द का प्रचलन हजारों वर्षों से हो रहा है। पंच परमेश्वर की अवधारणा प्राचीन काल से हमें विरासत में प्राप्त हुआ है। स्वतंत्रता के पश्चात् नये संविधान ने 26 जनवरी 1950 को देश में लोकतांत्रिक व्यवस्था स्थापित की।

भारतीय लोकतंत्र : उपलब्धियाँ

स्वतंत्रता के पश्चात भारत में लोकतंत्र को अपनाया आज भारत विश्व का सबसे बड़ा लोकतंत्र है। लोकतंत्र प्रत्येक नागरिक को सर्वांगीण विकास का अवसर प्रदान करता है। संविधान द्वारा हमारे देश में लोकतंत्र के अप्रत्यक्ष स्वरूप को अपनाया है। अप्रत्यक्ष लोकतंत्र में जनता अपने चुने हुए प्रतिनिधियों के माध्यम से शासन कार्य में भाग लेती है। संविधान द्वारा देश के प्रत्येक नागरिक को बिना किसी भेदभाव के मताधिकार प्रदान किया है तथा हमारे संविधान में लोकतंत्र की संपूर्ण व्याख्या की गई है। प्रजातंत्र के मूलभूत सिद्धांत— अधिकार, स्वतंत्रता, समानता, न्याय, और बंधुता को स्वीकार किया गया है। संविधान लागू होने के विगत 8 दशकों में भारतीय लोकतंत्र निरंतर परिपक्व और सुदृढ़ हुआ है। तथा भारत की लोकतांत्रिक व्यवस्था एक शासन प्रणाली ही नहीं है बल्कि यह समाज और संस्कृति के निर्माण और विकास में महत्वपूर्ण योगदान देने वाली पद्धति भी है। भारतीय संविधान की उपलब्धियाँ और विशेषताएँ विश्व के अन्य संविधानों से अद्वितीय है जिनका विश्लेषण निम्नांकित रूपों में किया जा सकता है:—

1. भारत के संविधान में प्रजातंत्र के मूलभूत सिद्धांत सार्वभौमिक वयस्क मताधिकार को अपनाया गया है। इसका आशय है देश के प्रत्येक नागरिकों को बिना किसी भेदभाव के मताधिकार प्राप्त होना। यह एक ऐसा अधिकार है जिसमें देश का प्रत्येक नागरिक शासन संचालन में प्रत्यक्ष रूप से भाग लेता है। विश्व

- के अन्य लोकतांत्रिक व्यवस्था में सार्वभौमिक वयस्क मताधिकार को प्राप्त करने के लिए नागरिकों को संघर्ष करना पड़ा। ब्रिटेन में महिलाओं को मताधिकार 1929 में संयुक्त राज्य अमेरिका में 1920 में तथा स्वीटजरलैण्ड में 1971 में प्राप्त हुआ है। वही भारत में यह अधिकार संविधान लागू होने के साथ सभी नागरिकों को प्राप्त हुआ है।
2. हमारे लोकतांत्रिक व्यवस्था की महत्वपूर्ण विशेषता मौलिक अधिकारों की व्यवस्था है। मौलिक अधिकार शासन के विरुद्ध सभी नागरिकों को संविधान द्वारा वे अधिकार और स्वतंत्रताएं हैं जो देश के प्रत्येक नागरिक को सर्वांगीण विकास का अवसर प्रदान करता है। संविधान के भाग-3, अनुच्छेद 12 से 35 तक 6 मूलभूत अधिकार प्रदान किये गये हैं। इन अधिकारों पर व्यवस्थापिका, कार्यपालिका और बहुमतदल के सरकार द्वारा अतिक्रमण नहीं किया जा सकता है। मूल अधिकार न्याय योग्य है तथा संविधान में मूल अधिकारों के संरक्षक न्यायपालिका को बनाया है। न्यायपालिका ने संविधान लागू होने के पश्चात नागरिकों के अधिकारों के लिए सदैव सजगता का परिचय दिया है।
 3. चुनाव व्यवस्था किसी भी लोकतांत्रिक व्यवस्था की प्राण है। लोकतंत्र की सफलता और लोकतंत्र में जनता की आस्था और विश्वास बनी रहे, इसके लिए आवश्यक है कि देश में स्वतंत्र और निष्पक्ष चुनाव हो। संविधान निर्माता भारतीय लोकतंत्र की सफलता के लिए चुनाव के महत्व से परिचित थे, अतः देश में निर्वाचन आयोग का प्रावधान किया गया है। जिनका कार्य है राष्ट्रपति, उप राष्ट्रपति, लोकसभा, राज्यसभा एवं राज्यों में विधानसभा का निर्वाचन तथा स्थानीय स्वशासन का निर्वाचन स्वतंत्र और निष्पक्ष कराएं। इसी के अनुरूप आज देश में 18 आम चुनाव संपन्न हो चुके हैं। देश के अलग-अलग राज्यों में विधान सभाओं के नियमित चुनाव सम्पन्न हो रहे हैं। विशाल भौगोलिक क्षेत्र जहां 97 करोड़ से अधिक मतदाताओं की संख्या है वहां सुव्यवस्थित और निष्पक्ष चुनाव से हमारा लोकतंत्र सुदृढ़ हुआ है।
 4. भारत गावों का देश है। इसी के अनुरूप 73 वां संविधान संशोधन विधेयक 1992 के द्वारा पंचायती राज अधिनियम एवं शहरी स्थानीय निकायों हेतु 1993 में 74 वां संविधान संशोधन अधिनियम पारित कर इन स्थानीय निकायों को संवैधानिक दर्जा प्रदान किया गया। पंचायती राज व्यवस्था के माध्यम से हमारा लोकतंत्र गांव-गांव तक पहुंचा। ग्रामीण विकास के कार्यक्रमों के क्रियान्वयन में त्रिस्तरीय पंचायती राज व्यवस्था की महत्वपूर्ण भूमिका है।
 5. भारत विश्व का एकमात्र ऐसा देश है जहां प्राचीन संस्कृति में नारी सदैव पूजनीय रही हैं। किन्तु कालान्तर में महिलाओं की स्थिति में गिरावट आई, स्वतंत्रता के बाद महिलाओं के अधिकारों के संरक्षण के लिए किये गये प्रयासों से आज उनकी स्थिति में गुणात्मक सुधार हुए हैं। विभिन्न क्षेत्रों में उनकी सहभागिता में वृद्धि हुई है। राजनीतिक क्षेत्र अंतर्गत देश के शीर्ष पद, राष्ट्रपति सहित सभी संवैधानिक पदों पर महिलाएं आसीन हो चुकी हैं। किन्तु देश की आधी आबादी को उनकी जनसंख्या के अनुरूप प्रतिनिधित्व प्राप्त नहीं हुई अतः इस दिशा में महत्वपूर्ण कदम है, 'नारी शक्ति वंदन अधिनियम-2023'। इसके लागू होने से संसद और विधानसभाओं में महिलाओं हेतु 33 प्रतिशत स्थान आरक्षित हो जायेंगे तथा महिलाओं की संख्या और भागीदारी में वृद्धि होगी।
 6. लोकतंत्र में आस्था विश्वास कायम रखने के लिए शासन में पारदर्शिता का होना अति आवश्यक है। पारदर्शिता लोक सेवकों में उत्तरदायित्व की भावना का संचार करती है, और जनता के प्रति जवाबदेही बनाती है। लोकतंत्र में जनता को शासन के समस्त कार्यों को जानने का अधिकार है। भारत में सूचना का अधिकार अधिनियम 2005 का पारित होना एक युगांतकारी चरण है, इस अधिनियम ने सरकार एवं सरकारी तंत्र तथा जनता के संबंध को प्रभावकारी बनाकर हमारे लोकतंत्र को मजबूत किया है।
 7. मीडिया को लोकतंत्र का चौथा स्तंभ कहा जाता है। मीडिया से तात्पर्य है जनसंचार के माध्यमों- समाचार पत्र एवं पत्रिकाओं, रेडियों एवं टेलीविजन, चलचित्रों के साथ वर्तमान में सोशल मीडिया भी है। जनसंचार किसी भी समाज या देश के वास्तविक स्थिति का प्रतिबिंब है। देश के सामाजिक आर्थिक राजनीतिक एवं सांस्कृतिक घटनाओं से जनता मीडिया के माध्यम से ही परिचित होते हैं। जनजागरूकता, लोकतांत्रिक प्रक्रिया में जनता की भागीदारी तथा लोकमत के निर्माण में मीडिया की सशक्त भूमिका है। स्वतंत्रता के पश्चात मीडिया की स्वतंत्रता और उसकी भूमिका ने हमारे जनतंत्र को मजबूत किया है।
 8. हमारी लोकतांत्रिक व्यवस्था के साकारात्मक पक्षों में से सर्वाधिक महत्वपूर्ण पक्ष है, जनादेश को सम्मान करना। प्रत्येक 5 वर्ष में चुनाव के द्वारा जनता को सरकार चुनने का अधिकार प्राप्त होता है। यह जनता ही तय करती है कि वह कौन सी राजनीतिक दल को सरकार या विपक्ष में बैठाना चाहती है। यह भारतीय लोकतंत्र की महान परंपरा है कि सभी दल जनादेश का सम्मान करते हैं, तथा चुनाव के पश्चात संवैधानिक व्यवस्था के अनुरूप शांतिपूर्ण सत्ता का हस्तांतरण होता है।
 9. यह भारत के लोकतंत्र के सामर्थ्य और क्षमता ही है कि धर्म, जाति, वर्ग, समूह, संस्कृति आदि की विविधता होने के बावजूद सम्पूर्ण भारत को एकता और अखण्डता के सूत्र में पिरोया हुए हैं।
 10. भारत के विशाल जनसंख्या और भौगोलिक स्थिति और बहुल समाज को दृष्टिगत रखते हुए हमारे संविधान निर्माताओं ने बहुदलीय पद्धति को अपनाया है। यह प्रणाली एक दलीय (कम्युनिस्ट देशों में जैसे चीन) द्विदलीय पद्धति (अमेरिका, ब्रिटेन आदि) से बेहतर होती है क्योंकि इसमें सभी वर्गों एवं समूहों को हिस्सेदारी और शासन में भागीदारी का अवसर प्राप्त होता है।
 11. भारतीय संविधान में संशोधन की व्यवस्था हमारे लोकतंत्र की महत्वपूर्ण विशेषता है। अनुच्छेद 368 में हमारे संविधान निर्माताओं ने आने वाले पीढ़ी को सामाजिक, आर्थिक, और राजनीतिक परिवर्तन के अनुरूप संविधान में संशोधन का प्रावधान किये हैं। विगत 75 वर्षों में देश की अपेक्षाओं और मांगों के अनुरूप संविधान में संशोधन कर लोकतंत्र को प्रभावी और मजबूत बनाया गया है।

12. भारतीय लोकतंत्र की महत्वपूर्ण विशेषता है हमारी न्यायपालिका का संविधान के संरक्षक के रूप में कार्य करना हमारे देश में लिखित संविधान, संघात्मक शासन प्रणाली एवं मौलिक अधिकारों की व्यवस्था की गई है, तथा इनकी रक्षा का दायित्व न्यायपालिका को दिया गया है। विगत 75 वर्षों में इनकी रक्षा हेतु निरंतर सजग प्रहरी बनकर कार्य किये हैं।
13. लोकतंत्र को सफल बनाने हेतु निर्वाचन प्रक्रिया के द्वारा सरकार का गठन महत्वपूर्ण है ही, साथ ही साथ लोकतंत्र की सफलता के लिए उतना ही महत्वपूर्ण और आवश्यक है सशक्त और उत्तरदायी विपक्ष का होना। विपक्ष सरकार को सजग करने के साथ-साथ निरंकुश बनने से रोकता है, और अपनी रचनात्मक सहयोग एवं भूमिका से लोकतंत्र को जीवंत रखते हैं। स्वतंत्रता के पश्चात सभी आम चुनाव के बाद संसद और विधानसभाओं में विपक्ष ने सकारात्मक भूमिका निभाकर लोकतंत्र को सफल बनाने में योगदान दिया है।

भारतीय लोकतंत्र : समस्याएं, चुनौतियां:

हमारी लोकतांत्रिक व्यवस्था के समक्ष निम्नांकित चुनौतियां और समस्याएं भी हैं जिन्हें दूर कर लोकतंत्र को सुदृढ़ बनाना है—

1. भ्रष्टाचार
2. राजनीति का अपराधीकरण
3. क्षेत्रीयतावाद
4. जातिवाद
5. सांप्रदायिकता
6. अशिक्षा
7. गरीबी
8. आर्थिक असमानता
9. दल बदल
- भाई-भतीजावाद
10. क्षेत्रीय संतुलन

निष्कर्ष:

संविधान लागू होने के पश्चात भारतीय लोकतंत्र 75 वर्ष पूर्ण कर विकसित भारत के संकल्प और स्वप्न के साथ संविधान द्वारा निर्धारित लक्ष्य एवं उद्देश्यों के अनुरूप अपनी स्वतंत्रता के 100वें वर्षगांठ की ओर अग्रसर है। 21वीं सदी में भारत एक सशक्त लोकतांत्रिक राष्ट्र के रूप में वैश्विक स्तर पर अपनी पहचान और मिसाल कायम किया है। आज अंतर्राष्ट्रीय राजनीति में उसके स्थान, महत्व और भूमिका को स्वीकार किये जा रहे हैं। हमारी लोकतांत्रिक व्यवस्था में देश की विविधता को एकसूत्र में बांधने की अद्भुत क्षमता है। इसके कारण भारत सशक्त और शक्तिशाली राष्ट्र बना है। इस व्यवस्था में देश के सभी नागरिकों को अधिकार, स्वतंत्रता समानता और न्याय की प्राप्ति सुनिश्चित हुई है। तथा यह पद्धति प्रत्येक व्यक्ति के महत्व और गरिमा को स्वीकार करती है। 75 वर्षों के विकास यात्रा में हमारा लोकतंत्र सुचारू और व्यवस्थित रूप से संचालित है, तथा उतार चढ़ाव के बावजूद हमारे लोकतंत्र में निरंतरता और जीवंतता विद्यमान है। सत्ता परिवर्तन लोकतांत्रिक और संवैधानिक तरीके से तथा जनादेश के द्वारा होता है। लोकतंत्र में संवाद ही समस्या के समाधान की महत्वपूर्ण माध्यम है। भारतीय लोकतंत्र की क्षमता और ताकत ही है देश की विशाल जनसंख्या, वर्ग, और जनसमूह ने संवाद से ही समस्या के हल ढूँढे हैं।

भारत के स्वतंत्रता काल में विश्व के अनेक देश स्वतंत्र हुए और उन देशों ने लोकतांत्रिक पद्धति को अपनाया किन्तु आज कई देशों में लोकतंत्र के स्थान पर तानाशाही व्यवस्था स्थापित हो गई है। वही भारत में जनता की इच्छा और अपेक्षाओं के अनुरूप संविधान में आवश्यक संशोधन और सुधार कर उन्हें प्रभावी और सर्वग्राही बनाया है। हमारी लोकतांत्रिक व्यवस्था में अनेक चुनौतियां और समस्याएं भी हैं— अशिक्षा, गरीबी, बेरोजगारी, आर्थिक असमानता, भ्रष्टाचार, राजनीतिक अपराधीकरण एवं दल बदल आदि। जिन्हें हमें दूर कर लोकतंत्र को सशक्त और मजबूत बनाना है।

आज लोकतांत्रिक भारत कृषि, उद्योग, विज्ञान, टेक्नोलॉजी, संचार, खेल तथा अंतरिक्ष आदि क्षेत्रों में अतुलनीय उपलब्धियां हासिल की है तथा विश्व की तृतीय सबसे बड़ी अर्थव्यवस्था वाले देश बनने की दिशा में अग्रसर है। सैन्य क्षमताओं के दृष्टिकोण से मजबूत और परमाणु संपन्न राष्ट्र है जिससे हम अपने विस्तृत सीमाओं को सुरक्षित रखने में सक्षम हैं। हम विश्व शांति, विदेश नीति एवं कूटनीति में अपनी क्षमताओं का लोहा भी मनवा रहे हैं। निःसंदेह अपने अपार ज्ञान क्षमता एवं संभावनाओं से भरपूर लोकतांत्रिक भारत अपने उज्ज्वल और स्वर्णिम भविष्य के साथ बढ़ते कदम से आत्मनिर्भर, सक्षम, शक्तिशाली एवं विकसित भारत का स्वप्न साकार हो रहा है तथा पुनः विश्व गुरु बनकर भारत वैश्विक स्तर पर अग्रणी भूमिका के लिए तैयार है।

संदर्भ ग्रंथसूची:

1. राय, गांधी जी, राजनीतिशास्त्र के मूल सिद्धांत, भारती भवन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स।
2. पायली, एम.बी., भारतीय संविधान एक परिचय, विकास प्रकाशन हाउस प्रा. लिमिटेड।
3. फड़िया, बी.एल. वं जैन पुखराज, भारतीय शासन एवं राजनीति, साहित्य भवन प्रकाशन आगरा।
4. कश्यप सुभाष, हमारा संविधान एक परिचय, विकास प्रकाशन हाउस प्राईवेट लिमिटेड।
5. शर्मा ब्रज किशोर, भारत का संविधान एक परिचय, पी. एच.आई. लर्निंग प्राईवेट लिमिटेड नई दिल्ली।

6. मासिक पत्रिका —

1. योजना
2. कुरुक्षेत्र
7. समाचार पत्र,
 1. दैनिक भास्कर
 2. हरि भूमि
 3. नवभारत
 4. नई दुनिया
 5. पत्रिका

जैनदर्शन में चित्रकथाओं की उपयोगिता

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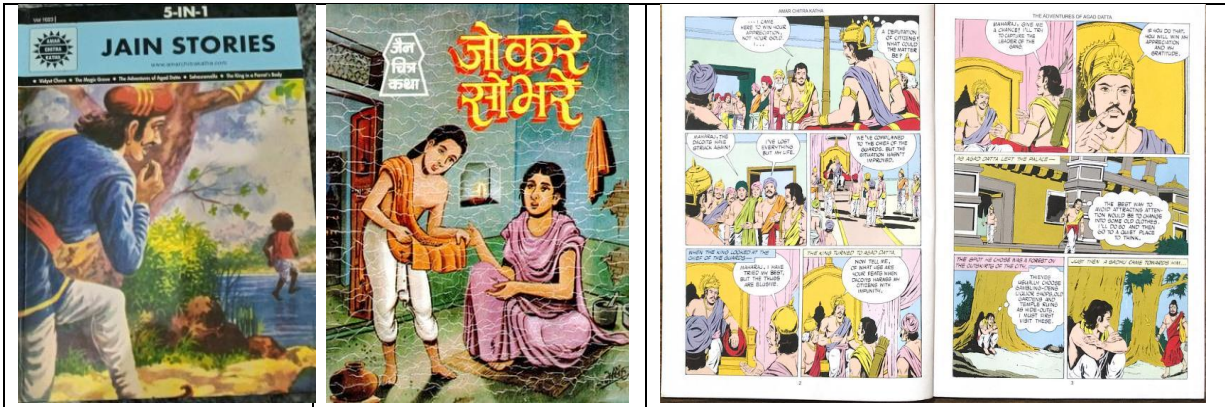
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सार:

जैन दर्शन, जो अहिंसा, सत्य और आत्मा की शुद्धता पर केंद्रित है, अपनी शिक्षाओं को प्रभावी ढंग से प्रस्तुत करने के लिए विभिन्न माध्यमों का उपयोग करता है। इनमें चित्र कथाएँ एक महत्वपूर्ण भूमिका निभाती हैं। चित्र कथाएँ जैन धर्म की गहरी शिक्षाओं और आदर्शों को सरल और आकर्षक रूप में प्रस्तुत करती हैं, जिससे वे आम जन तक आसानी से पहुँच सकें। चित्र कथाएँ धार्मिक शिक्षाओं और नैतिक मूल्यों को प्रभावी ढंग से प्रस्तुत करती हैं। यह विशेष रूप से बच्चों और युवा पीढ़ी के लिए उपयोगी होती है, जो दृश्य माध्यम से सीखने में अधिक रुचि रखते हैं। चित्रों के माध्यम से जैन धर्म की कहानियाँ और उपदेशों को समझाना सरल हो जाता है। जैन धर्म में चित्र कथाएँ धार्मिक अनुशासन और आचरण को प्रदर्शित करती हैं। इन चित्रों के माध्यम से अनुयायी जैन संतों और महापुरुषों के जीवन चरित्र और उनके द्वारा किए गए पुण्य कर्मों को देख सकते हैं, जो प्रेरणा का स्रोत होते हैं। चित्र कथाएँ जैन संस्कृति और परंपराओं को जीवंत रूप में प्रस्तुत करती हैं। ये चित्र धार्मिक अनुष्ठानों, त्यौहारों और विशेष अवसरों को दर्शाते हैं, जिससे संस्कृति की समझ और सम्मान बढ़ता है। इन चित्रों के माध्यम से जैन धर्म की प्राचीन कहानियों और परंपराओं को संरक्षित किया जाता है। यह सांस्कृतिक धरोहर को बनाए रखने और भविष्य की पीढ़ियों के लिए प्रस्तुत करने का एक महत्वपूर्ण तरीका है। इन सभी पहलुओं को ध्यान में रखते हुए, चित्र कथाएँ जैन दर्शन की व्यापकता और प्रभावशीलता को बढ़ाने में महत्वपूर्ण भूमिका निभाती हैं। इनका उपयोग धर्म की गहराई को सरल और प्रभावी तरीके से प्रस्तुत करने के लिए किया जाता है, जिससे धार्मिक शिक्षा और सांस्कृतिक मूल्य समृद्ध और सुरक्षित रहते हैं।

मुख्य बिन्दु: जैन दर्शन, चित्र कथाएँ, धार्मिक शिक्षा, नैतिक मूल्यों, आध्यात्मिक संदेश, सत्य, अहिंसा, अपरिग्रह, ब्रह्मचर्य, तपस्या, संयम, सिंहसेन, सुरसेन, मेघकुमार, अम्बिका माता, सुदर्शन, सांस्कृतिक धरोहर आदि



प्रस्तावना:

परिचय:

मध्यकालीन लघु चित्रण में जैन शैली के चित्र उन्नत माने जाते हैं। जैन शैली में जैनधर्म से संबंधित ग्रंथों पर आधारित पोथी चित्र बनाए गए हैं। कालमाचार्य कथा में सभी जैन तीर्थकरों के चित्र प्राप्त होते हैं। यही परंपरा जैन दर्शन की कथाओं में व्याप्त है जिसमें चित्र से बालक के लिए रुचिकर नैतिक शिक्षाएँ दी जाती हैं। वर्तमान में बच्चों के उपर पढाई का बोझ इतना अधिक बढ़ गया है कि वे जैन धर्म के संस्कारों व धर्म को सीख ही नहीं पा रहे हैं इस कारण से वर्तमान पीढ़ी धीरे-धीरे धार्मिक संस्कारों से विमुख होती जा रही है ऐसे में जैन चित्रकथाओं के माध्यम से यदि उन्हें धार्मिक व नैतिक शिक्षा दी जाये तो कुछ हद तक हम उन्हें संस्कार देने में सफल हो सकते हैं सही मायने में चित्रकथाओं के माध्यम से शिक्षा देना एक ऐसा माध्यम है जिससे बहुत ही कम समय में बच्चों को धार्मिक व नैतिक शिक्षा दी जा सकती है क्योंकि चित्रकथाओं में रोचकता होने के कारण बच्चे आसानी से इनके माध्यम से अधिगम कर सकते हैं। प्राचीन

काल से ही जैन धर्म की शिक्षाओं के प्रचार-प्रसार में चित्रकथाओं का बहुत अधिक प्रयोग किया जाता रहा है प्रायः हमारे गुरुवर व गुरुणीजी महाराज भी प्रवचन में चित्रकथाओं के माध्यम से जैन दर्शन के गुढ़ ज्ञान का संदेश देते हैं इस आधार पर यह कहा जा सकता है कि जैन धर्म में चित्रकथाओं का बहुत ही महत्वपूर्ण स्थान है वही जब बालकों को शिक्षा देनी हो तो उसमें चित्रकथाओं का बहुत ही अधिक योगदान हो जाता है क्योंकि चित्रों के माध्यम से बालक बहुत ही सहज रूप से जटिल धार्मिक बातों को सरलता से सीख जाता है। सही मायने में जैन धर्म की चित्रकथाएँ अपने गहन नैतिक और आध्यात्मिक उपदेशों के लिए प्रसिद्ध हैं। ये कथाएँ न केवल धार्मिक शिक्षा देती हैं बल्कि नैतिकता, सत्य, अहिंसा, और अन्य महत्वपूर्ण जीवन मूल्यों की भी शिक्षा देती हैं। जैन चित्रकथाओं में सरल भाषा में गहरे आध्यात्मिक संदेश होते हैं, जो जीवन को सकारात्मक दिशा में प्रेरित करते हैं। सामान्य रूप से जैन चित्रकथाओं की विशेषताओं को निम्न बिन्दुओं के अन्तर्गत समझा जा सकता है। यही कारण है कि वर्तमान में बहुत

से साधुसन्तों के द्वारा जैन दर्शन को कथानक के साथ चित्र के माध्यम से भी समझाने का प्रयास किया जाता है।

जैन चित्रकथाओं की विशेषताएँ:

जैन चित्रकथाओं की विशेषताएँ उनके गहन नैतिक और आध्यात्मिक संदेशों में निहित हैं। ये कथाएँ सरल और रोचक भाषा में रचित होती हैं, जिससे सभी आयु वर्ग के लोग इन्हें आसानी से समझ सकें। इनमें नैतिकता, सत्य, अहिंसा, और परोपकार जैसे गुणों का महत्व बताया गया है, जिससे व्यक्ति अपने जीवन को सकारात्मक दिशा में प्रेरित कर सके। जैन चित्रकथाओं का उद्देश्य सभी जीवों का कल्याण है, इसलिए ये कथाएँ जीव मात्र के प्रति करुणा और दया का संदेश देती हैं। धार्मिक उपदेशों के साथ-साथ, ये कथाएँ आत्मा की शुद्धि और मोक्ष प्राप्ति के मार्ग को स्पष्ट करती हैं, जिससे व्यक्ति आध्यात्मिक ज्ञान प्राप्त कर सके। कुल मिलाकर, जैन कथाएँ न केवल धार्मिक शिक्षाओं का स्रोत हैं, बल्कि वे जीवन जीने की कला को भी सिखाती हैं। जैन चित्रकथाओं की विशेषताओं को निम्न बिन्दुओं के माध्यम से बतलाया जा सकता है।

1. जैन चित्रकथाओं का मुख्य उद्देश्य नैतिकता और धर्म का प्रचार करना है। ये कथाएँ हमें सत्य, अहिंसा, अपरिग्रह, ब्रह्मचर्य और अस्तेय जैसे महत्वपूर्ण नैतिक सिद्धांतों का पालन करने की प्रेरणा देती हैं। उदाहरण के लिए, अहिंसा की महिमा पर आधारित कथाएँ हमें सिखाती हैं कि सभी जीवों के प्रति दया और करुणा का भाव रखना चाहिए।
2. जैन कथाएँ आत्मा की शुद्धि और मोक्ष की प्राप्ति पर केंद्रित होती हैं। ये कथाएँ हमें यह समझाती हैं कि आत्मा का वास्तविक उद्देश्य संसार के बंधनों से मुक्त होना और मोक्ष प्राप्त करना है। आध्यात्मिक जागृति की दिशा में प्रेरित करने वाली ये कथाएँ हमें आत्म-निरीक्षण और आत्म-साक्षात्कार का मार्ग दिखाती हैं।
3. धर्म में तपस्या और संयम का विशेष महत्व है, और यह विशेषता जैन चित्रकथाओं में स्पष्ट रूप से दिखाई देती है। तपस्या और संयम के माध्यम से आत्मा की शुद्धि और मोक्ष की प्राप्ति की शिक्षा देने वाली ये कथाएँ हमें यह सिखाती हैं कि आत्म-संयम और तपस्या के माध्यम से जीवन की कठिनाइयों को पार किया जा सकता है।
4. जैन चित्रकथाओं में साधुओं, मुनियों और तीर्थंकरों के जीवन की गाथाएँ प्रमुखता से मिलती हैं। ये कथाएँ उनके जीवन के आदर्शों, तपस्या, संयम और उनके द्वारा किए गए बलिदानों की महिमा का वर्णन करती हैं। इन चित्रकथाओं से हमें प्रेरणा मिलती है कि हम भी अपने जीवन में उच्च आदर्शों और नैतिक मूल्यों का पालन करें।
5. जैन कथाएँ सर्वजनहिताय, सर्वजनसुखाय व परोपकार की भावना का प्रचार करती हैं। ये कथाएँ हमें यह सिखाती हैं कि दूसरों की भलाई के लिए काम करना और परोपकार करना हमारे जीवन का महत्वपूर्ण हिस्सा होना चाहिए। इन भावनाओं से ओत-प्रोत ये कथाएँ समाज में सहानुभूति और दया का प्रसार करती हैं।
6. जैन चित्रकथाओं में रूपक और प्रतीकात्मकता का भी महत्वपूर्ण स्थान है। ये कथाएँ प्रतीकों और रूपकों के माध्यम से गहरे आध्यात्मिक और नैतिक संदेश देती हैं। उदाहरण के लिए, किसी पात्र की कठिनाइयों और

तपस्या को प्रतीकात्मक रूप में दिखाकर यह संदेश दिया जाता है कि जीवन में धैर्य और संयम से ही सफल हुआ जा सकता है। प्रतीकात्मक चित्र इसका सरलकृत रूप है।

7. जैन चित्रकथाओं की भाषा सरल और प्रभावी होती है, जिससे सभी वर्गों के लोग इन्हें आसानी से समझ सकें। सरल भाषा और संवाद शैली के माध्यम से ये कथाएँ अपने संदेश को प्रभावी ढंग से प्रस्तुत करती हैं, जिससे पाठक या श्रोता कथा के गहरे अर्थ को समझ सकें।
8. जैन चित्रकथाएँ समानता और न्याय का संदेश देती हैं। ये चित्रकथाएँ हमें यह सिखाती हैं कि सभी जीव समान हैं और सभी के साथ समान व्यवहार करना चाहिए। न्याय और समानता के सिद्धांत पर आधारित ये कथाएँ समाज में शांति और समृद्धि लाने की दिशा में प्रेरित करती हैं।

इस आधार पर यह कहा जा सकता है कि जैन चित्रकथाएँ जीवन के हर पहलू को छूती हैं और हमें सही दिशा में प्रेरित करती हैं। इन चित्रकथाओं से हमें प्रेरणा मिलती है कि हम अपने जीवन को धर्म और नैतिकता के उच्च आदर्शों के अनुसार जीएं और आत्मा की शुद्धि और मोक्ष की दिशा में आगे बढ़ें। प्रस्तुत लेख में हम कुछ महत्वपूर्ण जैन चित्रकथाएँ और उनके उपदेशों की चर्चा करेंगे।

सिंहसेन और सुरसेन की चित्रकथा:

प्राचीन समय की बात है, अयोध्या नगरी में राजा सिंहसेन राज्य करते थे। सिंहसेन का छोटा भाई, सुरसेन, एक महान तपस्वी और साधक था। दोनों भाइयों में गहरा स्नेह था, लेकिन उनके जीवन के लक्ष्य और मार्ग अलग-अलग थे। सिंहसेन को राज्य और उसकी जिम्मेदारियाँ प्रिय थीं, जबकि सुरसेन ने सांसारिक मोह-माया को त्याग कर संयम और तपस्या का मार्ग अपनाया था। सुरसेन की कठोर तपस्या और संयम से प्रभावित होकर सिंहसेन ने राजकाज से जब भी समय मिलता उनके दर्शन करने जाया करता था। एक दिन, सुरसेन ने अपने भाई सिंहसेन को अनेकों कथाओं व उदाहरणों से समझाया की भैया, यह राज्य, यह संपत्ति और यह शक्ति सब क्षणिक हैं। सच्चा सुख और शांति तपस्या और संयम में है।

राजा सिंहसेन ने अपने भाई की बातों पर गहराई से विचार किया और उन्हें आत्मसात करने का निर्णय लिया। उन्होंने अपने राज्य का सारा भार मंत्रियों और योग्य अधिकारियों को सौंप दिया और स्वयं संयम और साधना के मार्ग पर चल पड़े। सिंहसेन ने भी दीक्षा ग्रहण की और कठोर तपस्या शुरू कर दी। सिंहसेन और सुरसेन दोनों ने मिलकर कठोर तपस्या की। उन्होंने जंगलों में रहकर, कठिन साधनाएँ कीं और आत्मा की शुद्धि के लिए विभिन्न तपों का पालन किया। उनके तप की शक्ति से दोनों को केवलज्ञान (सर्वज्ञान) की प्राप्ति हुई और अंततः मोक्ष की प्राप्ति हुई।

मेघकुमार की चित्रकथा:

जैन धर्म की चित्रकथाओं में मेघकुमार की कथा अत्यंत प्रेरणादायक और शिक्षाप्रद है। यह कथा एक राजा के पुत्र की है, जिसने सांसारिक सुखों को त्याग कर संयम और तपस्या के मार्ग को अपनाया और अंततः मोक्ष की प्राप्ति की। मेघकुमार की इस कथा में हमें अहिंसा, सत्य,

और तपस्या की महिमा का गहरा संदेश मिलता है। मेघकुमार का जन्म एक समृद्ध और शक्तिशाली राज्य के राजा मेघरथ और रानी मेघमाला के घर हुआ था। उनका नाम मेघकुमार रखा गया और उन्हें राजकुमार के रूप में सभी सुख-सुविधाएँ और शिक्षा प्राप्त हुई। बचपन से ही मेघकुमार में असाधारण बुद्धिमत्ता और करुणा थी, जिससे वे राज्य के सभी लोगों के प्रिय बन गए। राजकुमार मेघकुमार को युवावस्था में सभी प्रकार के राजसी भोग और विलास उपलब्ध कराए गए। लेकिन, एक दिन एक जैन साधुभगवन्त के उपदेशों को सुनकर मेघकुमार के मन में वैराग्य उत्पन्न हुआ। उन्हें एहसास हुआ कि यह भौतिक सुख-संपत्ति और राज्य का वैभव अस्थायी है और सच्चा सुख आत्मा की शांति में निहित है। एक दिन मेघकुमार ने अपने माता-पिता से अपनी इच्छा प्रकट की कि वे राजपाट त्यागकर संयम का मार्ग अपनाना चाहते हैं। माता-पिता ने अपने पुत्र को समझाने की बहुत कोशिश की, लेकिन मेघकुमार का मन दृढ़ था। उन्होंने राजकुमार की इच्छा का सम्मान किया और उन्हें दीक्षा दिलवाई। मेघकुमार ने दीक्षा लेने के बाद कठिन तपस्या प्रारंभ की। उन्होंने तपस्या के दौरान अनेक कठिनाइयों का सामना किया, लेकिन उनका संकल्प अटल रहा। मेघकुमार ने स्वयं को संयम, तप और ध्यान में लीन कर लिया। उनकी तपस्या और साधना की शक्ति से आसपास के लोग भी प्रभावित हुए और उनके अनुयायी बनने लगे। मेघकुमार की कठोर तपस्या और संयम के कारण उन्हें केवलज्ञान (सर्वज्ञान) की प्राप्ति हुई। उन्होंने अपने अनुयायियों को सत्य, अहिंसा, और संयम के मार्ग पर चलने की शिक्षा दी। अंततः, मेघकुमार ने मोक्ष प्राप्त किया और अपनी आत्मा को संसार के बंधनों से मुक्त कर लिया।

मेघकुमार की कथा हमें सिखाती है कि सच्चा सुख और शांति भौतिक संपत्ति और राज्य में नहीं, बल्कि आत्मा की शुद्धि और संयम में है। यह कथा हमें प्रेरित करती है कि हम अपने जीवन में नैतिकता, सत्य, अहिंसा और तपस्या के मार्ग पर चलें। यह कथा न केवल धार्मिक उपदेश देती है, बल्कि जीवन के गहरे मूल्यों को भी स्पष्ट करती है। इस कथा से हमें। यह सीख मिलती है कि सांसारिक सुख-संपत्ति क्षणभंगुर हैं और सच्चा सुख संयम, तपस्या और आत्मा की शांति में निहित है।

अम्बिका माता की चित्रकथा:

जैन धर्म की चित्रकथाओं में अम्बिका माता की चित्रकथा अत्यंत महत्वपूर्ण और प्रेरणादायक है। यह कथा हमें सिखाती है कि तपस्या, संयम, और सत्य के मार्ग पर चलने से सभी कठिनाइयों को पार किया जा सकता है। अम्बिका माता की इस कथा में उनकी आस्था, तपस्या और बलिदान की गाथा है, जो हमें धर्म और आत्मा की शक्ति का अनुभव कराती है। अम्बिका माता का जन्म एक समृद्ध और धर्मनिष्ठ परिवार में हुआ था। उनके पति का नाम सोमराज था और वे एक महान साधक थे। अम्बिका माता का जीवन अपने पति और बच्चों के साथ सुखी और शांतिपूर्ण था। वे अपने पति के साथ धार्मिक अनुष्ठानों और तपस्याओं में भाग लेती थीं और अपने जीवन को धर्म के मार्ग पर अग्रसर करती थीं। जिस राज्य में वह निवासित थे वहा का राजा जैन धर्म का घोर विरोधी था। उसने राज्य में किसी को भी जैन धर्म का पालन नहीं करने के लिए फरमान जारी कर रखा था। परन्तु फिर भी अम्बिका माता और उनके पति की जैन धर्म में प्रगाढ़ आस्था थी एक बार उनकी शिकायत किसी ने राजा से कर दी राजा ने जब यह सुना तो उसने

सोमराज और अम्बिका माता को अपने दरबार में बुलाया और उन्हें जैन धर्म का पालन करने के कारण राज्य से निर्वासित कर दिया। इस घटना ने उनके जीवन को पूरी तरह से बदल दिया। निर्वासन के बाद, अम्बिका माता ने अपने पति और बच्चों के साथ जंगल में रहने का निर्णय लिया। वहां, उन्होंने तपस्या और संयम का पालन करते हुए अपने जीवन को धर्म के मार्ग पर बनाए रखा। अम्बिका माता ने जंगल में कठोर तपस्या की और अपने पति और बच्चों की देखभाल करते हुए धर्म का पालन किया। एक दिन, अम्बिका माता के पति ने गहन ध्यान और साधना में लीन हो जाने का निर्णय लिया। उन्होंने अम्बिका माता से कहा कि वे अब पूर्ण रूप से ध्यान और तपस्या में लीन हो जाएंगे और अम्बिका माता को अपने बच्चों की देखभाल करनी होगी। अम्बिका माता ने इस जिम्मेदारी को सहर्ष स्वीकार किया और अपने पति के तपस्या के दौरान अपने बच्चों की परवरिश की। अम्बिका माता की तपस्या और बलिदान ने उन्हें दिव्य शक्ति और ज्ञान प्रदान किया। उन्होंने अपने कठिनाइयों का सामना धैर्य और संयम के साथ किया और अंततः उन्हें केवलज्ञान (सर्वज्ञान) की प्राप्ति हुई। अम्बिका माता ने अपने जीवन के माध्यम से लोगों को यह संदेश दिया कि सच्ची श्रद्धा और तपस्या से सभी कठिनाइयों को पार किया जा सकता है।

अम्बिका माता की कथा जैन धर्म के अनुयायियों के लिए एक महत्वपूर्ण प्रेरणा स्रोत है। यह कथा न केवल धार्मिक उपदेश देती है, बल्कि जीवन के गहरे मूल्यों को भी स्पष्ट करती है। अम्बिका माता का जीवन हमें यह सिखाता है कि आत्मा की शांति और मुक्ति के लिए सही मार्ग पर चलना अत्यंत आवश्यक है। उनका बलिदान और तपस्या हमें यह संदेश देते हैं कि सच्ची श्रद्धा और तपस्या से ही सच्चे सुख और शांति की प्राप्ति हो सकती है।

सुदर्शन की चित्रकथा:

जैन धर्म की चित्रकथाओं में सुदर्शन की कथा एक महत्वपूर्ण स्थान रखती है। यह कथा हमें सिखाती है कि तप, संयम और अहिंसा के मार्ग पर चलकर मोक्ष प्राप्त किया जा सकता है। सुदर्शन की कथा उनके कठोर तपस्या और अडिग संकल्प की गाथा है, जो हमें जीवन में सही दिशा में प्रेरित करती है। प्राचीन समय की बात है, एक नगर में राजा धर्मसेन राज्य करते थे। उनके पुत्र सुदर्शन का जन्म एक शुभ मुहूर्त में हुआ था, जिससे नगर में खुशी की लहर दौड़ गई। सुदर्शन का पालन-पोषण राजसी वातावरण में हुआ और उन्हें उच्च शिक्षा और प्रशिक्षण प्राप्त हुआ। वे बचपन से ही धर्म और नैतिकता के प्रति गहरे रुचि रखते थे। सुदर्शन युवा होने पर अपने पिता के समान ही धर्मनिष्ठ और न्यायप्रिय बने। एक दिन, एक जैन मुनि उनके राज्य में आए और उन्होंने राजा के दरबार में जैनधर्म का उपदेश दिया उनके तर्कपूर्ण व विचारसम्मत उपदेश ने सुदर्शन को प्रभावित किया। मुनि के उपदेशों ने सुदर्शन के मन में वैराग्य और तपस्या की भावना जागृत की। उन्होंने सोचा कि सांसारिक सुख-संपत्ति क्षणिक हैं और सच्चा सुख आत्मा की शांति और मोक्ष में है। सुदर्शन ने अपने माता-पिता से अपनी इच्छा प्रकट की कि वे राजपाट त्यागकर तपस्या का मार्ग अपनाना चाहते हैं। राजा और रानी ने पुत्र का काफी समझाने की कोशिश की वर उनका वेराग्य अटल था इस कारण राजा व रानी ने अपने पुत्र की इच्छा का सम्मान किया और उसे दीक्षा दिलवाई। सुदर्शन ने अपने राजसी वस्त्र त्याग दिए और साधु वेश धारण कर

लिया। उन्होंने एकांत में जाकर कठोर तपस्या प्रारंभ की। सुदर्शन ने जंगल में जाकर कठिन तपस्या की। वे बिना अन्न-जल के तप करते रहे और आत्मा की शुद्धि के लिए विभिन्न प्रकार के व्रतों का पालन किया। उनकी तपस्या इतनी कठोर थी कि उनके शरीर की चमक भी फीकी पड़ गई, लेकिन उनका संकल्प अडिग रहा। उन्होंने अपने तप के माध्यम से आत्मा की शुद्धि और मोक्ष की प्राप्ति की दिशा में निरंतर प्रयास किया। सुदर्शन की कठोर तपस्या और अडिग संकल्प ने उन्हें केवलज्ञान (सर्वज्ञान) की प्राप्ति कराई। उन्होंने अपने ज्ञान के माध्यम से लोगों को सत्य, अहिंसा, और संयम का मार्ग दिखाया। उनके उपदेशों से अनेक लोगों ने धर्म का मार्ग अपनाया और अपने जीवन को सही दिशा में प्रेरित किया। सुदर्शन ने अपने जीवन के माध्यम से यह संदेश दिया कि आत्मा की शुद्धि और मोक्ष के लिए तपस्या और संयम अत्यंत आवश्यक हैं।

सुदर्शन की कथा जैन धर्म के अनुयायियों के लिए एक महत्वपूर्ण प्रेरणा स्रोत है। यह कथा न केवल धार्मिक उपदेश देती है, बल्कि जीवन के गहरे मूल्यों को भी स्पष्ट करती है। सुदर्शन का जीवन हमें यह सिखाता है कि आत्मा की शांति और मुक्ति के लिए सही मार्ग पर चलना अत्यंत आवश्यक है। उनकी तपस्या और संयम हमें यह संदेश देते हैं कि सच्ची श्रद्धा और तपस्या से ही सच्चे सुख और शांति की प्राप्ति हो सकती है।

निष्कर्ष के रूप में यह कहा जा सकता है कि जैनरूपी कथाएँ न केवल धार्मिक उपदेशों का संकलन हैं, बल्कि ये हमारे जीवन के हर पहलू को प्रभावित करने वाली नैतिक और आध्यात्मिक शिक्षाएँ भी देती हैं। इन चित्रकथाओं के माध्यम से जैन धर्म के अनुयायी जीवन के सच्चे अर्थ को समझ सकते हैं और अपने जीवन को सही दिशा में प्रेरित कर सकते हैं। जैन चित्रकथाओं के उपदेश हमें सिखाते हैं कि नैतिकता, सत्य, अहिंसा और परोपकार के मार्ग पर चलकर ही हम सच्ची शांति और मुक्ति प्राप्त कर सकते हैं। इन चित्रकथाओं का प्रयोग हम अपनी वर्तमान पीढ़ी को जैनधर्म की जानकारी प्रदान करने में कर सकते हैं।

संदर्भ ग्रन्थसूची:

1. तेजतरंगिणी समृति ग्रन्थ श्री यशकवंर चेरिटेबल संस्थान,सोजत पाली
2. भारतीय चित्रकला एवं मुर्तिकला का इतिहास द्वारा डॉ रीता प्रताप राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर
3. आगम 35 छेद 02 बृहत्कल्प सूत्र आगम पौराणिक ग्रन्थ
4. जैन दर्शन में वर्णीत धर्म के दश लक्षणों का मानवीय विकास से सामाजिक सरोकार
5. जैन कहानियां आचार्य रमेश मुनि जी महाराज

भारत के एकीकरण में सरदार वल्लभभाई पटेल का योगदान

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संक्षेपिका:

भारतीय स्वतंत्रता आंदोलन राष्ट्रीय एवं क्षेत्रीय आह्वानों, उत्तेजनाओं एवं प्रयत्नों से प्रेरित भारतीय राजनीतिक संगठनों द्वारा संचालित आंदोलन था। देश के युवकों को राष्ट्र की एकता और अखंडता का भान करने के लिए लौह पुरुष सरदार पटेल का नाम ही काफी है, जिन्होंने राष्ट्रहित हेतु अपना जीवन समर्पित किया। सरदार पटेल ने आधुनिक भारत के लिए आचार्य चाणक्य की भांति अपनी भूमिका को निभाया है, उन्होंने लगभग 562 रियासतों का भारत में विलय करके भारत के एकीकरण में महत्वपूर्ण योगदान दिया। भारत के प्रथम गृह मंत्री और प्रथम उप प्रधानमंत्री सरदार वल्लभभाई पटेल को लौह पुरुष का दर्जा प्राप्त था। सरदार पटेल नवीन भारत के निर्माता, राष्ट्रीय एकता के बेजोड़ शिल्पी थे।

कुंजी शब्द: सरदार वल्लभभाई पटेल, एकीकरण।

प्रस्तावना:

राष्ट्रीय संघर्ष एक राष्ट्र के अंदर होता है, वास्तव में राष्ट्रवादी संघर्ष व्यापक और हिंसक होता है। राष्ट्र निर्माण एक कठिन संघर्ष का विषय है, क्योंकि यह सिद्धांत है की सुरक्षा प्रदान करने के लिए एक मजबूत राष्ट्र आवश्यक है राष्ट्र जैसे छोटे से शब्द में विशाल असीमित और बहुआयामी अर्थ और कर्तव्य बोध का सार समाहित है। भारतीय स्वतंत्रता आंदोलन राष्ट्रीय एवं क्षेत्रीय आह्वानों, उत्तेजनाओं एवं प्रयत्नों से प्रेरित भारतीय राजनीतिक संगठनों द्वारा संचालित आंदोलन था।

अपने वतन भारत को अंग्रेजी दासता से मुक्त करने के लिए असंख्य जाने अनजाने देश भक्तों ने अपना सर्वस्व न्योछावर कर दिया और जीवन भर उन्हें अनेक असहनीय यातनाएं झेलनी पड़ी ऐसे ही महान पराक्रमी सच्चे देशभक्त और स्वतंत्रता संग्राम के महत्वपूर्ण सपूत सरदार वल्लभभाई पटेल थे, यह वह नाम है जिसके नाम का स्मरण करने मात्र से ही हर भारतीय गर्वित हो जाता है, अखंड भारत राष्ट्र की संकल्पना आंखों में चमकने लगती है। देश के युवकों को राष्ट्र की एकता और अखंडता का भान करने के लिए लौह पुरुष सरदार पटेल का नाम ही काफी है, जिन्होंने राष्ट्रहित हेतु अपना जीवन समर्पित किया।

जीवन परिचय:

वल्लभ भाई पटेल का जन्म 31 अक्टूबर 1875 को गुजरात के नाडियाड में हुआ। इनके पिता का नाम झाविर भाई पटेल और माता का नाम लाडवा पटेल था। यह अपने माता पिता की चौथी संतान थे। बाल्यकाल से ही उनके परिवार ने उनकी शिक्षा पर विशेष ध्यान दिया। इन्होंने अपनी प्राथमिक और माध्यमिक पढ़ाई गुजराती मीडियम स्कूल से की। इसके बाद वे अंग्रेजी मीडियम स्कूल में स्थानांतरित हो गए। सन 1897 में उन्होंने अपनी हाई स्कूल

की पढ़ाई पूरी करने के बाद कानून की पढ़ाई करने का फैसला लिया। सन 1910 में कानून की डिग्री प्राप्त करने के लिए इंग्लैंड गए, और उन्हें यह डिग्री सन 1913 में प्राप्त हुई डिग्री प्राप्त कर यह भारत वापस आ गए और गुजरात के गोधरा में अपना कानून का अभ्यास करना शुरू कर दिया। पटेल जी अपने आसपास के लोगों के लिए एक बहुत ही साधारण व्यक्ति थे लेकिन इनमें एक मजबूत इच्छाशक्ति भी थी।

18 वर्ष की अवस्था में वल्लभभाई पटेल का विवाह झावेरवा पटेल से हुआ। उनसे वल्लभ भाई पटेल की दो संतानें थी। पुत्री का नाम मणिबेन और पुत्र का नाम डाहयाभाई था। इनकी पुत्री जीवन भर अविवाहित रही तथा पिता की सेवा करती रही।

वल्लभ भाई पटेल की पत्नी कैंसर से पीड़ित थी, जब उनकी पत्नी का स्वर्गवास हुआ तो अपने कर्तव्य परायण के चलते अंतिम समय यह अपनी पत्नी से भेंट न कर सके, यह घटना का पटेल जी पर जबरदस्त आघात लगा। उस समय उनकी अवस्था 33 वर्ष थी, उन्होंने पुनर्विवाह न करने का दृढ़ निश्चय लिया, अनेक स्थानों से पुनर्विवाह के पत्र आय पर वे अपने निर्णय में अडिग रहें।

वकालत में महारत हासिल किए हुए सरदार वल्लभ भाई पटेल जी ब्रिटिश न्यायाधीशों के लिए एक चुनौती के समान थे। बैरिस्टर की पढ़ाई में भी ब्रिटिश साम्राज्य के समस्त छात्रों में प्रथम स्थान प्राप्त किए थे, सरदार पटेल वकालत के पेशे को इस उद्देश्य नहीं करते थे, कि वे इससे अपार संपत्ति अर्जित करके आराम सुख और भोग विलास का जीवन व्यतीत करें, वह तो एक साधारण गृहस्थी में पैदा हुए थे, और एक किसान परिवार की तरह पले, वे बचपन से ही गरीबी की तकलीफों और कष्टों को

भलीभांति जानने लगे थे ,और तभी से उनके उद्धार के लिए हमेशा सोचते रहते थे । 15 दिसंबर 1950 को दिल का दौरा पड़ने से सरदार पटेल की मृत्यु हुई ।

परिणाम एवं व्याख्या:

भारत को अखंड बनाए रखने के लिए लौह पुरुष सरदार वल्लभभाई पटेल जी की महत्वपूर्ण भूमिका है। सरदार पटेल ने आधुनिक भारत के लिए आचार्य चाणक्य की भांति अपनी भूमिका को निभाया है, उन्होंने लगभग 562 रियासतों का भारत में विलय करके भारत के एकीकरण में महत्वपूर्ण योगदान दिया । सरदार वल्लभभाई पटेल का व्यक्तित्व आधुनिक भारत का राष्ट्रीय चेहरा है जब हम भारत की बात करते हैं तो इतिहास का अध्ययन सरदार पटेल के बगैर अधूरा सा लगता है । स्वतंत्र भारत की हर छोटी बड़ी रियासतों को एकता के सूत्र में बांधने का काम किया उन्होंने देश के सभी प्रमुख नेताओं से यह अपील की कि वह जनता को एकता के सूत्र में बांधकर रखने का कार्य करें जिससे भारत में किसी भी प्रकार का धर्म व जाति के आधार पर विवाद ना हो पाए और भारत स्वतंत्रता प्राप्त करने के बाद पूरी तरह से एकता के सूत्र में बंधा हुआ हो ,तभी भारत एक विकासशील राष्ट्र की ओर अग्रसर रह सकता है, और विकसित राष्ट्र बन सकता है भारत को विश्व शक्ति तभी बनाया जा सकता है जब भारत में राष्ट्रीय एकता की पूर्ण स्थापना हो ,उनके द्वारा किए गए साहसिक कार्यों की वजह से ही उन्हें लौह पुरुष, सरदार जैसी उपाधियों से नवाजा गया । भारत के प्रथम गृह मंत्री और प्रथम उप प्रधानमंत्री सरदार वल्लभभाई पटेल को लौह पुरुष का दर्जा प्राप्त था ।

सन 1918 में गुजरात जिले में फसल खराब हो गई इसलिए किस किसान लगान माफी चाहते थे ,तब सरदार ने किसानों का नेतृत्व किया और उन्होंने कर ना देने के लिए प्रेरित किया अंत में सरकार को झुकना पड़ा यह सरदार को की प्रथम सफलता थी । सन 1931 मार्च के अंत में कांग्रेस अधिवेशन कराची में हुआ सरदार पटेल को इस अधिवेशन का अध्यक्ष बनाया गया सरदार पटेल को गांधी जी की अहिंसा नीति ने प्रभावित किया इसलिए गांधी जी द्वारा किए गए सभी स्वतंत्रता आंदोलन जैसे असहयोग आंदोलन स्वराज आंदोलन दांडी यात्रा भारत छोड़ो आंदोलन जैसे सभी संघर्षों में सरदार पटेल की भूमिका थी ।

प्रधानमंत्री पद के लिए मनोनीत पंडित नेहरू ने सरदार पटेल को औपचारिक रूप से अपने मंत्रिमंडल में शामिल होने के लिए आमंत्रित करते हुए पत्र लिखा यह पत्र आवश्यक है क्योंकि आप मंत्रिमंडल के सबसे मजबूत स्तंभ हैं । पटेल जी ने जवाब में लिखा मुझे आशा है मेरी सेवा जीवन भर आपके अधीन रहेगी और आपको उस उद्देश्य के प्रति मेरी ओर से निर्विवाद, निष्पक्ष और समर्पण प्राप्त होगा हमारा गठबंधन अटूट है और इसी में हमारी ताकत निहित है । स्वतंत्रता प्राप्ति के बाद भारत के सामने ज्वलंत प्रश्न था कि छोटी-छोटी 562 रियासतों को भारतीय संघ में कैसे

समाहित किया जाए , इस जटिल कार्य को जिस महापुरुष ने निहायत सादगी और शालीनता से सुलझाया । सबसे पहले सरदार पटेल ने देश भर में बिखरे सभी छोटे-बड़े रजवाड़ों को एक सूत्र में बांध देने का अद्भुत कार्य किया, जिसके बिना भारत की प्रभुसत्ता एवं क्षमता कभी भी सुरक्षित नहीं रह पाती । स्वतंत्रता के पश्चात भारत की एकजुटता के लिए पूरी मजबूती के साथ पटेलजी ने काम किया, जिससे एक नए राष्ट्र का उदय हुआ । कश्मीर की समस्या को लेकर सरदार पटेल ने कठोर एवं दृढ़ आवाज में कहा था , सब लोग अच्छी तरह सुन लीजिए, सेना के पास साधन सामग्री हो वरना ना हो, किसी भी हालत में कश्मीर की रक्षा करनी है, चाहे आगे उसका परिणाम जो भी मिले । इस प्रकार विकट परिस्थितियों के बावजूद भी कश्मीर की रक्षा सरदार पटेल के निर्णायक शक्ति व दृढ़ संकल्प के कारण हो सकी ।

देश की एकता की रक्षा करने के समक्ष कई चुनौतियां स्पष्ट रूप से विद्यमान थी, सरदार पटेल ने लाजवाब कौशल के साथ इन चुनौतियों का सामना करते हुए देश को एकता के सूत्र में बांधने के कार्य को पूरा किया ।

निष्कर्ष:

सरदार पटेल नवीन भारत के निर्माता ,राष्ट्रीय एकता के बेजोड़ शिल्पी थे । पटेल जी का प्रसिद्ध नारा एक भारत श्रेष्ठ भारत आज भी देश को प्रेरित करता है । भारतीय रियासतों के भारतीय संघ में शांतिपूर्ण एकीकरण और भारत के राजनीतिक एकीकरण उनकी उपलब्धि पर आधारित है । उनकी दृष्टि भारत के भविष्य के लिए प्रेरणा है।

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भावी शिक्षकों की सामाजिक दक्षता का अध्ययन

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सर:

उच्च स्तर की सामाजिक दक्षता वाले शिक्षक अपने छात्रों के साथ बेहतर संबंध विकसित करने और प्रबंधित करने, अपनी कक्षाओं में व्यवहार का प्रबंधन करने, बच्चों के लिए व्यवहारिक रोल मॉडल के रूप में काम करने और अपनी भावनाओं को नियंत्रित करने में सक्षम होते हैं, इस शोध लेख का उद्देश्य भावी शिक्षकों की सामाजिक दक्षता का अध्ययन करना है। इन शोध उद्देश्यों की जाँच के लिए 4 शून्य परिकल्पनाओं का निर्माण किया है।

इस शोध कार्य के लिए वर्णनात्मक शोध की सर्वेक्षण शोध विधि का चयन किया गया है। शोध में दत्तों के एकत्रीकरण करने के लिए शोधार्थी ने मानकीकृत शोध उपकरण का प्रयोग किया गया है। शोध में महर्षि दयानन्द विश्वविद्यालय के शिक्षा विभाग के 76 भावी शिक्षकों को न्यादर्श रूप में शामिल किया गया है। शोध कार्य में प्राप्त आँकड़ों के निर्वचन हेतु (मध्यमान, मानक विचलन एवं टी-मान) का प्रयोग किया गया। शोध अध्ययन से यह निष्कर्ष प्राप्त हुआ कि महिला भावी शिक्षकों की सामाजिक दक्षता अधिक है।

कीवर्ड: भावी शिक्षक, सामाजिक दक्षता

प्रस्तावना:

मनुष्य एक सामाजिक प्राणी है। कोई भी व्यक्ति अकेले नहीं रह सकता, इसलिए समूह में रहने के लिए मनुष्य समाज बनाता है। कोई भी बच्चा सामाजिक कौशल के साथ पैदा नहीं होता। धीरे-धीरे बच्चा समाज के संपर्क में आता है और लोगों से बातचीत करता है। समाज में रहने के लिए व्यक्ति को कुछ कौशल की आवश्यकता होती है जो उसे एक सामाजिक प्राणी बनने में मदद करते हैं। ऐसे सामाजिक कौशलों में से एक सामाजिक दक्षता है जो समाज का सफल सदस्य बनने के लिए व्यक्ति के लिए आवश्यक है। सामाजिक दक्षता में सामाजिक, भावनात्मक, बौद्धिक कौशल और व्यवहार शामिल हैं जो समाज का एक प्रभावी सदस्य बनने के लिए आवश्यक हैं। सामाजिक दक्षता व्यक्ति की दक्षता और कौशल को संदर्भित करती है। सामाजिक दक्षता को वह दक्षता भी कहा जा सकता है जो हमें वांछनीय व्यवहार को विकसित करने में मदद करती है। इसे अपने पर्यावरण के साथ संवाद करने की दक्षता के रूप में भी जाना जाता है।

सामाजिक दक्षता एक प्रकार का कौशल है जो व्यक्ति को अच्छे विकास परिणाम प्राप्त करने के लिए पर्यावरण और व्यक्तिगत संसाधनों का उपयोग करने में मदद करता है। यह एक ऐसी दक्षता है जो विभिन्न सामाजिक समस्याओं से निपटने में मदद करती है जिसके माध्यम से बच्चे अपने स्वयं के व्यवहार की धारणा विकसित करते हैं। सामाजिक दक्षता के लिए बातचीत की सही धारणा की आवश्यकता होती है। सामाजिक दक्षता की अवधारणा अवधारणा और मूल्यांकन के लिए समस्याएँ प्रस्तुत करती है। सामाजिक दक्षता कई कारकों से प्रभावित होती है, सामाजिक कौशल में ज्ञान और दक्षता शामिल होती है जो विभिन्न स्थितियों में विभिन्न सामाजिक व्यवहार का उपयोग करने में मदद करती है। सामाजिक जागरूकता सामाजिक दक्षता का एक महत्वपूर्ण पहलू है जो विभिन्न सामाजिक स्थितियों को समझने और बातचीत को संभालने में मदद करती है। आत्मविश्वास किसी व्यक्ति की निर्णय लेने की व्यक्तिगत दक्षता है। सामाजिक दक्षता को व्यक्ति की एक ऐसी दक्षता माना जाता है जो उसके दैनिक जीवन को प्रभावित करती है। यह व्यक्ति को

सामाजिक परिस्थितियों से निपटने और वांछनीय सामाजिक व्यवहार विकसित करने में मदद करती है। वर्तमान और भविष्य में शांतिपूर्ण और समृद्ध जीवन जीने के लिए व्यक्ति के लिए वांछनीय व्यवहार को अपनाना आवश्यक है। छात्रों की सामाजिक दक्षताओं सीखने और उपलब्धि के लिए महत्वपूर्ण हैं, लेकिन उनके शिक्षकों की सामाजिक दक्षता एक प्रभावी कक्षा वातावरण बनाने के लिए बहुत महत्वपूर्ण है जो प्रभावी शिक्षण सुनिश्चित करने के लिए महत्वपूर्ण है। सामाजिक दक्षता शिक्षण पेशे के सफल प्रदर्शन के लिए आवश्यक सबसे महत्वपूर्ण योग्यताओं में से एक है। शिक्षकों को सामाजिक दक्षता होना अनिवार्य है जिससे पर अपने विद्यार्थियों को प्रभावित करता है और जिससे शिक्षक समाज में अपनी महत्वपूर्ण भूमिका का निर्वाह करता है।

संबंधित साहित्य का अध्ययन:

मसूद सोबिया (2011) ने किशोरों में सामाजिक योग्यता, माता-पिता द्वारा सहकर्म संबंधों को बढ़ावा देने और अकेलेपन का विश्लेषण करने के लिए एक अध्ययन किया। परिणामों ने सामाजिक योग्यता और माता-पिता द्वारा सहकर्म संबंधों को बढ़ावा देने के बीच महत्वपूर्ण सकारात्मक संबंध दिखाया; जबकि दोनों चर अकेलेपन से नकारात्मक रूप से संबंधित थे, इसका मतलब है कि कार्यरत माताओं के बच्चों ने सहकर्म संबंधों के लिए माता-पिता द्वारा काफी अधिक प्रोत्साहन की सूचना दी, और कम शिक्षित माताओं के बच्चों ने उच्च शिक्षित माताओं के बच्चों की तुलना में अकेलेपन की अधिक भावनाओं का अनुभव किया।

अलमानी सत्तार अब्दुल, अब्रो अल्लाहदीनो, मुगेरी अली रोशन (2012) ने पाकिस्तान में बच्चों के विकास पर कामकाजी माताओं के प्रभाव पर एक अध्ययन किया। यह पाया गया कि माताओं के रोजगार की प्रवृत्ति दिन-प्रतिदिन बढ़ रही है और घर पर रहने वाली और कामकाजी माताओं के बच्चों में कोई महत्वपूर्ण अंतर नहीं है। माताओं के रोजगार के बारे में बच्चों का दृष्टिकोण सकारात्मक पाया गया। कार्यरत और बेरोजगार माताओं के बच्चों के बीच कोई महत्वपूर्ण अंतर नहीं है। सनवाल (2013) ने "किशोरों में सामाजिक योग्यता" पर एक अध्ययन किया, यह अध्ययन 13 से 15 वर्ष की आयु के

किशोरों की सामाजिक योग्यता तक पहुँचने के लिए किया गया था। परिणाम से पता चलता है कि उनके लिंग के संबंध में सामाजिक योग्यता के स्तर में महत्वपूर्ण परिवर्तन है। एस, सरिता (2013) ने किशोरों में सामाजिक योग्यता पर तुलनात्मक अध्ययन पर एक अध्ययन किया। प्रो. वी.पी. शर्मा, डॉ. किरण शुक्ला और डॉ. प्रभा शुक्ला द्वारा सामाजिक योग्यता पैमाने के साथ पर्वी और ग्जी कक्षा के किशोरों की सामाजिक योग्यता की जांच की गई। सिंह अन्नु, किरण यू.वी. (2014) ने अपने अध्ययन में इस बात पर प्रकाश डाला कि कामकाजी माताओं के बच्चे गैर—कामकाजी माताओं के बच्चों की तुलना में व्यक्तित्व पर अधिक प्रभावित होते हैं। कामकाजी और गैर—कामकाजी माताओं के बच्चे स्वास्थ्य, नियमित कार्य, परोपकारी व्यवहार, संज्ञानात्मक क्षमता, आत्म विकास, आत्म जागरूकता और अखंडता में कोई महत्वपूर्ण अंतर नहीं दिखाते हैं। उनका स्वास्थ्य अच्छा पाया जाता है। वे अपने नियमित कार्यों के लिए अधिक जिम्मेदार पाए जाते हैं। पूर्व में हुए शोधो अध्ययन से निष्कर्ष निकलता है कि अभी तक भावी शिक्षकों की सामाजिक दक्षता के संबंधित शोध कार्य नहीं हुए है इसलिए इस शोध समस्या का चयन किया गया ।

अध्ययन की आवश्यकता:

प्रभावी शिक्षक बनने के लिए, अच्छे ज्ञान के साथ—साथ शिक्षक में अच्छी सामाजिक दक्षता भी होनी चाहिए। उच्च सामाजिक दक्षता वाले शिक्षक छात्रों की शैक्षणिक और साथ ही उनकी सामाजिक उपलब्धियों में मदद कर सकते हैं। छात्रों को शैक्षणिक रूप से कुशल बनाने के अलावा, शिक्षक की जिम्मेदारी छात्रों को सभी प्रकार की परिस्थितियों से निपटने के लिए व्यावहारिक रूप से तैयार करना भी है। केवल उच्च सामाजिक दक्षता वाला शिक्षक ही छात्रों को उनके सामाजिक और भावनात्मक विकास में मदद कर सकता है।

छात्र में सामाजिक विकास को बढ़ावा देने और बढ़ावा देने के लिए शिक्षक बहुत कुछ कर सकता है। जब शिक्षकों में कक्षा की चुनौतियों को संभालने के लिए सामाजिक दक्षता की कमी होती है, तो वे भावनात्मक तनाव का अनुभव करते हैं। भावनात्मक तनाव के उच्च स्तर का नौकरी के प्रदर्शन पर प्रतिकूल प्रभाव पड़ सकता है, जिससे शिक्षा की गुणवत्ता खराब हो सकती है। इस प्रकार सफल शिक्षण और अधिगम सुनिश्चित

करने के लिए सामाजिक दक्षता की भूमिका बहुत महत्वपूर्ण है। इसलिए यह अध्ययन भावी शिक्षकों की सामाजिक दक्षता के बारे में जानने और उसके विकास में मदद करने वाले कुछ उपायों का सुझाव देने का एक प्रयास था।

शोध के उद्देश्य :

1. शहरी एवं ग्रामीण भावी शिक्षकों की सामाजिक दक्षता का अध्ययन करना।
2. शहरी एवं ग्रामीण पुरुष भावी शिक्षकों की सामाजिक दक्षता का अध्ययन करना।
3. शहरी एवं ग्रामीण महिला भावी शिक्षकों की सामाजिक दक्षता का अध्ययन करना।
4. कुल भावी पुरुष एवं महिला शिक्षकों की सामाजिक दक्षता का अध्ययन करना।

शोध की परिकल्पना:

1. शहरी एवं ग्रामीण भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अंतर नहीं है।
2. शहरी एवं ग्रामीण पुरुष भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अंतर नहीं है।
3. शहरी एवं ग्रामीण महिला भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अंतर नहीं है।
4. कुल भावी पुरुष एवं महिला शिक्षकों की सामाजिक दक्षता में कोई सार्थक अंतर नहीं है।

शोध प्रक्रिया:

शोध विधि—

प्रस्तुत अध्ययन में शोधकर्ता द्वारा अपने लक्ष्य की ओर अग्रसर होने के लिए अध्ययन की प्रकृति को दृष्टिगत रखते हुए वर्णनात्मक अनुसंधान के एक प्रकार आदर्शमूलक सर्वेक्षण विधि का प्रयोग किया गया है।

चर— प्रस्तुत शोध में प्रयुक्त चरों का वर्गीकरण इस प्रकार है —
 (1) स्वतन्त्र चर — सामाजिक दक्षता (2) आश्रित चर — भावी शिक्षक

न्यादर्श —

शोध आलेख के लिए महर्षि दयानन्द सरस्वती विश्वविद्यालय के शिक्षा विभाग के कुल 76 भावी शिक्षकों को न्यादर्श के रूप में चयन किया गया है।

कुल न्यादर्श	76
शहरी भावी शिक्षक	40
ग्रामीण भावी शिक्षक	36
कुल पुरुष शिक्षक	38
कुल महिला शिक्षक	38

शोध में प्रयुक्त उपकरण —

शोध के डेटा संग्रह के लिए मानकीकृत शोध उपकरण सामाजिक दक्षता मापनी का उपयोग किया गया है। यह मापनी डॉ. वी. पी. शर्मा, डॉ. प्रभा शुक्ला और डॉ. किरण शुक्ला (1992) द्वारा निर्मित है। इस मापनी का अनुवाद वाई. ए. जोगसन (2017) द्वारा किया गया है। इसमें 50 कथन शामिल थे, जिन्हें अठारह घटकों में बांटा गया है। यह मापनी "बहुत उच्च, उच्च, औसत, निम्न और बहुत निम्न" से पाँच पॉइंट रेटिंग

पर निर्मित है। इस मापनी टेस्ट—रीटेस्ट विश्वसनीयता 0.67 और इंटर—रैटर विश्वसनीयता का गुणांक 0.67 है और वैधता बहुत अच्छी है।

प्रयुक्त सांख्यिकी —

शोधकार्य के लिए चयनित एवं निर्धारित न्यादर्श से आँकड़ों को एकत्र किया है तथा इनका विश्लेषण निम्न सांख्यिकी मध्यमान, मानक विचलन एवं टी—टेस्ट के प्रयोग करके दत्तों को एसपीएसएस सॉफ्टवेयर से गणना की गई है।

प्रदत्तों का विश्लेषण एवं व्याख्या:

परिकल्पना— 1 शहरी एवं ग्रामीण भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।

तालिका-1

चर	कुल न्यादर्श N	मध्यमान (Mean)	मानक विचलन (SD)	टी- मान t-Value df= 74
शहरी शिक्षक	40	213.13	17.92	3.52**
ग्रामीण शिक्षक	36	202.14	5.65	

0.01 सार्थकता स्तर पर आवश्यक मान =**2.64** (*सार्थक नहीं, ** सार्थक)

विश्लेषण एवं व्याख्या — उपरोक्त तालिका संख्या 1 अध्ययन से ज्ञात होता है कि भावी शिक्षकों की सामाजिक दक्षता मापनी से प्राप्त शहरी भावी शिक्षकों के प्राप्तांकों का मध्यमान 213.13 तथा मानक विचलन 17.92 है तथा ग्रामीण भावी शिक्षकों के प्राप्तांकों का मध्यमान 202.14 तथा मानक विचलन 5.65 है। दोनों मध्यमानों का तुलनात्मक अध्ययन करने से ज्ञात होता है कि शहरी भावी शिक्षकों का मध्यमान ग्रामीण भावी शिक्षकों से अधिक है। अतः शहरी भावी शिक्षकों की अधिक सामाजिक दक्षता है। शहरी एवं ग्रामीण भावी शिक्षक दोनों चरों के

सामाजिक दक्षता मापनी से प्राप्त मध्यमानों में अंतर की सार्थकता ज्ञात करने के लिए टी-मान ज्ञात किया गया। गणना से 3.52 टी-मान प्राप्त हुआ जो टी-तालिका के 0.01 सार्थकता स्तर के स्वतंत्रता अंश ;कद्वि 74 पर 2.64 के मान से अधिक है। गणना से दोनों मध्यमानों के बीच सार्थक अन्तर पाया गया। अतः परिकल्पना संख्या 1 “शहरी एवं ग्रामीण भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।” उपरोक्त परिकल्पना को अस्वीकृत किया जाता है।

परिकल्पना— 2 शहरी एवं ग्रामीण पुरुष भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।

तालिका-2

चर	कुल न्यादर्श N	मध्यमान (Mean)	मानक विचलन (SD)	टी- मान t-Value df=38
शहरी पुरुष शिक्षक	19	209.42	22.53	1.36*
ग्रामीण पुरुष शिक्षक	19	202.21	4.98	

0.01 सार्थकता स्तर पर आवश्यक मान =**2.71** (*सार्थक नहीं, ** सार्थक)

विश्लेषण एवं व्याख्या — उपरोक्त तालिका संख्या 2 अध्ययन से ज्ञात होता है कि भावी शिक्षकों की सामाजिक दक्षता मापनी से प्राप्त शहरी पुरुष भावी शिक्षकों के प्राप्तांकों का मध्यमान 209.42 तथा मानक विचलन 22.53 है तथा ग्रामीण पुरुष भावी शिक्षकों के प्राप्तांकों का मध्यमान 202.21 तथा मानक विचलन 4.98 है। दोनों मध्यमानों का तुलनात्मक अध्ययन करने से ज्ञात होता है कि शहरी पुरुष भावी शिक्षकों का मध्यमान ग्रामीण पुरुष भावी शिक्षकों से अधिक है। अतः शहरी पुरुष भावी शिक्षकों की अधिक सामाजिक दक्षता है। शहरी एवं

ग्रामीण पुरुष भावी शिक्षक दोनों चरों के सामाजिक दक्षता मापनी से प्राप्त मध्यमानों में अंतर की सार्थकता ज्ञात करने के लिए टी-मान ज्ञात किया गया। गणना से 1.36 टी-मान प्राप्त हुआ जो टी-तालिका के 0.01 सार्थकता स्तर के स्वतंत्रता अंश ;कद्वि 38 पर 2.71 के मान से कम है। गणना से दोनों मध्यमानों के बीच कोई सार्थक अन्तर नहीं है। अतः परिकल्पना संख्या 2 “शहरी एवं ग्रामीण पुरुष भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।” उपरोक्त परिकल्पना को स्वीकृत किया जाता है।

परिकल्पना— 2 शहरी एवं ग्रामीण महिला भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।

तालिका -3

चर	कुल न्यादर्श N	मध्यमान (Mean)	मानक विचलन (SD)	टी- मान t-Value df=38
शहरी महिला शिक्षक	21	202.06	6.47	4.44**
ग्रामीण महिला शिक्षक	17	216.48	12.02	

0.01 सार्थकता स्तर पर आवश्यक मान =**2.71** (*सार्थक नहीं, ** सार्थक)

विश्लेषण एवं व्याख्या — उपरोक्त तालिका संख्या ३ अध्ययन से ज्ञात होता है कि भावी शिक्षकों की सामाजिक दक्षता मापनी से प्राप्त शहरी महिला भावी शिक्षकों के प्राप्तांकों का मध्यमान 209.42 तथा मानक विचलन 6.47 है तथा ग्रामीण महिला भावी शिक्षकों के प्राप्तांकों का मध्यमान 216.48 तथा मानक विचलन 12.02 है। दोनों मध्यमानों का तुलनात्मक अध्ययन करने से ज्ञात होता है कि शहरी महिला भावी शिक्षकों का मध्यमान ग्रामीण पुरुष भावी शिक्षकों से कम है। अतः ग्रामीण महिला भावी शिक्षकों की अधिक सामाजिक दक्षता है। शहरी

एवं ग्रामीण महिला भावी शिक्षक दोनों चरों के सामाजिक दक्षता मापनी से प्राप्त मध्यमानों में अंतर की सार्थकता ज्ञात करने के लिए टी-मान ज्ञात किया गया। गणना से 4.44 टी-मान प्राप्त हुआ जो टी-तालिका के 0.01 सार्थकता स्तर के स्वतंत्रता अंश ;कद्धि 38 पर 4.44 के मान से अधिक है। गणना से दोनों मध्यमानों के बीच सार्थक अन्तर है। अतः परिकल्पना संख्या ३ “शहरी एवं ग्रामीण महिला भावी शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।” उपरोक्त परिकल्पना को स्वीकृत किया जाता है।

परिकल्पना— 4 कुल भावी पुरुष एवं महिला शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।

तालिका —4

चर	कुल न्यादर्श N	मध्यमान (Mean)	मानक विचलन (SD)	टी- मान t-Value df=74
कुल पुरुष शिक्षक	38	205.82	16.50	1.26*
कुल महिला शिक्षक	38	210.03	12.20	

0.01 सार्थकता स्तर पर आवश्यक मान =2.64 (*सार्थक नहीं, ** सार्थक)

विश्लेषण एवं व्याख्या — उपरोक्त तालिका संख्या 4 अध्ययन से ज्ञात होता है कि भावी शिक्षकों की सामाजिक दक्षता मापनी से प्राप्त कुल पुरुष भावी शिक्षकों के प्राप्तांकों का मध्यमान 205.82 तथा मानक विचलन 16.50 है तथा कुल महिला भावी शिक्षकों के प्राप्तांकों का मध्यमान 210.03 तथा मानक विचलन 12.20 है। दोनों मध्यमानों का तुलनात्मक अध्ययन करने से ज्ञात होता है कि कुल महिला भावी शिक्षकों का मध्यमान कुल पुरुष भावी शिक्षकों से अधिक है। अतः कुल महिला भावी शिक्षकों की अधिक सामाजिक दक्षता है। कुल पुरुष एवं महिला भावी शिक्षक दोनों चरों के सामाजिक दक्षता मापनी से प्राप्त मध्यमानों में अंतर की सार्थकता ज्ञात करने के लिए टी-मान ज्ञात किया गया। गणना से 1.26 टी-मान प्राप्त हुआ जो टी-तालिका के 0.01 सार्थकता स्तर के स्वतंत्रता अंश ;कद्धि 74 पर 1.26 के मान से अधिक है। गणना से दोनों मध्यमानों के बीच कोई सार्थक अन्तर नहीं है। अतः परिकल्पना संख्या 4 “ कुल भावी पुरुष एवं महिला शिक्षकों की सामाजिक दक्षता में कोई सार्थक अन्तर नहीं है।” उपरोक्त परिकल्पना को स्वीकृत किया जाता है।

परिकल्पना से प्राप्त निष्कर्ष:

1. शहरी भावी शिक्षकों का मध्यमान ग्रामीण भावी शिक्षकों से अधिक है। अतः शहरी भावी शिक्षकों की अधिक सामाजिक दक्षता है।
2. शहरी पुरुष भावी शिक्षकों का मध्यमान ग्रामीण पुरुष भावी शिक्षकों से अधिक है। अतः शहरी पुरुष भावी शिक्षकों की अधिक सामाजिक दक्षता है।
3. शहरी महिला भावी शिक्षकों का मध्यमान ग्रामीण पुरुष भावी शिक्षकों से कम है। अतः ग्रामीण महिला भावी शिक्षकों की अधिक सामाजिक दक्षता है।
4. कुल महिला भावी शिक्षकों का मध्यमान कुल पुरुष भावी शिक्षकों से अधिक है। अतः कुल महिला भावी शिक्षकों की अधिक सामाजिक दक्षता है।

सुझाव:

अध्ययन से पता चला है कि भावी शिक्षकों की सामाजिक दक्षता में सुधार किया जाना चाहिए। भावी शिक्षकों की सामाजिक दक्षता विकसित करने के लिए निम्नलिखित सिफारिशें सुझाई गई हैं।

1. भावी शिक्षकों को पारस्परिक संबंधों को तलाशने और सुधारने के अवसर प्रदान किए जाने चाहिए।
2. भावी शिक्षकों को तालमेल की अवधारणा से परिचित कराया जाना चाहिए।
3. भावी शिक्षकों को विशेष अवसरों पर पारिवारिक समारोहों में भागीदारी को महत्व दिया जाना चाहिए।
4. भावी शिक्षकों को आभासी दोस्तों के बजाय वास्तविक दोस्त रखने के लाभों के बारे में जागरूक किया जाना चाहिए।
5. व्यक्तित्व विकास प्रशिक्षण बी.एड. पाठ्यक्रम का एक हिस्सा होना चाहिए, जिससे छात्रों को अपने व्यक्तित्व की खोज करने और अपनी ताकत और कमजोरियों को जानने में मदद मिल सके। भावी शिक्षकों को सकारात्मक दृष्टिकोण रखने और जीवन के उज्ज्वल पक्ष को देखने में मदद की जानी चाहिए।
6. भावी शिक्षकों को स्पष्ट संचार का अभ्यास करने के लिए प्रशिक्षित किया जाना चाहिए: मौखिक और गैर-मौखिक दोनों और सामाजिक रूप से सक्षम होने के लिए खुद को व्यक्त करने के लिए उचित शारीरिक भाषा और इशारों या अन्य गैर-मौखिक तरीकों का उपयोग करना चाहिए।

निष्कर्ष:

एक अच्छी तरह से विकसित सामाजिक दक्षता को शिक्षण पेशे के अभ्यास के लिए एक आवश्यक शर्त माना जा सकता है। अध्ययन से पता चला कि भावी शिक्षकों की सामाजिक क्षमता औसत थी, इसलिए भावी शिक्षकों की सामाजिक क्षमता को वांछित स्तर तक विकसित करने के लिए

कुछ उपाय सुझाए गए। सुझाई गई सिफारिशों को भावी शिक्षकों के बीच बेहतर सामाजिक दक्षता के विकास के लिए शिक्षाविदों, नीति निर्माताओं, पाठ्यक्रम योजनाकारों और शिक्षक प्रशिक्षकों द्वारा अपनाया जा सकता है। यह शोध पत्र भावी शिक्षकों की सामाजिक क्षमता का अध्ययन करने का एक प्रयास है, जो भविष्य के शिक्षक हैं और समाज के बेहतर नागरिक बनाने के लिए जिम्मेदार हैं।

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भरतमुनींचे नाट्यशास्त्र, रस सिद्धांत आणि त्यावर आधारित भारतीय रजपूत लघुचित्रे

डॉ. मीरा राजेश सावंत

रेखा व चित्रकला, एस एन डी टी कॉलेज ऑफ आर्ट्स अँड

एस सी बी कॉलेज ऑफ कॉमर्स अँड सायन्स फॉर वूमन.

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गोषवारा:

भारतात विविध कालखंडात आणि राजवटीमध्ये वैविध्यपूर्ण कला निर्मिती झाली. प्राचीन आणि मध्ययुगीन भारतीय कलेचे विविध नमुने आजही आपल्याला सुस्थितीत पाहायला मिळतात. त्यात प्रागैतिहासिक भीम घटकाची गुहाचित्रे, सिंधू संस्कृतीतील शिल्पकला तसेच हस्तकलेचे नमुने, अजिंठ्याची भित्तिचित्रे, मुघल आणि रजपूत लघुचित्र शैलीचे प्रकार अशा अनेक भारतीय कलांचा समावेश आहे.

भारताला कलेचा खूप मोठा वारसा लाभलेला आहे. या एवढ्या मोठ्या प्रमाणात निर्माण केल्या गेलेल्या कलाकृती कशाच्या आधारावर बनवल्या गेल्या? त्याच्या निर्मितीसाठी कोणत्या मार्गदर्शक तत्वांचा आधार घेतला गेला? या कलाकृती निर्मिती मागची कारणे काय आहेत? या प्रश्नांचा शोध घेतला तर त्याची उत्तरे प्राचीन भारतीय ज्ञान परंपरा, तत्त्वज्ञान आणि सौंदर्य शास्त्रावर आधारित ग्रंथांमध्ये मिळतात. प्रस्तुत शोधनिबंधामध्ये प्राचीन भारतीय सौंदर्यशास्त्र, भारतीय ज्ञान परंपरा आणि त्यातील ग्रंथांच्या आधारे भारतीय कला कशी परिपूर्ण आणि सौंदर्यपूर्ण होत गेली या दृष्टीने भरतमुनींचे नाट्यशास्त्र, रस सिद्धांत, नायिका भेद आणि त्यावर आधारित रजपूत लघुचित्र शैली तील चित्रांचे दाखले देऊन आंतरिक संबंध सिद्ध करण्याचा प्रयत्न केला आहे. तसेच ललित कला कश्या एकमेकांवर आधारित आहेत ते उदाहरणे देऊन स्पष्ट केले आहे.

संशोधन पद्धती:

प्रस्तुत शोधनिबंधासाठी द्वितीयक साधन सामुग्रीचा वापर केला आहे. यामध्ये संदर्भ ग्रंथ, प्रकाशित, अप्रकाशित साहित्य, जर्नल्स, वेबसाईट इत्यादी माध्यमांचा वापर केला आहे. त्याचप्रमाणे चित्रांच्या प्रतिमांचा वापर केला आहे.

प्रस्तावना:

भारतात विविध कालखंडात आणि राजवटीमध्ये वैविध्यपूर्ण कला निर्मिती झाली. प्राचीन आणि मध्ययुगीन भारतीय कलेचे विविध नमुने आजही आपल्याला सुस्थितीत पाहायला मिळतात. त्यात प्रागैतिहासिक भीमबेटकाची गुहाचित्रे, सिंधू संस्कृतीतील शिल्पकला तसेच हस्तकलेचे नमुने, अजिंठ्याची भित्तिचित्रे, मुघल आणि रजपूत लघुचित्र शैलीचे प्रकार अशा अनेक भारतीय कलांचा समावेश आहे.

भारताला कलेचा खूप मोठा वारसा लाभलेला आहे. या एवढ्या मोठ्या प्रमाणात निर्माण केल्या गेलेल्या कलाकृती कशाच्या आधारावर बनवल्या गेल्या? त्याच्या निर्मितीसाठी कोणत्या मार्गदर्शक तत्वांचा आधार घेतला गेला? या कलाकृती निर्मिती मागची कारणे काय आहेत? या प्रश्नांचा शोध घेतला तर त्याची उत्तरे प्राचीन भारतीय ज्ञान परंपरा, तत्त्वज्ञान आणि सौंदर्य शास्त्रावर आधारित ग्रंथांमध्ये मिळतात.

प्रस्तुत शोधनिबंधामध्ये प्राचीन भारतीय सौंदर्यशास्त्र, भारतीय ज्ञान परंपरा आणि त्यातील ग्रंथांच्या आधारे भारतीय कला कशी परिपूर्ण आणि सौंदर्यपूर्ण होत गेली या दृष्टीने भरतमुनींचे नाट्यशास्त्र, रस सिद्धांत, नायिका भेद आणि त्यावर आधारित रजपूत लघुचित्र शैली तील चित्रांचे दाखले देऊन आंतरिक संबंध सिद्ध करण्याचा प्रयत्न केला आहे. तसेच ललित कला कश्या एकमेकांवर आधारित आहेत ते उदाहरणे देऊन स्पष्ट केले आहे.

शोधनिबंधाचा उद्देश:

- भारतीय रजपूत लघुचित्रे या बाबत अधिक जाणून घेणे.
- लघु चित्रांच्या साहाय्याने ललित कलांमधील आंतरिक संबंध जाणून घेणे.
- रागमाला लघुचित्रे आणि भारतीय ज्ञान परंपरांचा संबंध यांचा अभ्यास करणे.

प्राचीन भारतीय ग्रंथांमधील चित्रकलेचा उल्लेख:

“यथा सुमेरूः प्रवरो नगानां यथाण्डजानां गरुडः प्रधानः।

यथा नराणां प्रवरः क्षितीशस्तथा कलानामिह चित्रकल्प” ॥ ४३:३९ ॥

विष्णुधर्मोत्तर पुराण

अर्थात:

जसा सुमेरू पर्वतांमध्ये श्रेष्ठ आहे, गरुड, पक्ष्यांचा प्रमुख, आणि पृथ्वीचा स्वामी, मनुष्यांमध्ये सर्वोत्कृष्ट आहे, त्याचप्रमाणे चित्रकला ही सर्व कलांमध्ये श्रेष्ठ आहे.

प्राचीन भारतीय ग्रंथांमध्ये, चित्रकलेशी संबंधित नियमांचा, पद्धतींचा तपशीलवार उल्लेख केला आहे, ज्यामध्ये काव्य, नाटक, महाकाव्य, पुराणे, उपनिषदे आणि विविध विषयांच्या ग्रंथांमध्ये त्यांची प्राचीन परंपरा आणि भारतीय चित्रकलेच्या सांस्कृतिक पद्धतीचे वर्णन केले आहे. याशिवाय असे काही ग्रंथ आहेत ज्यात मुक्त आणि सर्वसमावेशक चित्रकलेचे तपशीलवार वर्णन केले आहे. उदाहरणार्थ, विष्णुधर्मोत्तर पुराण, मार्कंडेय यांनी रचलेल्या या ग्रंथात २६९ प्रकरणे आहेत. त्याअंतर्गत तिसऱ्या विभागात ललित कलांसाठी संस्कृत विषय विशेष महत्त्वाचा आहे. ज्यात अध्याय १ ते ११८ मध्ये कलेबद्दल सांगितले आहे. या ग्रंथात चित्रसूत्राचे ३५ ते ४३ नऊ प्रकरणे आहेत. ज्यामध्ये चित्रकलेशी संबंधित सविस्तर माहिती दिली आहे, जी त्याआधी इतर कोणत्याही पुस्तकात आढळत नाही. त्याचप्रमाणे मार्कंडेय ऋषी आणि वज्र यांच्यातील संवाद आहे ज्यामुळे ललित कलांचा एकमेकांशी असलेला आंतर संबंध अधोरेखित होतो. त्याव्यतिरिक्त महाकाव्य, रामायण, महाभारत यांमध्ये चित्रशाळा, राजवाडे, रथ आणि महापुरुषांवरील चित्रांचे वर्णन आहे. नाटककार भासाने त्यांच्या स्वप्नवासवदत्तम, प्रतिज्ञा योगंधरायण आणि दूतवाक्य या तीन नाटकांमध्ये चित्रांचे वर्णन केले आहे. याशिवाय अभिलक्षितार्थ चिंतामणी, मनसार, समरंगण सूत्रधार या ग्रंथांतही चित्रकलेचा उल्लेख आहे.

वत्सयानाचे 'कामसूत्र' ग्रंथाचा चित्रकलेशी फार जवळचा संबंध आहे. ज्या काळात वत्सयानाचे 'कामसूत्र' लिहिले गेले त्या काळातील भारतीय समाजाची सांस्कृतिक प्रगती ही त्यात दिलेल्या ६४ कलांच्या यादीला पाहून येते. त्या ६४ कलांमध्ये चौथी कला 'आलेख्य' म्हणजेच चित्रकला विषयी माहिती मिळते. वत्सयानाने सर्व ललित कलांना सांस्कृतिक जीवनाच्या दृष्टीने फार महत्त्वाचे स्थान दिले आहे.

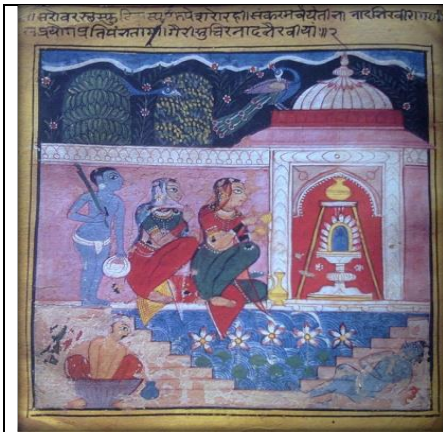
ललित कलांमधील संगीत कलेचा अभ्यास केला तर लक्षात येते कि दामोदर पंडित यांच्या 'संगीत दर्पण' या ग्रंथात छत्तीस रागरागिणींचं स्वरूप आणि लक्षण वर्णिले आहेत. प्राचीन ग्रंथांमध्ये राग रागिणींना पुरुष राग आणि स्त्री रागिणी अशी रूपे देऊन देव आणि देवता अश्या स्वरूपात वर्गीकरण केले आहे. त्यामध्ये रागांच्या स्वरूपाचे तसेच देव-देवतांच्या स्वरूपाचे वर्णन आढळते. या वर्णनावरून रागमाला चित्रांची निर्मिती झालेली आहे.

भरतमुनींचे नाट्यशास्त्र: भरतमुनींनी नाट्यशास्त्राची निर्मिती प्रत्यक्ष ब्रह्मदेवाच्या सांगण्यावरून केली अशी आख्यायिका प्रचलित आहे. नाट्यशास्त्राच्या निर्मितीचा नेमका काळ ठाऊक नसला तरी इ.स.पू. ४०० ते इ.स.पू. २०० च्या दरम्यान ह्याची निर्मिती झाल्याचे कळते. भरत मुनींनी नाट्य शास्त्राची निर्मिती केली, या ग्रंथाचा अभ्यास केला तर असे लक्षात येतील कि इसवी सनाच्या पूर्वाधापासून भारतामध्ये नाट्यकला ही प्रगतीशील अवस्थेत पोहोचली होती. भरत मुनींनी लिहिलेल्या नाट्य शास्त्रात अंगिक, वाचिक, भाविक व आहार्य या अभिनय प्रकारांची माहिती तर दिलेली आढळतेच पण सोबतच नृत्य शास्त्रावर देखील साविस्तर माहिती देण्यात आलेली आहे. रस, नाटकातील पात्रे, रंगमंदिराचे वर्णन, रंगमंचाचा आकार, प्रेक्षागृह, रंगभूषा व वेशभूषेसाठी जागा तसेच प्रवेश करण्यापूर्वी पात्रांना लागणारा आडोसा याचा सखोल अभ्यास या ग्रंथात आढळतो. महत्त्वाचे म्हणजे नाट्यातील प्रमुख स्त्री-पात्र आणि प्रमुख पुरुष-पात्र यांना अनुक्रमे 'नायिका' व 'नायक' असे म्हणतात. अष्टनायिकांची आणि नायक यांची सर्वप्रथम चर्चा आचार्य भरतमुनींनी केली. नाट्यशास्त्राचा सहावा अध्याय सौंदर्यशास्त्राच्या दृष्टीने महत्त्वाचा आहे या अध्यायात भरतमुनींनी रस आणि भाव यावर चर्चा केली आहे. या रस सिद्धांतानुसार प्रमुख आठ स्थाईभाव आहेत आणि त्यापासून निर्माण होणारे आठ रस आहेत. रती, हास, शोक, क्रोध, उत्साह, भय, जुगुप्सा, विस्मय हे स्थायीभाव असून त्यापासून निर्माण होणारे रस म्हणजे शृंगार, हास्य, करुण, रौद्र, वीर, भयंकर, वीभत्सं आणि अद्भुत असे आहेत. सर्व ललित कलांच्या दृष्टीने जर

विचार केला तर रस आणि भाव या दोन्हीही संकल्पना महत्वाची भूमिका बजावतात असे लक्षात येते.

भारतीय रजपूत लघुचित्रे - रागमाला चित्रे आणि भरतमुनींचे नाट्यशास्त्र आणि रससिद्धांत: रागमाला चित्रे ही मध्ययुगीन भारतातील रागमाला किंवा 'रागांची माला' वर आधारित चित्रांची मालिका आहे, ज्यामध्ये विविध भारतीय संगीत पद्धती, रागांचे चित्रण आहे. ते मध्ययुगीन भारतातील कला, कविता आणि शास्त्रीय संगीताच्या एकत्रीकरणाचे शास्त्रीय उदाहरण आहे. १६व्या आणि १७व्या शतकापासून भारतीय चित्रकलेच्या बहुतांश शैली मध्ये रागमाला चित्रे तयार करण्यात आली होती आणि आज पहारी रागमाला, राजस्थान किंवा राजपूत रागमाला, दक्खन रागमाला आणि मुघल रागमाला अशी नावे आहेत. या चित्रांमध्ये प्रत्येक राग रंग, मूड, नायक आणि नायिकांच्या कथेचे वर्णन करणारा श्लोक, ऋतू आणि दिवस आणि रात्र कोणत्या विशिष्ट रागात गायला जातो हे देखील स्पष्ट करते. बहुतेक चित्रे रागाशी जोडलेल्या विशिष्ट हिंदू देवतांचे देखील सीमांकन करतात, जसे की भैरव किंवा भैरवी हे शिव, श्री हे देवी इत्यादी. चित्रांमध्ये केवळ रागच नव्हे, तर त्यांच्या पत्नी, (रागिणी), त्यांचे असंख्य पुत्र (रागपुत्र) आणि मुली (रागपुत्री) देखील चित्रित केले जातात. रागमालामध्ये उपस्थित असलेले सहा प्रमुख राग म्हणजे भैरव, दीपिका, श्री, मलकौंसा, मेघा आणि हिंदोळा आणि हे वर्षांच्या सहा ऋतूंमध्ये - वसंत, ग्रीष्म, वर्षा, शरद, हेमंत आणि शिशिर ऋतूंमध्ये गायले जातात त्याचे चित्रण या लघुचित्रांमध्ये प्रामुख्याने दिसते.

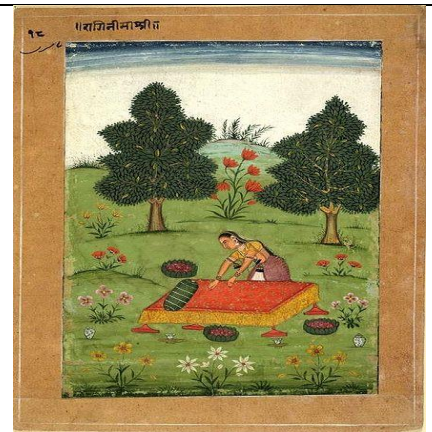
अष्टनायिकांची सर्वप्रथम चर्चा इसवी सनाच्या ५ व्या शतकात आचार्य भरतमुनींनी केली. नाट्यातील प्रमुख स्त्री-पात्र आणि प्रमुख पुरुष-पात्र यांना अनुक्रमे 'नायिका' व 'नायक' असे म्हणतात. ह्या नायिकेचे आपल्या प्रिय व्यक्तीशी मिलन अथवा वियोग यांतून निर्माण होणाऱ्या आठ अवस्था म्हणजे 'अष्टनायिका' त्याचे चित्रण या लघुचित्रांमध्ये दिसते. राजपूत रागमाला लघुचित्रे हि ललित कलांच्या आंतरसंबंधांचे एक उत्कृष्ट उदाहरण आहे. काव्य संगीत नाट्य आणि चित्र यांच्यातील अनोखे नाते रागमाला लघुचित्रे पाहताना अनुभवता येते. रागमाला चित्रे पारंपरिक राग संगीत, रस यांच्या भावारूपाचे चित्ररूप माध्यमातील दर्शन आपल्याला घडवितात. संगीतात त्या ठराविक रागापासून उत्पन्न होणारे भाव व रस त्या राग रागिणींच्या चित्रांमधून व्यक्त करण्याचा प्रयत्न केला आहे. राग आळविण्याच्या ठराविक कालमानाचे चित्रण या चित्रांमधून केले आहे. मूळ रागांपासून उत्पन्न होणारे भाव आणि रस या चित्रांमधून निर्माण व्हावेत या प्रयत्नाने चित्रातील विषय आणि रंगांची निवड केलेली आहे. अर्थात रंगांच्या लक्षणांप्रमाणे चित्रांची लक्षणे ठरविली गेली आहेत. उदाहरणार्थ राग- भैरव हा शिवाजी पूजा करीत असलेल्या समुदायाने सुचित केला जातो. पहाटेच्या समयी गायला जातो त्याप्रमाणे पहाटेचा अंधुक प्रकाश चित्रात दाखवलेला दिसतो. त्याचप्रमाणे तोडी हा राग एका स्त्रीच्या वीणा वादनावर मुग्ध झालेल्या हरीण शावका वरून समजला जातो अशातःहेची राग रागिणीची चित्रे अतिशय मोहक आहेत. खाली दिलेल्या चित्रांची काही उदाहरणे पहिली असता हे स्पष्ट होत जाते.



प्रतिमा - १

रागिणी भैरवी, राजस्थानी, मेवाड शैली, दिनांक :
इ.स. १६०५

चावंड येथे चित्रित, कलाकार : निसर्दी (नसिरुद्दीन)



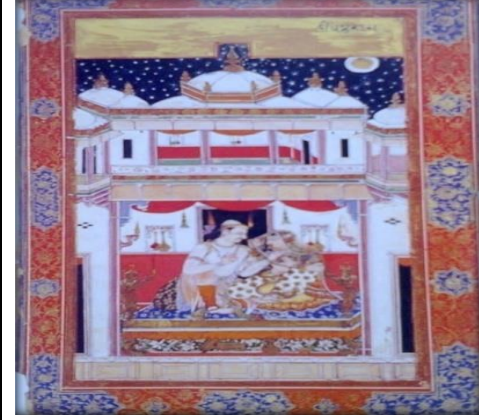
प्रतिमा - २

रागिणी मालश्री, राजस्थानी, इ.स. १७ वे शतक

(प्रतिमा - १) राग- भैरव हा शिवाराधनेशी संबंधित आहे जो पहाटेच्या समयी गायला जातो . भक्ती रसावर आधारित हे चित्र आहे. भक्तीरस हा नवरसांव्यतिरिक्त नंतर समाविष्ट केलेला रस आहे. निळ्या रंगाचा उपयोग करून पहाटेचा अंधुक प्रकाश दाखवण्याचा प्रयत्न केलेला दिसतो.

(प्रतिमा - २) रागिणी मालश्री - सायंकाळी सूर्यास्ताच्या वेळी गायली जाणारी रागिणी आहे. भारतमुनींनी ज्या

अष्टनायिकांचा उल्लेख केलाय त्यापैकी एक वासकसज्जा - अलंकार घालून प्रियकराच्या स्वागतास सज्ज , आतुर होऊन वस्त्र-आभूषणांनी सुसज्ज होते आणि प्रसन्नतेने प्रियकराची वाट बघते अशी स्त्री म्हणजे 'वासकसज्जा. शृंगार (शृंगारं) प्रेम रसावर आधारित हे चित्र आहे. विप्रलंब, वियोगातील प्रेमाची तळमळ या चित्रात पाहायला मिळते.



प्रतिमा - ३
राग दीपिका, चुनर रागमाला मालिका, राजस्थानी, बुंदी शैली, दिनांक: एडी १५९१



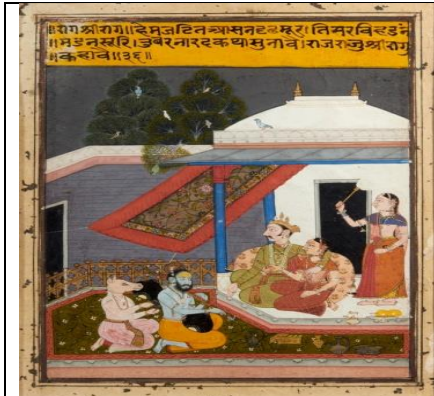
प्रतिमा - ४
रागिणी सारंग, राजस्थानी मेवाड शैली, दिनांक सी. 1628.

(प्रतिमा - ३) रागिणी दीपिका -

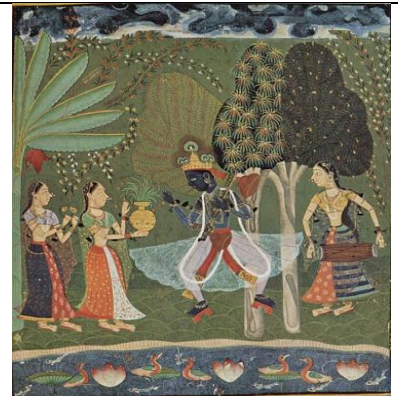
रात्रीच्या वेळी गायली जाणारी रागिणी आहे. अष्टनायिकांपैकी एक स्वाधीनभर्तुका - तिने तिच्या प्रियकराला तिच्या मोहिनी आणि सौंदर्याने बंदिस्त केले. संभोग शृंगार रसावर आधारित हे चित्र आहे. चांदण्यांनी बहरलेली रात्र आणि दिव्यांच्या प्रकाशात उजळलेली वस्तू या चित्रातील शृंगार रसातील सौंदर्यात अजूनच भर घालतात.

(प्रतिमा - ४) रागिणी सारंग -

दुपारच्या वेळी गायली जाणारी रागिणी आहे. भारतमुनींनी वर्णन केलेल्या नायकांपैकी एक धीरललित - जो प्रगल्भ आहे आणि ज्याच्याकडे संगीत कलेची प्रशंसा करण्याची भावना आहे. संभोग शृंगार रसावर आधारित हे चित्र आहे. चित्रातील निसर्गसौंदर्य रसनिर्मिती करण्यात महत्वाची भूमिका बजावतात.



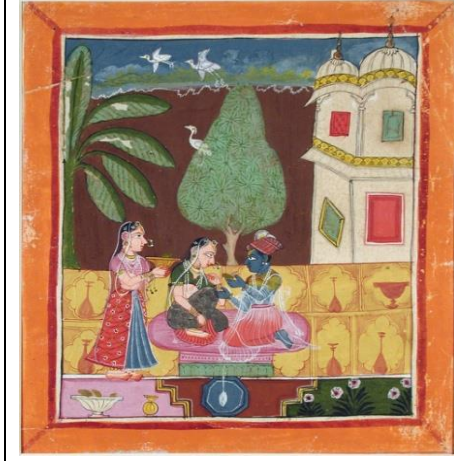
प्रतिमा - ५
राग - श्री, राजस्थानी, मेवाड शैली, इ.स. १६९० वे शतक



प्रतिमा - ६
रागिणी- वसंत, राजस्थानी, बुंदी शैली, इ.स. १७

(प्रतिमा – ५) राग – श्री

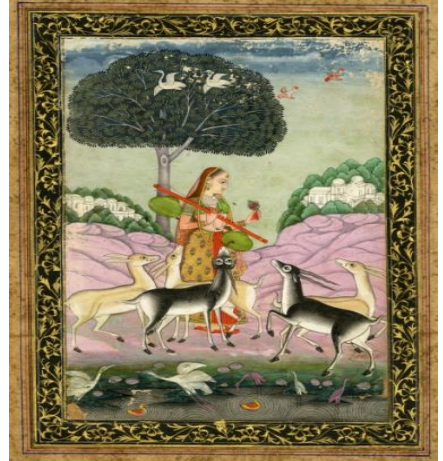
श्री सायंकाळी सूर्यास्ताच्या वेळी गायला जाणारा राग आहे. नायकांपैकी एक धीरललित - जो प्रगल्भ आहे आणि ज्याच्याकडे संगीत कलेची प्रशंसा करण्याची भावना आहे. शांत रस, भक्ती रसावर आधारित हे चित्र आहे.



प्रतिमा - ७
रागिणी मालकौंस, राजस्थानी, मालवा शैली
ब्रिटिश म्युसिअम लंडन

(प्रतिमा – ६) रागिणी- वसंत

वसंत रागिणी राधा कृष्ण आणि गोपिका यांच्याशी संबंधित आहे रात्रीच्या वेळी गायली जाणारी रागिणी आहे. वसंत ऋतूतील निसर्गाचे सौंदर्यपूर्ण चित्रण या चित्रात पाहायला मिळते. शृंगार रसावर आधारित हे चित्र आहे.



प्रतिमा - ८
रागिणी तोडी, राजस्थानी, जयपूर १८ वे शतक,

(प्रतिमा – ७) रागिणी मालकौंस –

रात्रीच्या वेळी गायली जाणारी रागिणी आहे. भारतमुनीनी वर्णन केलेल्या अष्टनायिकांपैकी एक स्वाधीनभर्तुका - तिने तिच्या प्रियकराला तिच्या मोहिनी आणि सौंदर्याने बंदिस्त केले. . संभोग शृंगार रसावर आधारित हे चित्र आहे.

(प्रतिमा – ८) रागिणी तोडी –

दुपारच्या वेळी गायली जाणारी रागिणी आहे. अष्टनायिकांपैकी एक प्रोषितभर्तुका:- जिचा पती विदेशी गेला अशी स्त्री. जिचा पती कोणत्यातरी महत्त्वपूर्ण कामासाठी परदेशी गेलाय आणि त्यामुळे केश-शृंगार न करता राहणारी ती 'प्रोषितभर्तुका'. शृंगार रसावर आधारित हे चित्र आहे. विप्रलंब, वियोगातील प्रेमाची तळमळ या चित्रात पाहायला मिळते.

या शोधनिबंधात निवडक चित्रांचे दाखले पाहता काही मुद्दे आपल्याला प्रकर्षाने लक्षात येतात ते पुढीलप्रमाणे आहेत

निष्कर्ष:

प्रस्तुत शोधनिबंधात राजपूत लघुचित्रकलेतील भारतीय ज्ञान परंपरांचा आधार तपासून पाहण्यासाठी अभ्यासात्मक लिखाण केले आहे. त्यासाठी प्रामुख्याने

राजपूत लघुचित्रकलेतील रागमाला चित्रांचे दाखले वापरले आहेत रागमाला चित्रे आणि भारतीय ज्ञान परंपरा यांचा परस्पर संबंध जाणून घेताना पुढीलप्रमाणे काही निष्कर्ष मांडता येतील:

- रागमाला चित्रांमध्ये काव्यात्मक प्रतीकांचे चित्रण केले आहे.
- ज्याप्रमाणे नायक किंवा नायिका हे नाटक, कविता आणि नृत्यात आढळतात तसे प्रकार या चित्रांमध्ये चित्रित केले आहेत.
- देवता, नायक आणि नायिका ही वृत्ती, वेळ आणि ऋतूसाठी ज्याप्रकारे योग्य दर्शविल्या जातात, त्याप्रमाणे विशिष्ट राग आणि रागिणींच्या भावनांचे प्रतिनिधित्व करतात. त्यासाठी विशिष्ट रंगसंगतीचा वापर प्रभावीपणे केला आहे.
- रागमाला चित्रे विशिष्ट भावना किंवा भावनिक स्थिती आणि वेळ दर्शवतात. वनस्पती, प्राणी आणि निसर्ग यांचे वैविध्यपूर्ण चित्रण यात पाहायला मिळते.
- प्रेमाचे चित्रण प्रामुख्याने दोन टप्प्यात केले आहे, म्हणजे एकात्मता शृंगार, पूर्ण झालेले प्रेम म्हणजे संभोग शृंगार रस आणि वियोगातील प्रेमाची तळमळ म्हणजे विप्रलंब शृंगार रस.

सर्व चित्रांचे दाखले पाहता आपल्या लक्षात येते की ही लघुचित्रे सतराव्या अठराव्या शतकात मोठ्या प्रमाणात निर्माण झाली परंतु सर्व चित्रे प्राचीन भारतीय ज्ञान परंपरांवर आधारित आहेत. त्यात भारतमुनींचे नाट्यशास्त्र, वात्सायनाचे कामसूत्र, विष्णुधर्मोत्तरपुराण तसेच संगीतावरील रागतरंगिणी, संगीत दर्पण हे ग्रंथ या सर्व प्राचीन ग्रंथांचं मोलाचा स्थान आहे. काव्य, संगीत, नाट्य आणि चित्र यांचा अनोखा संगम म्हणून रागमाला चित्रांचे उदाहरण एक उत्तम उदाहरण आहे.

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दलित विमर्श एवं महात्मा गाँधी

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सारांश:

दक्षिण अफ्रीका में अन्याय व शोषण व नस्लवाद के विरुद्ध संघर्ष की पृष्ठभूमि में 1915 में महात्मा गांधी का भारतीय राजनीति में प्रवेश निश्चय ही एक विशिष्ट घटना थी। गांधी जी ने समाज, सामाजिक न्याय, स्त्री शिक्षा, हिन्दू मुस्लिम एकता, दलितोद्धार, विश्व शांति आदि का आजीवन प्रयास किया।

शब्द कुंजी— दलितोद्धार, अश्वपृथता, संविधान, गांधी, पूना पैक्ट

प्रस्तावना:

इस दृष्टि से गांधी जी ने दलितों व शोषितों के उन्नयन हेतु विशेष मानवीय दृष्टि रखी और उन्हें सामाजिक धारा में लाने के पुरजोर प्रयास किए। आमतौर पर गांधी जी को स्वतंत्रता संग्राम के प्रमुख योद्धा के रूप में मूल्यांकित कर उनके अन्य रचनात्मक एवं सामाजिक सांस्कृतिक एवं कानूनी माध्यमों से किये सामाजिक सुधार के कार्यों को अनदेखा कर दिया जाता है। दलित सुधार उन्नयन के गांधी जी के प्रयास उन्ही में से एक है। वास्तविकता यह है कि दलित समाज एवं इसके उन्नयन में प्रमुख बाधक तत्व अश्वपृथता उन्मूलन के सवाल को उन्होंने वैसे ही राष्ट्रव्यापी जागरण का विषय बना दिया जैसे स्वराज के मुद्दे को। यह बात और है कि गाँधी जी द्वारा दलित समाज के उन्नयन हेतु आजीवन किये गये कार्यों की उपेक्षा के परिणाम स्वरूप आरंभ में भी एवं कुछ वर्षों के दौरान उभरे दलित चिन्तन में गाँधी जी को दलित विरोधी सिद्ध करने की मुहिम चला रखी गयी है। चूँकि गाँधी चिन्तन में दलितों के बजाय अछूत या अश्वपृथ शब्द अधिक मिलते हैं इसलिए आज के चिंतकों को भी यह भ्रम हो जाता है कि गाँधीजी के कार्यक्रमों में दलितों से जुड़े सवाल का कोई स्थान नहीं था। लेकिन यदि हम समग्र दृष्टि डालें तो दलितोद्धार के उन्नायकों में गाँधी जी निःसंदेह प्रथम पंक्ति में शामिल होंगे।

वस्तुतः गाँधी जी की दृष्टि में दलित एक व्यापक विचार रखता है उनके अनुसार दलित केवल अछूत जाति वाले ही नहीं वरन शोषित, वंचित, आदिवासी, वनवासी, भंगी मेहतर आदि विभिन्न जातियां थी जिनको सामाजिक भेदभाव व शोषण का सामना करना पड़ता था। चाहे वायकोम सत्याग्रह एवं अन्य मंदिरों में दलितों के प्रवेश में उनकी भूमिका हो या अखिल भारतीय अश्वपृथता निवारण संघ की स्थापना या उनके कल्याण हेतु विभिन्न सामाजिक एवं रचनात्मक कार्यक्रम, दलितोद्धार के प्रति गांधी जी की

संवेदनाओं को बारीकी से देखा जा सकता है। यहाँ यह भी अपने मे विरोधाभास हैं कि गांधी जी स्वयं अपने मंदिर जाना आवश्यक नहीं समझते थे लेकिन उसी व्यक्ति ने जातीय हिन्दुओं के हृदय परिवर्तन और छुआछूत को मिटाने के लिए अपनी प्राथमिकताओं में हरिजनों के मंदिर प्रवेश को सर्वोच्च महत्व दिया।

गाँधी जी के मन में दलितों के प्रति बचपन से लगाव रहा है। उन्होंने अपनी आत्मकथा में एक जगह लिखा है कि जब मैं बालक था तो मुझे याद है कि मेरे घर पाखाना एवं आंगन की सफाई करने हेतु उका नाम का मेहतर आया करता था। मेरी मां मुझसे कहा करती थी कि मैं उसे ना छूऊं, पर यह बात मेरी समझ में नहीं आती थी। कभी-कभी जब उका और मेरा स्पर्श हो जाता तो मां मुझे स्नान कराने के लिए कहती। कई बार मैं हट करता और जान बूझकर उका को छू देता। इस पर मां मुझे बहुत डांटती फिर भी मैं नहीं समझता कि किसी आदमी को छूने से पाप क्यों लगेगा।

अछूतोद्धार हेतु गाँधी जी का व्यापक प्रभाव 1932 के उनके उपवास के बाद देखने में आया। 1931 में ही गाँधी जी ने गोलमेज सभा लन्दन में कहा था कि यदि अछूतों को हिन्दू समाज से अलग करने का प्रयास किया गया तो मैं प्राणों की बाजी लगाकर भी उसका विरोध करूंगा। यह बात गाँधी जी को इसलिए कहनी पड़ी थी कि कम्यूनल अवार्ड के द्वारा अंग्रेज सरकार चाहती थी कि दलितों के लिए अलग से निर्वाचन की पद्धति अपनाई जाए। इससे दलित, शेष हिन्दुओं से अलग हो जाते। ऐसी स्थिति में अंग्रेज पादरी बड़ी सरलता से उन्हें इसाई बना सकते थे। सरकार इस मुद्दे पर अपनी बात पर अड़ी रही। यह देख गाँधी जी ने यरवदा जेल में ही अनशन किया। उनके अनशन से सारे देश में चिंता फैल गई और दलित नेताओं तथा शेष हिन्दू नेताओं एवं गाँधी जी के बीच समझौता हुआ। जिनके परिणाम स्वरूप केन्द्रीय व राज्य विधानमण्डलों में दलित जातियों के लिए अलग निर्वाचन व्यवस्था के स्थान पर सम्मानजनक सीटें आरक्षित कर दी गई। पूना पैक्ट नाम से मशहूर इस

समझौते के बाद अम्बेडकर जी ने गाँधी जी के लिए कहा था कि मुझे प्रसन्नता है कि सबके सहयोग से महात्मा गाँधी का जीवन बचाना साथ ही दलित वर्गों के लिए भविष्य में आवश्यक संरक्षण प्राप्त करना संभव हो सका। मेरा विचार है कि इस समस्त कार्य का बहुत बड़ा श्रेय महात्मा गाँधी को है। मैं स्वीकार करता हूँ कि मुझे गाँधी से मिलकर आश्चर्य हुआ कि उनमें और मुझमें बहुत कुछ समान है।

1933 में दलितों के उद्धार हेतु गाँधी जी ने हरिजन सेवक संघ की स्थापना की एवं हरिजन नामक साप्ताहिक पत्र का सम्पादन किया। हरिजन सेवक संघ ने दलित बच्चों को छात्रवृत्ति एवं आर्थिक सहायता प्रदान की जिससे वे आगे बढ़ सकें। इसी बीच हरिजन सेवक संघ के कार्यकर्ताओं में लगन कि कमी को देखते हुए गाँधी जी ने आत्मशुद्धि के लिए पुनः 1933 में 21 दिन का उपवास किया। उपवास की समाप्ति पर गाँधी जी के साथ ठक्कर बापा ने हरिजन आन्दोलन में प्राण फूँक दिया। स्वयं गाँधी जी ने 12500 मील की हरिजन यात्रा प्रारंभ किया और हरिजन सेवक संघ के लिए लाखों रुपये चन्दे में इकट्ठे किए।

दलितोंद्वारा के प्रति गाँधी जी के कृत्य मात्र वैचारिक या सैद्धान्तिक नहीं थे। उन्होंने स्वयं दलित बस्तियों में जाकर वहाँ स्वच्छता, जागरुकता एवं अन्य रचनात्मक कार्यक्रम चलाये और स्वयं उनके शौचालयों, बस्तियों आदि को साफ किया। प्राचीन काल से भारतीय समाज में व्याप्त छुआ-छूत की कुप्रथा पर प्रहार करते हुए गाँधी जी अछूतों के लिए हरिजन अर्थात् भगवान के जन शब्दों का प्रयोग किया। गाँधी जी द्वारा 1922 में असहयोग आन्दोलन को वापस लिए जाने के फलस्वरूप उनके अनुयायियों समेत बारदोली कांग्रेस कार्यकर्ताओं का मनोबल गिरा, तब गाँधी ने इनसे कहा कि आप लोगों ने आदिवासी, नीच व अछूत जातियों के लिए अभी तक कुछ विशेष नहीं किया है, अब कीजिए। गाँधी जी के कहने पर इन लोगों ने अछूतों एवं आदिवासियों के बीच जिन्हे कलिपराज (अश्वेतजन) कहा जाता था, काम करना शुरू किया। (सवर्णों एवं उच्च जातियों को उजलीपराज कहा जाता था) बारदोली तालुके की 60 फीसदी आबादी कलिपराज की थी। कांग्रेस के स्वयंसेवी कार्यकर्ताओं ने जो खुद सवर्ण जाति के थे, ने कलिपराज यानि अछूत और आदिवासी जनता के बीच अनेक आश्रम खोले और इनके माध्यम से दलित आदिवासियों और पिछड़े वर्गों में शिक्षा प्रसार व अन्य रचनात्मक व सामाजिक सुधार कार्य किये। इनमें से कई आश्रम आज भी हैं। इस बीच कांग्रेस सम्मेलन में जिसकी अध्यक्षता गाँधी जी ने की थी, ने कलिपराज समुदाय के आर्थिक सामाजिक हालात का अध्ययन करने के लिए एक जाँच समिति गठित की और गाँधी जी ने कलिपराज का नाम बदलकर रानीपराज रख दिया। इसका अर्थ था जंमल के वासी। क्योंकि गाँधी जी की निगाह में कलिपराज शब्द अपमान जनक था।

इसी सम्मेलन में गाँधी जी ने बारदोली में बंधुआ मजूरी (हालि पद्धति) की भी समाप्ति का प्रस्ताव दिया।

अस्पृश्यता या छुआछूत को गाँधी जी हिन्दू समाज का सबसे बड़ा अभिशाप मानते थे। एक तात्विक आदर्शवादी और नैतिक व्यक्तिवादी के रूप में गाँधी जी समानता के आधार पर स्थापित समाज में विश्वास करते थे। गाँधी जी ने साबरमती आश्रम में सभी दलितों के प्रवेश को अनुमति दी थी जिसका संचालन एवं प्रबंधन तब सवर्णों के चंदे के आधार पर किया जाता था। वर्ण व्यवस्था को स्वीकार करने के बाद भी गाँधी जी वर्ण व्यवस्था में किसी तरह की दूरी और उच्चता की भावना को स्वीकार करने से मना करते थे। उनके अनुसार अस्पृश्यता मानवता तथा ईश्वर के प्रति एक ऐसा पाप था जो विष के समान हिन्दूवाद की मजबूत जड़ों को नष्ट कर रहा था। उनके अनुसार हिन्दू शास्त्रों में अस्पृश्यता को मान्यता नहीं दी गई है। हिन्दू समाज में यह विचार संभवतः उस समय अस्तित्व में आया होगा, जब समाज अपनी निम्नतम अवस्था में रहा होगा। अछूतों के मसीहा महात्मा गाँधी ने कहा कि 'निकम्मा है तुम्हारा सारा तत्वज्ञान और तुम्हारी वेद पोथियाँ, कि जिन्होंने तुम्हारी आँखों पर परदा डाल रखा है और तुम मानते हो कि तुम उच्च हो और दूसरे नीच'। 1934 में गाँधी जी ने बिहार में आये भूकम्प पर कहा कि यह अस्पृश्यता हेतु हिन्दूओं के पापों का दैवीय दंड है। यह भी मानना पड़ेगा कि आज वंचित, शोषित, दलित एवं पिछड़े समाज के कल्याण या उद्धार के लिए जो भी कार्य किए जा रहे हैं उनका श्रेय काफी हद तक महात्मा गाँधी को है। गाँधी जी ने आजादी के रास्ते में सबसे बड़ी रुकावट यह देखी की यहाँ आपस में एकता नहीं है। स्वभावतः ही एकता के लिए उनके अनुसार निम्न जातियों के साथ भेद भाव मिटाना जरूरी था। इसलिए जब गाँधी जी ने सत्याग्रह आश्रम के लिए ग्यारह व्रत निर्धारित किए तो उनमें अस्पृश्यता निवारण को भी सम्मिलित किया। गाँधी जी ने सभ्य समाज में मैला प्रथा, चर्मकारी प्रथा आदि का तीव्र विरोध किया।

यह दलितों के संदर्भ में गाँधी जी द्वारा किए गए प्रयासों का ही परिणाम है कि स्वतंत्र भारत के संविधान में किसी रूप में अस्पृश्यता के पालन को अपराध घोषित किया गया है, तथा राज्य के नीति निर्देशक सिद्धान्तों के अंतर्गत यह प्रावधान किया गया है कि राज्य अनुसूचित जातियों, जनजातियों एवं पिछड़े वर्ग के लोगों के लिए शिक्षा एवं आर्थिक विकास के अवसर उपलब्ध काराएगा और उन्हें समाजिक अन्याय एवं प्रत्येक प्रकार के शोषण से संरक्षण प्रदान करेगा।

निष्कर्ष:

इस प्रकार यदि हम समग्र दृष्टि डालें तो दलित पुनरुद्धार के उन्नायकों में गाँधी जी का नाम अग्रणी पंक्ति में रखा जाना चाहिए। दलित समाज के उन्नयन में उन्होंने उतना प्रयास किया जो उनके वश में था। केवल यही उनके वश में नहीं था कि वे अपने

को फिर से अछूत जाति में पैदा कर लेते । अस्पृश्यता के विरुद्ध उन्होंने जिस प्रकार की आक्रमकता दिखाई उसने कट्टरपंथी सवर्णों कि नींद हराम कर दी। कट्टरपंथी हिन्दुओं की असहिष्णुता की चरम परिणति के रूप में ही नाथूराम गोडसे ने गोली मारकर सवर्णवाद के विरुद्ध लड़ने वाले एक महान अहिंसक योद्धा का अंत कर दिया। यहाँ एक बात और ध्यातव्य हैं कि दलित उद्धार के अन्य उन्नायकों ने कहीं न कहीं उस तात्कालिक सामाजिक व्यवस्था से स्वयं शोषित हो प्रतिकार व प्रतिशोध के रूप में दलित सुधार व क्रांतियां प्रारंभ की परंतु गाँधीजी ने एक मानव व मानवीय गरिमा के दृष्टिकोण से उनके प्रति अन्याय के विरोध एवं पुनरुद्धार के सहज एवं स्वाभाविक प्रयास किये। इस प्रकार दलित समाज के उन्नयन में गाँधीजी की भूमिका अद्वितीय हैं। मानवीय गरिमा के रक्षण एवं इसके उन्नयन में उच्चतम प्रयास के लिए हमारा राष्ट्र महात्मा गाँधी का सदैव ऋणी रहेगा।

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निराला साहित्य में मजदूरों व भिखारियों की स्थिति

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सारांश:

दबी-कुचली जनता के साथ अटूट भाईचारा और तज्जन्य विवेक— इन्हीं क्षेत्रों से मिलकर निराला काव्य की भाव भूमि का निर्माण होता है। निराला अपने काव्य के लिए सामान्य जन-मजदूर-भिखारी आदि से शक्ति ग्रहण करते हैं। अत्याचारियों के प्रति घृणा और मजदूर-भिखारी आदि का यथार्थ अंकन करते हुए उनके लिए सम्मान निराला काव्य की विशेषता है। आर्थिक रूप से कमजोर व्यक्तियों के चित्र निराला काव्य में बहुतायत से आए हैं।

(क) **भिखारियों की दयनीय दशा** : निराला काव्य में आए भिखारियों के चित्र भिक्षुक के समस्त मनोभावों को मूर्त रूप में पाठक के समक्ष उपस्थित कर देते हैं। भिक्षुक के संस्कारों, प्रवृत्तियों और मानसिकता का सूक्ष्मतय परिचय निराला काव्य में विद्यमान है। “युग जीवन की असहृदयता के संघर्षों में पड़कर महाकवि की संत प्रकृति निखर रही है, वह असाधारणता से दूर रहकर साधारणता की उपलब्धि में ही जीवन की सार्थकता का अनुभव करता है।” “इसी आराधना के बीच निराला ईश्वर का स्मरण करना चाहते हैं, कि जो द्वार-द्वार भीख मांगता फिर रहा है, जिसकी इच्छाएं कुचली जा चुकी हैं, वह भी तुम्हें चाहता है, तुमरी वन्दना करता है।” वास्तव में यह विषमता की भावना मानवीय नहीं है। कवि का कथन है कि मनुष्य का अंकन उसके भौतिक और स्थूल शरीर से नहीं किया जा सकता। उसके अन्दर जो सौंदर्य विद्यमान है, वहीं वास्तविक सौंदर्य है—

तुम्हें चाहता वह भी सुन्दर,
जो द्वार-द्वार फिरकर
भीख मांगता कर फैलाकर।

कवि का यही मानवीय सौंदर्यबोध उसे उदारचेता और दलितों का हमदर्द सिद्ध करता है लेकिन इस कविता में कहीं न कहीं छायावादी तत्व छिपे हुए हैं। निराला ने दलित भिक्षुक की समस्या को जान तो लिया है किन्तु उसके यथार्थ अंकन की अपेक्षा कवि ईश्वरोन्मुख संबोधन तक ही सीमित रह जाता है।

‘भिक्षुक’ कविता में निराला महज मानसिक संवेदना की सृष्टि ही नहीं करते बल्कि उससे आगे बढ़कर अनुभव की प्रामाणिकता से जुड़ी सच्ची सहानुभूति प्रस्तुत करते हैं। “भिक्षुक अदना—सा जीव है इसलिए इसका आना चौकाने का काम नहीं करता और वह कलेजे को दो टूक करता पछताता हुआ सड़क पर भीख मांगने के लिए आता है। जिसके पेट में अन्न नहीं, तन पर वस्त्र नहीं और सर छिपाने को छप्पर नहीं; क्या वह सुडौल बदन का होगा?” निराला की भिक्षुकों के प्रति सहृदयता जगजाहिर है इसलिए इनका चित्रण भी वास्तविकता के अति निकट है—

वह आता
दो टूक कलेजे के करता पछताता
पथ पर आता।
पेट पीठ दोनों मिलकर हैं एक,
चल रहा लकुटिया टेक,
मुट्ठी—भर दाने को—भूख मिटाने को
मुंह फटी पुरानी झोली का फैलाता।

दूधनाथ सिंह के अनुसार, “इस पूरे विवरण की हर पंक्ति में ऐसे करुण और भयावह बिम्बों की सृष्टि कवि ने की है कि वे पाठक के सामने इस सामाजिक पतन का एक चित्र उपस्थित कर देते हैं। शायद इससे पूर्व किसी कवि ने भी इस स्थिति को कविता के योग्य नहीं समझा।”⁸³ भिक्षुक की विडम्बनामयी स्थिति का अंकन करने में निराला ही सक्षम हो सके हैं। इस कविता का भिक्षुक अकेला नहीं है। उसके साथ दैन्य की प्रतिमूर्ति दो बच्चे भी हैं। जिनका एक हाथ सदा फैला रहता है और दूसरा पेट को मलता रहता है। भिक्षुक के बच्चे इशारों से सब कुछ व्यक्त कर देते हैं। एक हाथ पेट की आग की सूचना देता है तथा दूसरा उस क्षुधा को स्वयं शांत न कर पाने की लाचारी की व्यक्त करता है। पेट को मलने वाला हाथ इस तथ्य की ओर भी संकेत करता है कि जहां दर्द होता है वहां हाथ स्वयं चला जाता है—

साथ दो बच्चे भी हैं सदा हाथ फैलाये,
बायें से वे मलते हुए पेट की चलते,
और दाहिना दया—दृष्टि पाने की ओर बढ़ाये।

भिक्षुक अपने दोनों बच्चों के साथ सड़क पर पड़ी जूठी पत्तलें चाटने लगता है तजो जो आश्चर्यजनक किन्तु सत्य प्रकट होता है वह हैं कुत्तों से उसकी प्रतिद्वंद्विता। शायद मनुष्य के इस कृत्य पर कुत्तों को भी आश्चर्य हो रहा होगा कि जिस आकार प्रकार के जीव ने पत्तल फेंकी उसी तरह का जीव ही इन पर क्यों झपट रहा है?

चाट रहे जूठी पत्तल वे भी सड़क पर खड़े हुए,
और झपट लेने को उनसे कुत्ते भी हैं अड़े हुए।

इस दृश्य से हमारे समाज की निर्दयता का भी पता चलता है। ‘यह कविता समाज व्यवस्था पर एक व्यंग्य है। यह समाज का ही तो दोष है कि वह एक वृद्ध व्यक्ति को उसकी जर्जर अवस्था में छोड़ देता है। जिस व्यक्ति ने अपने जीवन के बहुमल्य क्षण इस समाज को अर्पित कर दिए हैं, आज समाज उसका तिरस्कार कर असहाय अवस्था में भूख से बिलबिलाने को छोड़ देता है।’ “भावना की उत्कट सचाई और आत्मनिर्णय की इसी महानता के कारण यह हिन्दी साहित्य की अद्वितीय कविता है।” रामविलास शर्मा भी इसी मत का प्रतिपादन करते हैं। उनके अनुसार, “कलेजे के दो टूक करने वाला। भिक्षुक हिन्दी में अपना सानी नी रखता। अपनी कोमल भावुकता में वह बरबस पाठक की सहानुभूति खींच लेता है। उसका लकुटिया टेककर चलना, फटी पुरानी झोली का मुंह फैलाना, साथ के बच्चों का पेट मलना और हाथ फैलाना और कुछ न मिलने पर आंसुओं के

घूट पीकर रह जाना ऐसे चित्र हैं जिनसे सभी पाठक परिचित हैं। कवि ने उस की साधारणता को ही अपनी प्रतिभा से चमत्कारी बना दिया है।" निराला की यह चमत्कारी प्रतिभा उनके वैयक्तिक अनुभवों के कारण उद्भूत हुई है। "भिक्षुक का स्वर वास्तव में मर्मस्पर्शी है क्योंकि वह किसी अभिजातवर्गीय कवि की बौद्धिक सहानुभूति से प्रेरित कल्पना चित्र नहीं है, एक ऐसे कवि द्वारा चित्रित यथार्थ है जिसने स्वयं भिक्षुक की सी अवस्था में जीवन के अनेको वर्ष काटे हैं।" इसका अर्थ यह नहीं है कि अन्य किसी कवि ने कभी-भी अपने जीवन में दुःख नहीं देखे बल्कि यह है कि दलित वर्ग के प्रति इतनी गहरी तादात्म्य की भावना आज तक किसी अन्यकवि ने महसूस ही नहीं की। दूधनाथ सिंह के शब्दों में कहें तो, "इस सामाजिक विडम्बना का अनुभव आज के भारतीय कवि को न हो ऐसी बात नहीं है लेकिन अपनी संवेदना का अंग बनाने और उसे सीधे-सादे ढंग से एक मार्मिक अभिव्यक्ति में तबदील करने की बात इससे पहले किसी भी छवि ने नहीं सोची। कला और संस्कृति और इतिहास के इस विडम्बनापूर्ण नुक्ते पर इस व्यक्ति और उसके परिवार की पहचान पहली बार निराला ने की है।"⁹⁰ संक्षेप में यह कहा जा सकता है कि भिक्षुक की जैसी मार्मिक अभिव्यक्ति निराला ने इस कविता में की है वैसी हिन्दी में तो क्या अन्यत्र साहित्य में भी दुर्लभ है।

भीख मांगता है राह पर' नामक गीत में भी निराला ने 'भिक्षुक' कविता की संवेदना को ही आधारभूमि बनाया है। यहां निराला की इस मान्यता को बल मिलता है कि 'कैपटलिस्ट वर्ग ने ही संसार की अर्थ-व्यवस्था को अपंग एवं विकृत कर दिया है। जनसामान्य की रोटी छीनकर उन्हें कायर व नपुंसक बनने को विवश कर दिया है।' सड़क के किनारे भीख मांगने वाला व्यक्ति लोगों की घृणा, समृद्धि, कला और सौंदर्य का मापदण्ड बन गया है। लोग उससे अपनी तुलना कर संतोष का अनुभव करते हैं। निराला ने इस कविता में भिक्षुक को आधार बनाकर उसके प्रति विभिन्न वर्गों की धारणा वह मर्यान्तक व्यंग्य किया है। कोई उसे जनता जनार्दन का रूप मानकर स्तुति का ढोंच करता है। स्त्रियां उसकी कुरूपता से तुलना करते हुए अपने सौंदर्य का अर्थ समझाती हैं। वास्तव में यह मानव का घोर-अपमान है सब उस भिखारी को नीचा दिखाना चाहते हैं। कोई भी उसे मानवीयता की दृष्टि से नहीं देखता। निराला ने इसका यथार्थ अंकन किया है—

भीख मांगता है अब राह पर
मुट्ठी भर हड़डी का यह नर।

.....
एक आंख तरुणी को जो अड़ी,
वहां, यहां नहीं कामना सड़ी,
इससे मैं हूँ कितनी सुन्दर।

सभी की दृष्टि में स्वार्थ है। कोई उसके प्रति करुणा की दृष्टि नहीं रखता किन्तु कवि दलित के प्रति सहानुभूति का भाव रखता है। जिस समाज में प्रतिष्ठित और सबल लोग, निर्बलों और दलितों से तुलना करके संतोष पाते हैं। अर्थ दारिद्र्य से विलासों की तुलना होती है, मूल्यांकन होता है। ऐसे समाज की विकृतियों के प्रश्न की कविता का केन्द्रीय प्रश्न माना जा सकता है।

'दान' शीर्षक कविता में क्षुधा पीड़ित दीन-हीन मानव-कंकाल की सर्वथा अवहेलना कर वानरों की मालपुओं

की प्रसादी चढ़ाने वाले ढोंगी धर्मपरायण लोगों का चित्रण करते हुए निराला ने दलित भिक्षुक का मार्मिक चित्र अंकित किया है—

एक ओर पथ के, कृष्णकाय
कंकालशेष नर मृत्यु-प्राय
बैठा सशरीर दैन्य दुर्बल,
भिक्षा को उठी दृष्टि निश्चल;
अति क्षीय कण्ठ, है, तीव्र श्वास,
जीता ज्यों जीवन से उदास।
ढोता जो वह, कौन सा शाप?
भोगता कठिन, कौन सा पाप?
यह प्रश्न सदा ही है पथ पर,

यह जो प्रश्न कवि ने भिक्षुक की दयनीय अवस्था के विषय में पूछा है, इसका उत्तर हमारे समाज के पास नहीं है। 'दान के पीछे जिस पूंजीवादी व्यवस्था का हाथ है वह यहां अनावृत्त है। विप्रवर-धार्मिक सज्जन पुरुष भी वानरों को मालपुए खिलाकर चले गए थे, लेकिन क्षुधार्त मानव कंकाल खड़ाह गया, यह समाज की प्रवंचना है।'⁹⁵

झोली से पुए निकाल लिये,
बढ़ते कपियों के हाथ दिये;
देखा भी नहीं उधर फिरकर,
जिस ओर रहा वह भिक्षु इतर;
चिल्लाया किया दूर दानव
बोला मैं— "धन्य, श्रेष्ठ मानव।"

'इस कविता में करुणा और व्यंग्य की मिली-जुली अद्भूत अभिव्यक्ति है।' भिक्षुक को जितनी सहानुभूति निराला से मिली है उतनी अन्य किसी कवि से नहीं। निष्कर्षतः यह कहा जा सकता है कि भिक्षुक समाज की वह झाकई है जो मुख्य धारा से अलग-थलग पड़ी है। इसे मानवों को गिनती में ही नहीं रखा जाता। निराला ने इसके यथार्थ चित्र प्रस्तुत किए हैं।

(ख) समाज में निम्न दृष्टि से देखा जानेवाला मेहनतकश मजदूर वर्ग : राष्ट्रीय आन्दोलन में जैसे-जैसे उत्साह बढ़ता जाता था जैसे-जैसे भारतीय मजदूर वर्ग में भी चेतना का भाव जागृत होने लगा था। रामविलास शर्मा का कथन है कि "मजदूर आंदोलन का लक्ष्य है मजदूर को उसकी वर्तमान अवस्था में उत्कर्ष की ओर ले जाना।"⁹⁶ इसी आंदोलन से निराला ने भी चेतना प्राप्त की और उसे अपने साहित्य के माध्यम से व्यक्त किया। निराला का अपने समाज से और विशेष रूप से दलितजन से गहरा लगाव था। इसलिए वहीं उनके काव्य का मुख्य विषय भी बना। नामवर सिंह के अनुसार, "लेखक में शक्ति जनता से आती है, जनता के साथ उसका संबंध जितना घनिष्ठ होता है उतनी ही अधिक रचना शक्ति आती है और उसकी रचना में उतना ही सौंदर्य बढ़ता है। इसके विपरीत ज्यों ही लेखक अपने इस अक्षत स्रोत से हट जाता है। उसकी सारी शक्ति जवाब दे जाती है।" निराला ने श्रमजीवी वर्ग को अपना आधार बनाकर पर-श्रमजीवी वर्ग पर प्रहार किए हैं। इसी श्रमजीवी वर्ग से ही निराला के काव्य में शक्ति आती है। निराला का विश्लेषण है कि इस गंदले नीर के आर्थिक वैषम्य को समाप्त करने का प्रयास उच्च वर्ग एवं सम्पन्न वर्गों की समृद्धि में नहीं वरन् पददलित वर्ग को विकसित करने में है क्योंकि वहीं हमारी आर्थिक सम्पन्नता के मेरुदण्ड हैं। मजदूर वर्ग का शोषण अपनी चालबाजियों द्वारा करने

वाला पूंजीपति वर्ग अंग्रेजों के साथ मिला हुआ था, अतः मजदूर के विकास की संभावनाएं समाप्तप्रायः थीं। 'अध्यात्म फल' कविता में कवि ने समसामयिक व्यवस्थामें पिस रहे व्यक्ति की पीड़ा को अभिव्यक्त किया है—

दीन का तो हीन ही यह वक्त है,
रंग करता भंग जो सुख-संग का
भेद से कर छेद पीता रक्त है
राज के सुख-साज-सौरभ-अंग का।

यह कविता सन् 1921 ई. में प्रकाशित हुई। इस कविता से यह सिद्ध होता है कि निराला की दलितों के प्रति सहानुभूति क्रमशः विकसित नहीं हुई है बल्कि यह चेतना उनके प्रारम्भिक साहित्य में भी हमें विद्यमान दिखायी देती है।

गीतिका के गीतों में भी 'प्रायः इन्होंने निम्न और उच्च वर्ग के जीवन का विरोध (कन्ट्रास्ट) दिखलाया है। उच्च और मध्य वर्गों पर कुठाराघात करते हुए दलित वर्ग के साथ इन्होंने गहरी सहानुभूति प्रकट की है।' 'छोड़ दो, जीवन यों न मलो' गीत में कवि ने दलित जन को मानव के समान अधिकार देने की मांग की है। भेदभाव की नीति को छोड़ने और समानता की दुहाई देते हुए कवि कहता है—

छोड़ दो, जीवन यों न मलो
एँट अकड़ उसके पथ से तुम
रथ पर यों न चलो।
वह भी तुम-ऐसा ही सुन्दर,
अपने सुख-पथ का प्रवाहखर
तुम भी अपनी ही डाली पर
फूलों और फलो।

इन पंक्तियों में कवि के 'खुद जियों औरों को भी जीने दो' के जीवन दर्शन को अभिव्यक्त मिली है। कवि की वाणी में दलित वर्ग की अस्मिता और स्वतंत्रता की पुकार है। सुविधा सम्पन्न वर्ग को सम्बोधित करते हुए कवि कहता है कि तुम्हें तो अपार धन मिला है लेकिन क्या तुमने कभी यह देखा है कि जिसका तुम शोषण कर रहे हो उसकी कैसी दशा है? क्या वहीं अपवित्र है?

मिला तुम्हें, सच है अपार धन,
पाया कृश उसने कैसा तन!
क्या तुम निर्मल, वहीं अपावन?
सेचो भी, संभलो।

इस प्रकार यह कविता दलितों की पक्षधरता का मुखर स्वर है जो कवि की मानवतावादी दृष्टि का परिचायक है।

आधुनिक सभ्यता का कर्णधार मजदूर कैसी दयनीय अवस्था में जीवन जी रहा है, इसका चित्रण निराला ने अपनी कविताओं में किया। इन कविताओं में मजदूर वर्ग का अमूर्त चित्रण न होकर इस वर्ग के विभिन्न जीवन स्तरों के पूर्व बिम्ब कवि प्रस्तुत करता है। आज भी भारतवर्ष में करोड़ों लोगों को भूखे पेट सोना पड़ता है। देश में उद्योग धन्धों के साथ-साथ भूख-बेकारी की समस्या भी बढ़ी है। 'थोड़ों के पेट में बहुतों को आना पड़ा' कविता में 'पूँजीवादियों' की उस नीति को कवि ने अनावृत किया है जिससे वे दलित वर्ग का शोषण कर काम निकल जाने पर उसकी ओर से आंखे फेर लेते हैं।¹⁰⁶ उस बेचारे को भूखा तड़पने के लिए छोड़ देते हैं—

अपना मतलब गांठा,
फिर आँखें फेर लीं।
जाल भी ऐसा चला।

कि थोड़ों के पेट में बहुतों को आना पड़ा।

कवि ने इस कविता में स्वतंत्र भारत में आए परिवर्तनों का तो स्वागत किया है परन्तु कवि इस तथ्य से व्याकुल है कि पूंजीपतियों का राज आ गया है और उन्होंने मिल-जुलकर सारी लक्ष्मी की कैद कर लिया है। जिस समाजवाद की, जिस रामराज की बात की जाती थी वह आया ही नहीं। उसके आने की संभावनाएं भी दिखाई नहीं दे रही हैं। मजदूर बेचारा खानों, कारखानों, मिलों आदि में जी तोड़ मेहनत कर रहा है पर उसे बदले में कुछ भी नहीं मिल रहा है—

जान खींची खानों से
कल और कारखानों से।

रामराज के पहले के दिन आये
बानिज के राज ने लक्ष्मी को हर लिया।
टापू में ले चलकर रखा और कैद किया।

इससे हुआ यह कि मजदूर और अधिक गरीब हुआ। उसका परिवार तो बढ़ता रहा, परन्तु कमाई पूर्ववत् अथवा उससे भी कम हो गई। जो भोजन पहले ही कम था उससे अधिक लोगों का पेट भरने को विवश होना पड़ा।

'मानव जहां बैल-घोड़ा है' कविता में कवि 'मानवीय वैषम्य के फलाफल का सामाजिक विकास के प्रसंग में बहुत मार्मिक चित्र उपस्थित करता है।' 'वर्तमान आर्थिक वैषम्य के कारण मनुष्य के तन-मन में, उसकी कथनी और करनी में महान अन्तर आ गया है। जीवन में कृत्रिमता आ गई है। मनुष्य बर्बर हो चला है। यह अर्थवादी सभ्यता सावन के फोड़े की तरह मवाद से भर गई है।' 'आर्थिक परवशता एवं विपन्नता के वश मनुष्य इतना असहाय हो गया है कि पशुवत् बोझ तथा सवारी ढोने को विवश है। स्वतंत्र भारत में आर्थिक विपन्नता का यह स्वरूप स्वयं स्वतंत्रता के नाम पर कलंक है।'¹¹⁰ इन सभी स्थितियों में फंसा स्वतंत्र भारत का व्यक्ति मनुष्य न होकर जानवर के समान है। सुधाकर पाण्डेय ने 'गीत-गुंज' की भूमिका में लिखा है, "आज के मानव की क्या स्थिति है, वह किस रूप में है, उसकी क्या दशा है, यह जिन्होंने देखा है वह निश्चय ही निराला जी के इन विचारों से अपने को सर्वथा सहमत पायेंगे कि मानव आज पशु समझा जा रहा है। पशु के समान उसका तन और मन समझा जा रहा है। वह बैल और घोड़ा हो गया है। उनकी यह रचना इसकी साक्षी है।"¹¹¹ कवि यह कहना चाहता है कि आधुनिक व्यवस्था में मानव मन अनेक अन्तर्विरोधों का आश्रयस्थल बन गया है। कवि ने इस विसंगतियों को पहचानकर अभिव्यक्ति दी है—

मानव जहां बैल घोड़ा है,
कैसा तन-मन का जोड़ा है?

'ध्यातव्य है कि बैल जहां धीमी गति, स्वकीय श्रम और यथास्थिति में जीने वाले श्रमिक वर्ग की बुनियादी स्थिति का प्रतिनिधि है, वहीं घोड़ा तेज गति, केवल वाहकीय श्रम और महत्त्वाकांक्षा की स्थिति में जीने वाले नियामक वर्ग की 'स्वच्छन्द ऊर्जा का प्रतिनिधि है।' व्यवस्था में बैल और घोड़े का अन्तर पैदा होने के कारण ही विषमता स्थान पाती है। यह विषमता केवल बाहरी न होकर आंतरिक भी होती है।

इस कविता की भाषिक बुनावट को विशिष्ट कहा जा सकता है। भाषा के विभिन्न उपादानों का प्रयोग करते हुए कवि ने समाज की विषमता को धारदार तरीके से दूर करने का प्रयास किया है। 'सपाटबयानी का तीखापन ऐसे प्रयोगों में देखा जा सकता है। 'मानव-मानव एक है' के नाम पर साम्यवाद के मिथ्या प्रचारकों पर कवि ने करारा व्यंग्य किया है।¹¹⁴ इसे आधार बनाकर समाज में व्याप्त विषमता को सतह पर आने ही नहीं दिया गया-

पक-पक कर ऐसा फूटा है,
जैसे सावन का फोड़ा है।

यह जो सावन का फोड़ा है, वास्तव में यह सदियों से दबाए-कुचले वर्ग में नयी चेतना का संचार है। सदियों से जीम हुई गंदगी और उसके बाहर निकलने की विस्फोटक प्रक्रिया इन पंक्तियों में दृष्टव्य है।

जीविका के लिए जो भी शारीरिक और मानसिक प्रयत्न किया जाता है उसके प्रतिदान अथवा मूल्य के रूप में प्राप्त धन नहीं अर्थशास्त्र में मजदूरी कहलाती है। लेकिन निराला के यहां उन मजदूरों का चित्रण है जो उपर्युक्त परिभाषा के एक पक्ष को ही पूरा करते हैं। अर्थात् वे श्रम तो करते हैं लेकिन प्रतिदान में उन्हें उपेक्षा के सिवाय कुछ नहीं मिलता। कमोबेश यही हाल भिक्षुक वर्ग का भी है। लोकतांत्रिक समाज उनके विषय में अचानक सामंतवादी समाज में तब्दील हो जाता है। समाज के इन्हीं विरोधाभासों को उभारना निराला का उद्देश्य था। इसलिए निराला की कविता उस बिन्दु पर सार्थक है। 'निराला का जीवन ही विरोधाभासों से बना नहीं है, उनकी कविता भी विरोधाभासों को आमंत्रित करती है। कविता-चाहे आधुनिक हो चाहे प्राचीन, यह उम्मीद तो उससे हमेशा ही की जाती रही है कि वह विरोधाभासों का विलय करे अपने भीतर। जितने ही विरोधाभास रचना में एकाग्र होंगे, जितना तनाव होगा, उतनी ही सार्थक काव्य मुक्ति वह मानी जाएगी, उतनी ही सफल कविता।' यही विरोधाभास निराला की कविता को न केवल संवेदना के स्तर पर विस्तृत बनाते हैं बल्कि भाषिक शिल्प के स्तर पर भी उनकी अभिव्यक्ति को पूर्णता प्रदान करते हैं। निराला के पास शोषकों पर आक्रमण करने के लिए संवेदना और शिल्प की पेनी तलवार है। दलितों की रक्षा में उन्होंने अपनी पूरी शक्ति झोंक दी है। समाज में जब तक विषमताएं मौजूद हैं तब तक निराला की प्रासंगिकता बनी रहेगी।

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एक देश एक चुनाव की प्रासंगिकता

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सारांश:

भारत जैसे अनेकता में एकता वाला देश जो की सबसे बड़ा लोकतांत्रिक देश के ताज से सुशोभित है, जहां पर जीवंत लोकतंत्र का मूल्य विद्यमान है। उस जीवंत लोकतंत्र में चुनाव एक अनिवार्य प्रक्रिया हैं। स्वच्छ एवं निष्पक्ष चुनाव लोकतंत्र की आधारशिला होती है। भारत जैसे देश में निर्बाध रूप से निष्पक्ष चुनाव कराना हमेशा से एक चुनौती रहा है। यदि हम अपने देश के चुनाव पर एक नजर डालें तो हम पाते हैं कि हमेशा ही देश में कहीं ना कहीं चुनाव होते रहता है। चुनाव के इस निरंतरता के कारण देश हमेशा चुनावी मोड में ही रहता है। इसके चलते प्रशासनिक उथल-पुथल के साथ विकास कार्यों को प्रभावित होना लाजमी है। देश में लगातार चुनाव के कारण देश में बार-बार आदर्श आचार संहिता लागू करनी पड़ती है। इसकी वजह से सरकार आवश्यक नीतिगत निर्णय नहीं ले पाती और विभिन्न योजनाओं को लागू करने में समस्याएं आती है। इन समस्याओं से निजात पाने तथा सरकार की भारी बजट खर्च को बचाने के लिए एक देश एक चुनाव आवश्यक कदम होगा। वैसे यह पद्धति नया नहीं है अपितु हमारे देश में 1952 से 1967 तक लोकसभा तथा विधानसभाओं का चुनाव साथ-साथ कराया गया था। अतः आगे करने में हमें दिक्कत नहीं होगी, थोड़े बहुत सुधारों के साथ संविधान में संशोधन की आवश्यकता पड़ेगी जिसको कर के हम अपने देश को बार-बार चुनाव कराने वाले खर्चों से बचा सकते हैं। पूरे कार्यकाल तक सरकारें अपने विकास कार्य को निर्बाध रूप से गतिमान बनाए रख सकते हैं। सरकारी तंत्रों तथा सरकारी कर्मचारियों को चुनावी मोड से बाहर निकाल सकते हैं। इसमें भाग लेने वाले अध्यापकों के चलते बाधित शिक्षा को सुचारू रूप से चालू रख सकते हैं। अतः एक देश एक चुनाव होना अत्यंत ही आवश्यक है।

शब्द कुंजी: चुनाव, देश, विधानसभा, लोकतांत्रिक, व्यवस्था

शोध उपयोगिता:- एक देश एक चुनाव से समाज के लोगों की समय की बचत होगी। बार-बार के चुनावी मोड में रहने की स्थिति से निजात मिलेगी। सामूहिक विवासा कार्यों के लिए पर्याप्त समय मिलेगा। बार-बार के खर्चों से राहत मिलेगी तथा उन पैसों को अन्यत्र विकास कार्यों में लगाया जा सकता है, जिससे देश का चहुंमुखी विकास सम्भव होगा।

शोध प्रणाली:- शोध पत्र को पूर्ण करने में द्वितीय श्रोतों के उपयोग, पत्र, पत्रिकाओं, समाचार पत्रों, पूर्व के करारों के चुनावों एवं आज के चुनावों का तुलनात्मक अध्ययन प्रणाली का उपयोग किया जाएगा। साथ ही इस सन्दर्भ में लोगों के विचारों को प्राथमिकता के रूप में विश्लेषणात्मक एवं व्याख्यात्मक पद्धति से लेख को पूरा किया जाएगा।

परिचय:- एक देश एक चुनाव का मूल भाव यह है कि भारतीय संघीय देश में तीन स्तर के बड़े चुनाव होते हैं। जैसे कि लोकसभा, विधानसभा एवं पंचायत का चुनाव इन तीनों चुनाव में बेतहाशा खर्च एवं भाग दौड़ मचा रहता है। तथा सरकारी कामकाज के साथ-साथ आम जन का कामकाज भी प्रभावित होता रहता है। साथ ही विकास का कार्य अवरुद्ध हो जाता है। इन विकास कार्यों की निरंतरता बनी रहे इसलिए इन तीनों चुनावों को एक साथ करने का विचार अति उत्तम है। एक साथ चुनाव कराने से समय तथा धन दोनों का ही बचत होगा और हम उस धन का उपयोग अन्य विकास के कार्यों में लगा सकते हैं।

इस अवधारणा की उत्पत्ति आज या आज के नेताओं की उपज नहीं है। यह पूर्व में भी हमारे देश में हो चुका है। आजादी के उपरांत 1952, 1962 और 1967 के चुनाव एक ही साथ हुए हैं। एक ही साथ चुनाव कराने का तात्पर्य है कि एक मतदाता एक ही दिन सरकार के सभी स्तरों केंद्रीय राज्य तथा स्थानीय के लिए मतदान एक साथ कर सकते हैं। अतः एक साथ चुनाव कराने को एक देश एक चुनाव भी कह सकते हैं।

यदि हम अपने देश के चुनाव पर गौर करें तो हमारे देश में अनवरत हर वर्ष कहीं न कहीं चुनाव होता ही रहता है, औसतन एक साल में 5 से 7 विधानसभा का चुनाव होते हैं। जिससे पूरा देश हर वर्ष चुनावी मोड में ही नजर आती है।

वर्तमान में राज्य विधानसभाओं और लोकसभाओं के चुनाव अलग-अलग आयोजित किए जाते हैं। वह तब होता है जब वर्तमान सरकार का पांच साल का कार्यकाल या तो समाप्त होता है या जब भी विधायिका भंग होती है। विधानसभाओं और लोकसभा की शर्तें एक दूसरे के साथ सिंक्रनाइज हो सकती है या नहीं भी हो सकती है। उदाहरण स्वरूप इस प्रकार समझा जा सकता है कि राजस्थान में 2018 के अंत में चुनाव हुए जबकि तमिलनाडु में 2021 में चुनाव हुए।

- इस प्रकार से लगभग हर राज्य की यही स्थिति है। कभी यदि विधायिका भंग हो जाए या आपातकाल लग जाए

तो चुनाव पहले भी हो सकता है। यह तो हमारे देश के चुनाव क्रम कंडिका है, जो लगातार बनती बिगड़ती रहती है। इन चुनाव में खर्चों पर नजर डाला जाए तो उत्तर प्रदेश राज्य के 2017 के चुनाव में खर्च का सी एम एस प्री पोल पोस्ट स्टडी के सर्वे में सामने आया कि विधानसभा के चुनाव में 5500 (पांच हजार पांच सौ) करोड़ रुपए प्रत्याशी एवं पार्टी ने मिलकर खर्च किया। वहीं 2018 के कर्नाटक राज्य के चुनाव में 10500 (दस हजार पांच सौ) करोड़ रुपए खर्च हुए सी सी एस सर्वे के मुताबिक दलों ने खर्च कर डाले यदि इन दोनों चुनावों के खर्चों को एकत्रित किया जाए तो यह 1600 (सोलह हजार सौ) करोड़ होता है, यह तो लीगल खर्च का अनुमान है। इसके अलावे भी पार्टी और नेता नोट बोट के खेल में न जाने कितना काला धन बाढ़ के पानी की तरह बहा देते हैं। जिसका अनुमान लगाना मुश्किल ही नहीं नामुमकिन भी है।

इन आंकड़ों पर गौर करें तो दोनों चुनाव एक ही वर्ष के अंतराल पर हुए यदि यह दोनों चुनाव एक साथ होते तो सामान्यतः एक खर्च जरूर बच जाता और न जाने कितना काला धन बचता।

बार-बार होने वाले चुनाव से केंद्र और राज्य सरकारों को भारी खर्च करना पड़ता है। इससे जनता की पैसे की बर्बादी होती है, और विकास कार्य बाधित होते हैं। संसदीय अस्थाई समिति की 79 वीं रिपोर्ट के अनुसार आदर्श आचार संहिता लागू होने से उस राज्य में जहां चुनाव हो रहा है केंद्र और राज्य सरकार की सामान्य सरकारी गतिविधियों और कार्यक्रमों को स्थगित कर दिया जाता है। इससे नीतिगत पक्षाघात और सरकारी घाटा होता है।

चुनाव की स्थिति में भारी मात्रा में सुरक्षा बल भी तैनात करना पड़ता है। यदि 16वीं लोकसभा चुनाव की बात की जाए तो इस चुनाव में भारत के चुनाव आयोग ने चुनाव कराने के लिए 10 मिलियन सरकारी अधिकारियों की सहायता ली अब इस पर विचार किया जाए तो जब इतने मिलियन जवान चुनाव कराने में लगेंगे तो देश की सुरक्षा पर भी प्रभाव पड़ेगा और खर्चा पर भी।

लंबे समय तक आदर्श आचार संहिता के लागू रहने से जनता का सामान्य जीवन अस्त व्यस्त हो जाता है। बार-बार होने वाले चुनाव प्रचार के कारण भी ऐसा होता है। जिसमें आमजन का सामान्य कार्य भी होना मुश्किल होता है। यदि कोई रोगी व्यक्ति को अस्पताल ले जाना हो तो सड़क जाम से निकलना मुश्किल हो जाता है और रोगी का रास्ते में ही इतिश्री हो जाता है।

बार-बार चुनाव होने के कारण जाती, सांप्रदायिक और क्षेत्रीय मुद्दे हमेशा सबसे आगे रहता है। कुछ लोगों का तर्क है कि यह मुद्दा निरंतर राजनीति से कायम होता है। बार-बार होने वाले चुनाव से शासन को दीर्घकालीन नीतियों के अपेक्षा अल्पकालिक नीतियों की ओर जाने को प्रेरित करती है। जिससे विकास की गति थम सी जाती है। चुनाव के बाद एक बार सभी समुदाय पर महंगाई की भार

पड़ती है जो पांच साल के कार्यकाल में तो एक वर्ष का समय तो इसी की भरपाई करने में ही लग जाती है, आर्थिक नियोजन पीछे पड़ जाता है और सरकार तो कई बार अत्यधिक व्यय में पड़ जाती है। जिसकी भरपाई भ्रष्टाचार जैसे भयंकर राक्षस को जन्म देती है जो रक्तबीज के समान जितने खून धरा पर गिरे उतने रक्त बीज पैदा होते हैं। ठीक उसी तरह से भ्रष्टाचार भी अनेकों रूपों में उत्पन्न होता रहता है। सुनने में तो यहां तक आता है कि कई नेता खड़े होने के लिए इतना पैसा कर्ज ले लेते हैं कि जीतने के लिए वे किसी हद तक जाने को तैयार रहते हैं। करण की उनको इन पैसों की भरपाई करने का उपाय भी सरकार में ही तलाशना होता है। जो विकास के कार्यों को अवरुद्ध करते हैं, लेकिन उनका विकास निरंतर ही बना रहता है।

बार-बार के चुनाव से जनता इतनी परेशान हो जाती है कि चुनाव के प्रति उदासीन भाव का जन्म होता है। जो कि मतदान के औसत पर प्रभाव डालता है, साथ ही जीवन्त लोकतंत्र के लिए इसको हानी के सिवाय कुछ और नहीं कह सकते।

एक देश एक चुनाव से लाभ की क्या परिस्थितियां उत्पन्न हो उसकी गहराई से अध्ययन करने के उपरांत मिला की जनता की पैसे की बचत होगी। बार-बार के चुनाव में लगने वाले भारी खर्चों से निजात मिलेगा, प्रशासनिक ढांचे और सुरक्षा बलों के बोझ को हल्का किया जा सकता है। साथ-साथ चुनाव यह सुनिश्चित करेगा कि सत्ता रूढ़ पार्टी लगातार चुनावी मूड में रहने के बजाय अपने विकास कार्यों पर ध्यान केंद्रित करने का संपूर्ण समय मिलेगा, साथ-साथ चुनाव करने से बार-बार आचार संहिता नहीं लागू होगी इसलिए सरकारें समयबद्ध तरीके से नीतियों एवं कार्यक्रमों को लॉन्च करने में सक्षम होगी। इससे नीति की निरंतरता सुनिश्चित होगी प्रशासनिक मशीनरी चुनाव प्रचार के बजाय विकास कार्यों को गति प्रदान करेंगी तथा शिक्षकों को छुट्टियों के डर के बिना काम करने में मदद मिलेगी और वह अपना समय स्कूल और विश्वविद्यालय में दे सकेंगे जिससे शिक्षण कार्य बाधित नहीं होगा। एक साथ चुनाव कराने से मतदान का प्रतिशत भी बढ़ेगा। एक साथ का चुनाव वोट बैंक तुष्टिकरण की राजनीति के खिलाफ भी काम करेगा।

एक देश एक चुनाव की पक्षकारों की बातें माने तो कहा जाता है कि इससे काले धन और भ्रष्टाचार पर रोक लगाने में मदद मिलेगी। यह किसी से छिपा नहीं है कि चुनाव के दौरान राजनीतिक दलों और प्रत्याशियों द्वारा काले धन का खुलकर प्रयोग किया जाता है। हालांकि देश में प्रत्याशियों द्वारा चुनाव में किए जाने वाले खर्च की सीमा निर्धारित की गई है। किंतु राजनीतिक दलों द्वारा किए जाने वाले खर्च की कोई सीमा निर्धारित नहीं किया गया है। कुछ विश्लेषक यह मानते हैं की लगातार चुनाव होते रहने से राजनेताओं और पार्टियों को सामाजिक समरसता भंग करने का मौका मिल जाता है। जिसकी वजह से अनावश्यक तनाव की परिस्थितियां बन जाती है। एक साथ चुनाव कराए जाने से इस प्रकार की समस्याओं से निजात पाई जा सकती है।

जनतंत्र का एक महत्वपूर्ण उद्देश्य सुशासन सुनिश्चित करना भी है। एक देश एक चुनाव स्थिरता निरंतरता और सुशासन सुनिश्चित करने में अहम साबित होगा। बार-बार होने वाले चुनावों के कारण राजनीतिक दलों द्वारा एक के बाद एक लोक लुभावन वादे किए जाते हैं, जिससे अस्थिरता को बढ़ावा मिलता है साथ ही देश का आर्थिक विकास भी प्रभावित होता है।

कुछ इसके नकारात्मक पहलू भी हैं जो उसको जैसे हो रहा है वैसे चलाने के पक्ष में हैं। इसको राजनीतिक नजरिए से देखकर भी इसके नकारात्मकता को उजागर करते हैं। कुछ लोगों का मत है कि दोनों चुनावों को साथ कराने का कोई संवैधानिक प्रावधान नहीं है। एक दूसरा पहलू है कि यदि किसी सरकार के खिलाफ अविश्वास प्रस्ताव पारित हो जाता है तो इन परिस्थितियों में भी चुनाव आवश्यक हो जाता है। इन दोनों ही अवस्थाओं को इसके रास्ते का रोड़ा माना जा रहा है। इसको दूर करने के लिए संविधान में कुछ संशोधन कर के इस समस्या से निजात पाया जा सकता है।

कुछ नाकारात्मक सोच वाले नेताओं जनप्रतिनिधियों के अंदर या भय व्याप्त है कि दोनों चुनाव यदि एक साथ हो तो मतदाता राष्ट्रीय मुद्दों को प्राथमिकता के आधार पर मानेंगे और क्षेत्रीय समस्याएं पीछे छूट जाएंगे। जब हमारे देश में जी एस टी जैसा कर कानून एक साथ एक समान पूरे देश में लागू हो सकता है तो एक देश एक चुनाव क्यों नहीं।

एक देश एक चुनाव कराने के रास्ते में सबसे बड़ी बाधा यहां के राजनेताओं में आपसी सहमति बनाना है। यह संभव नजर नहीं आता कारण हमारे देश में विपक्ष का निर्माण सरकार द्वारा गलत करने वाले कार्यों पर अंकुश लगाने हेतु हुआ है। वहीं विपक्ष कार्यों का नहीं पार्टी तथा व्यक्ति के विरोध में अपना समय बर्बाद करते हैं और अनावश्यक धर्म संप्रदाय के बातों में उलझाए रखना चाहते हैं। वैसे में स्वाभाविक है कि यह एक देश एक चुनाव का वे समर्थन करें एक देश एक चुनाव जनता और देश के लिए लाभदायक होते हुए भी यह उनके विरोधी के खेमे का अस्त्र न बन जाए इसलिए भी इसका विरोध करके इसके रास्ते अवरोधित करने का कार्य करेंगे।

दूसरे रूपों में पहले हम इसको सीमित आधार पर कुछ राज्यों में व्यवहार्यता का आकलन करने और चुनौतियों से निपटने के लिए एक पायलट प्रोजेक्ट के रूप में यह काम शुरू कर सकते हैं। जैसे 17 वीं लोकसभा का कार्यकाल 16 जून 2024 को पूरा हो रहा है। इसलिए आम चुनाव अप्रैल से मई के बीच संभावित है, लेकिन केंद्र सरकार इससे पहले भी चुनाव करा सकती है, ताकि अधिक से अधिक राज्यों का चुनाव भी लोकसभा के साथ हो सके इस अवधि में कम से कम 10 (दस) राज्य विधानसभाओं में आम चुनाव के लिए निर्धारित समय से पहले या उसके आस पास समाप्त हो रहा है, उसको साथ में मिलाकर एक राष्ट्र एक चुनाव का खाका तैयार किया जा सकता है।

एक देश एक चुनाव की बात पर आपसी समिति जरूर होनी चाहिए। इस पर आपसी बहस होनी चाहिए इस बात में सभी राजनीतिक दलों को शामिल होना चाहिए। एक बार बहस शुरू होने पर जनता की राय को प्राथमिकता के आधार पर शामिल करना चाहिए यहां एक परिपक्व लोकतंत्र होने के नाते हमारा देश इस बहस के नतीजे का अनुसरण कर सकता है।

निष्कर्ष:

सारे पहलुओं पर विचार करने के उपरांत देश के वर्तमान स्थिति को देखते हुए संविधान में कुछ आवश्यक सुधार करके तथा यहां के राजनेताओं एवं प्रतिनिधियों में आपसी सामंजस्य बनाकर देश को लगातार इलेक्शन मोड में रहने से रोकने के लिए एक देश एक चुनाव एक अच्छा विकल्प हो सकता है। इसे हमें अपनाना चाहिए जिससे बार-बार के चुनावी खर्चों के बोझ से देश उबर सके और विकास की गति को नया आयाम मिल सके।

संदर्भ ग्रंथ सूची:

1. प्रगति दर्पण पत्रिका
2. घटना चक्र पत्रिका
3. सृजन लोक आर
4. हिंदुस्तान दैनिक समाचार पत्र
5. दैनिक जागरण समाचार पत्र
6. दैनिक भास्कर समाचार पत्र
7. चुनाव आयोग की वेबसाइट
8. दृष्टि आई ए एस का लेख
9. वैजू आई ए एस का लेख
10. लोकसभा चैनल डिबेट का अंश
11. एक देश एक चुनाव पर ला कमीशन का रिपोर्ट.

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