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Strengthening of Health Sector through Public Private Partnership (PPP): A Systematic Review

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ABSTRACT

The word PPP stands for Public Private Partnership, which depicts the integration of public and private sectors for delivering the services in Indian Economic system. The model is well structured to meet desirable growth in varied sectors. India offers today the world's largest market under PPP. It has accumulated a wealth of experience in achieving a premium position. Experience has also underlined the need to further strengthen three key pillars of PPP framework namely Governance, Institutions and Capacity to build on the established foundation for the next wave of implementation. The present research article is focused on the efforts that so far has been put in through PPP model implementation specifically in health sector. For this, a review has been represented systematically so as to understand the model critically. The nature of data used for this is purely secondary in nature and the library research type is being used. The study shows a significant contribution of PPP model in developing health services and it also indicates that there are enough potential and suitable environment for future growth of it.

Keywords : PPP, Health Services

I INTRODUCTION

In present context, there is continuous demand from the community for getting quality services even at grass root level in each sector of development whether it is Health, Education, Infrastructure, Rural Development or any other development sector through the direct or indirect support of Government (Public Sector). Surprisingly after putting hard efforts, Government is unable to provide the services at the expected quality level due to many reasons. The inability of Government in providing quality services has forced the community to seek the services from private sector and in turn, private sector provides the unmet services to the common man and trying to reach the last man of the society but with very little or no regulations.

Health service delivery through public health institutions is not up to the expectation of community. Some of the reasons for not taking services from public health institutions by community include not availability of health care staff (doctors, nurses) in time, poor maintenance of infrastructure, poor hygienic environment etc. Community therefore forced to seek services from unregulated private health institutions on a much higher price.

Central and many state Governments in India have undertaken initiatives to address the gaps and inefficiency in the existing public health system delivery mechanism and one of the initiative under health sector reforms has been to collaborate with the Private Sector through Public- Private Partnership (PPP). The World Bank (2001:12,14) view on PPP model, which categorically

emphasized: " now is the time to carry out radical experiments in India's health sector, particularly since the status quo is leading to a dead end. But it is evident that there is no single strategy that would be best option. The proposed reforms are not cheap, but the cost of not reforming is even greater."

Partnership with the private sector has emerged as a new avenue of reforms and gaining acceptance from the community for getting timely and effective health services.

II OBJECTIVE AND METHODOLOGY

The sole aim of this paper is to have an assessment over the work so far has been done under the flagship of PPP model specifically in health sector. For this purpose secondary data has been gathered from authentic resources and databases.

III AN ASSESSMENT

Public Private Partnerships have been widely researched for sectors like infrastructure (Roads, Railways, Ports) , telecom and power. But there are limited studies available for PPP in Health care sector both in real as well as virtual situation. The reasons for this research gap can be attributed to the difficulty in measurement of success, returns and its overall impact. Though very little, there are literatures available that have categorized PPP models in healthcare into different heads like Increasing access (Mobile health units), Affordability (Community Health Insurance), Efficiency (Functional autonomy to hospitals),

Financing (joint ventures), Outreach (Partnering with grass root organizations), Risk transfer (Contracting) etc.

Several researchers undertook qualitative analysis of PPP documents (Raman & Bjorkman, 1996) and state specific studies (Uttaranchal Mobile Hospital and Research Center, Uttaranchal, 2002). The present review covers the general appraisal of literatures related to strengthening of health sector through PPPs available in following two perspectives -

(a) International Perspective -Konstantinos Biginas and Stavros Sindakis writes in their paper on **Innovation through Public - Private Partnerships in the Greek Healthcare Sector : How is it achieved and what is the current situation in Greece ?** - According to them - Greece has taken initiatives in promoting partnerships in health sector for a number of reasons. First, a determining factor has been the dysfunction of the public sector. The big lag and the inability to move flexibly and monitor developments were crucial. Budgetary constraints imposed on the healthcare sector necessitated outsourcing many of the services provided by the public sector, especially in the domain of hospital care, which takes up the largest share of the total health expenditure in Greece.

Eleanor Beth Whyte and Jill Olivier in their paper on **"Models of Public -Private engagement for Health services delivery and financing in Southern Africa : a systematic review"** present the results of a Campbell systematic literature review conducted to establish the types and the prevalence of PPE projects for health service delivery and financing in Southern Africa. The review reveals that the full range of PPE models, eight distinct models, are utilized in the Southern African context.

The distribution of the available evidence—including significant gaps in the literature—is discussed and key considerations for researchers, implementers, and current and potential PPE Partners are also presented. They summarised the existing status of available literature on PPPs in South Africa in the last section of their paper. According to them, the available literature disproportionately presents evidence on PPE initiatives in South Africa is biased towards reporting on PPE initiatives involving for profit partners and those involving international donors, and demonstrates a lack of coverage on public-sector engagement with informal partners.

Dr. Mark Hellowell, lecturer, Global Public Health Unit, University of Edinburgh in his paper on **"Strengthening Health systems through Public Private Partnership : theory , evidence and lessons for developing countries "** discussed in detail about the pros and cons of delivering health care through PPPs which helps to strengthen health systems. He mentioned in his paper that in 2010, the World Health Assembly passed a resolution calling on National Governments to " constructively engage the private sector in providing essential health-care services" (World Health Organization 2010, P.4). It is also mentioned that there is increase in acceptance of PPP forms among low and middle income countries; the private sector is being contracted by public sector to deliver basic health care facilities and clinical services on behalf of them. Dr. Hellowell mentioned in his paper that because responsibility for asset- delivery and service- provision are contracted out to the private sector in single "bundled transaction (in contrast to the infrastructure -oriented model perused in countries such as the UK, Canada, Egypt, Mexico and Brazil), this is some time called the "Integrated partnerships" model (Sehkri et al 2011). The model is well accepted by several multilateral development banks (such as World Bank, African Development Bank) and official donors (such as USAID and DFID), but there is little evidence relating to its performance and guidance for policy makers are available in developing countries.

Dr. Hellowell tried to address the gaps through this paper. He explained a framework based on Institutional economics and organizational theory to assess the cost and benefits of private ownership, risk transfer and bundling in section 2 of his paper. In section 3 of paper, he described about Competition, regulation and the cost of capital involved in such partnership models with the help of economic models using mathematical formulas. In the concluding section, He mentioned that the claims of investing in PPPs will improve efficiency and effectiveness in the Health sector (IFC 2007) can't be supported by convincing empirical evidence, while the theoretical research reviewed in this paper suggests the micro economic case for such partnerships is ambiguous. Because of their long-term and complex nature, integrated partnerships present particular challenges in the assessment of fiscal risks. In developing countries, the impact of poor budget planning and execution can be severe and it is not clear that such problems can be addressed by available sources of technical expertise.

Public Private Partnership and the 2030 agenda for sustainable development: fit for purpose? (Feb 2016, UNDP/ Department of Economic and Social Affairs)

Authors of these papers, after explaining the historical background about PPPs in the paper, mentioned about the trends in developing countries for promoting PPPs activities by enhancing the budget for Infrastructure facilities etc. It is mentioned that The Addis Ababa Action Agenda (AAAA) of Third International Conference on Financing for Development (Addis Ababa, 13-16 July 2015) recognizes that “both public and private investment have key roles to play in infrastructure financing, including through (...) public private partnerships” (paragraph 48, AAAA). However, the AAAA also highlights the need to “build capacity to enter into PPPs, including as regards planning, contract negotiation, management, accounting and budgeting for contingent liabilities”. It further stresses the need to “share risks and reward fairly, include clear accountability mechanisms and meet social and environmental standards”.

There are some key issues which are highlighted in the paper like -

- (i) Assessing the value for Money of PPPs
- (ii) Elements of costs
- (iii) Quality of service
- (iv) Overall Impact

The key components of an enabling framework for PPPs are also discussed in the paper. It is mentioned that for PPPs to become an effective instrument through improvements in service delivery, efficiency and development impact over and above those attainable through public procurement, it is important that the public sector is able to: i) correctly identify and select projects where PPPs would be viable, ii) structure contracts to ensure an appropriate pricing and transfer of risks to private partners, iii) establish a comprehensive and transparent fiscal accounting and reporting standard for PPPs, and iv) establish legal, regulatory and monitoring frameworks that ensure appropriately pricing and quality of service. In other words, it is necessary that countries have in place the institutional capacity to create, manage, evaluate and monitor PPPs.

Authors in their paper on **Expert Review and Case Study on Public Private Partnership in Health, Ethiopia, February 2015** described sixteen case studies. In majority of cases, the partnerships were contracting like arrangements between government and private non- profit or private for- profit organizations. Authors visited the selected organizations to gain experience of PPP interventions implemented in health sector and interacted with different stakeholders on issues related to PPP interventions. On the basis of their analysis, following three different types of partnerships were emerged and discussed in their paper -

- (i) Contracting partnerships between Government and private for profit and

nonprofit organisations for the provision of comprehensive primary health care services for the rural population was found to be promising in reaching needy populations with quality health services.

- (ii) Contracting partnerships between government and private for -profit health institutions for the provision of select health care services, specifically focusing on HIV/ART and Tuberculosis (TB), are contributing their share in expanding access to treatment and care services.
- (iii) Contracting partnerships with private - for -profit institutions for the provision of non-clinical services (Outsourcing of daily cash collection and patient registration) as well as clinical diagnostic services provide promising examples of outsourcing practices by public hospitals beyond the usually outsourced non clinical services like laundry and security.

It is also found, on the basis of field survey work that the top three challenges for the health sector are

- (i) Accessibility and coverage in rural areas,
- (ii) Ineffective management of existing infrastructure, and
- (iii) Inadequate number and quality of health care professionals.

Internationally, PPPs in the health sector have been focused on addressing large capital expenditure programs, such as hospital private finance initiatives (PFIs) and local improvement finance trust (LIFTs) in the united kingdom (UK).in addition, the government of the united kingdom recently introduced an independent sector treatment center that provides a framework for developing diagnostics and surgical capacity to meet the demands of the national health service. However, its success in meeting desired outcomes is as yet unconfirmed.

(b) National Perspective- In this section , review of Literatures on PPPs in Health sector in India is being discussed as follows -

Improving Health and Education Services Delivery in India through Public -Private Partnerships, ADB, 2010

The above mentioned document is edited by Anuj Mehta, Aparna Bhatia and Ameeta Chatterjee under the ADB - Government of India PPP initiative " **PPP Knowledge Series**" in Improving Health and Education Services Delivery in India through Public -Private Partnerships and described various prevalent successful PPP models established in Primary Health Care sectors with the support of different stakeholders (both from Public and Private) . The outcomes of this document are based on the rapid assessment study which includes

series of consultations with a number of selected state governments on the sector's challenges and an assessment of local cases of private sector participation in both sectors. Status of Partnership models in Health sector is dealt in detail in the document. It is mentioned in the document that - "India's health spending (about 4.5 % of Gross Domestic Product (GDP) is much lower compared with spending in Organisation for Economic Co-operation and Development (OECD) member countries. While India has successfully developed physical infrastructure and adequate coverage of primary health services, significant shortfall remain all in terms of services provided by health workers " .

Government Contracting for improved Child Survival in Norway India Partnership Initiatives (NIPI) focus states, Access Health International, Centre for Emerging Market Solutions and Indian School of Business, Hyderabad, Authored by Sofi Bergkvist, Priya Anant, Vijay Reddy and Prabal Singh, March 2011

The paper is the outcome of a workshop on " **Government Contracting for Improved Child Survival** " organized by Norway India Partnership Initiative (NIPI), NIHFWS, ACCESS Health International, Inc and the Centre for Emerging Market Solutions at the Indian School of Business (ISB), Hyderabad . The workshop was focused on potential Public Private Partnership (PPP) models for improving child health outcomes in NIPI's focus states of Bihar, Madhya Pradesh, Rajasthan, Orissa and Uttar Pradesh (UP).

One of the goal (Goal Number four) of MDG in India is to reduce the child mortality by two thirds by 2015 (from a base level of 1990) which is very difficult task for Government of India to achieve due to so many reasons. Five of focused states of NIPI contribute to about 60 percent of the child deaths in the country.

As private sector remains the major healthcare provider for all income groups in India, Govt. of India has established a separate committee to design PPPs in the healthcare domain as a part of 11th Five year planning process to increase the child survival rates . Many states in turn started using PPP model for improving the primary health services in an innovative manner.

Authors have also discussed the main findings of the workshop as follows -

- (i) The environment is encouraging for PPPs in health care in NIPI focus states.
- (ii) Most states don't have a predefined policy to engage with the private sector.
- (iii) There has to be a clear institutional structure and capacity to manage PPPs.
- (iv) There is a need to critically analyze the cost -effectiveness of PPPs, taking into

consideration the impact on costs as well as the quality and use of health care.

Indian experiences of PPP in Healthcare are discussed in detail which covers Chiranjeevi Scheme of Gujarat and Aarogya Sri Scheme of Government of Andhra Pradesh in which the concerning state governments has tied up with private partners to provide basic health services. At the end, authors mentioned the urgent need for advanced health care services and a conducive policy environment to attract high quality private sector players through PPPs.

Dr. A Venkat Raman and Prof. James Warner Bjorkman in their **paper on Public/ Private Partnership in Health Care Services in India**, mentioned that the inability of the public health sector has forced poor and deprived sections of the population to seek health services from the private sector. There are sufficient evidence available that, in many parts of India, the private sector provides a large volume of health services but with no legal bonding or regulation. Private health sector in India is not only the most unregulated sector but also is most potent and untapped sector. Authors of the paper believes that the deficiencies in public sector health system can only be overcome by significant reforms. It is also mentioned in the paper that given their respective strengths and weaknesses, neither the public sector nor the private sector alone can operate in the best interest of the health system. It is assumed that collaboration with the private sector in the form of Public/ Private Partnership would improve equity, efficiency, accountability, quality and accessibility.

Authors have also shared the challenges in going for Partnership in this paper and mentioned following issues -

- (i) Not-for Profit organisations have special concern for reaching the poor and disadvantaged and account for less than one percent of all health facilities (World Bank 2004). Their sustenance depends on philanthropic donations or external funding and result in less outreach, low in infrastructure facilities, ad-hoc interventions. (but they provide good quality care, need little regulation or oversight from government and cater to the needs of those otherwise excluded from mainstream health care.)
- (ii) For - Profit private sector is primarily motivated by money and has no concern for equity and access. Bennet et al. (1994) identified five main problems associated with private -for-profit provision of health services
 - Illegitimate or unethical means to maximize profit,
 - less concern towards public health goals,

- lack of interest in sharing clinical information,
- creating 'brain drain' among public sector health staff
- lack of regulatory control over their practices.

Case studies were analyzed under two broad heads -

- (i) Operational issues in the management of the partnership
- (ii) Policy perspectives on public -private partnerships.

At the end, authors detailed out the case studies which represent a wide spectrum in terms of rural - urban mix ,for -profit and not-for- profit partners, primary care versus specialty care services, clinical services to insurance schemes, laundry to tele medicines etc. The case studies provide insights about the manner in which public/private partnerships function in many parts of India.

Mr. Natya Saxena, Fellow Programme in Management, IIM, Indore in his paper on "**Public - Private Partnership in Healthcare services In India: Analysis of success factor using Quantitative content analysis.**" described the(a) background status of PPPs in India in his introductory remarks. He mentioned that, government was primarily accountable for providing healthcare services in India till late eighties and private sector contributed merely eight percent in health sector (World Bank,2004). Over the years, private sectors share grew substantially to 93% hospitals that 63% of beds and cater to around 80% of outpatients (World Bank 2002). With this shift of utilization from public to private healthcare services, out of pocket expenditure on private providers plunged to 86% (World Bank 2014) thus giving rise to socially undesirable situation for poor. To counter this situation, Government initiated several health sector reforms. One of the several reforms is Public/ Private Partnership (PPP).

Author has also used different parameters like Incentive Mechanism, Responsibility division, sources of funds budget, risk sharing, sustainability etc with their logical rationale to evaluate PPP projects in Healthcare established in different states of India.

Author has used quantitative techniques and formulas for evaluating these parameters and tested for significance using Fisher Exact test for their Scale and operations. It is found that only responsibility division and risk sharing found to be significant. The next important parameter to consider is Sustainability.

The results of the study have implications for policy makers at the time of negotiation and contract formulation. The factors of success studied here are not exhaustive but they can certainly enhance the

probability of better implementation, intended outcome and improved resource utilization.

Mr. Avishek Ghosal, Mr Amritesh Bhaskar and Mr.Ayush Sharma in their paper on " Business Model Innovation in Health Care Infrastructure in India" focuses on the recent business model innovation of health care providers, their drivers, characteristics and the effect they have on these firms and the sector as a whole. According to them, healthcare providers are starting to innovate their business models in order to respond to new trends, which are also redrawing the industry architecture of the sector.

IV RESEARCH GAP

The papers and studies, mentioned above explain that Public Private Partnerships are the most viable option to overcome constraints and challenges in provision of better health services and infrastructure in India. Some studies discuss challenges and constraints faced by PPP at national level but the direction of these studies lack the following:

- All the studies focus on PPP's at national level but there is no study which explains the constraints faced by PPP's at the state level
- (b) There is no study which identifies the environmental constraints faced by PPP projects at State level
 - (c) The studies conducted don't explain the impact of the presence of various environmental constraints on successful implementation of PPP projects at state levels.

V CONCLUSION

Thus in nutshell it can be concluded at this point of time that so far PPP model in health sector has given significant contribution with various constraints and opportunities. Still observing the aforesaid gaps, lot many variables and key issues need to be explored and analyzed.

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वर्तमान में युवा उद्यमी और उनकी कार्यप्रणाली : एक विश्लेषण

अश्विनी कुमार शर्मा

शोधार्थी, आईसेक्ट विश्वविद्यालय, रायसेन (म.प्र.) भारत

सारांश

सफल युवा उद्यमी अपने लिए एक निश्चित लक्ष्य निर्धारित करता है जिसकी प्राप्ति के लिए वह सदैव प्रयासरत रहता है। यह लक्ष्य उसके लिए सर्वोपरि होता है और इसलिए वह इससे अन्य कार्यों की तुलना में प्राथमिकता देता है। उद्यमशील युवा यह भी कोशिश करता है कि यह लक्ष्य एक समयबद्ध कार्यक्रम में उसे प्राप्त हो सके। उसका लक्ष्य समयबद्ध रूप से पूर्ण हो सके इसलिए वे अपनी सम्पूर्ण योजना को छोटे-छोटे कार्यों में विश्लेषित एवं विभाजित करते हैं। योजना को क्रियान्वित करने में जो बाधाएं उत्पन्न हो सकती हैं उनका पूर्वानुमान कर लेते हैं, उसके लिए वैकल्पिक उपायों का आकलन कर लेते हैं और अपनी योजना को तर्कसंगत रूप में लागू करने के लिए उचित ढंग अपनाकर युवा उद्यमी अपनी योजनाओं को क्रियान्वित करते हैं।

सफल युवा उद्यमी सदैव तत्पर रहता है कि उसे कब और कौन से अनुकूल अवसर मिल सकें जिनका उपयोग वह अपने कार्यों को पूर्ण करने में कर सकें। ऐसे अवसर उसके व्यवसाय, उद्योग, तकनीकी या व्यक्तिगत अनुभव के आधार पर कभी भी ध्यान में आ सकते हैं। उद्यमशील युवा इस तरह से प्रयासरत रहते हैं कि वित्तीय, मशीन, कच्चा माल आदि क्रय करने या अन्य सहायता के लिए कहाँ से संभावित अवसरों का उपयोग कर सकें जिससे उन्हें अपने लक्ष्य की प्राप्ति में सहयोग मिल सके। ऐसे व्यक्ति नीतिगत परिवर्तनों या उत्पादनों के परिवर्तन और नवीनीकरण के अवसरों की तलाश में रहते हैं और जैसे ही उन्हें उचित मौका मिलता है वे उसे क्रियान्वित करके लाभ उठाने का प्रयास करते हैं।

सफल युवा उद्यमी अपनी तरफ से किसी भी रुकावट को दूर करने के लिए हर तरह के प्रयास करते हैं जिससे उनके लक्ष्य की प्राप्ति हो सके।¹ इस तरह के युवा बाधाओं या अड़चनों के आने पर अपने लक्ष्य से विचलित नहीं होते बल्कि बार-बार प्रयास करके उन बाधाओं को दूर करने का प्रयास करते हैं और अपने लक्ष्य की प्राप्ति के लिए तत्पर रहते हैं।

युवा उद्यमी अपनी तरफ से सदैव इस बात का प्रयास करते हैं कि कहाँ से, कैसे और किस प्रकार की सूचनाएं प्राप्त करते रहे जिससे उनका उपयोग लक्ष्य की प्राप्ति में कर सकें। **इस तरह की सूचनाओं के लिए वे व्यक्तिगत खोजबीन या शोध कार्यों के माध्यम से यह पता करते रहते हैं कि किस तरह से उनका उपयोग उत्पाद या सेवाओं को प्रदान करने में किया जाए।²** साथ ही युवा उद्यमी विशेषज्ञों की राय भी प्राप्त करते रहते हैं, जिससे व्यवसाय और तकनीकी सलाह मिल सके। वे अलग-अलग वस्तुओं के बारे में सूचनाओं का एक अच्छा तंत्र बनाने हेतु प्रयासरत रहते हैं जिससे इन सूचनाओं का उपयोग आवश्यकतानुसार कर सकें, और दूसरों व्यक्तियों के परिचय का लाभ उठा सकें।

युवा उद्यमी जो भी कार्य हाथ में लेते हैं उसे पूरा करने को सर्वोच्च प्राथमिकता देते हैं। इस संदर्भ में उनकी प्राथमिकता या लगाव इस बात से पता चलता है कि उसे पूरा करने के लिए वे अपनी व्यक्तिगत सुविधाओं की परवाह न करते हुए उसे पूरा करने के लिए अपनी तरफ से असाधारण प्रयास करते हैं। इस तरह के

उद्यमी, कार्य पूरा होने में आने वाली समस्याओं के लिए ज्यादातर व्यक्तिगत जिम्मेदारी लेते हैं और कोशिश करते हैं कि जिस कार्य को उन्होंने किसी समय विशेष में पूरा करने का वचन दिया है उसकी गुणवत्ता को देखते हुए समयबद्ध तरीके से पूरा कर सकें।

उद्यमी युवा सदैव उच्च व उत्कृष्ट श्रेणी के कार्यों को करने में विश्वास रखते हैं जिससे वे किसी भी वर्तमान गुणवत्ता के मापदंड को पा सकें।³ ये युवा हर समय उच्च गुणवत्ता की श्रेणी के वस्तुओं के उत्पादन या सेवाओं को प्रदान करने की चाह रखते हैं और इसलिए अपने कार्यों की या अपने उत्पादों की दूसरों से तुलना करते रहते हैं जिससे वे उनमें सुधार ला सकें। उनका ध्येय दीर्घकालीन व्यवसाय या कार्यों को करना होता है, इसलिए वे गुणवत्ता का ज्यादा ध्यान रखकर कार्य करते हैं।

उद्यमी सदैव अपनी कार्य क्षमता किस तरह से बढ़ा सके। क्षमता बढ़ाने का प्रयास या तो तेज कार्य करने या कम संसाधनों का उपयोग करके और कम कीमत पर उत्पादन करके अथवा कार्य करने में दिखाई देता है।⁴ सफल युवा उद्यमी बनने की चाह रखने वाला युवा सदैव इस बात के लिए प्रयासरत रहता है कि किस तरह से वह अपने सेवाओं या उत्पादन की लागत में कमी ला सके या अच्छी और आधुनिक तकनीकी को अपनाकर वह अपने कार्यों को शीघ्र पूरा करके अपनी क्षमता को आगे बढ़ा सके। इस तरह से युवा सदैव लागत और लाभ या सुविधा के तुलनात्मक अध्ययन की चाह रखते हैं जिससे अपने उत्पादन या तकनीकी विधि से परिवर्तन ला सकें और अपनी क्षमता बढ़ा सकें।

युवा उद्यमी दूसरों को अपने उत्पादन या सेवाएं खरीदने के लिए किस तरह आकर्षित कर सकें और उसे अपने पक्ष में राजी कर सकें या उसे सुविधाएं प्रदान करने के लिए अपनी बात स्वीकार करवा सकें। ऐसा व्यक्ति यदि दूसरों से कुछ करवाना चाहता है या उसे अपने पक्ष में लाना चाहता है तो उसके लिए उन व्यक्तियों से पूरी तरह अनुसरण करके अपने कार्यों को पूरा करवाने का प्रयास करता है।

सफल युवा उद्यमी सोचता है कि किस नीति का उपयोग कर दूसरे पक्ष को प्रभावित कर सके और उसके जरिए वह अपने परिचय को बढ़ाकर अपने व्यावसायिक उद्देश्यों की पूर्ति कर सके।⁵ ज्यादातर युवा उद्यमी अपने उत्पाद के गुणों, उपयोगिता एवं तकनीकी जानकारी के जरिए दूसरों को प्रभावित करने का प्रयास करते हैं लेकिन कभी-कभी यदि वह किसी और प्रभावी युवा को जानता है तो उससे भी अपने कार्यों को पूरा करने का प्रयास करता है। जिससे उसका कार्य पूरा हो सके और वह अपने उद्देश्यों को प्राप्त कर सके।

सफल युवा उद्यमी समस्याओं से जूझने और विचारों को एक निश्चित रूप देने के लिए संबंधित अधिकारियों से सीधे बात करने का प्रयास करता है तथा यह बताने का प्रयास करता है कि उन्हें क्या करना चाहिए या क्या करना है? सफल युवा 'उद्यमी' अपने अन्तर्गत काम करने वालों को एक निश्चित अनुशासन में रहने और कार्य न करने पर दंडित करने का कार्य करता है। आवश्यकता पड़ने पर वह यह भी बताने का प्रयास करता है कि वह अपने अधिकार के प्रयोग के लिए उन पर वर्चस्व स्थापित कर सकता है या उस अधिकार के जरिए दूसरों से कार्य पूरा करवा सकता है।

उद्यमी युवा कार्यों का मूल्यांकन करने एवं उनका अनुसरण करके तथा उनसे संबंधित जानकारी रखने में विश्वास रखता है जिससे उन्हें कार्यों की गुणवत्ता आदि के बारे में लगातार पता कर सके।⁶ वह व्यक्तिगत तौर पर कार्यों का निरीक्षण करता है जिससे कार्यों में किसी तरह की गुणवत्ता की कमी या बाधा न आ सके और सेवाएं या उत्पाद उच्च स्तर के और कम लागत पर प्रदाय किए जा सकें।

उद्यम में सफल युवा अपने कर्मचारियों के हितों में किस तरह का सुधार लाया जा सके जिससे उन्हें कार्य करने के लिए निरंतर प्रोत्साहन मिलता रहे, आदि के बारे में विशेष ध्यान रखता है। इनकी चाह रहती है कि कर्मचारियों की व्यक्तिगत समस्याओं पर किसी तरह ध्यान दिया जा सके जिससे कार्यों पर इनका असर न हो और संस्थागत उद्देश्यों की प्राप्ति हो सके।

इस प्रकार यदि किसी भी व्यक्ति में उपरोक्त वर्णित गुणों में से ज्यादा गुण मौजूद होंगे तो उसकी सफलता की संभावनाएं ज्यादा होंगी। उद्यमशील व्यक्ति सदैव इस प्रयास में रहते हैं कि वे स्वयं को विश्लेषित करके यह अनुमान लगाते रहे कि उनके अन्दर कौन-कौन से मजबूत तथ्य मौजूद हैं और किन गुणों को अपना कर या बढ़ाकर ज्यादा दृढ़-संकल्प एवं आत्मविश्वास वाला व्यक्ति बना जा सकता है।

यह भी प्रयास करते हैं कि यदि उनमें कोई गुण मौजूद नहीं है या वे किसी क्षेत्र में कमजोर हैं तो कैसे उन गुणों को अपने अन्दर प्रशिक्षण, पठन-पाठन आदि के द्वारा बढ़ाया जा सके जिससे उनकी सफलता की संभावनाएं बढ़ सकें। नव उद्यमी अपनी सफलता का प्रतिशत अपने अंदर के गुणों को ध्यान में रखकर ही प्राप्त कर सकते हैं।

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Usage of Social Media among Slum Youth of Bhopal

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ABSTRACT

The purpose of this study is to study the social media usage pattern among the slum youth of Bhopal. In the era where social media is increasing its reach in every nook and corner of the world and has become a popular platform for sharing the views, thoughts, beliefs, information, traditions, knowledge, etc. by the means of this study it has been tried to find its reach among the slum youth. The study also tries to examine the various benefits of the social media in the life of the slum youth. The study establishes the fact that the social media is widely used by the slum youth. They access social media mostly with their smart phones. The study also concludes that the slum youth is getting educated these days and using the social media even for gaining the information about the world happenings.

Keywords: Social media, Youth

I INTRODUCTION

In the current era technology is a vital part of everyday life and mobile networks as well as the Internet have enabled large number of people to communicate globally in real time. For many of us, mobile phones, laptops, tablets and other technological devices have become inseparable part of our daily lives. In addition to merely finding information online, the Internet is used as a platform for creating new information collectively. Social media sites, such as Facebook, Twitter and blogs give people the possibility to network and share, discuss and create information together. In 2012, roughly one fourth of world's Internet users were also using Facebook (Internet world stats, 2012).

Social media is a wider term. It includes social networking sites. In this study the social networking sites used for communicating like facebook, twitter etc are only included. Instant messaging app whatsapp and facebook app are also taken into account. Although the difference between social media and social networking is subtle, they're not the same. Social networking is really a subcategory of social media. The easiest way to understand the difference between social media and social networking is by thinking about the terms "media" and "networking" separately. Media refers to the information you're actually sharing—whether it's a link to an article, a video, an animated GIF, a PDF document, a simple status update or anything else. Networking, on the other hand, has to do with who your audience is and the relationships you have with them. Your network can include people like friends, relatives, colleagues, anyone from your past, current customers, mentors and even complete strangers.

In the research the social networking sites like facebook and twitter are included. Facebook require an account before most data can be accessed. Furthermore, many account based sites also encourage users to create connections between

other users on the site; connections which can be a means of filtering content. In this type of site, which have sometimes been more narrowly defined as "social networking sites".

II ROLE OF SOCIAL MEDIA

(a) Important features- Various definitions of social media have been given. Social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information. Some of the definitions have been included here to clear the meaning of the term:-

Below are some of the important common social media features:-

- (i) User accounts:** If a site allows visitors to create their own accounts that they can log into, then that's a good sign there's going to be social interaction. You can't really share information or interact with others online without doing it through a user account.
- (ii) Profile pages:** Since social media is all about communication, a profile page is often necessary to represent an individual. It often includes information about the individual user, like a profile photo, bio, website, feed of recent posts, recommendations, recent activity and more.
- (iii) Friends, followers, groups, hash tags and so on:** Individuals use their accounts to connect with other users. They can also use them to subscribe to certain forms of information.
- (iv) News feeds:** When users connect with other users on social media, they're basically saying, "I want to get information from these people." That information is updated for them in real-time via their news feed.

- (v) **Personalization:** Social media sites usually give users the flexibility to configure their user settings, customize their profiles to look a specific way, organize their friends or followers, manage the information they see in their news feeds and even give feedback on what they do or don't want to see.
- (vi) **Notifications:** Any site or app that notifies users about specific information is definitely playing the social media game. Users have total control over these notifications and can choose to receive the types of notifications that they want.
- (vii) **Information updating, saving or posting:** If a site or an app allows you to post absolutely anything, with or without a user account, then it's social! It could be a simple text-based message, a photo upload, and a YouTube video, a link to an article or anything else.
- (viii) **Like buttons and comment sections:** Two of the most common ways we interact on social media are via buttons that represent a "like" plus comment sections where we can share our thoughts.
- (ix) **Review, rating or voting systems:** Besides liking and commenting, lots of social media sites and apps rely on the collective effort of the community to review, rate and vote on information that they know about or have used. Think of your favourite shopping sites or movie review sites that use this social media feature.

(b) Definition of Youth

United Nations Educational, Scientific and Cultural Organization (UNESCO) defines youth as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age-group. The UN, for statistical consistency across regions, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

United Nations (UN) defines youth as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

The African Youth Charter defines youth as any individual between 15-35 years of age.

National Youth Policy (2014) defines youth as those aged 15 to 29 in the national youth policy (2014). This age group constitutes 27.5% of India's population according to 2011 census.

(c) Social media and youth

Youth across the globe is one of the major users of social media. The communication pattern has changed drastically in the recent years. Even the school going children have their accounts on various social media platforms.

Social media tools are woven into many young people's day-to-day lives. Young people are in conversation and communication with their peer groups using a wide variety of different media and media devices every day.

10 years ago, young people may have only been in touch with friends and peer-groups when hanging out at school, or meeting up in town. Now young people can be touch through instant messaging, social networks, online games and many other tools. Young people are growing up in a constantly connected society.

Young people are using social network sites for:

- (i) Keeping in touch with friends and acquaintances;
- (ii) Developing new contacts often with friends of friends, or people with shared interests;
- (iii) Sharing content, engaging in self expression & exploring identity;
- (iv) Hanging out and consuming content including commercial and user-generated content;
- (v) Accessing information and informal learning;
- (vi) Participating in informal groups, and formal youth engagement opportunities.

III RELEVANCE OF THE STUDY

As mentioned social media is increasing its reach throughout the country so is in India. These days' smart phones can be seen in the hand of every other person. It seems that the smart phones with the internet connection have become the necessity of life. Slum youth is also actively using the social media these days. The research is aiming to find out social media usage pattern of the slum youths in Bhopal. Very fewer studies in this regard have been conducted in the country. Even with their limited resources they are using the smart phones and accessing the social media. Few years back buying a smart phone was a costly affair. Now the smart phones are available at very low prices. With the availability of cheap smart phones the social media has increased its reach in every nook and corner of the country. With its nationwide usage the social media is also affecting the life of the youth in both positive and negative way. In the study it has been tried to what the slum youth feels after using the social media sites and apps. Various studies have conducted to find out the reason why

the people are using social media so frequently what the purpose behind it is. Social media usage is becoming a kind of addiction these days. Recently a school in Chennai is giving admission to the students who do not have account on any social media and promise not to open. The students were ought to fill an oath form for this. In the study it has also been tried out to find out the reasons behind social media usage. There can be many uses like love oriented, friendship oriented or others. The social is considered to change the friendship patterns across the globe. It has made the connectivity very convenient. The main reason of usage of the usage of the social media by the slum youth is also tried to study. In some areas the slums are considered to be orthodox and conservative. They don't allow their girls to watch more TV, listen to music, use mobile phone or access internet. Even with their limited resources the slum youth manage to recharge their smart phones with the various net packs available in the market of various subscribers. They put various kinds of restrictions. In the research it has been tried to find out the barriers that the slum youth (both boys and girls) come across while accessing social media.

Uses and gratification theory introduced by Katz, Blumler and Gurevitch provides the theoretical frame work of this study. The theory is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. UGT is an audience- centered approach to understanding mass communication. The theory focuses on what people do to the media. It is the theory which explains of how people use media for their need and gratification. In other words we can say this theory states what people do with media rather than what media does to people.

It assumes that audience members are not passive consumers of media. Rather, the audience has power over their media consumption and assumes an active role in interpreting and integrating media into their own lives. Unlike other theoretical perspectives, UGT holds that audiences are responsible for choosing media to meet their desires and needs to achieve gratification. This theory would then imply that the media compete against other information sources for viewers' gratification.

IV LITERATURE REVIEW

(a) Review of foreign literature:

Eric Rice, Anamika Barman Adhikari (2013):

In the study conducted on the topic *Internet and social Media use as a resource among homeless youth* it was concluded that may be these people may have less access to the internet as the housed people does. They use the internet to obtain information, fulfil recreation and entertainment

needs, and to socialize. When homeless youth reported their online activities at last access, the most common responses were checking e-mail (64%) and checking social networking websites (56%). Clearly socializing is a critical part of time online for homeless youth, just as it is for housed youth. Like their housed counterparts, homeless youth spend some of their time online having fun.

(b) Review of Indian literature

Nimmi Rangaswamy (2013):

The study on urban slum *Local Pocket Internet and Global Social Media Bridging the Digital Gap: Facebook and Sub – Stratum in Urban India* found out that the communities in which our users live are constrained by various socio-economic and cultural factors impacting the everyday of Facebook use. Limited education, restricted English communication skills, and offline personalities rooted in socio-economic barriers shape and mould Facebook as a channel offering multiple affordances seldom available in their lived social reality. Entering and immersing in the social media world of Facebook is a path to satiating many desires, be it exploring heterosexual romantic possibilities like chatting/ dating, pushing boundaries of a limited communication repertoire, acquiring digital literacy including netiquette and gaining a toehold in global communities and citizenship. It appears Facebook is a path to global modernity catapulting these youth away from the lived reality of the urban slums and down-market neighbourhoods.

Affordances for low-income India on Facebook are driven primarily by two market forces: the affordable mobile phone and the micro pre-pay mobile internet. The 'pocket internet' as it is called has revolutionized access, affordability and use of the internet as an 'everyday' technology. Feature phones afford users the ability to do practically anything on Facebook. Users can post and consume content the same way they would on a computer.

V RESEARCH OBJECTIVES

(a) General objective

The overall objective of the study is to study the overall social media usage pattern of the slum youth of Bhopal. It has been tried to analyses that which sites they are mostly using, the intentions behind using them, the benefit of the social media in their life and the barriers through which they come across while accessing social media.

(b) Specific objectives

- (i) To determine the social media usage habits of the slum youth. In this objective it has tried to study that what are mostly used and preferred social networking and social media site is used by the youth.

- (ii) To study the sources used by them for accessing social media. In this objective the platforms like smart phone , cyber cafe or others used by them for accessing social media has been studied.
- (iii) To study the reasons behind using social media. In this objective it is tried to study the reasons of using social media. There can be many intentions of the youth behind using social media like gaining knowledge, information, love, friendship etc.
- (iv) To determine the barriers through which the slum youth come across while accessing social media. There are many barriers trough which the slum youth come across while accessing social media. Financial and social barriers are tried to study
- (v) To determine the benefits of social media in their life. Finally in the last objective it has tried to find out what according to the slum youth is the benefit of social media in their life

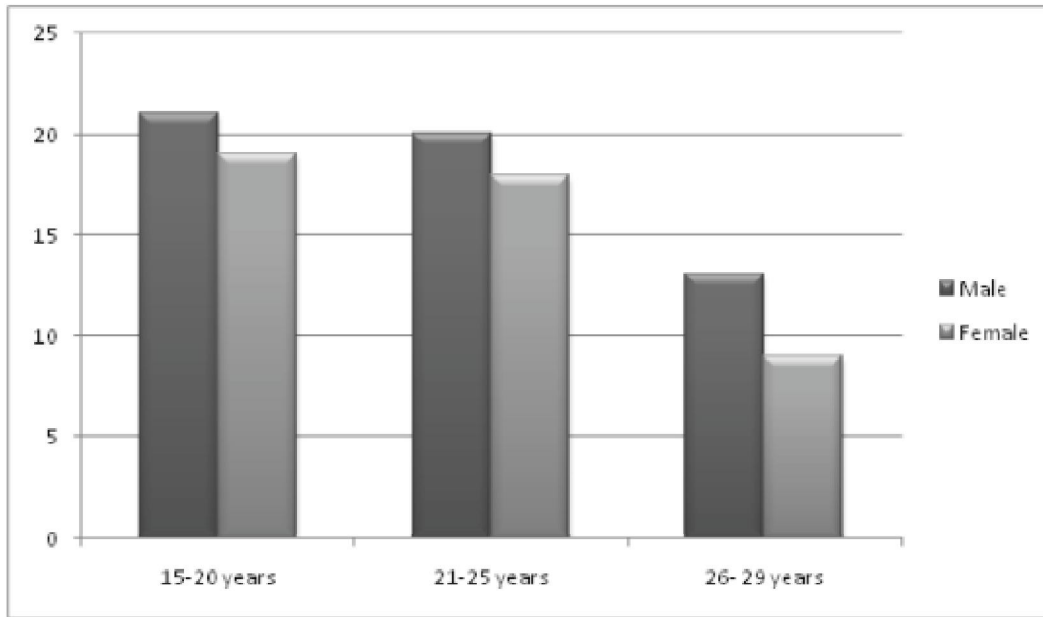
VI METHODOLOGY

- (a) **Research Design**-Descriptive research design has been used in the study. The descriptive research depicts the participants in an accurate way. It's all about describing people who take part in the study.
- (b) **Research Area**-The study is done by collecting the data from three slums of Bhopal that are Ishwar Nagar, Sai Baba Nagar and Bandganga.
- (c) **Data collection method**-The survey has been conducted. Primary data is collected by the questionnaire tool. The questionnaire is filled by the youth of the three slums.
- (d) **Sampling techniques**-Under the non probability sampling technique, purposive sampling has been used. The purposive sampling has been done because the earlier pilot study was conducted on a sample of 8 youth from Shahpura slum area. Out of them 5 were having smart phones. Among them four were using their phones mostly for accessing whatsapp and facebook. They usually opt for cheaper mobile internet packs which are for fewer days. None of them are going to cyber cafe for internet use.
- (e) **Sample Size**-The questionnaire has been filled by 100 respondents from the slums of the above mentioned area. The youth according to National Youth Policy (2014) from 15- 29 years has been included in the study. The sample includes both boys and girls.

VII DATA ANALYSIS AND INTERPRETATION

Table 1
Demographic Details

Gender	15-20 years	21-25 years	26-29 years	Total
Male	21	20	13	54
Female	19	18	9	46
Total	40	38	22	100



Graph.1 Age of the respondents

Table 2
Education Level

Gender	Masters	Bachelors	Higher Secondary	High School	Illiterate	Total
Male	5	21	11	21	0	54
Female	4	16	9	13	0	46

Table 3
Occupation

Occupation	Male			Female			Percentage (%)
	15-20 yrs	21-25 yrs	26-29 yrs	15-20 yrs	21-25 yrs	26-29 yrs	
Govt. Employee	-	1	1	0	0	0	2
Pvt. Employee	1	5	3	1	1	0	11
Businessman	2	3	8	-	-	-	13
Student	18	11	1	17	14	7	68
Housewife	-	-	-	1	2	2	5
Servant	-	-	-	-	1	-	1

Table 4
Monthly Family Income

Income	Male			Female			Total
	15-20 yrs	21-25 yrs	26-29 yrs	15-20 yrs	21-25 yrs	26-29 yrs	
Rs 1,000-5,000	6	3	2	5	5	4	25
Rs 6,000-10,000	5	3	4	5	7	2	26
Rs 11,000-15,000	4	5	3	3	3	2	20
Rs 16,000-20,000	2	3	2	1	1	1	10
Above Rs 20,000	4	6	2	5	2	-	19
Total	21	20	13	19	18	9	100

Table 5
Per day usage of smart phone

Hours	Male			Female			Percentage (%)
	15-20 yrs	21-25 yrs	26-29 yrs	15-20 yrs	21-25 yrs	26-29 yrs	
0-1hrs	1	4	2	2	6	1	16
1-2 hrs	2	8	6	6	4	3	29
2-3hrs	10	3	5	6	6	2	32
More than 3 hrs	8	5	0	5	2	3	23
Total	21	20	13	19	18	9	100

Table 6
Reasons of using smart phone

Reason	Present	Respondents		Absent	Percentage (%)		
		Male	Female		Present	Absent	Total
Playing games	71	35	36	29	71	29	100
Use of social sites	93	48	45	7	93	7	100
Sending message	60	34	28	40	60	40	100
Online booking	45	30	15	55	45	55	100
Using apps	39	25	14	61	39	61	100
Others	7	4	3	93	7	93	100

When asked about the reason for which reason mostly the slum youth use their phone then it came out to be for accessing social sites. 65%

respondents answered that they mostly use smart phone for accessing social networking sites.

Table 7
Most likely reason for using smart phone

		Age (in years)					
		Male			Female		
		15-20	21-25	26-29	15-20	21-25	26-29
Using social sites	9	15	10	13	14	4	

Highest number of respondents who are using social networking sites in their phones are falling under the age group of 21-25 years of age. 15

males and 14 females under this age group are mostly using their phone for accessing social networking site

Table 8
Social sites/apps used

Social site/app	Present	Respondents		Absent	Percentage (%)		
		Male	Female		Present	Absent	Total
Facebook	91	48	43	9	91	9	100
Whatsapp	97	51	46	3	97	3	100
Twitter	13	9	4	87	13	87	100
Hike	31	17	14	63	31	69	100
Skype	35	28	7	65	35	65	100
Others	14	12	2	86	14	86	100

The above table reveals that as in other sections of the society facebook has also increased its reach among economically backward classes as well. Whatsapp the instant messaging app which has been introduced few years back has increased its reach tremendously among the slum youth as well.

All the female respondents are using whatsapp. Twitter on the other hand has very low popularity among the slum youth. Hike although have considerable number of users. Only two females out of the total respondents are using the other apps or sites than the above mentioned options.

Table 9
Mostly used social site/ app:

Social site/apps	Number of respondents
Facebook	40
Whatsapp	58
Twitter	0
Hike	1
Skype	1
Others	0
Total	100

When the respondents were asked about the social site/ app they use mostly then the result clearly indicated the highest usage of whatsapp. Whatsapp has been used by 58 respondents whereas facebook has been liked by 40 respondents. This result also

clearly shows the increase of whatsapp use by the youth. Hike and skype has been liked by 1 respondent each. Whatsapp has been used by 35 males and 23 females.

Table 10
Sources used for accessing social media:

Source	Male	Female	Total
Smart phone	51	44	95
Cyber cafe	1	1	1
Both of the above	1	1	2
Others	1	0	1
Total	54	46	100

When the respondents were asked about the platforms/ sources they use for accessing social media then 95 % respondents have answered that they use only smart for accessing them. Reaming categories have only one respondent in each of

them. Out of 100 respondents 51 males and 44 females use the smart phone for accessing social media and apps. This figure clearly indicates the rise of uses of smart phone among the slum youth these days.

Table 11
Reasons for using social site/apps:

Reason	Present	Respondents		Absent	Percentage (%)		
		Male	Female		Present	Absent	Total
Entertainment	91	46	45	9	91	9	100
Knowledge	78	39	39	22	78	22	100
Information/ news	59	26	33	41	59	41	100
Love	26	13	13	74	26	74	100
Friendship	62	28	34	38	62	38	100
Others	9	7	2	91	9	91	100

Table 12
Most likely reason for using social media/ app:

Reason	Male			Female			Total
	15-20 yrs	21-25 yrs	26-29 yrs	15-20 yrs	21-25 yrs	26-29 yrs	
Entertainment	9	9	6	11	12	6	53
Knowledge	8	6	3	5	3	1	26
Information	2	3	1	2	2	1	11
Love	0	0	1	0	0	0	1
Friendship	2	2	2	1	1	1	9
Total	21	20	13	13	18	9	100

Highest numbers of respondents i.e. 53 have said that they use their favourite social site/ app due to entertainment. Out of these in male category there is equal number of respondents in 15-20 and 21-25 years age group. While talking about females the

highest number of respondents i.e. are there in the 21-25 years age group. As compared to males higher number of female uses the social site / apps with the whole sole motive of entertainment.

Table 13
Barriers faced while using social media/ app:

Barrier	Male			Female			Total
	15-20 yrs	21-25 yrs	26-29 yrs	15-20 yrs	21-25 yrs	26-29 yrs	
Family pressure	9	2	1	7	6	6	31
Financial condition	2	3	2	4	7	3	21
No problem	10	15	10	8	5	0	48
Total	21	20	13	19	18	9	100

When asked about the barriers that the respondents face while using social media then 31 respondents have answered that they find family pressure as a barrier. The family members force them for not using their phones or scold them for using social media. Among them the highest number of male and female falls under the age group of 15 -20 years age group.

21 respondents have said that they find the financial condition is the barrier in their usage. Financial condition problem is more prevalent among the females.

48 respondents face no difficulty while accessing social media. Among them there are 35 males and 13 females. The table shows that most of the males do not find any difficulty in accessing social media. While large number of females find difficulty in accessing social media either in the form of family pressure or financial problem.

Table 14
Benefits of using social media:

Benefit	Present	Respondents		Absent	Percentage (%)		
		Male	Female		Present	Absent	Total
Time saving	68	36	32	32	68	32	100
Easy reach	62	29	33	38	62	38	100
Cost saving	32	21	11	68	32	68	100
Connecting with family	76	38	38	24	76	24	100
Informing the world happenings	63	32	31	37	63	37	100
Others	5	3	2	95	5	95	100

Table 15
Most preferred benefit of social media

Reason	Male			Female			Total
	15-20 yrs	21-25 yrs	26-29 yrs	15-20 yrs	21-25 yrs	26-29 yrs	
Time saving	2	3	1	2	5	3	16
Easy reach	2	2	2	3	1	4	14
Cost saving	0	0	0	0	0	0	0
Connecting with family	7	13	7	7	11	1	46
Informing the world happenings	10	2	3	7	1	1	24
Total	21	20	13	19	18	9	100

When asked about the most preferred benefit of social media then 46 respondents answered that the main benefit of social media is that helps in connecting with the family members situated in other cities or somewhere else. After this the respondents answered that social media also helps in informing with the world happenings by this it

means that it helps the users to know about what is going around in their surroundings as well as in world. Time saving and easy reach has been chosen by 16 and 14 respondents respectively. None of the respondent has chosen the cost saving feature as their favourite benefit.

Table 16
Effect of social media in their daily life:

Reason	Male			Female			Total
	15-20 yrs	21-25 yrs	26-29 yrs	15-20 yrs	21-25 yrs	26-29 yrs	
Not at all	1	1	1	3	0	1	7
Not very much	5	4	4	1	4	4	22
Somewhat	9	6	3	6	6	1	31
Much	6	9	4	9	8	2	38
Very much	0	0	1	0	0	1	2
Total	21	20	13	19	18	9	100

The respondents were asked that what changes they feel in their life after they started using social media. They were asked that if they find some effect in their daily life. Most of the respondents have said that they have found much change in their daily life after they have started using social media. 31 respondents said that they feel that they have found somewhat change in their life. 22 respondents have felt that they have experienced very much change in their daily life. Only 2 respondents have felt that they have experienced very much change in their daily life.

VIII CONCLUSION

The data is collected from males and females of various age groups ranging from 15- 29 years of age. The sample has been collected from 100 respondents among them 13 are married and 87 are unmarried.

The respondents have various occupations. Most of them i.e. 68% are students.

The common notion that the slum youth is not very much educated is proven wrong here. The slums youth is educated and even some of them are pursuing their master's degree.

Most of the youth use their smart phones for 2 hours per day.

93% of them use their smart phone for accessing social media. Among them the highest numbers of respondents are falling under the age group of 21-25 years of age.

Whatsapp users have outnumbered the facebook users. Whatsapp is gaining popularity even in the slum areas.

Whatsapp has become the second most favourite social site. Whatsapp has been liked and used more by the slum youth.

Most of the respondents feel that the best feature of their favourite social site /app is that it provides information to them.

95% respondents access social media by their smart phone. This shows that the cyber cafes have lost their popularity.

Most of the respondents access their favourite social site/ app with the motive of entertainment. As compared to males more females use it for entertainment purpose. Knowledge gaining is the second most popular reason for using social media. This shows that the slum youth these days is aware about the happenings in their surroundings and is interested in gaining knowledge.

Most of the respondents do not face any difficulty while accessing social media. Family pressure is the prevalent problem among males and females. The family member them scold them and pressurise them for not using it.

Most of the respondents feel that the main benefit of social media in their life is that it helps them in connecting with their family members. They can easily connect with various people by sitting at one place.

IX LIMITATIONS OF THE STUDY

The time available for conducting the study was not sufficient. If there would have been more time then the study would have been conducted in more appropriate way. At present only three slums have been taken into account if there would have been

more time than some more or major slum areas of Bhopal would have been taken into account. Then the results could have been generalised more appropriately. There could have been more equal gender distribution. As already mentioned purposive sampling has been adopted in this research, further studies could apply random sampling. The data is not collected on the media literacy or media competence of these youth. It is entirely possible that youth who are more digital media savvy are capable of both making internet searches for jobs and using the internet to effectively communicate with their social networks.

X RECOMMENDATIONS FOR FURTHER RESEARCH

In the result of this study the popularity of whatsapp over facebook can be clearly seen. Future studies could focus on why whatsapp has created such a popular phenomenon compared to other social networking sites. Since there is high usage of whatsapp, it would be interesting to understand why people use it so frequently. Research can also be done on gender and usage of social networking websites for better understanding the effects on males and females of these sites. The study could also be conducted on the social media usage by all the age groups of the slums. Study could also be done on how the reach of smart phones in the slums has increased the social media usage.

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सामाजिक समावेशन: शिक्षा में प्रतिमान विस्थापन भूपेन्द्र सिंह¹, डॉ. पतंजलि मिश्र²

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सारांश

यदि समसामयिक संदर्भों में एक शिक्षक विविधता की खोज करना चाहता है तो उसे निश्चित ही रचनात्मकता, एकाग्रता, अतिरिक्त क्षमताएं और साहस जुटाने की आवश्यकता है। हाल ही में भारत में असहिष्णुता पर बहस शुरू हुई और राजनैतिक दलों ने अपनी व्यक्तिगत परिभाषाओं के जरिये वोट भुनाने वाली राजनीति की आड़ में फूट डालो राज करो के सूत्र वाली गणितीय गणनाओं से बहलाने वाला अर्थशास्त्र रच डाला। किसी ने इसे धर्म विरोधी तो किसी ने भाषायी द्वन्द्व से जोड़कर प्रस्तुत किया। प्रतिदिन दैनिक समाचार पत्रों में कहीं न कहीं धर्म विरोधी स्वर उठने की खबरें छपती रहती हैं। आजकल ऐसी घटनाएं किन्हीं सरहदी सीमाओं पर नहीं बल्कि शिक्षा के उन मंदिरों में ज्यादा घटित होती दिखाई देती हैं जहाँ धर्म के लिए कोई स्थान नहीं है और धर्म को कर्तव्य से स्थानांतरित किया जाता है। ये वही स्थान हैं जहाँ विभिन्न धर्म, वर्ण, रंग, रूप अथवा ये कहें की विभिन्न संस्कृतियों का मिलाप होता है। अतः एक शिक्षक स्वयं विविध संस्कृतियों का स्पष्ट दर्पण होना चाहिए। तभी वह आदर्श रूप में बहु-सांस्कृतिक कक्षा-कक्ष तैयार करने में सफल होगा। यह शोध पत्र विभिन्न संस्कृतियों को एक साथ मिलाकर राष्ट्र की मजबूत नींव तैयार करने के विकल्पों पर प्रकाश डालता है।

मुख्य शब्द : विविधता, बहु-सांस्कृतिक, शिक्षक, समावेशी समाज, सामाजिक समावेशन

I प्रस्तावना

शिक्षा एक ऐसा माध्यम है जिसका प्रभाव बालक के बौद्धिक चिंतन, साम्य दृष्टिकोण तथा निर्गत व्यवहार में दिखाई पड़ता है। यही उसकी आदतों के निर्माण की प्रक्रिया का वाहक है। जिसके द्वारा बालक के ज्ञान, चरित्र, तथा व्यवहार को एक विशेष सॉचे में ढाला जाता है। गाँधी जी के शब्दों में 'तुम्हारी शिक्षा सर्वथा बेकार है यदि उसका निर्माण सत्य एवं पवित्रता की नींव पर नहीं हुआ है। यदि तुम अपने जीवन की पवित्रता के बारे में सजग नहीं हुए तो सब व्यर्थ है। भले ही तुम महान विद्वान ही क्यों न हो जाओ।' (महात्मा गाँधी-टू दी स्टूडेंट्स, पृष्ठ सं. 230)

दुनियाभर में आज विद्यालयों की कमी नहीं है, कमी है तो सिर्फ और सिर्फ ऐसे विद्यालयों की जहाँ बालक को सामाजिक मूल्यों को जीने का अवसर मिलता हो और सार्वभौमिकरण का संप्रत्यय वहाँ के वातावरण में जीवनदायिनी वायु की भाँति घुला हो। बहुसांस्कृतिक शिक्षा समान अवसरों को सीखने और जीने के लिए एक ऐसा ही नाम है। जिसका उद्देश्य बिना किसी आयु, धर्म, जाति, लिंग, सीमाओं और संस्कृतियों की परवाह के प्रत्येक को शिक्षा का समान अवसर प्रदान करना है। एक नवजात बालक पूर्णतः असहाय तथा असामाजिक होता है। वह न शब्दों की भाषा जानता है और न ही संवेदनाओं की अभिव्यक्ति। जो अभी मित्रता और शत्रुता से परे है। उसे रीति-रिवाजों तथा परम्पराओं का भी आभास नहीं होता है और न ही उसमें किसी आदर्श तथा मूल्य को प्राप्त करने की जिज्ञासा पाई जाती है। परन्तु जैसे-जैसे वह बड़ा होने लगता है, शिक्षा के औपचारिक, अनौपचारिक और निरौपचारिक साधनों के प्रभाव से उसका शारीरिक, मानसिक तथा संवेगात्मक विकास होता जाता है। इन सबसे परे उसमें सामाजिक भावना भी विकसित होने लगती है। इसी सामाजिक विकास से वह अपने उत्तरदायित्वों और कर्तव्यों को तो

समझता ही है साथ में अपने अधिकारों के लिए भी जागरूक होता है। परन्तु इस सम्पूर्ण प्रक्रिया को व्यवस्थितता और निरन्तरता प्रदान करने के लिए उपयोगी और व्यवस्थित शिक्षा की महती आवश्यकता है। सत्य तो यह है कि शिक्षा माता की तरह लालन-पालन, पिता की तरह मार्ग-दर्शन और पत्नी की तरह कर्तव्यनिष्ठा का पाठ पढ़ाने वाली है। शिक्षा के द्वारा समाज भावी-पीढ़ी को उच्च आदर्शों, आशाओं, आकांक्षाओं, विश्वासों तथा परम्पराओं से परिपूर्ण कर सांस्कृतिक सम्पत्ति को हस्तांतरित करता है। परन्तु इस कार्य को पूर्ण करने की जिम्मेदारी है शिक्षक पर। जो शिक्षा के प्रचार और प्रसार का संवाहक होता है। आचार्य चाणक्य का यह कथन कि 'शिक्षक कभी भी साधारण नहीं होता प्रलय और निर्माण तो उसकी गोद पलते हैं।' शिक्षक की सीमाओं को स्पष्ट करने के लिए पर्याप्त है।

II अधिगम-कर्ता की प्रकृति को समझना

एक सही शिक्षक वही है जो देश, काल, परिस्थितियों और विविधताओं को ध्यान में रखकर शिक्षण कराए। इसके लिए एक शिक्षक को चाहिए कि वह सर्वप्रथम अधिगम-कर्ता को समझे। एक कक्षा में शिक्षक को विभिन्न धर्म, जाति, आयु, लिंग और संस्कृतियों के बालक मिलते हैं। उनकी व्यक्तिगत भिन्नताओं को ध्यान में रखकर शिक्षक अध्यापन कराता है। कभी-कभी तो इन्हीं कक्षाओं में मंदबुद्धि और दिव्यांग बालक भी प्रवेश पाते हैं। शिक्षक अपने विवेक और ज्ञान से प्रत्येक बालक क्रियाकलापों की प्रकृति को समझने का प्रयास करता है।

III अनौपचारिक ज्ञान में वृद्धि करना

कक्षा और विद्यालय औपचारिक शिक्षा के स्थान हैं। परन्तु शिक्षक स्वतंत्र है जो कि पाठ्यक्रम के अतिरिक्त भी ज्ञान दे सकता है। पाठ्यक्रम के अतिरिक्त व्यक्तित्व निर्माण, योग शिक्षा, शारीरिक विकास, आचरण के नियम, दैनिक जीवन के नियम, विद्यार्थी जीवन के नियम, अभिवादन के तरीके आदि से बालक अपने स्वयं के विचार निर्माण करना सीखता है। इससे उन्हें समाज एवं मूल्य सापेक्ष अच्छे-बुरे, सही-गलत का ज्ञान होता है जो उनके मनुष्य होने और मानवता का आचरण करने को प्रेरित करता है। विद्यालयों में होने वाली प्रार्थना सभाओं के द्वारा बालकों में सांस्कृतिक विरासत का विकास किया जाना चाहिए। बाल सभाओं के माध्यम से बालक में गीत, कविता, संगीत, कहानी आदि के माध्यम से रचनात्मकता लाने का प्रयास किया जाना चाहिए।

IV बालकों की आवश्यकतानुसार पाठ्यचर्या का निर्माण करना

अक्सर यह होता है कि विभिन्न विशेषज्ञ बैठकर स्वतः ही पाठ्यचर्या निर्धारित कर लेते हैं। जबकि होना यह चाहिए की वह पाठ्यचर्या किसके लिए बनाई जा रही है और उसका अनुप्रयोग क्या होगा। अर्थात् उसका व्यवहारिक निरूपण होना चाहिए। इसके अतिरिक्त विषय-वस्तु, शिक्षण-विधि, तकनीकी, मूल्यांकन के तरीके भी निर्धारित किये जाने चाहिए। प्रत्येक शिक्षक को बालक को एक स्वतंत्र पृथक इकाई समझकर सिखाने की आवश्यकता है। प्रोफेसर यशपाल द्वारा 1993 में दी गई रिपोर्ट *शिक्षा बिना बोझ के* का वास्तविक अर्थ है कि बालकों को इस प्रकार पढ़ाना की उन्हें शिक्षा बोझिल न करने लगे। इसके लिए विद्यालयों में ऐसा वातावरण बनाने की आवश्यकता है कि बालक अपने चिंतन के द्वारा कर्म की महत्ता को समझकर स्वयं निर्णय-निर्माण करने और निर्णयों की क्रियान्विति को सीखने का प्रयास करे।

V कक्षा-कक्ष व्यवस्था और संचालन

बहु-सांस्कृतिक कक्षा का संचालन बेहद ही चुनौतीपूर्ण कार्य है। इसीलिए एक शिक्षक कैसे सभी बालकों को रचनात्मक कार्यों में संलग्न रखे जबकि वह किसी अन्य समूह के साथ कार्य कर रहा है अर्थात् समूह निर्माण से लेकर क्या? कैसे? और कब सिखाना है? और आकलन कैसे करना है? आदि की रूपरेखा बनाने के लिए प्रत्येक पहलु पर सोचना होता है। कक्षा संचालन और व्यवस्था बनाने हेतु निम्न कार्य एक अध्यापक कर सकता है -

(क) समूह निर्माण और सञ्चालन- इसके लिए बालकों के पूर्व-ज्ञान, रुचियों, क्षमताओं को ध्यान में रखकर स्तर के अनुरूप समूह निर्माण किया जाना चाहिए और उनकी बैठक व्यवस्था से लेकर उनके बातचीत, चर्चा,

कविता-पाठ, कहानी, जीवनी इत्यादि के चयन में भी सावधानी बरतनी चाहिए।

(ख) अनुकूलित वातावरण का निर्माण- एक अध्यापक ऐसा क्या करे कि विद्यालय सुरक्षित, सहज और आकर्षक स्थान बन जाए। विद्यालय में अनुशासन के साथ ही दण्ड और भय से मुक्ति अच्छे सम्बन्धों के निर्माण में सहायक हैं। शिक्षक-छात्र सम्बन्ध स्नेहपूर्ण और आत्मीयता वाले हों, वहाँ विद्यालय जनतांत्रिक समाज का जीवन्त उदाहरण प्रस्तुत करता हो।

(ग) स्व-निर्णयन और क्रियान्वन का प्रेरक- शिक्षक को चाहिए की कक्षा और विद्यालय स्वतंत्र-चिंतन एवं स्व-अनुशासन पर जोर देते हों ताकि निर्णय-निर्माण और जोखिम उठाने का साहस बालक कर सके।

(घ) प्रतियोगी वातावरण से मुक्त- कक्षा और विद्यालय में तुलनात्मक और प्रतिस्पर्धा का वातावरण न हो बल्कि सहयोग और समानता का समावेश हो।

(च) परियोजना निर्माण- शिक्षक समय-समय पर परियोजनाओं के माध्यम से छात्रों को सहयोग व मिलकर कार्य करने की भावना और अच्छी अध्ययन आदतों का विकास करने में मदद कर सकता है।

(छ) सम्प्रेषण कौशलों का विकास- कक्षा में विषय-वार्ता, वाद-विवाद, परिचर्चा, कार्यशाला, संगोष्ठी, प्रश्नोत्तरी आदि के माध्यम से शिक्षक स्वतंत्र चिंतन के द्वारा सम्प्रेषण कौशलों का विकास कर सकता है।

(ज) कक्षा-कक्ष में पाठ्य क्रियाओं में परिवर्तन- लगातार एक ही विधि द्वारा अध्ययन से बालक शिक्षा को बोझ समझने लगते हैं और यह उनके कक्षा एवं विद्यालय से पलायन का कारण भी बन सकता है। अतः एक अनुभवी अध्यापक कभी-कभी कक्षा-कक्ष को ही खेल का मैदान मानकर शतरंज, एकांकी अभिनय और दैनिक जीवन से जुड़े विभिन्न प्रयोगों (जैसे सिक्के के नीचे रखे कागज़ को बिना सिक्का हिलाए निकालना, माचिस की डिब्बिया से टेलीफोन बनाना, ग्रहों की स्थिति को समझाने हेतु बालकों को ग्रहों के अनुसार ही खड़ा करना और घूमने हेतु दिशा निर्देश देना आदि) को खेल-खेल में समझाकर बालकों के अध्ययन को मनोरंजक बना सकता है।

VI फिल्मों/चलचित्र के माध्यम से शिक्षण

अवधारणा है कि ज्ञान के स्रोत के रूप में चित्र शब्दों से ज्यादा असरकारक होते हैं। परन्तु बात चलचित्र की हो तो रुढ़िवादी समाज की यह अवधारणा रही है कि फिल्में देखना अच्छी आदत नहीं है और इससे बच्चे बिगड़ जाते हैं। कई मायनों में यह बात सत्य भी है लेकिन इसके विपरीत आधुनिक समय में फिल्में बालकों को पढ़ने और सीखने के लिए प्रेरित करने का माध्यम भी बनी हैं। *तारे जमीं पर*, *श्री इंडियट्स*, *पाठशाला*, *लाइफ ऑफ पाई*, *चाक एन डस्टर* आदि जैसी भी

फिल्में हैं जो शिक्षा और शिक्षक के लिए कभी बालक एवं शिक्षक के व्यवहार, उनके कर्तव्यों, शिक्षक एवं विद्यालयों की कार्यप्रणाली, अध्ययन एवं अध्यापन के तरीकों, ज्ञान ग्रहण करने की नयी-नयी युक्तियों की खोज, समय के सदुपयोग, प्रतिभाओं की खोज, बालक के अन्दर झोंकने की प्रवृत्ति आदि के बारे में स्पष्ट विवरण देती हैं। कुछ फिल्मों तो गेस्टाल्टवादियों द्वारा प्रदत्त सूझ के सिद्धांत पर ही आधारित हैं जैसे *लाइफ ऑफ पाई* जिसमें कैसे एक व्यक्ति आवश्यकता पड़ने पर बीच समुद्र वह सब स्वतः ही सीख लेता है जिसके लिए महीनों के प्रशिक्षण की आवश्यकता होती है अर्थात् कभी दृढ़ निश्चय और कभी आवश्यकता को भुनाने के तरीके बालक को सीखने की प्रेरणा देते हैं। ब्लैक फिल्म इस बात को प्रेरित करती है कि शारीरिक अक्षमता ज्ञान ग्रहण करने अथवा आगे बढ़ने को नहीं रोक सकती, केवल साहस करने और जोखिम उठाने की जुगत लगाने की आवश्यकता है। *फिल्म तारे जमीं पर* इस बात समझाने का प्रयास है कि कैसे एक शिक्षक को अपने छात्रों को जानने की कोशिश करनी चाहिए और कैसे उनके स्वतः सीखने को प्रेरित करना चाहिए। एन.सी.ई.आर.टी. (राष्ट्रीय शैक्षिक अनुसन्धान एवं प्रशिक्षण परिषद्) द्वारा कक्षा-7 हेतु प्रकाशित पुस्तक *सामाजिक एवं राजनीतिक जीवन* के प्रथम अध्याय *समानता* में 1975 में बनी फिल्म *दीवार* के माध्यम से समावेशी समाज के निर्माण पर जोर दिया गया है।

VII त्रिभाषा सूत्र का उद्गम

1961 में विभिन्न राज्यों के मुख्य मंत्रियों की बैठक में त्रिभाषा सूत्र विकसित हुआ। जिसमें 1964-66 में कोठारी आयोग द्वारा सुधार करके राष्ट्रीय शिक्षा नीति-1968 में लागू किया गया। परन्तु प्रभावी रूप न ले पाने के कारण इसे राष्ट्रीय शिक्षा नीति-1986 में पुनः दोहराया गया। इसके तहत प्रथम - क्षेत्रीय अथवा मातृ-भाषा, द्वितीय - हिन्दी और तृतीय - अंग्रेजी को प्रधानता दी गई। आज एक अध्यापक को भी बहु-भाषी होना चाहिए। जिसके लिए उसे क्षेत्रीय और हिन्दी भाषा के अतिरिक्त तृतीय भाषा जिनमें अंग्रेजी, संस्कृत, उर्दू अथवा कोई विदेशी भाषा भी आनी चाहिए ताकि सार्वभौमिकरण के सिद्धांत को फलित किया जा सके। साथ ही इससे बालकों में विभिन्न भाषाओं के प्रति सम्मान की भावना उत्पन्न होती है।

VIII सह-शैक्षिक गतिविधियों का आयोजन

विद्यालय एक ऐसा स्थान है जहाँ बालक को अपने अन्दर छुपी हुई समस्त शक्तियों का आभास कराया जाता है और शिक्षक उसके अन्दर छुपी हुई शक्तियों का स्मरण कराता है। शिक्षक उन शक्तियों को बाहर निकालने के लिए कभी-कभी किताबों से हटकर जैसे शैक्षिक-भ्रमण, अभिनय, कभी गायन, कभी वाद-विवाद तो कभी खेल-कूद जैसी युक्तियों का सहारा लेता है। ऐसा करते समय शिक्षक का उद्देश्य बालक को कई संस्कृतियों से सरोकार कराना होता है और उसे वह

यह समझाने की कोशिश करता है कि विविधता में एकता क्या होती है और जीवन में श्याम-श्वेत के बजाय और भी रंग हैं जिसे मनुष्यता अथवा मानवता नाम से जाना जाता है। इस तरह शिक्षक कक्षा के अन्दर भी और बाहर भी बहु-सांस्कृतिक समाज की नींव तैयार करता है। कहावत है पहला सुख निरोगी काया। अतः अध्यापन के साथ ही बालकों को यदि खेलने को भी समय दिया जाए तो शारीरिक विकास के द्वारा उनके मानसिक विकास को भी बल मिलता है क्योंकि खेलने से बालकों के शरीर में उपापचयी क्रियाओं के सही-सही कार्य करने से सभी हामीनों का सही रूप से स्त्रवण होता है जो उनके तनाव को कम करता है और शरीर सामान्य रूप से कार्य करने में सक्षम होता है। साथ ही एकता और सहयोग की भावना का जितना विकास खेल के मैदान में हो सकता है उतना और कहीं नहीं हो सकता है। विद्यालय का रंगमंच वह स्थान है जहाँ बालक अपने अन्दर छुपी हुई प्रतिभा को बाहर लाने का कार्य कर सकता है। (एन.सी. एफ.-2005) में प्रतिभा के प्रदर्शन और अवसर प्रदान करने को लेकर कहा गया है कि *अपनी प्रतिभा का प्रदर्शन करने के मौके और सहपाठियों के साथ बॉटने के मौके देना बच्चों में प्रोत्साहन और जुड़ाव को पोषण देने के शक्तिशाली तरीके हैं। स्कूलों में अक्सर हम कुछ गिने-चुने बच्चों को ही बार-बार चुनते रहते हैं। इस छोटे समूह को तो ऐसे अवसरों से फायदा होता है, उनका आत्मविश्वास बढ़ता है और वे स्कूल में लोकप्रिय हो जाते हैं। लेकिन दूसरे बच्चे बार-बार उपेक्षित महसूस करते हैं और स्कूल में पहचाने जाने और स्वीकृति की इच्छा उनके मन में लगातार बनी रहती है। तारीफ करने के लिए हम श्रेष्ठता और योग्यता को आधार बना सकते हैं लेकिन अवसर तो सभी बच्चों को मिलने चाहिए और सभी बच्चों की विशिष्ट क्षमताओं को भी पहचाना जाना चाहिए और उनकी तारीफ होनी चाहिए।*

IX मूल-कर्तव्यों और मूल-अधिकारों की शिक्षा प्रदान करना

समस्त विषय-वस्तु पाठ्यक्रम में आवश्यक नहीं प्रत्येक स्तर पर समावेशित की जावे। परन्तु बालकों को ज्ञान देने वाली और उनके हित में हो ऐसी बातें बताने में शिक्षक को कोई हर्ज नहीं होना चाहिए। उनके आवश्यक और जानने योग्य अधिकार क्या हैं? अथवा संविधान ने उनके लिए क्या प्रावधान किये हैं। जैसे भारतीय संविधान में बाल अधिकारों की रक्षा की व्यवस्था निम्नांकित अधिकारों के प्रसंग में की है -

- (i) अनुच्छेद 14 (समानता का अधिकार)
- (ii) अनुच्छेद 21 (अभिव्यक्ति की स्वतंत्रता का अधिकार)
- (iii) अनुच्छेद 23 (शोषण के विरोध का अधिकार)
- (iv) अनुच्छेद 32 (धार्मिक, सांस्कृतिक और शैक्षिक अधिकार)

उपयुक्त अधिकारों के अलावा भी कुछ मौलिक अधिकार बालकों के लिए हैं। जैसे कोमल बच्चों के साथ दुराचार न हो तथा आर्थिक कारणों से बालकों का सस्ते श्रमिकों के रूप में, घरेलू नौकरों के रूप में शोषण अथवा उनका यौन-शोषण न हो। एक शिक्षक को पाठ्यक्रम से हटकर भी पढ़ाने की जुगत करनी चाहिए।

X उच्च नैतिक गुणों का विकास

आज बालकों में लगातार नैतिक गुणों का ह्रास होता जा रहा है जिसका प्रमुख कारण तो परिवारों का विखंडन ही है परन्तु शिक्षकों ने भी नियमों का बहाना लेकर संस्कारों का पाठ पढ़ाना छोड़ दिया है। एक समय था जब शिक्षक के गली, मोहल्ले से गुजरने पर बालक अपना खेल बीच में ही छोड़कर घरों में जा छुपते थे। शिक्षक के चरण स्पर्श के साथ ही विद्यार्थी का कार्य होता था और शिक्षा बिना किसी भेद के शिक्षा दिया करते थे। न कोई छोटा था, न कोई बड़ा, न जात-पात, न अमीर-गरीब। यह सब था क्योंकि शिक्षक अपने बालकों में उच्च नैतिक गुणों का विकास करते थे। अतः आज फिर से वही सब कुछ दोहराने की आवश्यकता है ताकि समावेशी समाज का निर्माण किया जा सके।

XI शैक्षिक सेवा प्रावधानों की शुरुआत

शैक्षिक सेवा प्रावधानों के अंतर्गत सरकारी एजेंसीज जैसे शिक्षा मंत्रालय को निजी विद्यालयों के साथ मिलकर स्थान, संसाधनों और व्यवस्थाओं का विकास करना चाहिए। इसके लिए निम्न कदम उठाये जा सकते हैं –

- (i) निजी विद्यालयों और सरकार के बीच गरीब तबके वाले क्षेत्रों में शिक्षा व्यवस्थाओं के सञ्चालन हेतु तय संविदा होनी चाहिए और निजी विद्यालयों में पढ़ाने वाले शिक्षकों की भी जवाबदेही भी तय होनी चाहिए।
- (ii) सरकारी विद्यालयों के शिक्षकों को घर-घर जाकर बालिकाओं के विद्यालयों में प्रवेश हेतु जिम्मेदारी तय की जानी चाहिए।
- (iii) प्रत्येक विद्यालय में बालकों पर बालिकाओं का अनुपात तय करना चाहिए और ऐसे विद्यालयों (निजी और सरकारी) को जिनमें तय अनुपात से कम प्रवेश हैं उन्हें ही समानीकरण के द्वारा मिलाया जाना चाहिए।
- (iv) ऐसे विद्यालय जिनके शिक्षक सुविधाओं के प्रति जवाबदेही नहीं रखते उनके खिलाफ तुरंत प्रभाव से अनुशासनात्मक कार्यवाही की जानी चाहिए।
- (v) विद्यालयों में जाति, धर्म, लिंग, रंग, रूपआदि के आधार पर भेद करने वाले शिक्षकों के प्रति तुरंत प्रभाव से कार्यवाही की जानी चाहिए।
- (vi) शिक्षकों को राजनीतिक प्रभाव से मुक्त रहना चाहिए।

- (vii) निजी विद्यालयों द्वारा लगातार बढ़ाई जाने वाली मनमानी शुल्क का विरोध सर्वप्रथम उन्हीं विद्यालयों के शिक्षकों को करना चाहिए।

XII शिक्षक और शोध प्रवृत्ति

वर्तमान समय में सूचना एवं सम्प्रेषण तकनीकी ऐसा संसाधन है जिसके माध्यम से दुनियाभर में शिक्षा, शिक्षक, शिक्षा-शास्त्र, मनोविज्ञान और शिक्षा से जुड़े विभिन्न क्षेत्रों में हुए शोध और उनके परिणामों से अवगत हुआ जा सकता है। चूँकि एक शिक्षक को हमेशा से गतिशील बने रहने की अति-आवश्यकता रही है। इसके लिए एक शिक्षक को यह जानना जरूरी है की इन शोधों से शिक्षा के क्षेत्र में क्या नया किया जा सकता है। परिवर्तन शनैः शनैः होते हैं अचानक नहीं, परन्तु जो अचानक दिखाई देता है वह विरोधाभास हो सकता है। अतः एक शिक्षक को भी धीरे-धीरे ही सही लेकिन अपने ज्ञान को नवाचारों से परिमार्जित करते रहना चाहिए तभी वह समावेशी समाज का निर्माण कर सकता है।

XIII निष्कर्ष

प्राचीन अवधारणा के अनुसार शिक्षा का उत्तरदायित्व केवल शिक्षक और विद्यालय पर समझा जाता था। परन्तु आधुनिक धारणा के अनुसार परिवार, समुदाय, समाज और राष्ट्र की अनौपचारिक जिम्मेदारी है की वे विद्यालय जैसे औपचारिक साधनों के साथ मिलकर विविध संस्कृतियों का विकास करने में मदद करें। (एन. सी.ई.आर.टी., 2005) के अनुसार *समावेशन की नीति को हर स्कूल एवं सारी शिक्षा व्यवस्था में व्यापक रूप से लागू किए जाने की जरूरत है। बच्चों के जीवन के हर क्षेत्र में चाहे वह स्कूल में हो या बाहर, सभी बच्चों की भागीदारी सुनिश्चित किए जाने की जरूरत है। स्कूलों को ऐसे केन्द्र बनाए जाने की आवश्यकता है, जहाँ बच्चों को जीवन की तैयारी कराई जाए और यह सुनिश्चित किया जाए कि सभी बच्चे खासकर शारीरिक एवं मानसिक रूप से असमर्थ बच्चों और कठिन परिस्थितियों में जीने वाले बच्चों को इस क्षेत्र के सबसे ज्यादा फायदे मिल सकें।* शिक्षक और विद्यालयों को इस कदर सुदृढ़ और सक्षम बनाने के प्रयास किये जावें जिससे कि वे एक समावेशी समाज का निर्माण करने वाली चिंतन धारा का विकास कर सकें।

सन्दर्भ ग्रन्थ सूची

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Entrepreneurial Development: A Case Study on “DEVBHOG” Chhattisgarh Sahakari Dugdh Utpadak Sangh Ltd Dairy Plant, Bilaspur

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ABSTRACT

India is endowed with a largest livestock population in the world having a total bovine population of 304 million compared to the world's total bovine population of 1400 million. It accounts for 57.3% of the world's buffalo population and 14.7% of the cattle population. As per 18th Livestock Census, 2007 the country has 33.06 million cross bred cattle, 199.07 million indigenous cattle and 105.34 million buffaloes. The cross bred cattle are predominant in Tamil Nadu, Maharashtra, West Bengal, Karnataka, Andhra Pradesh, Uttar Pradesh and Bihar, While buffaloes are very common in Uttar Pradesh, Rajasthan, Andhra Pradesh, Madhya Pradesh, Gujarat, Punjab, Haryana and Bihar. Development & expansion of such other allied activities as may be conducive for the promotion of the dairy industry, improvement in protection of animals and socio-economic betterment of those engaged in milk production. This also includes Organizing and providing technical inputs, Erection of Dairy, chilling plant, cattle feed plants for unions, Study of problems of mutual interest of the Federation and milk unions, Imparting training and orientation to dairy co-operative members, Advising, assisting and guiding milk unions, Undertaking audit and accounts supervision and also Encouraging fodder production etc.

Key words: Devbhog, milk products, CG,

I INTRODUCTION

India is endowed with a largest livestock population in the world having a total bovine population of 304 million compared to the world's total bovine population of 1400 million. It accounts for 57.3% of the world's buffalo population and 14.7% of the cattle population. As per 18th Livestock Census, 2007 the country has 33.06 million cross bred cattle, 199.07 million indigenous cattle and 105.34 million buffaloes. The cross bred cattle are predominant in Tamil Nadu, Maharashtra, West Bengal, Karnataka, Andhra Pradesh, Uttar Pradesh and Bihar, While buffaloes are very common in Uttar Pradesh, Rajasthan, Andhra Pradesh, Madhya Pradesh, Gujarat, Punjab, Haryana and Bihar. There has been a major improvement in milk production, which increased from 17 million tonnes in 1951 to 127.9 million tonnes during 2011-12. Uttar Pradesh, Punjab, Madhya Pradesh, Rajasthan, Maharashtra, Gujarat, Andhra Pradesh, Haryana, Tamil Nadu and Bihar contributed to the extent of 80 percent of the total milk production in the country. The per capita availability of the milk has reached a level of 290 grams per day during the year 2011-12, which is more than the world average of 284 grams per day. Most of the milk in the country is produced by small, marginal farmers and landless laborers. Recognizing the importance of the sector, several key initiatives were taken by the Govt. in the past ranging from Operation Flood (OF) programme, Intensive Dairy Development Programme (IDDP), Strengthening infrastructure for Clean Milk Production, Assistance to Cooperatives, Venture

Capital Fund (VCF) for Dairy, Dairy Entrepreneurship Development Scheme etc. In order to meet the rapidly growing demand for milk with a focus to improve milch animal productivity and increase milk production, the Government has approved National Dairy Plan Phase-I (NDP-I) in February, 2012 with a total investment of about Rs.2242 crore to be implemented from 2011-12 to 2016-17. NDP-I will help to meet the projected national demand of 150 million tons of milk by 2016-17 from domestic production through productivity enhancement, strengthening and expanding village level infrastructure for milk procurement and provide producers with greater access to markets. NDP-I would focus on NABARD 14 major milk producing States - Uttar Pradesh, Punjab, Haryana, Gujarat, Rajasthan, Madhya Pradesh, Bihar, West Bengal, Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh, Orissa and Kerala which account for over 90% of the country's milk production. Coverage of NDP- I will however be across the country in terms of benefits accruing from the scheme. Department of Animal Husbandry, Dairying & Fisheries, Ministry of Agriculture, Government of India is also implementing “National Programme on Bovine Breeding & Dairy Development (NPBBDD) from 2013-14 to 2016-17 through the State Implementing Agencies / End Implementing Agencies / Participating Agencies (Source: <http://dahd.in>)

II OBJECTIVES & METHODOLOGY

(a) Objectives of Study

- (i) To productive pattern of CSCDF
- (ii) To manufacture various milk products as per market demand
- (iii) To provide quality products at affordable prices to the consumers.

(b) Research Methodology

Primary as well as secondary data has been taken in to consideration for this research work

III “DEVBHOG”, CHHATTISGARH SAHAKARI DUGDH UTPADAK SANGH LTD, DAIRY PLANT, BILASPUR C.G.

(a) Productive pattern of CSCDF

Chhattisgarh State Cooperative Dairy Federation is one of the largest Cooperative Dairy Federation in Chhattisgarh, owned and managed by milk producers of Chhattisgarh State. The State Dairy Federation was formed in the year 2013 which was previously known as Raipur Dugdh Sangh (a part of MPCDF of undivided Madhya Pradesh). There after its business was taken over by Federation to set up TWO TIER SYSTEM and soon planning for THREE TIRE SYSTEM based on Anand Pattern.

Chhattisgarh is one of the most progressive states of Republic of India. In the domain of dairy development it is well known for its productive milch cattle. The economy of the state is predominantly based on agriculture. People rear and breed cattle as a subsidiary occupation. CGCDF has over 82000 lts per day milk producers in over 665 Dairy Cooperative Societies at village level, functioning under 27 District Cooperative Milk Unions in Chhattisgarh State.

The mission of the Federation is to usher rural prosperity through dairy development. During the last four decades of Cooperative Dairy Development by CGCDF, the dairy industry in Chhattisgarh State has progressed from a situation of milk-scarcity to that of milk-surplus. Our Motto is to provide the quality milk and milk products, thereby DEVBHOG - the upfront brand achieved an unmatched in quality and made available to consumers at most competitive prices.

(i) Goal

- Development & expansion of such other allied activities as may be conducive for the promotion of the dairy industry, improvement in protection of animals and socio-economic betterment of those engaged in milk production.

- Organize and provide technical inputs.
- Erection of Dairy, chilling plant, cattle feed plants for unions.
- Study of problems of mutual interest of the Federation and milk unions.
- Impart training and orientation to dairy co-operative members.
- Advice, assist and guide milk unions.
- Undertake audit and accounts supervision.
- Encourage fodder production etc.
- To channelize marketable surplus milk from the rural areas to urban deficit areas and maximize the returns to producer and provide quality milk and milk products to the consumers.
- To carryout activities for promoting Production, Procurement, Processing and Marketing of milk and milk products for economic development of the farming community.
- To provide stable and reliable market and secure price to the dairy farmers for their produce.

(ii) Vision and Mission

- Bring growth and rejuvenation to dairy industry
- Bring revenue to villages of the state under cooperative fold
- Increase the dairy productivity and rural employment
- Increase socio-economic scale in the rural part of the state
- Bring a new revolution in dairy industry with innovation
- Ensure the prosperity of milk producer and preserving their interest
- Promote the milk and milk products to society
- Bring sustainability in dairy industry
- Create adequate marketing infrastructure for providing quality milk and milk products to urban consumers

IV DEOBHOG MILK CHHATTISGARH MILK FACTORY, KONI, BILASPUR

During the pre – independence, public and private agencies dominated the dairy industry. The government of India took some key steps to improve the quality of milch animals and their productivity through the key village scheme launched as part of the First Five Year Plan (1951 – 56) and the Intensive Cattle Development Plan launched under the Third Five Year Plan. During 1960s various state government tried different strategies to develop dairy, including establishing dairies run by their own departments. According to

census of India 2001, approximately 80 percent population of Chhattisgarh State's resides in rural parts and mainly dependent on agriculture and allied activities for livelihood. The state thus accords high priority to agriculture and rural progress. Since, state has good number of cattle population dairying could emerge as an important source of income and employment for the rural area. In this background, for strengthening dairy development programmes through enhanced collaboration with milk co – operatives

“Chhattisgarh State Cooperative Dairy Federation” (CSCDF) was established with main task of compiling milk, milk plant operation and marketing of dairy products. CSCDF conducts district – wise cooperative societies which are engaged in proper processing of collected milk like Chilling and Pasteurization and processing for preparation of various products like standard milk, toned milk, double toned milk, ghee, butter, shreekhand, sweet curd, buttermilk, sweet milk etc. CSCDF sales these milk products with brand name of ‘Devbhog’.

The below chart depicts the three level district-wise distribution of milk collection and processing in the state.

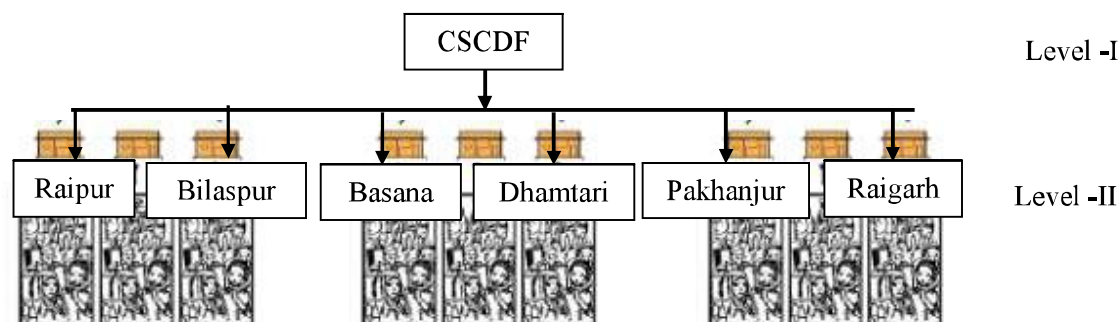


Fig. 1 CSCDF Structure

The processing sub system Milk cooperative Societies are engaged in proper processing of collected milk like Chilling and pasteurization and processing for preparation of various products like standard milk, toned milk, double toned milk, ghee,

etc. The few private dairies are also doing processing of the milk. However, the work efficiency of the existing milk plants of cooperative is not satisfactory. The below table depicts the working efficiency of the milk plants in the state.

Table 1
Working efficiency of existing milk plant in Chhattisgarh

District	Installed Capacity	Working Efficiency
Raipur	1 Lakh L/Day	50%
Bilaspur	10000/ Day	70%
Basna	2000/day	60%
Dhamtari	2000/day	50%
Rajnandgaon	1000/day	30%

(Source: Discussion with Raipur milk co-operative society)

(Source: Discussion with Raipur milk co-operative society)

The demand is more for fresh milk than of the processed milk in the state. Hence, the traditional milk supply is predominantly seen in the state. The fresh milk collected by the milk traders (Dhoodiya) are being supplied to hotels and households in urban area without any processing. Demands of dairy products are increasing day by day hence there is urgent need for increasing collection of milk and running all the existing plants with their full efficiency. The major observation on this front are,

- (a) Very low processing
- (b) Liquid fresh milk is consumer preference

- (c) Traditional processing in sweets and milk beverages preferred
- (d) Small volume makes processing economically unviable

The objective was to meet the demand for milk and milk products in big cities through improvement in milk collection, processing and distribution. In this regard Bilaspur Devbhog milk federation situated in Koni collect fresh milk by the milk traders thereafter it is properly processed like chilling and pasteurization and dealing out for preparation of various products and distributed to Bilaspur region.

V REGIONAL MILK FEDERATION

This regional milk federation is conducted with following objectives:

- (a) Formation and revitalization of milk cooperatives and supervision work.
- (b) Installation of electronic equipments in the milk cooperatives.
- (c) Collection of fresh milk from milk traders.
- (d) Chilling and Pasteurization of collected milk.
- (e) Production of milk products at reasonable prices.
- (f) Maintain food safety standards with quality assurance.
- (g) Spread Devbhog milk and milk products in various parts of the state through distributors to retail chains.
- (h) Exploring new areas and new markets.
- (i) Efforts for exporting Devbhog products.
- (j) Implementation of state and central government schemes.

Devbhog Milk Centre Koni, Bilaspur is a milk collection centre. It was established in 1985. The total number of employees are 100 of these 15 are permanent workers and the rest are daily wages. Milk is collected from Masturi, Ratanpur, Mungeli and other villages. Milk Cooperative Societies are engaged in proper processing of collected milk like chilling and pasteurization and processing for preparation of various products. Once the milk is produced by the producers it reaches to the consumers through the cooperative dairy unions. The primary milk producers at the village are its members who sell their milk to the committee.

Milk is produced at villages by individual farmers and sold to village dairy committee. The milk collected at various village dairy committees is then transported to the Devbhog Milk Centre Koni, Bilaspur. The milk so collected is processed and other value added milk products are prepared, packed and marketed. These milk and milk products are marketed through wholesalers and retailers who have their own margins.

The number of working Samities in Bilaspur district is 13 and member 641 of the Samities. Milk is first received in a dump tank from the road milk tankers. It is then heated at 72.5 °C for 16 seconds and then immediately chilled in a chilling unit to 4 °C. Chilled milk is then pasteurized in a milk pasteurizer and cream is separated from milk by the milk separator to get skimmed milk. Milk is standardized depending on the requirement of toned milk, double toned milk, skimmed milk or full cream milk. The separated milk is further processed to manufacture ghee and butter. The pasteurized skimmed milk, toned milk or double

toned milk is sent for packing in pouches in the packing machine for various capacities like ½ kg, 1 kg pouches. The centre works for 24 hours.

The milk products which are manufactured in Bilaspur Milk Centre Koni are – Milk, Meetha Dahi, Lassi, Butter milk, ghee, sweet milk, shreekhand and paneer. According to Diet specialists, this milk is good for children, old age people and also for persons suffering from heart problem. Devbhog milk is available at various places in the city.

VI PRODUCTS OF DEVBHOG

(a) Devbhog Milk

Product Details are as follows-

- (i) Pasteurized Standard milk
- (ii) Contains 4.5% Fat and 8.5% Solid Not Fat (SNF).
- (iii) It has high nutritive value with body building proteins, bone forming minerals and vitamins.
- (iv) Energy Value - 72 kcal / 100 Gram

(b) Devbhog Peda

- (i) It is to be obtained from fresh milk by desiccating.
- (ii) It holds high nutritive values and contains low added sugar.
- (iii) Most palatable Fat - 20.0%, SNF - 42.0%, Protein - 14, Carbohydrates inclusive of Sugar – 45 Energy Value - 416 kcal / 100 Gram
- (iv) Shelf life is 7 days when stored under refrigeration

(c) Shri Khand

- (i) It is Semi-soft, sweetish-sour, whole milk product prepared by traditional method from lactic fermented curd
- (ii) The chukka is mixed with required amount of sugar and natural cardamom
- (iii) Shelf life is 3 days when stored under refrigeration

(d) Flavoured Milk

- (i) It is Double toned, homogenized, bacteria free, sterilized flavored milk
- (ii) Free from micro organism harmful to consumer health. Under packed conditions does not need refrigeration.
- (iii) No formation of cream layer due to homogenization.
- (iv) Permitted fruit flavoures / essences together with permitted (matching) colors and sugar are used
- (v) Fat - 1.6%, SNF - 9% & Sugar 8%
- (vi) Calorific Value - 75 KCal / 100 Gram
- (vii) Available in 200 ml glass bottles
- (viii) It is treated to be best before 90 days

(e) Curd**Following are the important features**

- (i) Obtained from pasteurized, homogenized milk by souring harmless starter culture.
- (ii) As a part of food, it increases nutritive values and contains no added sugar
- (iii) Most palatable, easily digestible.
- (iv) Therapeutic value in the stomach and during intestinal disorder.
- (v) Fat - 3.0%, SNF - 8.5%, Total Solid - 11.5%
- (vi) Energy Value - 68 kcal / 100 Gram
- (vii) Shelf life is 2 days when stored under refrigeration

(f) Ghee**Following are the important features**

- (i) Richest source of milk fat, prepared from direct heating of milk cream usually obtained by normal separation of milk.
- (ii) It has fine Grains, and good keeping qualities.
- (iii) Good source of Vitamins A,D,E & K
- (iv) FAT - 99.7%
- (v) Energy Value - 897 kcal / 100 Gram
- (vi) Best before 180 days in refill pack and 180 days in Bulk pack available in 5 Lts /15 Kgs.

(g) Paneer

- (i) It is Obtained by acid coagulation of high quality fresh milk.
- (ii) Marble white in appearance having slightly spongy body
- (iii) Used for making varieties of meal.
- (iv) Fat - 20% (Min.), Total Solid - 40% (Min.)
- (v) Calorific Value - 331 Kcal / 100 Gram.
- (vi) Shelf life is 7 days when stored under refrigeration

(h) Lassi

- (i) A delicious dairy product prepared from fresh whole milk contains sugar and permitted flavours.
- (ii) It contains appreciable amount of milk protein and an excellent beverage for quenching thirst.
- (iii) Fat - 3.5%, Total Solids - 30%, Sugar - 23.5%
- (iv) Calorific Value - 146 Kcal / 100 Gram
- (v) It is available in 200 ml plastic glasses
- (vi) Shelf life is 3 days when stored under refrigeration

- (i) Marketing of different types of milk in different pack sizes (Standard Milk, Toned Milk, Double Toned Milk etc.) under the brand name "Devbhog".
- (ii) Marketing of Indigenous fresh milk products (Shreekhand, Sweet Curd, Lassi, Peda, Chakka, Mawa, Paneer etc.) under the brand name "Devbhog" within the state.
- (iii) Sales, Promotion and advertising
- (iv) Sale of surplus milk to the other cooperative Milk Unions and to other Cooperative Organizations / Milk Unions outside the state
- (v) Marketing of Ghee under the brand name "Devbhog" by CGCDF
- (vi) Consumer Awareness about Pasteurization of milk, "Quality" and "Hygiene" aspects of "Devbhog" milk and milk products.
- (vii) Distribution System for liquid milk and milk products in the towns
- (viii) Tapping new areas and townships for sales coverage
- (ix) Organising campaigns against adulterated milk

(b) Plant Operation

The plant operation activities start with receiving of milk at the Chilling Centre / Dairy Dock and concluded with dispatch of milk & milk products for distribution. The fundamental activities of plant operations include:

- (i) Reception of milk at Chilling Centre / Dairy Dock
- (ii) Milk Testing
- (iii) Milk Pasteurization
- (iv) Milk Chilling
- (v) Milk Packing
- (vi) Manufacturing & packing of main products like Ghee, White Butter & Table Butter.
- (vii) Manufacturing & packing of indigenous products like Shrikhand, Peda, Salted & Spice Butter Milk, Flavoured Milk etc.
- (viii) Storage of products

(c) Field Operation

The Field Operation activities commence with societies located in rural areas to milk delivery to the dairy docks/chilling centre. The fundamental activities of Field Operation and suggestions include:

- (i) Organization of Dairy Co-operative Societies.
- (ii) Organizing capacity building and training programme for milk producer farmers in formation of co-operatives create awareness to co-operative principles & milk production enhancement techniques etc.
- (iii) Procurement and transportation of milk.

VII FINDINGS & SUGGESTIONS**(a) Marketing strategy for consumer satisfaction**

The Marketing activities at the Milk Unions/CGCDF and suggestions can be summarized as follows:-

- (iv) Deliver technical input services to the milk producer farmers and enhance the production by Animal Health Care (First Aid & Emergency), Artificial Insemination, Balanced cattle feed and improved fodder seed etc.
- (v) Preference to economically weaker sections, small & marginal farmers, scheduled caste / tribe categories in various activities.

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To Study the Worker's Perspective on TQM Practices in a Small Scale Pigment Industry of India

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ABSTRACT

Quality is an essential element in our lives today and was in existence since 1911 itself. The central idea of any quality attitude is doing the right things right the very first time. Total quality management refers to the total involvement of staff in an organization together, which includes suppliers, distributors and even customer in bringing about quality satisfaction by promoting quality culture all the way through quality circles, workers and supervisors have to be trained to solve the problems in process variation. This study is primarily based on primary data and secondary data which were used to sustain this study. The population of the study consists of the workers working in the pigment industry. The connotation of TQM at this company from various aspects has been the focal point of this study. These three different spheres of TQM were studied and the repercussion of each sphere was observed. The above mentioned spheres include quality control tool, total productive maintenance and also quality circles. The described objectives and hypothesis were based on these spheres and created a foundation for the study. This study led to a conclusion that the quality control tools are ineffective, no significant impact of total productive maintenance and quality circles are there.

Keywords: - Total Quality Management, Just in Time, Supply Chain Management, Service Quality.

I INTRODUCTION

Quality is an essential element in our lives today and was in existence since 1911 itself. The central idea of any quality attitude is doing the right things right the very first time. Many quality Philosophies like Total Quality Management (TQM), just in – Time (JIT), Supply chain management, service quality and more have been integrated into management processes these days in light to provide quality embedded goods and services to customers TQM was developed in the mid 1940's by Dr Edward Depring who convinced the Japanese to accept this philosophy a head of the Americans. Quality Philosophy is based on the conception that every aspect of the organization can be improved. The Japanese on the other hand learn the process of never ending improvement as Kaizen.

Progress and success of the TQM implementation depends on the extra mile walked by the company over and above competitions in providing customer satisfaction employee satisfaction as well as colleague cum peer satisfaction.

Total quality management refers to the total involvement of staff in an organization together, which includes suppliers, distributors and even customer in bringing about quality satisfaction by

promoting quality culture all the way through quality circles, workers and supervisors have to be trained to solve the problems in process variation.

(a) Five elements of TQM

To be successful implementing TQM, an organization must recital rate on the five key elements

- (i) Commitment to quality
- (ii) Focus on customer satisfaction
- (iii) Assessment of the organizational culture
- (iv) Empowerment of employees and terms
- (v) Measurement of quality

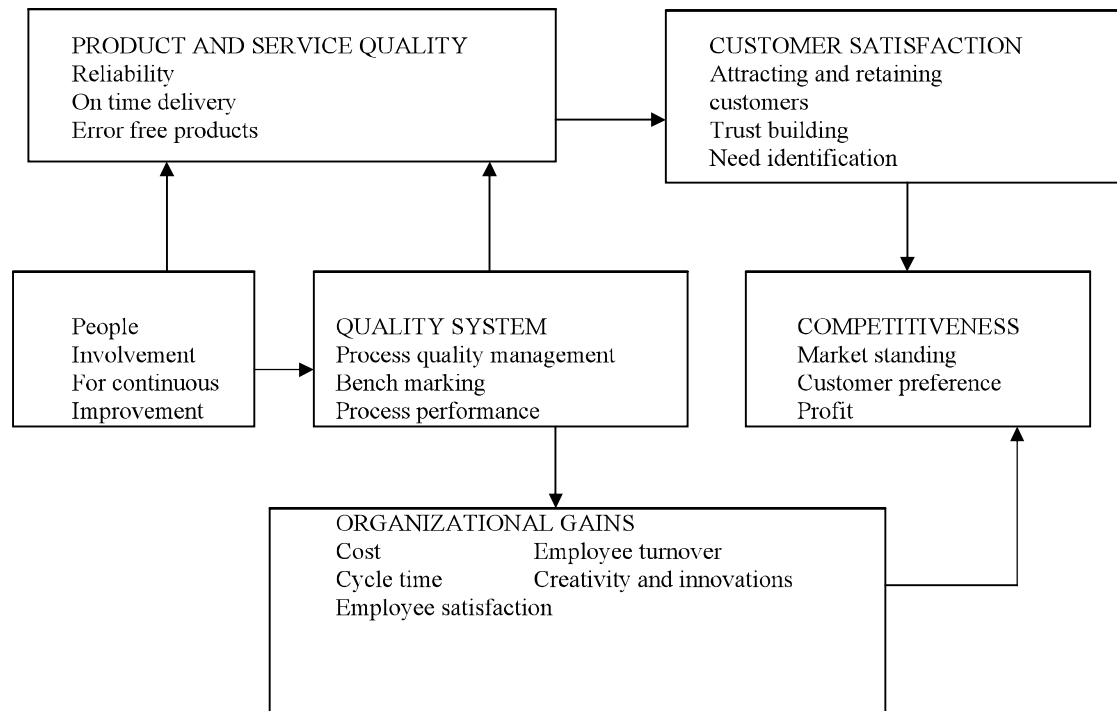
(b) Stages of implementation of TQM

The course of action of implementing TQM in an organization can be organized in the following four stages

- (i) Identification and preparation.
- (ii) Management understanding
- (iii) Scheme for improvement
- (iv) Critical analysis

(c) TQM Model

Customer satisfaction is focus of TQM. The model highlights how the implementation of TQM benefits the company in long term and short term and in turn achieves customer satisfaction.

**(d) Characteristics of TQM**

There are four major characteristics

- (i) Totality
- (ii) Documentation
- (iii) Improvement
- (iv) Foundation

(e) TQM Approach

- (i) Plan
- (ii) Do
- (iii) Check
- (iv) Act

(f) Principles and Actions of TQM

Principles	Actions
The approach	Management led
The scope	Company wide
The scale	every one is responsible for quality

The Philosophy	Prevention not detection
The standard	Right first time
The control	Lost of quality
The theme	Continuous improvement
The dimension	Human, technical and cultural

(g) Benefits of TQM

- (i) Reduces cost and time.
- (ii) Job satisfaction and reduced turnover of employees.

(iii) Increase in productivity.

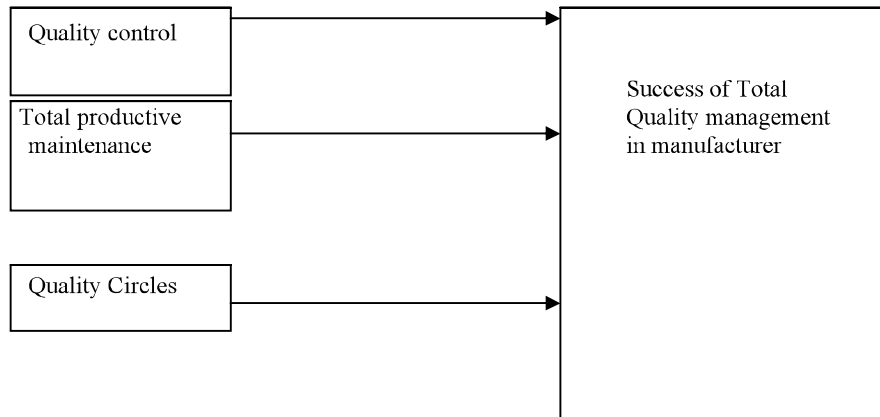
(iv) Good reward for all the shareholder.

(h) Factors involved in the devastating failure of TQM

- (i) Shared vision
- (ii) Application planning
- (iii) Organizational commitment
- (iv) Training
- (v) Reward systems
- (vi) Empowerment
- (vii) Cross functional integration

II REVIEW OF LITERATURE

(a) Theoretical model



(b) Quality Control Tools

Tool	Description
Cause and Effect	Basic to quality improvement is the need to identify the root causes of a problem. The cause effect diagram is an effective way to organize and display the various theories about what those root causes might be.
Control Chart	A statistical control chart is a graphic comparison of process performance data to compute “statistical control limits” drawn as limit lines on the chart. The process performance data usually consist of groups of measurements that come from regular sequence of production while preserving the order of data.
Flow Chart	A flow diagram is a graphic representation of the sequence of steps that we perform to produce some output. The output may be a physical product, a service, information, or a combination of the three.
Ganu Chart	Ganu chart is a schedule monitoring tool that uses horizontal bars to show which task can be done simultaneously over the life of the project.
Histogram	A histogram is a graphic summary of variation in a set of data. The pictorial nature of the histogram enables us to see patterns that are difficult to see in a simple table of numbers.
Parcto Chart	Parcto analysis is a ranked comparison of factors related to a quality problem. It helps a quality improvement project team to identify and focus on the vital few factors.
Radar Chart	Radar chart visually show in one graphic the size of the gaps among a number of both current organization performance areas and ideal performance areas.
Run chart	Run chart allows teams to study observed data for trends or patterns over a specified period of time.
Scatter Diagram	A scatter diagram is a graphic presentation of the relationship between two variables. In quality improvement, scatter diagram are usually used to explore cause – effect relationships in the diagnostic journey.

(c) The 8 – Pillar Activity

Autonomous Maintenance	Maintaining Basic Condition on shop floor and in machines All over participation through TPM Circles.
Focused Improvement	Improvement in everyone's activity. Improvement is to eliminate Production losses and reduce cost.
Planned Maintenance	Logical analysis "real causes for real counter measures" Focus on Prevention. Improvement in Reliability, Maintainability and cost.
Quality maintenance	Developing Perfect Machine for Perfect Quality. Eliminating in process defects and customer complaints.
Office TPM	Offices oriented for Excellent support for manufacturing. Improving offices Man – hour efficiency
Education & training	Skill Development for uniformity of work practices on machines. Skill for zero defects, zero breakdowns and zero accidents. Multi – skilled employees in all departments.
Safety, Health & Environment	To achieve zero accidents, zero health hazards at work. To maintain zero pollution plant and Environment.
Development Management	Developing machines for "high equipment effectiveness". Quick process for developing new products.

(d) Quality Circle Concept

- (i) Quality Circle is a form of participation management.
- (ii) Quality Circle is a human resource development technique.
- (iii) Quality circle is a problem solving technique.

(e) Objective

The objectives of Quality Circles are multi – faced.

- (i) Change in Attitude.
From "I don't care" to "I do care"
Continuous improvement in quality of work life through humanization of work.
- (ii) Self Development
Bring out 'hidden Potential' of people
People get to learn additional skills.
- (iii) Development of Team Spirit
Individual Vs Team – "I could not do but we do it".
Eliminate inter departmental conflicts.
- (iv) Improved organization Culture
Positive working environment.
Total involvement of people at all levels.
Higher motivational level.
Participate Management process.

III ORGANISATION STRUCTURE

A Quality circle has an appropriate organizational structure for its effective and efficient performance. It was from industry to industry, organization to organization. But it is useful to have basic framework as a model. The structure of a Quality Circle consists of the following elements.

- (a) A steering committee: This is at the top of the structure. It is headed by a senior executive and includes representative from the top management personnel and human resources development people, plans and directs the program and meets usually once in a month.
- (b) Coordinator: He may be a personnel or Administrative officer who co-ordinates and supervise the work of the facilitators and administers the programmed.
- (c) Facilitator: He may be a senior supervisory officer. He co-ordinates the works of several quality circles through the Circle leaders.
- (d) Circle leader: Leaders may be from lowest level workers or Supervisors. A Circle leader organizes and conducts Circle activities.

Circle members: they may be staff workers. Without circle members the programme cannot exist. They are the lifeblood of quality circles. They should attend all meetings as far as possible offer suggestions and ideas, participate actively in group process, and take training seriously with receptive attitude. The roles of steering Committee, Coordinator, Facilitator, Circle leader and circle members are well defined.

(a) Objective

- (i) To analyze the effectiveness of quality control tools in the company.
- (ii) To study the impact of total productive maintenance in the company.
- (iii) To study the advantage of quality circles adopted by the company.

(b) Hypothesis

- (i) The quality control tools are not effective in identifying the areas of problem and in measuring the quality of work in the company.
- (ii) There is no significant impact of total productive maintenance in the company.
- (iii) There is no significant benefit resulted from quality circles in the economy.

IV RESEARCH METHODOLOGY

This study is primarily based on primary data and secondary data which were used to sustain this study. The population of the study consists of the workers working in the pigment industry. From this population 100 samples were taken randomly for this study, I was working in that organization it was easier for me to access them for the survey. A total of 150 questionnaires were sent through the email. The survey was carried out during Dec 2015 nearly 125 questionnaires were received. After a careful checking 100 questions were found suitable for this study.

The data were collected through a pre-tested mailed questionnaire. The pre-test of the questionnaire was done with the help of pilot study. A total of 5 samples were taken through the convenience survey to test the questionnaire and test the validity of the questions. The questions were designed to assess and test the sentiments and knowledge of employees with respect to the various changes that were brought about by the elements of the TQM strategies. The employees who responded were from various hierarchical of the company.

The secondary resources were also collected from various journals, articles and books thoughts of various authors, whether positive or negative on the subject matter.

V RESULT AND DISCUSSION

Table 1
Employee's age distribution

	Frequency	Percent
<20 years	5	5
20-30 years	50	50
30-40 years	30	30
40-50 years	10	10
> 50 years	5	5
Total	100	100

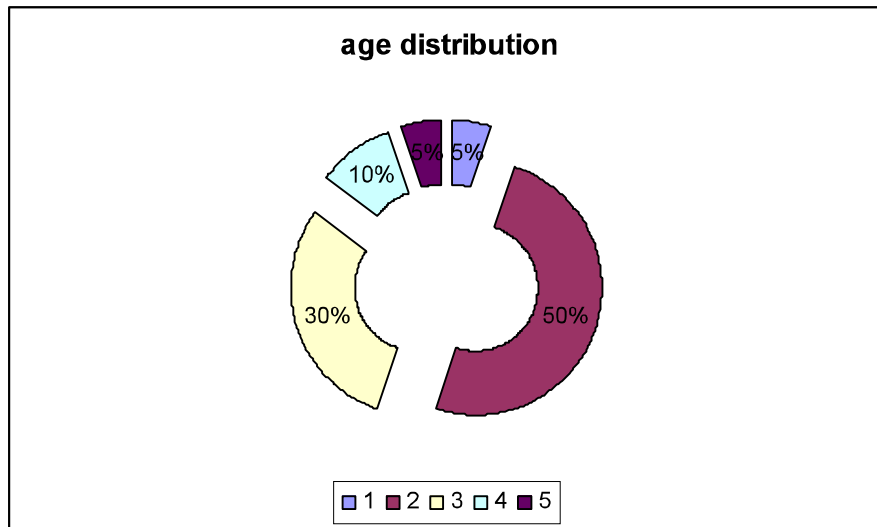


Table 2
Employee's gender distribution

	Frequency	Percent
Female	60	60
Male	40	40
Total	100	100

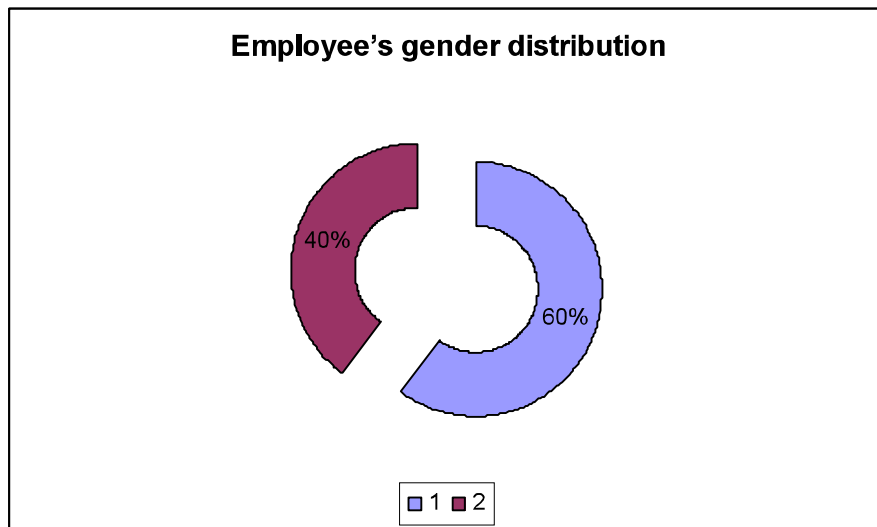


Table 3
Employee's qualifications

	Frequency	Percent
Secondary level	5	5
Diploma level	15	15
Higher diploma level	30	30
Degree level	45	45
Post graduate level	5	5
Total	100	100

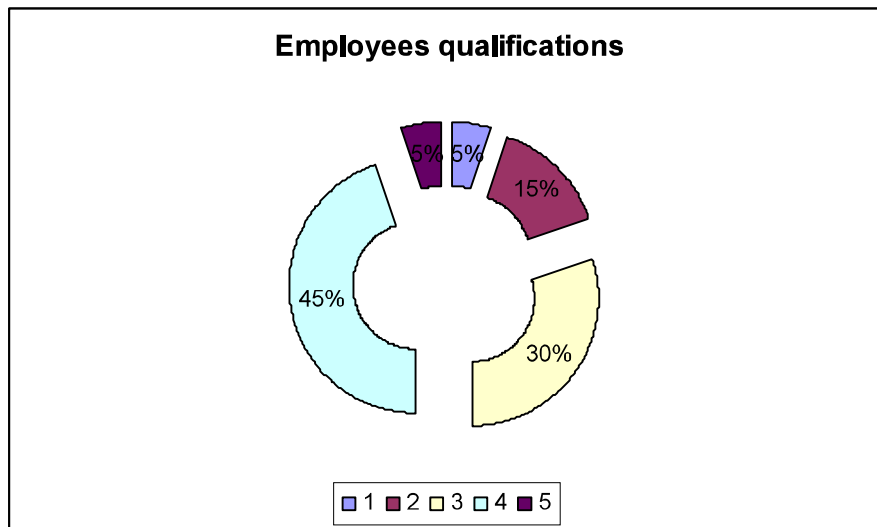


Table 4
Employee's job function

	Frequency	Percent
Management	25	25
Operations	30	30
Administration	20	20
Customer service	20	20
Others	5	5
Total	100	100

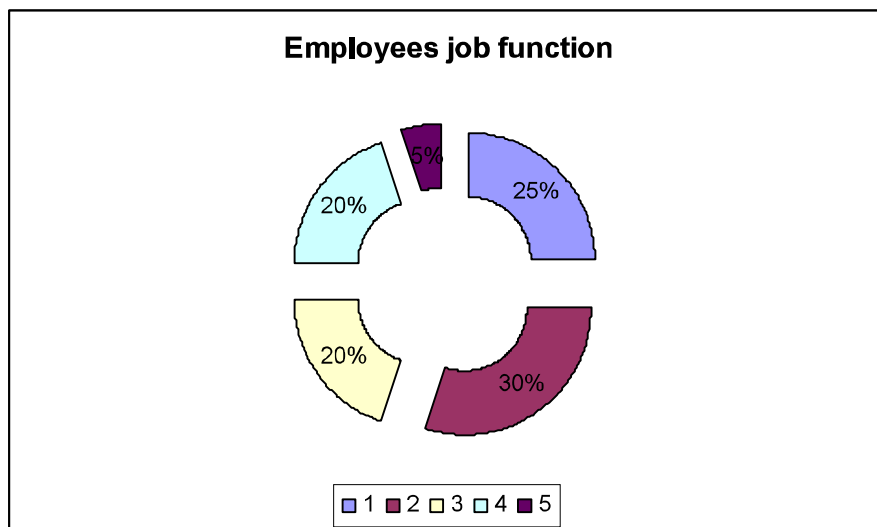


Table 5
View/ element

	Effectiveness of quality control tool		Significance of total productive maintenance		Benefits of quality circle	
Yes	Nos	%	Nos	%	Nos	%
	30	30	15	15	40	40
No	70	70	85	85	60	60

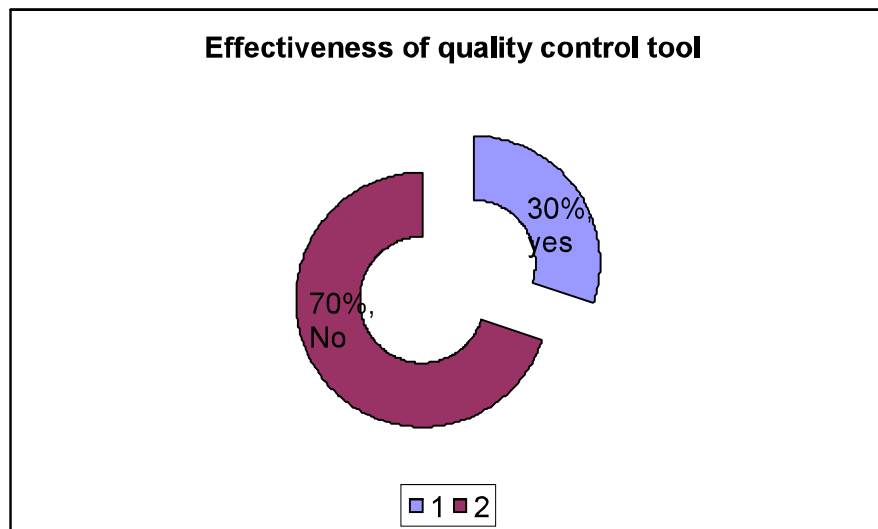
The explanation research method was utilized to gain an insight which is expected to bridge the gap between the theory available with regards to the success of TQM implementation through the various elements like quality control tools, TPM and also quality circles as opposed to the reality of practice in the company. The literature review had to a great extend provided information pertaining to the research problem and also in identifying the issues contiguous the success of TQM strategy

implementation in an organization and also the factors involved in promoting this success.

Hypothesis I

HO1: The quality control tools are not effective in identifying the areas of improvement and in measuring the quality of work within the company.

HI1: The quality control tools are effective in identifying the areas of improvement and in measuring the quality of work with in the company.

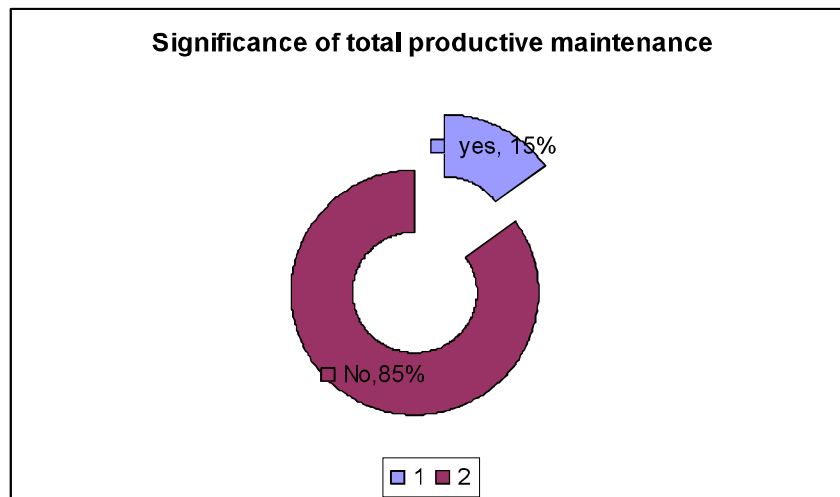


The analysis above fulfills the conditions for the alternative hypothesis. As such it can be said that the quality control tools utilized by the company are not effective in identifying the areas of improvement and in meaning the quality of work with in the company. This may be due to lack of training in this area if the company concentrate more on training and embrace it seriously, these technique will help these companies to improve their operations. In categorize to make quality tools a success, the company should find something important to their operations decide

what the company wares to find out, identify all assignable cause of a variation and develop a timely monitoring system and the company should empower their employees to make it a real success. It requires commitment from top management and quality control should be integrated into TQM.

HO2: There is no significant impact of TPM in this company.

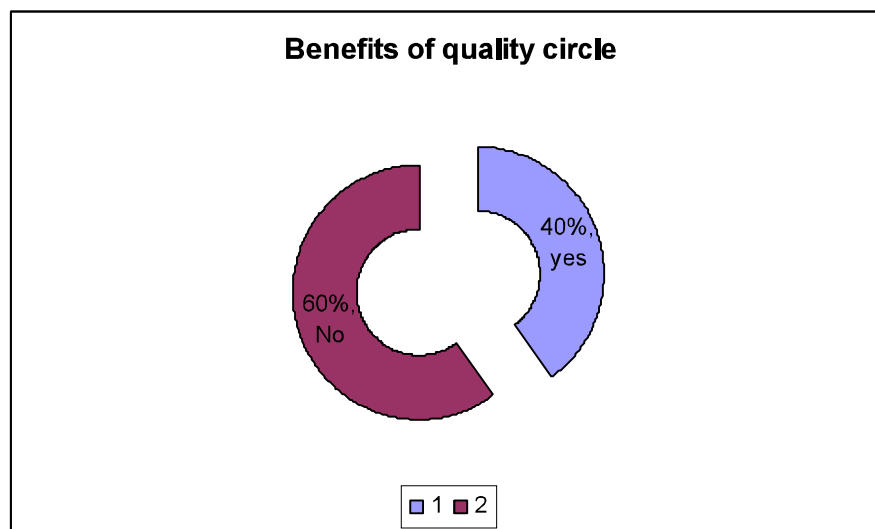
HI2: There is significant impact of TPM in this company.



The null hypothesis is accepted which state that there is no significant impact of TPM in the company. This is evident from table and this may be due to improper adoption of the technique without proper training. They should understand if TPM is adopted properly, its corrective action programme can take the endemic problems with immediate hot care.

HO3: There is no significant benefit because of quality circles in the company.

HI3: There is significant benefit because of quality circles in the company.



I would confidently reject the alternate hypothesis and accept the null hypothesis which states that quality circles are no advantage to the company (Table). The reason may be due to lack of employee empowerment. Employees should be trained in broader problem solving methods including different management skills Top management must unhook them from their functional mooring by delaying authority to lower level area functional teams who have decision rights to implement process changes using quality circles. Management behavior and the organization

culture must become consistent over time with quality circles and TQM philosophy.

VI CONCLUSION

The connotation of TQM at this company from various aspects has been the focal point of this study. These three different spheres of TQM were studied and the repercussion of each sphere was observed. The above mentioned spheres include quality control tool, total productive maintenance and also quality circles. The described objectives and hypothesis were based on these spheres and created a foundation for the study. This study led to a conclusion that the quality control tools are ineffective, no significant impact of total productive maintenance and quality circles are there.

In this study, it has been proved that the current quality control tools utilized by the company were ineffective. As such company should concentrate more on improving these quality control tools to fulfill one of the basic requirements of TQM which may require a consistent statistical measurement of quality in order to monitor the performance within the company. All employees of the company should be encouraged to learn and understand these tools in a better way to a level required by their job. The manufacturer must therefore look further into better prospects of employee training involving the various quality tools. Quality circles are known to encourage the stimulation of ideas amongst employees. This further provides the employee with a sense of direction, achievement and commitment. New ideas and new thoughts can be profitable to the company not monetarily but morally as the morale of the employees is boosted where there is a sense of belonging. In order to make TQM program success, the manufacturer should focus more on training programs to bring more awareness. Top management should also increase their commitment. All the relevant programs should be properly implemented, as poor implementation may make the program a failure. TQM should not be viewed as a passing fad and it should be adopted with deep commitment for successful implementation. In TQM, there is a quest for self improvement where cultural change, use of quality control and other concepts have a part to play. The concept of never having time to do something properly, but always having time to do it twice is challenged TQM should be looked as a system of interdependent components where even if one components is missed, the entire system will fail and the desired result will not be achieved. The manufacturer should understand the importance of TQM as a very powerful tool in achieving success within an organization. It is vital to carefully implement this philosophy in stage to ensure that it provides benefits to the company. The manufacturer should understand that implementation of TQM requires a redesigning of

the way. The organization works, the management must provide the support, appropriate level of training and personalized appraisal systems on order to boost the morale of the employees at all time.

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Perspectives of Goods and Service Tax on Indian Economy

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ABSTRACT

This Paper focuses on the various aspects of Goods and Services Tax (GST) and its implementation in India. The GST is the biggest indirect tax reform in India since 1947 and aims to transform India into a uniform market by subsuming all the indirect taxes and by breaking the current fiscal barrier between states. A uniform GST across the country will remove the cascading effect of various taxes and improve the ease of doing business by creating a seamless national market. It will result into less paperwork and hopefully will translate into a lower tax burden system by removing distortions. With the bill being discussed in the parliament since 2009, and with the great momentum built over the year now the bill has been passed. It is high time that all states arrive at a consensus to implement. Any further delay in GST's implementation may impact India's industrial growth and send wrong signals to global investors keen to invest in world's fastest growing major economy. According to a report by the National Council of Applied Economic Research, GST is expected to increase economic growth by between 0.9 per cent and 1.7 per cent. The spread of GST in different countries has been one of the most important developments in taxation over the last six decades. This paper will focus on, how the GST is important for the growth of India and will also contribute for the further study. The data are collected with using secondary data.

Key Points: Good and Service Tax, Indirect Taxes, GDP, Why India need GST, How does this help.

I INTRODUCTION

The goods and services tax (GST) is projected at creating a single, unified market that will benefit both corporate and the economy. It is an indirect tax that will lead to the abolition of all other taxes such as Octroi, central sales tax, state-level sales tax, excise duty, service tax, and value-added tax (VAT). Both the state and the central governments will impose GST on almost all goods and services produced in India or imported into the country. Direct taxes, such as income tax, corporate tax and capital gains tax will not be affected by GST. It will simplify India's tax structure, broaden the tax base, and create a common market across states. This will lead to increased compliance and increase India's tax-to-gross domestic product ratio. According to a report by the National Council of Applied Economic Research, GST is expected to increase economic growth by between 0.9 per cent and 1.7 per cent. Exports are expected to increase by between 3.2 per cent and 6.3 percent, while imports will likely raise 2.4-4.7 per cent, the study found.

II LITERATURE REVIEW

If we talk about Indian economy we find that Indian economy is highly affected by indirect tax. In Indian economy direct tax like income tax, corporate tax etc. directly affecting the economy with raising in tax slab of income tax but if we talk about the indirect tax like service tax, vat tax, duties, sales tax (state and central) they all affecting Indian economy in different area because most of indirect tax applied by state government in their

particular state and that make differentiation in the form of rate of indirect taxes. The GST (Goods and Service Tax) is one tax system government thinks to apply in place on all indirect taxes to centralize all the taxes in different state in India. The concept came from the European countries where many of country adopted the concept of one tax policy in all sales and services and that make the system very transparent. Many of other country like Australia, Japan, Singapore and Pakistan preparing to adopt one tax policy. In India the government of Atal Bihari Vajpayee thinks to adopt one tax policy in place of all indirect tax with introducing GST in India in the year 2000 but with not support of other party it was not possible. The most prominent hurdle in introducing this new tax structure has been the struggle between the states and the Centre on the loss of revenue. It will be beneficial for India Inc. as the average tax burden on companies will fall. Reducing production costs will make exporters more competitive. "The most important reform for India, whether it is for our group, for India generally, or for most businesses, will be the goods and services tax. It will add about two percentage points to India's GDP growth," Rahul Bajaj, chairman of the Bajaj Group, told Reuters in November 2012. Some states fear that a uniform tax rate, if lower than their existing rates, will dent collections. However, the central government has said it will compensate states for the potential revenue loss. Mr Chidambaram (former finance minister) has set aside Rs. 9,000 Crore towards the first installment of the balance of central sales tax (CST) compensation. Also, instead of an earlier proposal for a uniform GST rates across the

country, the Union Government has agreed to have a floor rate of taxation with a narrow band.

III OBJECTIVES OF THE STUDY

- (a) How good and service tax is important for the growth in Indian economy.
- (b) How GST will take place of all types of indirect tax.

IV HYPOTHESIS

H1 : Good and service tax has significant relationship with the economic condition of India.

H2 : Good and service tax has significant relationship with the all indirect taxes of India.

- (a) **Research design-**There are many of variability found in-between the data collected from the year 2000 to 2015. There are direct variable and indirect variable affect the result of the study.
- (b) **Direct variable-** The direct variables are basically the indirect taxes like sales tax, service tax, VAT tax, and excise duty are going to directly affected by the GST.
- (c) **Indirect Variable-** In this study the constitution of India, GDP of India and planning commission are term as indirect variables. The constitutional amendment is required for the government to pass the GST bill in India. For the constitutional amendment it is necessary for the government to at least get the two third support from both of the houses.

V NEED FOR GST IN INDIA

The GST is being introduced not only to get rid of the current patchwork of indirect taxes that are partial and suffer from infirmities, mainly exemptions and multiple rates, but also to improve tax compliances. The spread of GST in different countries has been one of the most important developments in taxation over the last six decades, owing to its capacity to raise revenue in the most transparent and neutral manner, more than 150 countries have adopted the GST. With the increase of international trade in services, the GST has become a preferred global standard. All OECD countries, except the US, follow this taxation structure. The proposed framework In India, the unified tax will take the form of a “dual” GST, to be levied concurrently by both the Centre and states. The unified tax will comprise of a Central GST and a State GST, which will be legislated, levied and administered by the respective levels of government. The same taxable base will be subject to both GSTs. The words “legislate, levy and

administer” are key, since the Centre and the state will legislate the respective GST Acts and both will have power to administer the taxes. The proposed tax system will subsume a variety of central and state levies such as Central Excise Duty, Service Tax and VAT, thereby simplifying the complicated tax structure and reducing compliance costs. The Bill was introduced in 2014 to the lower house of the Parliament of India by Finance Minister Arun Jaitley. It is defined as any tax on the supply of goods or services that will subsume CENVAT, service tax, central excise duty, additional excise duties, excise duties levied under the Medicinal and Toilet Preparations (Excise Duties) Act, 1955, service tax, additional customs duty (countervailing duty or CVD), special additional duty of customs (SAD), central surcharges and cesses, State VAT, State sales tax, entertainment tax not levied by local bodies, luxury tax, taxes on lottery, betting, and gambling, tax on advertisements, State cesses and surcharges related to supply of goods and services and entry tax not levied by local bodies. The primary reason for the bill is to pave the way for the Centre to tax sale of goods and the states to tax provision of services. The bill further proposes that the central government will have the exclusive power to levy GST on imports and inter-state trade. The bill has also recognized the need to have a GST council. The union finance minister, the union minister of state in charge of revenue or finance, and the minister in charge of finance or taxation or any other minister nominated by each state government would constitute the council to ensure that both the Centre and the states are on an equal footing.

In addition, the bill proposes to set up a Dispute Settlement Authority that would look into disputes between the states and the Centre. Appeals from the authority would directly lie with the Supreme Court. For the time being, the bill has kept certain goods out of the purview of GST, which have been a point of contention between state governments and the Centre.

These include:

- (a) Petroleum crude
- (b) High speed diesel
- (c) Petrol
- (d) Natural gas
- (e) Aviation turbine fuel
- (f) Alcohol for human consumption.

States shall have the power to levy taxes on these items, except in the case of imports and inter-state trade. Another important feature of the bill is a proposal to levy additional tax on supply of goods on inter-state trade. The additional tax will not exceed 1% and will be collected by the central government for a period of two years. Finally, the amount so collected will be assigned to the states from where the supply originates.

A unified GST is an economically efficient solution even for the multinationals, which have to compete with the companies in the unorganized sector, as it simplifies the indirect tax structure to one general rate that can be paid by all companies. Under the GST structure, every company gets a deduction on the taxes already paid by its suppliers. That results in every buyer ensuring that his supplier has paid his part to claim his deductions.

With the introduction of the bill, the signal that the Modi government seems keen to send is that all the key decisions could well be in the hands of the GST Council. With both representatives from the Centre and states in place, the latter would likely have a say in the implementation of tax laws in their territories. Moreover, full compensation for the first three years for any kind of revenue loss may work wonders to dilute the initial apprehensions of the states regarding losing income post the introduction of GST. With the Central government going that extra mile to take care of the interest of the states, one will have to wait and see if the states too return the favour by ratifying similar bills in their assemblies with the much needed two third majority.

VI GST IN OTHER COUNTRIES

While countries such as Singapore and New Zealand tax virtually everything at a single rate, Indonesia has five positive rates, a zero rate and over 30 categories of exemptions. In China, GST applies only to goods and the provision of repairs, replacement and processing services. It is only recoverable on goods used in the production process, and GST on fixed assets is not recoverable. There is a separate business tax in the form of VAT. For example, when the GST was introduced in New Zealand in 1986, it yielded revenues that were 45 per cent higher than anticipated, in large part due to improved compliance. It is more neutral and efficient structure could yield significant dividends to the economy in increased output and productivity. The GST in Canada replaced the federal manufacturers' sales tax which was then levied at the rate of 60 per cent and was similar in design and structure as the CENVAT in India. It is estimated that this replacement resulted in an increase in potential GDP by 24 per cent, consisting of 12.4 per cent increase in national income from higher factor productivity and 50 per cent increase from a larger capital stock (due to elimination of tax cascading). The Canadian experience is suggestive of the potential benefits to the Indian economy. This means gains of about US\$15 billion annually. This is indeed a staggering sum and suggests the need for energetic action to usher the GST regime at an

early date. GST rates of some countries are given below.

VII DATA COLLECTION, ANALYSIS & INTERPRETATION

The data are collected from many sources like government reports, news papers, magazines and websites. The data are secondary and collected on the basis of convenient types of research. The major argument put forth for heavy reliance on indirect taxes was that the India's majority of population was poor and thus widening base of direct taxes had inherent limitations. Another argument for reliance on indirect taxes was that agricultural income was not subjected to central income tax and there were administrative difficulties involved in collecting taxes. The ratio of indirect taxes to GDP in India increased from 3.99 per cent in 1950-51 to 13.32 per cent in 1985-86. It then decline to 10.95 per cent in 1999-2000 and increased thereafter to 12.7 per cent in 2008-09.

It was observed that the ratio for India is relatively high with only Russian Federation posting a higher rate within this select group of countries. In case of excise duty, attempts were made to curb the consumption of luxury and semi luxury items, mopping excess profits in the case of commodities in short supply and for encouraging exports. In 1975-76, a general levy of one per cent ad valorem covering all goods produced for sale or other commercial purposes not specified in the central excise tariff was imposed with exemptions for a few items. Around the same time, it became evident that indirect taxes lead to undesirable effects on prices and allocation of resources. The Government of India constituted Indirect Taxation Enquiry Committee in 1976 headed by Shri L. K. Jha to study the structure of indirect taxes, central, state and local level taxes and suggest policy reforms. Indirect Taxation Enquiry Committee submitted its report in 1978.

The Government of introduced the Long Term Fiscal Policy (LTFP) on 19 December 1985 for prudent fiscal management. LTFP was expected to provide a definite direction and coherence to annual budgets and to bring about a greater predictability and stability in the economic system. It would provide rule based fiscal and financial policies rather than discretionary approach. Further, it would also facilitate effective coordination of different Trend in Tax to GDP Ratio in India **Total taxes Source:** Indian Public Finance Statistics, Ministry of Finance, 2008-09

These reforms were considered for progressively moving from discretionary, quantitative restrictions and physical controls to non-discretionary fiscal methods. The major reforms announced under

Union excise taxation aimed at reducing the number of effective rates after harmonisation of the tariff classification with the custom nomenclature and implementing a modified system of value added taxation, i.e., MODVAT. Excise duty is collected as CENVAT introduced in 2000 through re-naming of MODVAT of 1986. However, fillip to tax policy reforms came in with the introduction of economic reforms in 1990s. It was realised that a complex tax structure involving both the centre and the states taxing production and sales of commodities was not fostering efficiency in the economic activities. The presence of central sales tax acted as constraint to inter-state trade movement and contradicted the idea of India being a common market.

Scope of service tax should be expanded. A system of VAT on services at the central government level was introduced in 2002. The states collect taxes through state sales tax VAT, introduced in 2005, levied on intrastate trade and the CST on interstate trade. The Government of India constituted a Task Force on implementation of Fiscal Responsibility and Budget Management Act, 2003 to chalk out a framework for fiscal policies to achieve FRBM targets. Task Force headed by Dr. Vijay L. Kelkar made a number of recommendations. Among others, it suggested an All India goods and services tax (GST) which would help achieve a common market and widen the tax base. It recommended that the multiplicity of tariffs should be reduced to three components viz., basic customs duty, additional duty and anti-dumping duties. All exemptions should be removed barring life saving drugs, security items, goods for relief and charitable purposes and international obligations.

The Joint Working Group of the Empowered Committee of the State Finance Ministers submitted its report on the proposed Goods and Services Tax (GST) to the Finance Minister in November 2007. A dual GST, one for the Centre and other for the states, would be implemented by 1 April 2010. The new system would replace the state VAT and the CENVAT. Most of the indirect taxes would be subsumed under GST except for stamp duty, toll tax, passenger tax and road tax. All goods and services would be taxed with some exceptions. There is a debate on the specific rate of the GST within a band varying from 12 to 20 per cent. Nevertheless the move to GST would be one of the most important indirect tax reforms in India. An "Empowered Committee of the State Finance Ministers" (EC), constituted by the Government of India in July 2000, submitted a White Paper on State-Level Value Added Tax in January 2005. It suggested state VAT to have two basic rates of 4 per cent and 12.5 per cent. There is an exempt category and a special rate of 1 per cent for a few selected items. 7 The items of basic necessities and

goods of local importance are put under the exempted category. Special rate of 1 per cent is applicable for Gold, silver and precious stones. The 4 per cent rate applies to other essential items and industrial inputs. The 12.5 per cent rate is residual rate of VAT applicable to commodities not covered by other schedules. There is also a category with 20 per cent floor rate of tax, but the commodities listed in this schedule will not be subjected to VAT. "A well designed destination-based GST on all goods and services is the most elegant method of eliminating distortions and taxing consumption. Under this structure, all different stages of production and distribution can be interpreted as mere tax pass-through, and the tax essentially 'sticks' on final consumption within the taxing jurisdiction." (Kelkar, 2009a).

"What would be the design of the GST? The broad framework of GST is now clear. This is on the lines of the model approved by the Empowered Committee of the State Finance Ministers. The GST would be a dual tax with both central and the State GST component levied on the same base. Thus all goods and services barring a few exceptions will be brought into the GST base. Importantly, there would be no distinction between goods and services for the purpose tax with a common legislation applicable to both." (Kelkar, 2009b).

VIII CONCLUSION

India's biggest indirect tax reform since 1947 looks like it has finally arrived – the Goods and Service Tax. From its first official mention in 2009 when a discussion paper was introduced by the previous United Progressive Alliance government to the point when the current Modi government tabled the Constitution Amendment Bill in Parliament, building consensus on the GST hasn't been easy. The most prominent hurdle in introducing this new tax structure has been the struggle between the states and the Centre on the loss of revenue. It's taken years to resolve, but even now it is an issue that isn't completely fixed. Nonetheless, the introduction of the Constitution Amendment Bill in Parliament seems like the first key step towards bringing in the belated GST reform.

In India, the unified tax will take the form of a "dual" GST, to be levied concurrently by both the Centre and states. The unified tax will comprise of a Central GST and a State GST, which will be legislated, levied and administered by the respective levels of government. The same taxable base will be subject to both GSTs. Overall GST is helpful for the development of Indian economy as well it will be very much helpful in improving the gross domestic product of the country more than two percent. Now the government of India should

take final step to implement provision of the GST bill by removing all hurdles as per need of the states.

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Influence of Parental Involvement and Parenting Styles on Number Readiness of Preschool Children

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ABSTRACT

The early years of a child's life are not only the most vulnerable but also the most significant for determining potential for lifelong learning and development (Kaul, 2004). Hence the need of sending children to preschool cannot be undermined. Just as the young children come in preschool having learned about the language they speak, so do they come to school with a broad background of experience in mathematical learning. The children are familiar with numbers because they have seen these in and around their environment. They are also aware of a number of pre number concepts informally. This includes identification of one digit and two digit numbers, identifying simple geometrical shapes and matching, sorting and classification. They need to be provided opportunities to formalize them and relate them with formal mathematical operations (Soni, 2005). Parents play an important role in developing the learning ability of the children especially, parental involvement and parenting style form major factors that influence the achievement level of children at all stages (Desforges & Abouchaar, 2003). Parental involvement refers to parents being involved in their children's education through communication with teachers, helping with homework, attending school functions or being directly involved in the school itself. Parenting style is basically divided into authoritarian (telling children exactly what to do), permissive (allowing their children to do whatever they wish), and authoritative (providing rules and guidance without being overbearing) styles. The present paper aims to find the influence of parental involvement and parenting style on the number readiness of preschool children. This particular study was conducted on 543 preschoolers who were supposed to enter Class I in the next academic year. The paper focuses on the following objectives: (a) to study the extent of parental involvement, (b) to study the extent of number readiness among preschool children, (c) to study the effect of parental involvement on the number readiness of preschool children, (d) to study the level of number readiness of preschool children having parents displaying different parenting styles. The tools employed in the study are (a) Parental Involvement Scale (b) Bracken School Readiness Assessment (c) Parenting Styles and Dimensions Questionnaire. The major findings of the study are a) most of the parents are highly involved with the children in the development of their number readiness; b) most of the preschool children have developed above average number readiness; c) there is a significant difference in the number readiness of preschool children belonging to parents exhibiting high, average and low parental involvement and d) there is no significant difference in the number readiness of preschool children exposed to different parenting styles.

I INTRODUCTION

The first six years of a child's life are universally recognized as the most crucial years due to the rapid pace of development at this stage. A qualitatively rich environment is, therefore, most essential in these years to optimize a child's overall development and help him/her realize his/her full potential. The eleventh five year plan had recognized the Early Childhood Care and Education (ECCE) as critical for school readiness to ensure entry into formal schooling with increased basic vocabulary and conceptual abilities that help school retention. The twelfth five year plan too emphasizes on strengthening of ECCE and developed a national policy on ECCE and gave importance to this crucial stage of development.

Number readiness at pre- primary level includes a) number recognition and counting which includes single and double digit numerals (numbers) recognition and assigning a number value to a set of objects (counting); b) identification of sizes and comparing which includes concepts that describe one dimension (eg. tall being a descriptor of horizontal length), two dimensions (short may be descriptor of either vertical or horizontal length), or three dimensions (concept such as big and small, in

which more than two salient dimensions must be considered) it also measures a child's ability to match, differentiate, or compare objects based on one or more of their salient characteristics; c) recognition of shapes which includes one, two and three dimensional shapes; included in the one dimensional category is linear shapes such as line, curve, angle and diagonal; two dimensional shapes are represented by concepts such as circle, square and triangle, and three dimensional shapes include concepts such as cube and pyramids.

Parental involvement is the support and participation of parents at home, in the community, and at the school site that directly and positively affect the educational performance of all children. Parental involvement has been defined across studies as representing many different behaviours and practices at home or at school, including parental aspirations, expectations, attitudes and beliefs regarding child's education. Parental involvement is a core value that underpins the philosophy that the literate society begins in the home and is sustained by home literacy practices and culture. There have been positive opinions amongst academics on the aspects of parental involvement that contribute to children's achievement at the early stages. Parental involvement refers to both the spontaneous

informal contributions of parents and carers toward children's learning in the home and the formal organized inclusion of parents and carers in programmes that target children's development in all the skills of the pre-school. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve higher levels. There is a broad distinction between involvement based at school and that based at home.

Parenting styles refer to a constellation of attitudes towards the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviours is expressed. There are a number of parenting styles and each has their own unique characteristics. The major styles are authoritarian (telling their children exactly what to do), permissive (allowing their children to do whatever they wish), or authoritative (providing rules and guidance without being overbearing) styles.

II RATIONALE OF THE STUDY

Preschool is often considered a common experience and prerequisite in preparing children for formal schooling (Cheever & Ryder, 1986; Featherstone, 1986). Brand and Welch (1989) investigated the importance of preschool on the acquisitions of readiness skills. The results of this study indicated that preschool was instrumental in developing vocabulary, language comprehension, mathematics, visual memory, and perceptual organization skills when compared to those children who stayed at home during the preschool years. When it comes to number readiness it is found that while young children catch language and other cognitive concepts naturally, maths skills need to be acquired through concentrated efforts. When children are reciting, they're basically repeating what seems like a memorized sentence. When they are counting, they're performing a more cognitive activity in which they are associating a one-to-one correspondence with the object and the number to represent a quantity. (Manfra, Dinehart & Sembante, 2014) One of the major factors that affect development at this stage is the involvement of parents in the development of the children. Parental involvement not only supports but also enhances their pace of development. In this regard McWayne; Hampton; Fantuzzo; Cohen & Sekino (2004) found that parents who actively promote learning in the home, have direct and regular contact with school, and experience fewer barriers to involvement have children who demonstrate positive engagement with their peers, adults, and learning. This fact has also been studied by Melhuish; Sylva; Sammons; Siraj-Blatchford & Taggart (2001) who found that what parents do is more important for the academic and social/behavioural development of their children than who the parents are. Another major aspect that affects readiness is parenting style. A number of

independent studies have been conducted on the effect of parenting styles on achievement, but not many have been conducted to find its effect on readiness, except for Baumrind (1971) and Querido, Warner and Eyberg (2002) who found that the authoritative parenting style was most predictive of fewer child behaviour problems at preschool age. The present paper aims to find the effect of parental involvement and parenting styles on preschool children's number readiness.

III OBJECTIVES & HYPOTHESIS

(a) Objectives of the Study

The paper focuses on the following objectives:

- (i) To study the extent of parental involvement.
- (ii) To study the extent of parenting styles.
- (iii) To study the extent of number readiness among preschool children.
- (iv) To study the influence of parental involvement and parenting styles on the number readiness of preschool children.

(b) Research Questions

- (i) What is the extent of parental involvement?
- (ii) What is the extent of parenting style?
- (iii) What is the extent of number readiness among preschool children?

(c) Hypothesis

- (i) H_01 There is no significant influence of in the mean scores of number readiness of preschool children belonging to parents exhibiting high, average and low parental involvement.
- (ii) H_02 There is no significant influence of in the mean scores of number readiness of preschool children having parents displaying different parenting styles.

IV METHODOLOGY & ANALYSIS

"Ex-post facto" method is employed in the study. There were two independent variables, i.e. parental involvement and parenting styles; number readiness of preschool children was the dependent variable. As the sample for the present paper one section from 12 preschools which was about to enter into Class I in the next academic year was randomly selected. These 12 sections had 543 children.

- (a) **Tools:** Parent Involvement Scale (PIS) developed by Chorpa and Sahoo (1971), The Parenting Styles and Dimensions Questionnaire (PSDQ) was developed by Robinson, Mandelco, Olsen & Hart (2001) and Bracken School Readiness Assessment-Third

Edition (BSRA-3) (number readiness part) developed by Bruce A. Bracken (2007) are used.

(b) **Statistical techniques used:** For the present paper percentage analysis, ANOVA and t-test are used.

(c) **Procedure for data collection:**

The researcher for the purpose of collection of the data personally visited the schools and collected the data from the parents by meeting them on the days of the parent teacher meet and by administering a test on the students to gauge their number readiness.

(d) Analysis and Interpretation

The analysis of data, its interpretation and the discussions based on the results are presented here.

(i) **Research Question 1** – The first research question is about the extent of parental involvement. According to the scores obtained by the parents in the Parent Involvement Scale, there were categories as having high, average and low parental involvement.

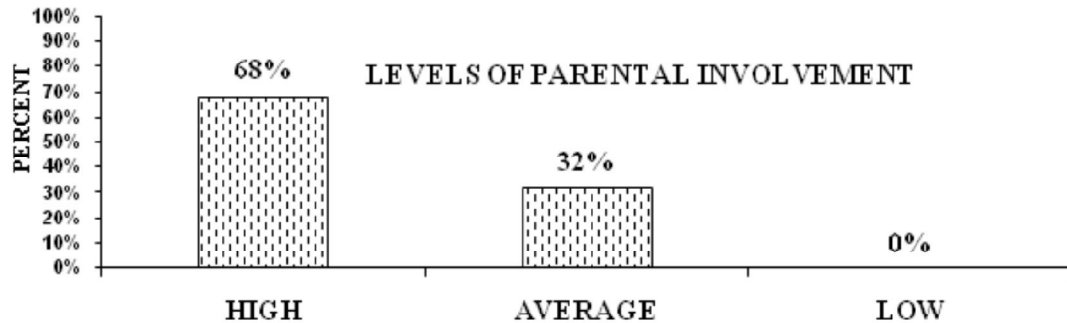


Fig.1 Percentage of Parents Exhibiting Different Levels of Parental Involvement

Figure 1 indicates that more than two-third (68%) parents displayed high levels of parental involvement, one-third (32%) showed average level of parental involvement and there were no (0%) parents who displayed low level of parental involvement. This shows that all the parents are involved in the school readiness of the children by either coordinating with the school or by helping them at home. Parental involvement of the parents includes their involvement at school as well as home and through parent teacher association. It is seen that the parents even if are not helping at

home, make sure that they attend the parent teacher meet at regular interval. Hence there are no parents that come in the low level of parental involvement.

(ii) **Research Question 2** – The second research question is about the extent of parenting style. The parents were categorized as having authoritative, authoritarian and permissive style of parenting according to the scores obtained by them in the Parenting Styles and Dimensions Questionnaire (PSDQ).

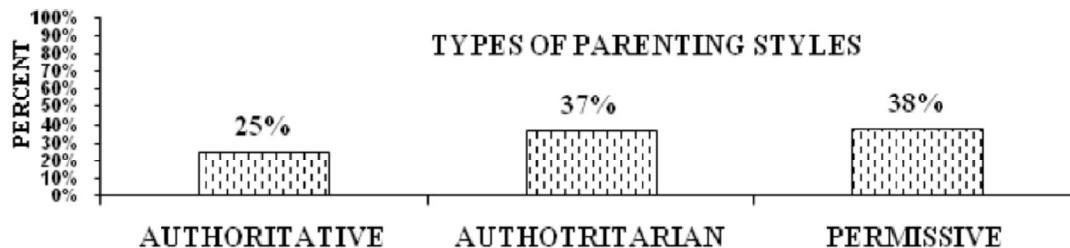


Fig. 2 Percentage of Families having different Types of Parenting Styles

Figure 2 indicates that 25% parents followed authoritative parenting style, 37% authoritarian parenting style and 38% followed permissive parenting style. The number of parents following authoritarian and permissive parenting style is almost equal. Only one-fourth of the parents followed authoritative parenting style in which the parents encourage the child to be independent. This may be because they may either think that the children are too small to take their own decisions (authoritative parenting style) or it is time for them to be free and not to be under strict rules (permissive parenting style).

(iii) **Research Question 3** – The third research question is about the extent of number readiness among preschool children. The children were characterized as having very advanced, advanced, average, delayed and very delayed number readiness according to the scores obtained by them in the (BSRA-3).

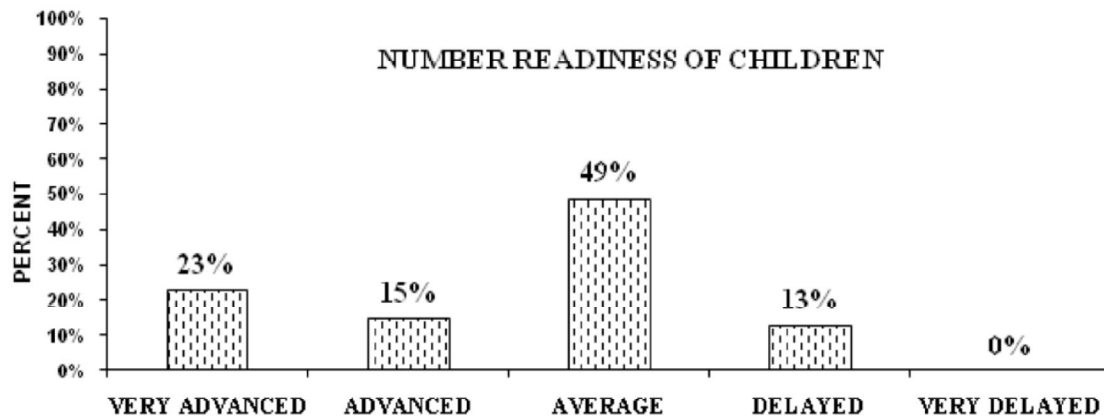


Fig. 3 Percentage of Number Readiness of Preschool Children

In figure 3 it can be seen that almost one-fourth (23%) children are having very advanced number readiness and almost half of the children (49%) have displayed average number readiness. The percentage of children showing advanced (15%) and delayed (13%) number readiness is almost similar. There are no children (0%) children who have displayed very delayed number readiness. Children at preschool level learn a lot of things just by observation. Hence it can be seen that most of the children (87%) have shown average or above average number readiness. The children at this age should be exposed to as many age appropriate experiences as possible to make their learning fruitful.

In the following lines the data is analysed hypothesis wise.

H_0 There is no significant influence of in the mean scores of number readiness of preschool children belonging to parents exhibiting high, average and low parental involvement.

In order to find the effect of different levels of parental involvement on the number readiness of preschool children, the composite scores obtained by children were analysed with the help of one-way ANOVA. The results are presented in Table 1.

Table 1
Summary of ANOVA for Number Readiness of Preschool Children of Parents having different levels of parental involvement

	Df	SS	MSS	F-Value
Among 1		221102.01	221102.01	160.577*
Within 541		744914.42	1376.92	

* Significant at 0.01 level.

Table 1 indicates that the F-value for number readiness of preschool children is 160.577, which is significant at 0.01 levels with df equal to 1/541. The F value indicates that there is a significant difference in number readiness of preschool children of parents having high, average and low levels of parental involvement. Therefore, the hypothesis, namely, "there is no significant difference in mean number readiness score of preschool children belonging to different levels of parental involvement", is rejected. Thus, it can be

inferred that the number readiness of preschool children is dependent upon the involvement of parents in the various activities of children at home and school.

As significant differences in the mean number readiness scores of preschool children of parents having different level of parental involvement is found, so there is need to find the difference between the various groups. This is shown in Table 2.

Table 2
Significance of Difference of Means between Categories of Parental Involvement in Respect of Number Readiness

Category 1	Category 2	df	Mean Difference	t	Significance
High (171.94)	Average (128.70)	501	64.84	31.95	P < 0.01

Table 2 indicates the mean scores of number readiness of preschool children belonging to parents having high and average levels of parental involvement. There were no parents who came under the low level of parental involvement category. The mean scores of the children of parents having high parental involvement are higher in comparison to parents having average level of parental involvement. This states that there exists a difference in the school readiness of children of parents having different level of parental involvement and the difference is in favour of high parental involvement.

There are been no direct studies on the influence of parental involvement on number readiness of preschool children but some related studies are mentioned. The finding is in conformity with the findings of Henderson and Berla (1994); Keith and Lichtman (1994); Marcon (1999) who found that the family makes critical contributions to student's achievement from the earliest childhood years. The finding is also in agreement with the finding of Bus, Van IJzendoorn, and Pellegrini (1995) who found that early reading experiences with their parents prepare children for the benefits of formal literacy instruction. The finding of the present study are also in conformity with the findings of Hickman, Greenwood and Miller (1995) who stated that parents of average and low-achieving students are not actively involved in their children's education.

It is often said that education begins at home; hence parents play a crucial role to help their child become educated and be a better person. Education is the most important thing happening to a child and if parents are actively involved in their child's education, then the child is definitely going to do

much better. Parents are known to be the role models for their children. It was seen in the results that none of the parents fell in the low parental involvement category; the reason for this may be that, this study is conducted in the private C.B.S.E. schools. Hence the parents may be very careful about keeping their children abreast with the activities needed to be completed at school level. The parents may have avoided something that they were expected to do at home, but they were cautious to keep the child up to date at the school front. A parent can help the child deal with lots of issues with their constant guidance and support. A parent should be actively involved in their child's development, growth, feeding and overall health concerns. The same involvement should be applied to their child's academic development especially number readiness. If parents successfully allot a specified time to their child's development, the child is definitely going to have better number readiness. The parents know their children's strengths and weaknesses. They can provide for interventions programmes at the right time to avoid later delays and thus help in the optimum number readiness of their child, be it at the home or at school or elsewhere.

H₀₂ There is no significant influence of in the mean scores of number readiness of preschool children having parents displaying different parenting styles.

In order to find the effect of different levels of parenting styles on the number readiness of preschool children, the composite scores obtained by children were analysed with the help of one-way ANOVA. The results are presented in Table 3.

Table 3
Summary of ANOVA for Number Readiness of Preschool Children of Parents having Permissive, Authoritative and Authoritarian Parenting Styles

	Df	SS	MSS	F-Value
Among 2		626660.426	313330.213	498.586*
Within	540	339356.009	628.437	

* Significant at 0.01 level.

Table 3 indicates that the F-value for number readiness of preschool children is 498.586, which is significant at 0.01 levels with df equal to 2/542. The F-value indicates that there is a significant difference in number readiness of preschool children of parents having authoritarian, authoritative and permissive parenting styles. Therefore, the hypothesis, namely, "there is no significant difference in mean number readiness of preschool children exposed to different parenting

styles", is rejected. Thus, it can be inferred that the number readiness of preschool children is dependent upon the parenting style of the parents.

As significant difference in the mean number readiness scores of children from parents displaying different parenting styles are found, so there is need to find the difference between the various groups. This is shown in Table 4.6.

Table 4
Significance of Difference of Means between Categories of Parenting Styles in Respect of Number Readiness

Category 1	Category 2	df	Mean Difference	t	Significance
Authoritarian (144.46)	Authoritative (201.44)	336	56.98	31.18	P < 0.01
Authoritative	Permissive (124.95)	341	19.52	7.89	P < 0.01
Permissive	Authoritarian	403	76.49	30.46	P < 0.01

Table 4 indicates that there is significant difference in mean score of number readiness of preschool children belonging to parents having permissive, authoritative and authoritarian parenting styles. The mean number readiness of preschool children of parents having authoritative parenting style is higher in comparison to parents having permissive and authoritarian parenting style. Similarly, the mean number readiness of preschool children of parents following authoritarian parenting style is higher in comparison to children of parents having permissive parenting style. This indicates that there exists a difference in number readiness of preschool children of parents having different parenting styles. Hence it can be inferred that number readiness of preschool children of parents having authoritative style has the best school readiness, also that the parents displaying authoritarian parenting style have children who are more ready to learn formal number than children of parents showing permissive parenting style.

The finding of the study did not find any similarity in earlier researches as no studies have been conducted to find the influence of parenting style on number readiness of preschool children. Nevertheless, the finding of the present study is in conformity with Baumrind (1971) and Querido, Warner, and Eyberg (2002) who found that the authoritative parenting style was most predictive of fewer child behaviour problems. Behavioural problems occur when there is lack of social-emotional readiness among the children. The study is also in agreement with Dornbusch et al. (1987) who found that authoritarian and permissive parenting styles were negatively associated with higher grades, whereas the authoritative parenting style was positively associated with higher grades among adolescents. In a recent study too Kordi and Baharudin (2010) too suggested that authoritative parenting styles were associated with highest levels of children's school achievement, which goes with the finding of the present study.

The study has found that parenting styles (i.e., authoritative, authoritarian, and permissive) did have a significant impact on a child's number readiness. The study has also found that children of parents following authoritative parenting style had better readiness than children of parents following authoritarian and permissive parenting style. This

finding suggests that parent who create a warm and supportive home environment (with or without rules or boundary setting) for their children are more likely to have children who did not have better school readiness. Although the children are small they have developed logical thinking and hence understand the reason behind a particular acceptance or denial of their wants. The table also suggests that children of parents displaying authoritarian style have better readiness than those who have parents displaying permissive style. In this case, the parents may have found that it takes a lot of time for the children to understand and as they learn the rules, the reason for the same can be made to understand. Many of the parents still believe in the famous notion 'spare the rod and spoil the child'. The reason why the children of parents displaying permissive style have poor number readiness may be because the children may have taken things for granted and at this stage as they have not understood the real meaning of learning and as there was no backing the children who were left voluntarily did not bother to perform and did not develop proper number readiness.

V FINDINGS

- (a) Most of the parents are highly involved with the children in development of their number readiness.
- (b) Most of the preschool children have developed above average number readiness.
- (c) There is a significant difference in the number readiness of preschool children belonging to parents exhibiting high, average and low parental involvement. The higher the involvement of parents the higher is the number readiness of preschool children.
- (d) There is a significant difference in the number readiness of preschool children exposed to different parenting styles. The parents who create a warm and supportive home environment at home ensure better number readiness at preschool stage.

VI RECOMMENDATIONS

- (a) Since almost one-third of the parents, exhibit just average level of parental involvement, strategies should be developed so that these parents too are highly involved, keeping in mind the benefits that highly involved parents have on the overall development of their children.
- (b) Since most of the students possess just an average level of number readiness, so there is an urgent need to review, modify, strengthen and develop curricular practices and pedagogical approaches through programmes and activities giving specific emphasis on number readiness among preschool children.
- (c) Exposure to methods of improving parental involvement could be emphasized during the pre-service teacher education programme by the teacher education institutions. Innovative strategies should be developed to involve parents in the educational development of their children during the pre-service programmes itself.
- (d) The parents should be counseled by schools and other stakeholders on the appropriate parenting style and be made aware that force does not ensure optimum academic development.

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Role of Cost and Management Accountant (CMAs) In Short- Run Decision Analysis & Internal Control in Service Sector- An Overview

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I INTRODUCTION

The primary role of cost and management accountant is to help the management of the service sector in taking correct policy decisions and improving the efficiency of operations. He performs a staff function and also has line authority over the accountants. Decision making involves the act of selecting one course of action from among various feasible alternatives available. Short term decisions are of special nature. The type of information required for decision making depends on the decision situation under consideration. The information required for such decision is called 'relevant data.' The relevant data refers to decision making elements required to meet the needs of specific situations. The conventional accounting data would not serve the purpose. They have to be altered or modified in terms of addition or deletion to tailor the historical costs to the requirements of decision making. The first element of the relevant data is that it is future oriented, that is, it relates to a future period. The underlying consideration is that these decisions imply some future activity.

Relevance is one of the key characteristics of good management accounting information. This means that management accounting information produced for each manager must relate to the decisions which he/she will have to make. 'Relevant costs' are the costs that meet this requirement of good management accounting information. **The Chartered Institute of Management Accounting** defines relevant costs as: **'The costs appropriate to a specific management decision'**

In other words 'The amount by which costs increase and the benefits decrease as a direct result of a specific management decision'. Relevant benefits are 'the amounts by which costs decrease and benefits increase as a direct result of a specific management decision'.

Before the management of a service sector can make an informed decision on any matter, they need to incorporate all of the relevant costs, which apply to the specific decision at hand in their decision making process. To include any non-relevant costs or to exclude any relevant costs will result in management, basing their decision on misleading information and

ultimately to poor decisions being taken. For the Short term decision analysis the following cost is required-

- (a) **Future costs**-These are costs expected to happen under an assumed set of condition
- (b) **Sunk costs**-The costs are monetary benefits foregone for not pursuing the alternative course. In other words a sunk cost is the cost that has already been incurred.
- (c) **Relevant costs**-Relevant costs are those future costs, which differ between alternatives. In other words relevant costs are that costs which are affected and changed by a decision. If a cost increase, decreases, appears or disappears as different alternatives are compared, it is a relevant cost.
- (d) **Opportunity costs**- Opportunity cost is the cost of any activity measured in terms of the best alternative forgone. It is the sacrifice related to the second best choice available to someone who has picked among several mutually exclusive choices.
- (e) **Incremental costs**: An incremental cost can be defined as a cost which is specifically incurred by following a course of action and which is avoidable if such action is not taken. Incremental costs are, by definition, relevant costs because they are directly affected by the decision (i.e. they will be incurred if the decision goes ahead and they will not be incurred if the decision is scrapped).
- (f) **Non-incremental costs**: These are costs which will not be affected by the decision at hand. Non-incremental costs are non-relevant costs because they are not related to the decision at hand (i.e. non-incremental costs stay the same no matter what decision is taken).

II DECISION CRITERIA FOR SHORT-RUN DECISIONS

- (a) **Service /Product Pricing**- Select the price which will maximize total contribution margin.
 - (i) Set the level of price;
 - (ii) Be careful in analyzing the factor of pricing.

- (b) **Special Orders-** Compare the incremental revenues and the incremental costs related to the order; if the comparison indicates that overall contribution margin to the company will be increased, then approve the decision.
- Be sure to consider if this order will have any effect on regular sales and revenues.
 - Be sure you are not estimating the incremental costs from per unit cost data that includes allocated, indirect fixed costs, which actually will not be increased by the taking of this order.
- (c) **Profitable Mix of Sales-** A service sector, which has a variety of service lines, can employ marginal costing in order to determine the most profitable sales mix from a number of selected alternatives.
- Fix the best mix of sales;
 - Set the target of sales and profit
- (d) **Elimination of Service/ Product -** Compare the incremental revenues which will be sacrificed with the incremental costs which will be saved.
- Be careful in analyzing cost savings;
 - Be particularly careful that you are not assuming a cost will be saved which is actually an indirect, allocated cost which will in fact not be eliminated and will only be reallocated.
- (e) **Closure of a Department -** Compare either (1) the incremental revenues which will be sacrificed or (2) the estimated outside charge which will be incurred to provide the service support currently provided by this department, with the incremental costs which will be saved if this department is eliminated.
- Be careful in analyzing cost savings
 - Be particularly careful that you are not assuming a cost will be saved which is actually an indirect, allocated cost which will in fact not be eliminated and will only be reallocated.
- (f) **Make-or-Buy -** Make or buy decisions arise when a service sector with unused production/operation capacity considers the following alternatives-
- To buy certain raw materials or sub-assemblies from outside suppliers.
 - To use available capacity to produce the items within the company.

A make or buy decision is basically one of the determining which alternative is economically most desirable and most effectively utilizes the company's resources.

- Before a make or buy decision can be made, the company must establish goals with respect to the nature and extent of its production facilities.
 - Compare the incremental, out-of-pocket type costs of making the product internally with the definite out-of-pocket costs (price) of purchasing the product externally.
- (g) **Best Level of Activity:** Management of the service sector is often faced with a problem of determining the optimum or most profitable level of operation/activity. Level of activity is expanded or contracted in view of the market conditions for the product. Obviously the management selects that level of activity which promises maximum profit. CMAs helps in choosing such level of activity. That level of activity is optimum, where marginal costs are equal to marginal revenue. It also implies that level of activity can be expanded up to that level, where sales exceed marginal costs.
- Determine the optimum profitable level of activity
 - Be sure to consider the optimum level of activity
- (h) **Evaluation of Performance:** Cost & management accountant helps the management in measuring the performance efficiencies of a department or a product line or sales division. The department of the product or division which gives the highest P/V ratio will be the most profitable one or that is having the highest performance efficiency.
- Prepare a statement containing the value of contribution
 - Be careful in providing rank on the basis of profit or loss.

III A CASE OF UTTAR PRADESH STATE ROAD TRANSPORT CORPORATION (UPSRTC)

UPSRTC is a public sector passenger road transport corporation providing services in the state of Uttar Pradesh and other adjoining states in North India. With a fleet size of around 7668 buses ,it operates over 2.5

million kilometers catering to the travel needs of over 1.3 million people and earning over Rs. 38.3 million every day. Provision of adequate, efficient, well co-ordinated, comfortable and economical services to its passengers, while earning enough for self-sustenance & growth, is the corporation's motto. Passenger road transport services in the state of U.P. started on 15th May, 1947 with the operation of bus service on the Lucknow - Barabanki route by the erstwhile U.P. Government Roadways. Subsequently, during the Fourth Five Year Plan, the erstwhile UP Government Roadways was rechristened as Uttar Pradesh State Road Transport Corporation (UPSRTC) on 1-6-1972 under the provisions of the Road Transport Act, 1950 with the following objectives:

- (a) For the development of the road transport sector correlated to which would be the overall development of trade & industry.
- (b) For coordination of the road transport services with other modes of transport.
- (c) For providing or causing the provisions of an adequate, economical & efficiently coordinated road transport service to the residents of the state.

At the time of establishment of the Corporation it had a fleet of 4253 buses which were operating on 1123 routes. The corporation's earned kilometers operated at that time were 228.8 million kilometers. While the total number of passengers carried by its buses totalled 251.3 million. By the end of the decade the fleet of the corporation had attained strength of 5679 buses, the operations had increased to 1782 routes. As a result of this increase in operations, the earned kilometers totaled about 395.3 million kilometers, while the total numbers of passengers carried totaled over 449.1 million.

In the X five year plan 5274 buses were inducted and 4818 buses were removed from the fleet. At the end of 2006-07 the Corporation had 6561 buses apart from 784 hired buses operated under its control. During the XI five year plan period the Corporation targets to purchase 11100 new buses out of which 1725 buses shall be AC, to bring its fleet size to 11261 by the end of the plan period in 2012. The Corporation has also commenced the operation of AC Buses (HIMANI, SHEETAL & SHATABDI) and nonstop inter city services (PAWAN & PAWAN GOLD). It operates low cost Janta services on shuttle routes and urban & sub-urban services in 6 select cities.

IV ROLE OF CMAS IN DECISION MAKING AND INTERNAL CONTROL IN UPSRTC

UPSRTC's management is faced with a number of decision-making problems every day. Profitability is the main criterion for selecting the best course of action. CMAs through 'contribution' assist management in solving problems. Some of the decision-making problems of UPSRTC that can be solved by CMAs are:

(a) In Closure of a Region or Bus Depots-

Basically, this problem is very much related to the profitability of a product /service or department. The best possible and maximum profitable utilization of limited resources of a business concern clearly demands the continuance of the production of that product/line/department, which will ensure of the maximization of profit. This requires on the part of management to fix priorities for various products/lines. Management will also have to decide whether the production of one or more products/lines should be dropped or curtailed. Such decision may be effective and judicious only, when it is based on the comparative study of the contributions made by each product/line or department. Here comes the role of CMAs with the help of which marginal cost and contribution statement is prepared and decision data are made available.

The marginal costing technique shows the contribution of bus depots to fixed costs and profit. If a region or bus depots contribute the least amount, then the region/bus depots can be closed or its operation can be discontinued. It means the region/bus depot, which gives a higher amount of contribution or profit may be chosen and the rest should be discontinued.

Assume UPSRTC is considering dropping/closure some region or bus depots from its 20 regions; because some regions are operating in loss.

The statement of region wise performance of UPSRTC shows that Allahabad region (Rank-13), Varanasi region (Rank-14), Faizabad region (Rank-15), Azamgarh region (Rank-16), and Jhansi region (Rank-17) are operating in loss. Hence, it is recommended that the Allahabad, Varanasi, Faizabad, Azamgarh and Jhansi, region should be for one year closure, this step will improve the profit marginally.

(b) In temporary Operate or Shutdown:

Differential cost analysis is also used when a service sector is confronted with the possibility of a temporary shutdown. This type of analysis has to determine whether in the short-run, a service sector is better off operating than not operating. As long as the products sold recover their variable costs and make a contribution towards the recovery of fixed costs, it may be preferable to operate and not to shut down. Also, the management should consider the investment in the training of its employees, which would be lost in the event of a temporary shutdown. Recruiting and training new workers would add to present costs. Another factor is the loss of established markets. Also, a temporary shutdown does not eliminate all costs. Depreciation taxes, interests, and insurance costs are incurred during shutdown also. The other points (benefits) which should be considered are the following: avoiding operating losses, savings in maintenance and repair costs, savings in indirect labour costs and savings in fixed costs.

Table 1
Region wise Performance of UPSRTC First 10 Regions
(CORP + HIRED)

S N.	RE G.	Buses		Earn Kms (Lakhs)		Bus Util. (Kms/Bus /Day)		Fuel AVG. Factor (KMS/LT.)		Load Factor (%)		Total Income (Rs. In Lakhs)			Total Expend (Rs. In Lakhs)			Profit/ Loss (Rs. In lakhs)			Profit/ Loss/Bus/ Day (Rs.)			R a n k	
		A	B	A	B	A	B	A	B	A	B	% Inc. / Dec.	A	B	% Inc. / Dec.	A	B	% Inc. / Dec.	A	B	+/-				
1	AGR	544	525	172.69	180.78	349	378	5.39	5.37	0.02	6973	-4	3574.96	2888.89	23.75	3310.83	2519.94	31.39	264.13	368.95	-	534	772	-238	9
2	GZD	504	530	164.71	180.04	359	373	5.40	5.41	-0.01	6977	-8	3654.41	3064.91	19.23	3192.67	2536.95	25.85	461.74	527.96	-66.22	1007	1095	-88	5
3	MRT	610	512	206.72	180.22	372	387	5.34	5.38	-0.04	6972	-3	4493.58	2897.05	55.11	4117.96	2611.85	57.66	375.62	285.20	90.42	677	612	65	3
4	SRE	386	414	134.37	145.32	382	386	5.34	5.34	0.00	7273	-1	3020.85	2336.08	29.31	2558.04	1911.10	33.85	462.81	424.98	37.83	1318	1128	190	2
5	ALI	517	492	158.47	154.44	337	345	5.31	5.26	0.05	7176	-5	3389.72	2542.62	33.32	3051.83	2165.07	40.96	337.89	377.55	-39.66	718	843	-125	6
6	MBD	446	423	139.74	142.73	344	371	5.45	5.52	-0.07	7174	-3	2968.20	2250.16	31.91	2664.85	1929.83	38.09	303.35	320.33	-16.98	747	832	-85	4
7	BLV	434	381	146.26	129.82	370	374	5.40	5.30	0.10	7077	-7	3077.87	2095.60	46.87	2821.85	1804.91	56.34	256.02	290.69	-34.67	648	838	-190	7
8	HDI	361	324	132.66	119.51	404	405	5.49	5.45	0.04	6875	-7	2703.49	1889.77	43.06	2053.34	1364.64	50.47	650.15	525.13	125.02	1979	1781	198	1
9	ETW	406	388	130.03	121.05	352	343	5.30	5.34	-0.04	6780	-	2715.07	2142.26	26.74	2533.06	1891.78	33.90	182.01	250.48	-68.47	493	709	-216	8
10	KNP	482	536	141.50	163.67	323	336	5.13	5.07	0.06	6571	-6	2995.43	2647.81	13.13	2942.86	2330.94	26.25	52.57	316.87	-	120	650	-530	11

Legend – A- APRIL 2010–JUNE 2010
 B– APRIL 2009–JUNE 2010

Table 2
Region wise Performance of UPSRTC Remaining 11 Region
(CORP + HIRED)

SN	RE G.	Buses		Earn Kms (Lakhs)		Bus Util. (Kms/Bus /Day)		Fuel AVG. Factor (KMS/LT.)		Load Factor (%)		Total Income (Rs. In Lakhs)		Total Expend (Rs. In Lakhs)		Profit/ Loss (Rs. In lakhs)		Profit/ Loss/Bus/ Day (Rs.)	
		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
11	JHN	157	340	41.45	101.87	29	329	5.24	5.27	-0.03	72	820.53	1605.29	895.20	1409.00	-74.67	196.29	270.96	634
12	LKO	678	581	191.32	190.05	31	359	5.53	5.44	0.09	81	3879.74	3089.52	3841.59	2767.68	38.15	321.84	-	609
13	FZD	320	437	100.78	142.14	34	357	5.38	5.28	0.10	72	1884.82	2187.89	1866.86	1828.03	17.96	359.86	-	905
14	DPT	179	-	50.76	-	31	-	5.10	-	-	71	1124.61	-	983.52	-	141.09	-	866	-
15	CHK	284	-	80.06	-	31	-	5.13	-	-	65	1595.69	-	1596.78	-	-1.09	-	-	-
16	ALD	493	502	150.36	159.91	33	350	5.49	5.54	-0.05	71	2796.04	2319.00	2839.46	2086.42	-43.42	232.58	-	509
17	AZM	330	330	94.54	103.51	31	345	5.39	5.44	-0.05	63	1844.30	1542.73	2001.75	1425.50	-	117.23	-	390
18	GKP	569	539	169.32	167.58	32	342	5.39	5.33	0.06	77	3252.35	2544.64	3153.73	2212.86	116.62	331.78	-	676
19	VNS	493	475	153.13	159.87	34	370	5.36	5.42	-0.06	66	2961.16	2478.64	2890.26	2060.30	70.90	418.34	-	968
20	NOD	283	156	62.61	37.04	24	261	4.76	4.14	0.62	73	1085.09	570.08	1147.09	577.20	-62.00	-7.12	-54.88	-50
21	LMP	65	190	14.30	41.89	24	242	5.32	5.93	-0.61	78	169.80	484.29	165.97	535.45	3.83	-51.16	54.99	361
	C/S											48.85	62.34	109.60	97.33	-60.75	-34.99	-25.76	

Legend – A- ARPIL 2010 – JUNE 2010
B – APRIL 2009- JUNE 2010

Table 3
Overall performance of UPSRTC
(CORP + HIRED)

S N	RE G.	Buscs	Earn Kms (Lakhs)	Bus Util. (Kms/Bus /Day)	Fuel AVG. Factor (KMS/LT.)	Load Factor (%)	Total Income (Rs. In Lakhs)	Total Expend (Rs. In Lakhs)	Profit/ Loss (Rs. In lakhs)	Profit/ Loss/Bus/ Day (Rs.)
TOT	8541	807 5	2635.7 8	33 9	5.34 5.34	69 74	54056.5 7	50721.10 8	3335.4 6	429 758
			2621. 44	-18	0.00	-5	29.82	36066.7 3	5572.7 9	- 2377.3 3

S.N. 20 AND 21 in table 2 are related to Mahanagar Parivahan Seva. So they are not considered in this study.

Legend – A- APRIL 2010 – JUNE 2010
B – APRIL 2009- JUNE 2010

Suppose the management of UPSRTC want to temporary shutdown to those region or bus depots which are in loss or earning less income and giving less profit. Thus it will seen from the above the statement that closure of regions Etawah (Rank-8), Agra (Rank-9), Gorakhpur (Rank-10), Kanpur (Rank-11), and Lucknow (Rank-12), would improve the profit position. But closure of the following region- Muradabad (Rank-4), Gaziabad (Rank-5), Aligarh (Rank-6) and Bareilly (Rank-7), would worse the position, because they are operating in less loss other than above rank region or bus depots. Hence it is recommended that region Etawah, Agra, Kanpur, and Lucknow should be temporary shutdown (for three to six month), of course, this step will improve the profit marginally, while Gaziabad, Aligarh, Muradabad, and Bareilly region should be continued.

- (c) **In Evaluation of Performance-** CMAs plays a vital role in the management in measuring the performance efficiencies of region or bus depots. The region or bus depot, which gives the highest profit will be the most profitable area or that is having the highest performance efficiency.

It appears from the above calculation (Region wise performance of UPSRTC) that Hardoi depots/region, Saharanpur depots/region and Meerut depots/region is making a total profit of Rs.253.27 lakhs (Rs.125.02, 37.83 and 90.42 respectively), hence we can say that the performance of these regions is very good.

- (d) **In Internal Control** - Every service sector is expected to have a properly developed system of internal control which may include accounts control, standard of cost control, budgetary control, periodic operating reports, statistical analysis, personnel training programme and an internal audit staff. It may also include other activities such as time and motion studies and quality controls through inspection. Various other forms of administrative checks and controls are sometimes included in the internal control system. In short, it can be said that a system of internal control includes all those measures adopted by a service sector to fulfill the following objective:
- (i) To avoid waste, inefficiency and fraud and to keep intact its resources;
 - (ii) To attain the highest type of accuracy and reliability in maintaining the accounts and operating data;
 - (iii) To encourage and measure how far the policy of the business is being implemented;

- (iv) To evaluate the efficiency of performance in all aspects of business activity; and
- (v) To provide aid in management planning.

CMAs play a very vital and important role in control. He should ensure that there is proper adequate control mechanism in place in an organization so as to maintain and monitor proper control so as to sustain the gains and keep track of savings also. Control basically involves traditional statistical techniques, accounting control like Audits to ensure sustainability of the improvement achieved.

The Cost and Management Accountants, having expert knowledge in the field, do have an edge over other professionals in the implementation process of Internal Control and Audit in the Service Sector like UPSRTC. The introduction of a well developed system of internal control in UPSRTC has been designed as follows:

The Corporation is an autonomous body corporate and its general superintendence, direction and management of affairs and business is vested in a Board of Directors. The management of UPSRTC is done by the Board of Directors through its Managing Director who is the Executive Head. The Board is headed by the Chairman and consists of at least 5 or at most 17 Directors, out of whom one-third are from the Central government and two-thirds are from the state government. The appointment of the Directors is done by state government.

The management comprises of the Additional Managing Director, Secretary Corporation, Chief General Manager (Operations), Chief General Manager (Technical), Finance Controller, Chief Security Officer, Chief General Manager (Administration) and the General Managers of the functional areas - Operations, Bus Station Management, Passenger Amenities, Personnel, MIS & EDP, Technical, Materials Management and Quality Control.

The corporation has 65 class I officers, 250 class II officers, 27503 class III (including over 19318 conductors & drivers) and 7448 class IV staff in a total staff strength of around 35266. Additionally there are 151 daily wages & part time workers.

The introduction of a well developed system of internal control is the responsibility of the management. But it is a matter of concern for the Cost and Management Accountant though he has no authority to recommend and prescribe that certain rules and procedures should be adopted by the corporation. He can simply guide and help if he is required to do so. What is expected from him is that

he must possess and expert's knowledge of such procedures.

The management structure of the corporation has been well defined. The duties and responsibilities of each officer are looking clear. It will be seen from the following chart:

V ORGANIZATION SET UP

(a) The organizational set up at the state level is given in fig 1

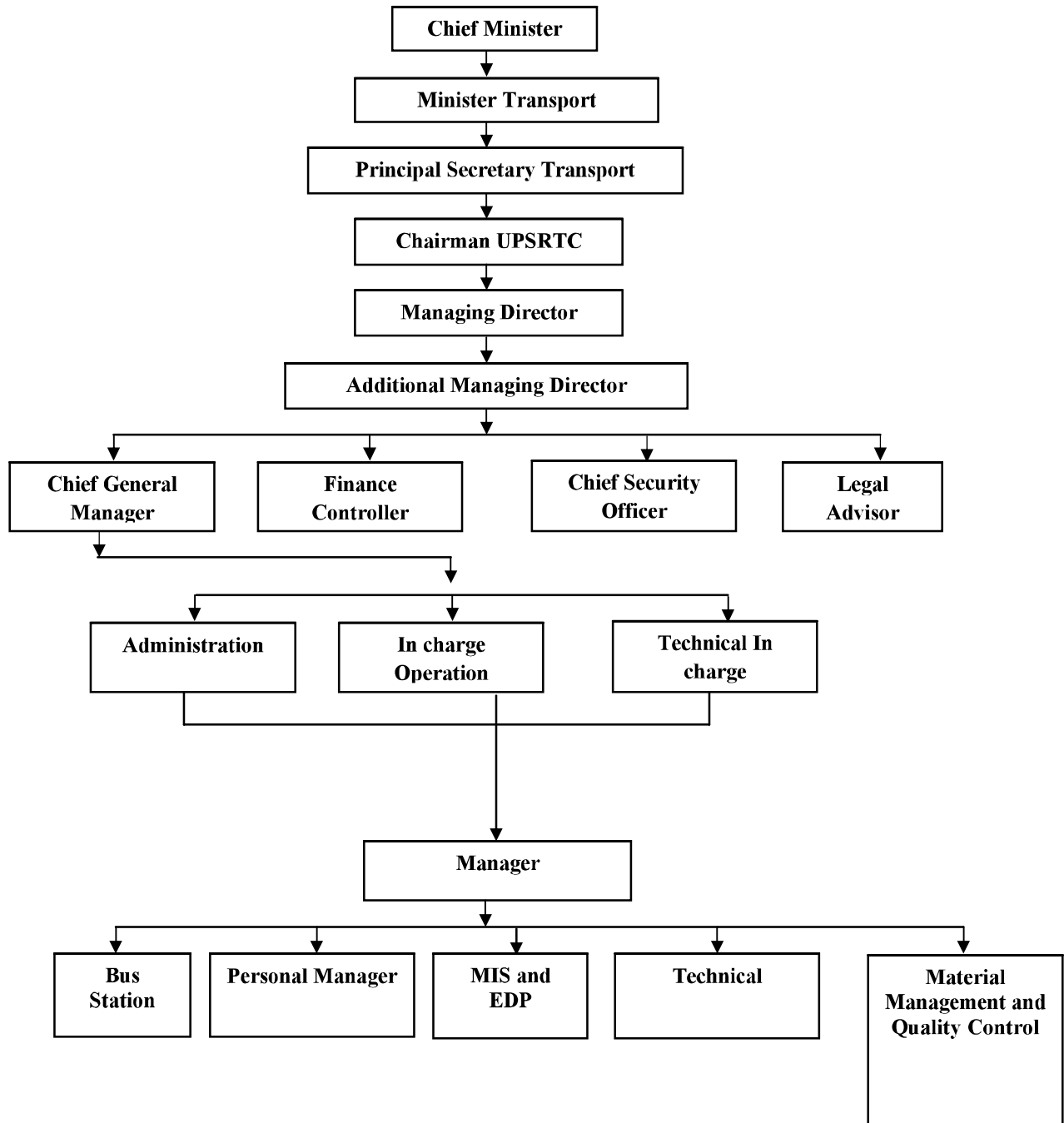


Fig 1 – State level Organizational Set up

(b) The organizational structure of the State Transport Department is given in fig 2

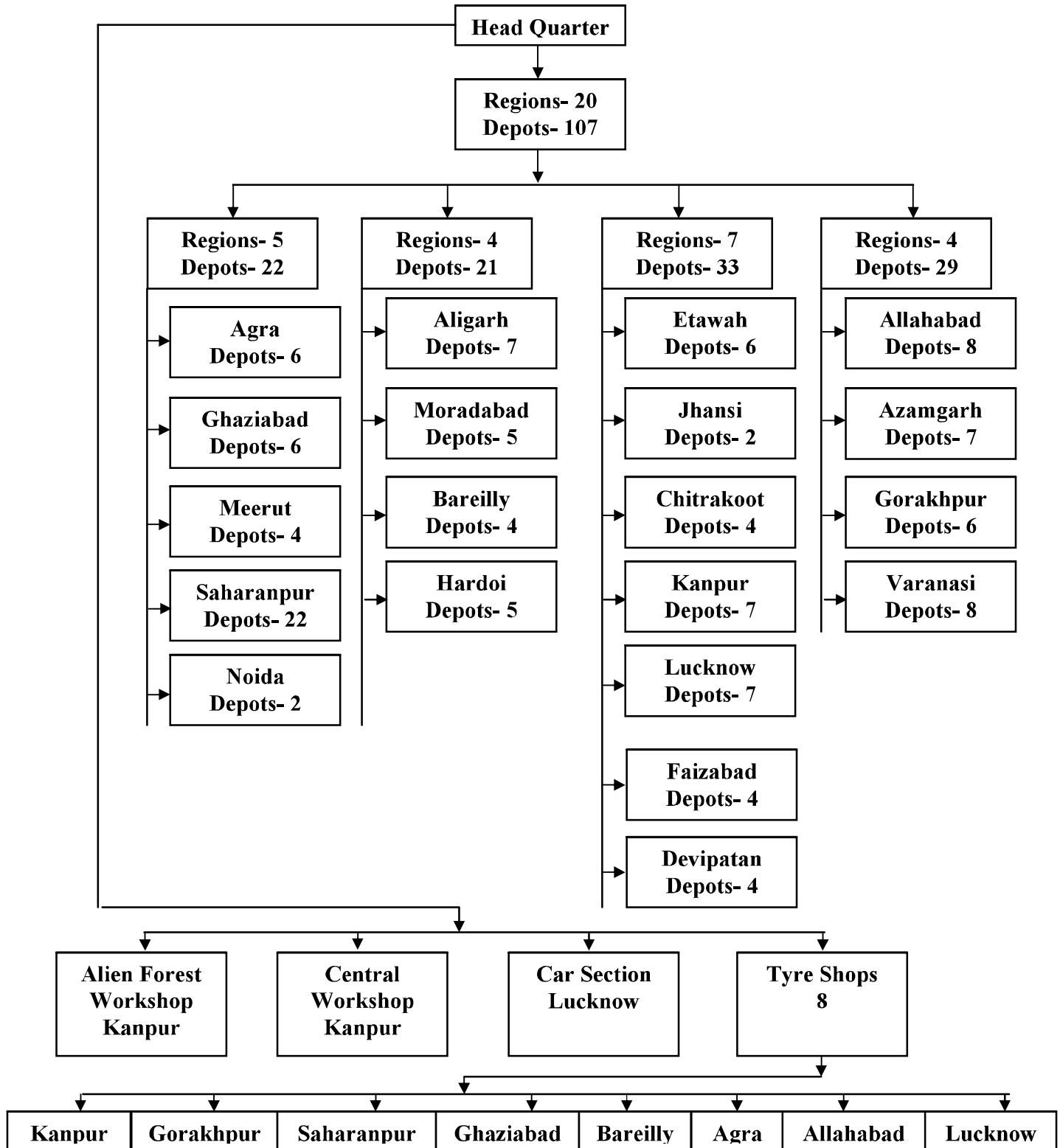


Fig 2 – Organisational Set up of State Transport Dept

(c) Organisational structure of Corporation

For efficient functioning the corporation has been divided into 19 regions, of which 2 regions operate urban & sub-urban services. Each region has a regional workshop where major repair and maintenance work as well as assembly reconditioning

work is performed. Each region has been further divided into operational units called depots. The total number of depots in the corporation is 108, including car-section. Each depot has a depot workshop attached to it to provide supportive maintenance facilities.

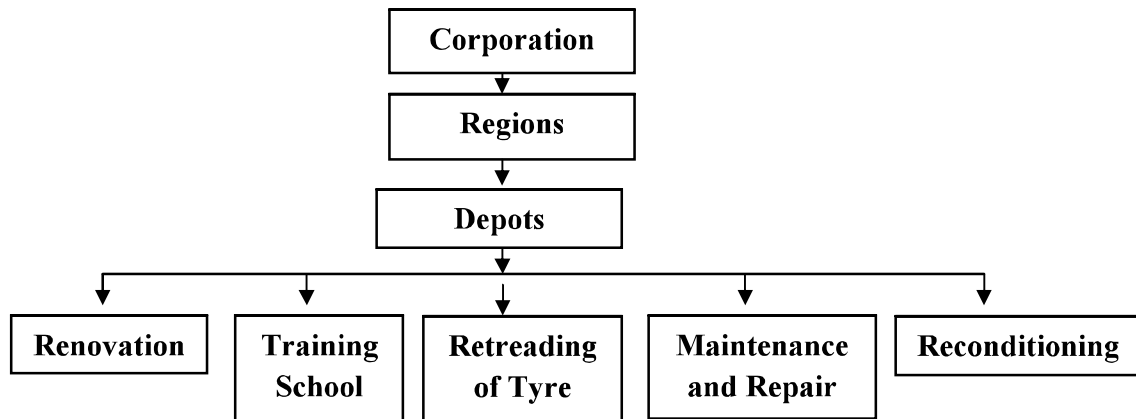


Fig 3 – Organizational Structure of Corporation

For heavy maintenance and repair of vehicles, reconditioning of major assemblies, renovation of buses and construction of bodies on new chassis, two Central workshops have been established in Kanpur: Central Workshop, Rawatpur and Dr. Ram Manohar Lohia Workshop, Allen Forest. Six tyre retreading plants are established in Gorakhpur, Ghaziabad, Bareilly, Kanpur, Saharanpur and Allahabad to provide in-house tyre retreading

facilities. For repairs and maintenance of staff cars belonging to the State Government and the Corporation, a separate unit named Car Section is established in Lucknow.

For imparting training to drivers and technical staff, a Training School is established in Kanpur. The locational details of the various units of UPSRTC are available in the list of regions.

**Table 3-
Depots in each Region**

S. No.	Region	No. of Depots
1.	Agra	8
2.	Ghaziabad	7
3.	Mccrut	4
4.	Saharanpur	4
5.	Aligarh	7
6.	Moradabad	5
7.	Bareilly	4
8.	Hardoi	5
9.	Etawah	6
10.	Kanpur	7
11.	Jhansi	2
12.	Lucknow	6
13.	Faizabad	4
14.	Devipatan	3
15.	Chitrakoot	4
16.	Allahabad	8
17.	Azamgarh	7
18.	Gorakhpur	6
19.	Varanasi	7
20.	Noida	1
21.	Lucknow Mahanagar Parivahan Sewa	2

VI CONCLUSION

Cost and Management accountant plays a very vital and important role in service sectors in decision making function as well as in the control function by producing performance reports and control reports which highlight variances between expected and actual performances. Such reports serve as a basis and facilities for taking necessary corrective action to control operations. The use of performance and control reports follows the principle of management by exception. In case of significant differences between budgeted and actual results, a manager will usually investigate to determine what is going wrong and possibly, which subordinate or units might need help.

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अन्तर्राष्ट्रीय अवबोध के विकास एवं प्रसार में शिक्षा की आवश्यकता व भूमिका

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I प्रस्तावना

विश्व का कोई भी राष्ट्र ऐसा नहीं है, जो प्रत्येक दृष्टिकोण से आत्मनिर्भर हो। प्राचीन काल से ही एक राष्ट्र दूसरे राष्ट्र के सम्पर्क से अपनी आवश्यकता की पूर्ति करता आ रहा है जब विश्व के दो या दो से अधिक राष्ट्रों में पारस्परिक आवागमन, विनिमय, विचारों का आदान-प्रदान, सहयोग आदि होते हैं तो हम इस पारस्परिक राष्ट्रीय सम्पर्क को अन्तर्राष्ट्रीयता की भावना से सम्बोधित करते हैं। आज विश्व में बीसवीं शताब्दी की उपलब्धियों के कारण अन्तर्राष्ट्रीयता की भावना का विकास हुआ है। वैज्ञानिक खोजों की व्यावहारिकता ने एक राष्ट्र की दूसरे राष्ट्र से लम्बी दूरी को इतना कम कर दिया है कि व्यक्ति विविध यानों द्वारा विश्व के कई राष्ट्रों का भ्रमण कुछ ही घण्टों में कर सकता है। उद्योग की उन्नति तथा वैज्ञानिक खोजों के पारस्परिक योग ने कुछ देशों को इतना अधिक समृद्ध बना दिया है कि वे अपने उत्पादन को दूसरे राष्ट्रों में खपाना चाहते हैं, राजनैतिक गुटबन्धियाँ बनाकर व अन्तर्राष्ट्रीय सम्पर्क द्वारा अपना बाजार स्थापित करना चाहते हैं। जैसे-जैसे आवागमन की सुविधायें, औद्योगिक विकास और मानव की आवश्यकताओं तथा सम्पर्क में वृद्धि होती गयी, अन्तर्राष्ट्रीय सम्पर्क की भावना विकसित होती चली गयी। वैज्ञानिक खोजों ने आत्मनिर्भरता के स्थान पर पारस्परिक निर्भरता की वृद्धि की है। यह परस्पर निर्भरता सांस्कृतिक, राजनैतिक, सामाजिक, आर्थिक तथा शैक्षिक क्षेत्रों में भी पनपने लगी है। इस परस्पर निर्भरता के कारण पारस्परिक सम्बन्धों में वृद्धि हुई है। लोगों की राष्ट्रीय प्रवृत्ति अब अन्तर्राष्ट्रीय प्रवृत्ति में परिवर्तित होने लगी है। विश्व नागरिकों में सहकारिता, सहिष्णुता और विश्व अवबोध प्रवृत्तियाँ पनप रही हैं। मानव संहार की योजनाओं के फलस्वरूप आपत्तिक प्रगति के दुष्परिणामों को देखकर विश्व के लोग सद्भावनापूर्वक बन्धुत्व में बँधकर रहना चाहते हैं। सभी विचारक और चिन्तक शिक्षा के द्वारा अन्तर्राष्ट्रीयता के अवबोध के प्रसार की बात कहते हैं। यह सुझाव स्वीकार करते हुए हमें शिक्षा का पुनर्संगठन अन्तर्राष्ट्रीयता के सिद्धान्तों के आधार पर करना होगा। अन्तर्राष्ट्रीयता के विकास और प्रसार के लिए शिक्षा व्यवस्था करते हुए हमें शिक्षा सिद्धान्तों, पाठ्यक्रमों और शिक्षण विधियों, शिक्षकों और शिक्षालयों के वातावरण में अन्तर्राष्ट्रीयता का समावेश करना चाहिए।

II अन्तर्राष्ट्रीयता की समस्या

गत दो विश्व युद्धों के परिणामों से विकम्पित होकर मानव विश्व में शान्ति की स्थापना होने की कामना करने लगा है। अन्तर्राष्ट्रीय सम्पर्कों की वृद्धि के साथ-साथ विश्व शान्ति के लिए सफल प्रयास भी किये गये हैं, परन्तु इन सब बातों के होते हुए भी विश्व में शान्ति नहीं हो पाती। विश्व भौतिकता के पीछे इतना स्वार्थपूर्ण दृष्टिकोण अपनाए हुए है कि विश्व के लोग दूसरों के अधिकारों का अपहरण करने में संकोच नहीं करते और एक तनाव की स्थिति उत्पन्न कर देते हैं। इस प्रकार अन्तर्राष्ट्रीयता का अवबोध एक समस्या बन गया है। अन्तर्राष्ट्रीयता के अवबोध में निम्नलिखित बातें प्रमुख रूप में बाधक होती हैं—

(क) भग्नाशा और शोषण की प्रवृत्ति— मानव आशाओं पर जीता है और विविध कामनाओं एवं इच्छाओं के आश्रय पर जीवन ढकेलता है। इन इच्छाओं की वृद्धि होने पर मनुष्य की आवश्यकताएँ भी बढ़ जाती हैं। दूषित सामाजिक व्यवस्था के कारण जब मनुष्य की आवश्यकता पूर्ति के लिए साधन उपलब्ध नहीं होते और आवश्यकताएँ पूरी नहीं होतीं तो मनुष्य में भग्नाशा उत्पन्न हो जाती है। यही भग्नाशा, युयुत्सा की प्रवृत्ति को प्रोत्साहन देती है और युद्ध की स्थिति उत्पन्न हो जाती है। सुख समृद्धि की लालसा ने व्यक्ति को विविध अपेक्षाएँ करने के लिए प्रेरित किया है। इन अपेक्षाओं की पूर्ति के लिए उपयुक्त साधन न मिलने पर व्यक्ति उन्हें दूसरों से छीनने की दिशा में प्रयत्नशील हो जाता है। इस प्रकार सामाजिक वातावरण दूषित हो जाता है और शोषण की प्रवृत्ति पनपने लगती है। शोषण की प्रवृत्ति सुख समृद्धि की लालसा और भग्नाशा के कारण उत्पन्न होती है। ऐसी कुसामाजिक दशा में जिसका शोषण होता है वह इसका विरोध करता है और तनाव की स्थिति उत्पन्न हो जाती है। यह बात व्यक्ति के स्थान पर राष्ट्रीयता की भावना के कारण राष्ट्रों के मध्य भी घटती है और राष्ट्र अशान्त वातावरण उत्पन्न कर देते हैं। इस अशान्त वातावरण द्वारा ही अन्तर्राष्ट्रीयता पर आघात होता है।

(ख) शक्ति, प्रतिष्ठा और लाभ की प्राप्ति की प्रेरणा — वैज्ञानिक अनुसन्धानों और आविष्कारों ने शक्ति को इतना भौतिकवादी बना दिया है कि उनके आधार पर उसकी शक्ति, प्रतिष्ठा और लाभ पाने की प्रवृत्ति बढ़ने लगती है। वैज्ञानिक ज्ञान की अभिवृद्धि द्वारा प्रकृति पर नियन्त्रण करके प्राकृतिक संसाधनों का उपयोग करते हुए मानवोपयोगी उत्पादन होने लगे हैं। एक राष्ट्र इस होड़ में आगे जाने के लिए प्राकृतिक संसाधनों का उपयोग करता है, यदि उसके पास आवश्यक प्राकृतिक संसाधनों की कमी होती है, तो वह उन्हें दूसरे राष्ट्रों से प्राप्त करने का प्रयास करता है। यह प्रयास बलजन्म

शोषण का भी हो जाता है। ऐसे शोषण द्वारा अन्तर्राष्ट्रीय संघर्ष छिड़ना स्वाभाविक ही लगता है। शक्तिशाली राष्ट्र प्राकृतिक संसाधनों और शक्तियों पर अधिकार जमाने के लिए निर्बल परन्तु साधन सम्पन्न राष्ट्रों को हड़पने का प्रयास करते हैं। इस प्रकार अन्तर्राष्ट्रीय भावना क्षीण होकर विश्व अशान्ति का रूप ले लेती है।

III अन्तर्राष्ट्रीय अवबोध के प्रयास

विश्व को अशान्ति का क्षेत्र बनने से रोकने के लिए तथा विश्व नागरिकों को अन्तर्राष्ट्रीयता की समझ देने के लिए प्रथम विश्व युद्ध के पश्चात् से ही प्रयास होने लगे थे। प्रथम विश्व युद्ध के पश्चात् शान्तिप्रिय राष्ट्रों ने लीग ऑफ नेशन्स की स्थापना करके संघर्षरत राष्ट्रों की मध्यस्थता करने के लिए प्रयास किये, परन्तु लीग ऑफ नेशन्स को विश्व शान्ति स्थापित करने में सफलता नहीं मिली। द्वितीय विश्व युद्ध फिर छिड़ा और आणविक अस्त्रों की मार से विश्व भयभीत हो गया। मानव संहार और धन हानि को देखकर विश्व के बड़े राष्ट्रों ने विश्व भर में शान्ति स्थापित करने के लिए संयुक्त राष्ट्र संघ का गठन किया। इस संघ के सभी प्रयास सफल हुए हों ऐसी बात नहीं। अब भी राष्ट्रों के मध्य गुटबन्दी की भावना बल पकड़ रही है। भयभीत राष्ट्र अपने सैन्य बल को शक्तिशाली बनाकर सशक्त बनने का प्रयास कर रहे हैं। कुछ विकासशील राष्ट्र समृद्ध राष्ट्रों से सैन्य सामग्री के प्राप्त करने के समझौते कर रहे हैं और पड़ोसी राष्ट्रों के लिए अशान्ति का कारण बन रहे हैं। यदि इस बार पुनः विश्व युद्ध छिड़ता है तो भारी आयुधों और आणविक अस्त्रों के उपयोग से मानव संस्कृति और सम्यता का लोप हो जायेगा; विश्व की सुख शान्ति लोप हो जायेगी। अतः अब अन्तर्राष्ट्रीय अवबोध का प्रसार करना चाहिए। इस प्रयास में मनोवैज्ञानिक और शैक्षिक साधन सहायक सिद्ध होंगे, इनका विकास करना चाहिए।

IV अन्तर्राष्ट्रीय अवबोध हेतु शिक्षा की आवश्यकता

विश्व भर के सभी राष्ट्र गणतन्त्रात्मक शासन प्रणाली के पक्ष में हैं और वे अपनी आवश्यकतानुसार इस प्रणाली को अपने व्यवहार में भी ला रहे हैं। जैसे सिद्धान्त गणतन्त्रात्मक व्यवस्था में निश्चित किए जाते हैं वैसे व्यवहार में नहीं लाए जाते। यही कारण है कि राष्ट्रीय स्तर पर योग्य नागरिक नहीं मिलते। अन्तर्राष्ट्रीय अवबोध के लिए गणतन्त्रात्मक जीवन व्यतीत करना बहुत आवश्यक है। हमारे जीवन में प्रतियोगिता के स्थान पर सहकारिता का भाव आना चाहिए। विविध सामाजिक और राजकीय व्यवस्थायें, गणतन्त्रात्मक सिद्धान्तों पर आधारित करते हुए सामाजिक और प्रशासनिक सुव्यवस्थाएँ लायी जा सकती हैं। उत्पादन और वितरण के विविध राजकीय साधन, विद्यालय, परिवार और परिषदें सभी कुछ गणतन्त्रात्मक सिद्धान्तों पर विकसित किये जायें, परन्तु यह सब तभी होना

सम्भव है जब शिक्षा की व्यवस्था इस प्रकार की जाये कि नागरिक गणतन्त्रात्मक सिद्धान्तों से परिचित होकर उनका अनुपालन करने लगे और सहकारी जीवन व्यतीत करने लगे। “वसुधैव कुटुम्बकम्” की भावना का प्रसार करने के लिए हमें शिक्षा के लक्ष्य इस प्रकार निर्धारित करने चाहिए कि व्यक्तियों में विश्व नागरिकता, अन्तर्राष्ट्रीयता और मानवीय सहयोग के गुण उत्पन्न हो सकें। राष्ट्रीयता की भावना यद्यपि राष्ट्र के सभी नागरिकों को एक सूत्र में आबद्ध रखती है, परन्तु वह अन्तर्राष्ट्रीयता के मार्ग में बाधक सिद्ध होती है। हमें शिक्षा पाठ्यक्रम का निर्माण अन्तर्राष्ट्रीय दृष्टिकोण से ही करना चाहिए। शिक्षण प्रक्रिया में भूगोल, इतिहास, भाषा, विज्ञान, साहित्य आदि के माध्यम से राष्ट्रीय भावना के साथ अन्तर्राष्ट्रीय भावना का विकास करना आवश्यक होगा। यह विचारधारा प्रत्येक नागरिक के मन से निकालनी होगी कि उसका ही राष्ट्र सर्वोत्तम है। अपनी तीव्र राष्ट्रीयता की भावना के कारण ही व्यक्ति अन्य राष्ट्रों के साथ सहकारिता का भाव न अपनाकर प्रतिद्वन्द्विता और ईर्ष्या में लीन रहता है। उसमें इस भावना के आते ही अन्य राष्ट्रों के शोषण की भावना जागृत हो जाती है।

V शिक्षा सिद्धान्तों का अन्तर्राष्ट्रीयता के लिए चयन

गणतन्त्रात्मक जीवन प्रणाली अन्तर्राष्ट्रीयता के विकास में बहुत अधिक लाभदायक सिद्ध हुई है। इस गणतन्त्रात्मक जीवनयापन दशाओं में व्यक्ति को स्वतन्त्र चिन्तन, स्वतन्त्र निर्णय और स्वतन्त्र भाव प्रकाशन का अवसर मिलता है। नागरिक में सहिष्णुता द्वारा ही अन्तर्राष्ट्रीय अवबोध को लाया जा सकता है। अतः सर्वप्रथम अन्तर्राष्ट्रीयता के लिए शिक्षा की व्यवस्था करते समय गणतन्त्रात्मक शिक्षा सिद्धान्त को स्वीकार करना होगा। विश्वभर के लोग एक कुटुम्ब के समान जीवन व्यतीत करें, ऐसी उदार मानवीय भावना का विकास तभी सम्भव है जब शिक्षा सिद्धान्तों के चयन अथवा निर्धारण में मानव के प्रति आदर की भावना को समाविष्ट किया जाये। इसलिए अन्तर्राष्ट्रीयता की दृष्टि से शिक्षा की पुनर्व्यवस्था करते हुए मानवता के प्रति आदर की भावना के सिद्धान्त को स्वीकार करना चाहिए। यह धारणा ठीक है कि व्यक्ति को स्वावलम्बी बनते हुए राष्ट्रीयता की भावना रखनी चाहिए, परन्तु यह इतनी उग्र नहीं होनी चाहिए कि वह केवल अपने ही राष्ट्र के प्रति उत्तरदायी रहते हुए अन्य राष्ट्रों के प्रति प्रतिद्वन्द्विता का भाव धारण करके उनसे ईर्ष्या रखे, वरन् उसे चाहिए कि वह अन्य राष्ट्रों के प्रति सहकारिता और प्रेम का भाव रखे। व्यक्ति समाज में रहते हुए जैसे अन्य व्यक्ति से भयभीत रहता है उसी प्रकार विश्व के राष्ट्र एक-दूसरे से संदिग्ध स्थिति में रहकर भयभीत रहते हैं। इस भय का कारण व्यक्ति-व्यक्ति और राष्ट्र-राष्ट्र में विश्वास का अभाव है। शिक्षा का पुनर्संरगठन, अन्तर्राष्ट्रीयता की दृष्टि से इस सिद्धान्त पर किया जाना चाहिए कि व्यक्ति अन्य व्यक्ति के प्रति और राष्ट्र अन्य राष्ट्र के प्रति आस्था, विश्वास और सहानुभूति रखे

सके। व्यक्तिवादी विचारधारा के लोग शिक्षा द्वारा यही भावना उत्पन्न करना चाहते हैं कि व्यक्ति, व्यक्तिगत उत्तरदायित्वों का निर्वाह करना सीखे परन्तु अन्तर्राष्ट्रीयता के युग में सामुदायिक रूप में सामूहिक उत्तरदायित्व निर्वाह करने की क्षमता उत्पन्न हो, ऐसा प्रयास करना चाहिए। समाज और संसार में यदि कोई बुराई, पाप, अशान्ति है तो उसके लिये समाज और विश्व का प्रत्येक व्यक्ति उत्तरदायी है। दूसरे पर दोषारोपण करके सामूहिक उत्तरदायित्व से नहीं बचा जा सकता। इसलिए अन्तर्राष्ट्रीयता के लिए शिक्षा का पुनर्संगठन करते समय सामूहिक उत्तरदायित्व की भावना के सिद्धान्त को स्वीकार करना चाहिए। अन्तर्राष्ट्रीयता के अवबोध में एकता और भावना बहुत सहयोगी हुआ करती है। हमें शिक्षा की व्यवस्था करते समय छात्रों को यह अनुभव करने का अवसर प्रदान करना चाहिए कि विश्व एक परिवार हैं, हम सब पारिवारिक सदस्य हैं। जैसे एक परिवार के सदस्य प्रेमपूर्वक, सहकारी जीवन व्यतीत करते हुए रहते हैं वैसे ही हमें भी प्रेमपूर्वक, सहकारी जीवन व्यतीत करते हुए रहना चाहिए। व्यक्ति का व्यवहार पूर्ण सामाजिक और मानवीय होना चाहिए जिससे कि विश्व के व्यक्ति पर विश्वास कर सकें और सहयोग का हाथ बढ़ा सकें।

VI अन्तर्राष्ट्रीयता के लिए शिक्षा पाठ्यक्रम तथा शिक्षण

हमें अन्तर्राष्ट्रीयता के अवबोध के लिए शिक्षा व्यवस्था करने के लिए शिक्षा पाठ्यक्रम के पुनर्संगठन पर विशेष ध्यान देना होगा। शिक्षा पाठ्यक्रम का निर्धारण करते समय हमें उपर्युक्त शिक्षा सिद्धान्तों को ध्यान में रखते हुए विषयक ज्ञान को अन्तर्राष्ट्रीय भावना से समन्वित करना होगा। शिक्षा पाठ्यक्रम में इतिहास, भूगोल, नागरिकशास्त्र के द्वारा सामाजिक और मानव संस्कृति के विकास का ज्ञान कराना चाहिए। पाठ्यक्रम के उपर्युक्त विषयों को राष्ट्रीयता की सीमा में आबद्ध नहीं करना चाहिए। विज्ञान, साहित्य और कला विषयों को मानवोपयोगी और अन्तर्राष्ट्रीय दृष्टिकोण से प्रस्तुत करना उपयुक्त होगा। विश्व के सभी साहित्यों का सामान्य ज्ञान पाठ्यक्रम में संजोना उपयुक्त होगा। शिक्षक, शिक्षा व्यवस्था का प्रमुख आधार होता है। शिक्षक के शिक्षण का ढंग उसकी व्यक्तिगत शैली का परिमाण होता है। यदि शिक्षक, अन्तर्राष्ट्रीय दृष्टिकोण से विषयों को पढ़ाने और ज्ञान को अन्तर्राष्ट्रीयता की भावना से समन्वित कर दे तो बालकों में अन्तर्राष्ट्रीयता की भावना से समन्वित कर दे तो बालकों में अन्तर्राष्ट्रीयता अवबोध जाग्रत हो सकता है। भूगोल के माध्यम से विश्व के विविध निवासियों के पूर्ण जीवन परिचय, भौगोलिक दशायें, राजनैतिक, आर्थिक नीतियाँ तथा सांस्कृतिक और सामाजिक प्रगतियाँ इस ढंग से प्रस्तुत की जाये कि बालकों में उनके प्रति जिज्ञासा, विश्वास और सहिष्णुता उत्पन्न हो तो अन्तर्राष्ट्रीयता की भावना का विकास होने में सरलता हो सकेगी। इतिहास का अध्ययन करते समय राष्ट्रीय दृष्टिकोण को अन्तर्राष्ट्रीय दृष्टिकोण में परिवर्तित कर देना उचित

होगा। इतिहास का स्वरूप मानव सभ्यता और संस्कृति के रूप में प्रस्तुत किया जाना ही लाभकारी हो सकता है। किसी भी ऐतिहासिक घटना का प्रभाव विश्व की गतिविधियों पर किस प्रकार और क्या पड़ा, इसका अध्ययन कराने में अन्तर्राष्ट्रीयता की भावना के विकास में सहयोग प्राप्त हो सकेगा। केवल राष्ट्र के ही महान पुरुषों के जीवन चरित्र न पढ़ाये जाकर विश्व भर के महान पुरुषों के जीवन परिचय पढ़ाये जाने चाहिए। किसी भी वैज्ञानिक अथवा औद्योगिक गवेषणा तथा अनुसन्धान कार्य को किसी एक राष्ट्र का न समझकर विश्व भर के मानवों की सम्पत्ति मानते हुए शिक्षण प्रक्रिया में संजोना चाहिए। साहित्य, अन्तर्राष्ट्रीयता के विकास में सर्वाधिक सहायक होगा। साहित्य का शिक्षण संकुचित दृष्टिकोण से न देकर मानवीय दृष्टिकोण से दिया जाना चाहिए। पाठ्यक्रम में विश्व के प्रमुख साहित्यों को स्थान दिया जाना उपयुक्त होगा और मानवीय दृष्टिकोण से प्रस्तुत करते हुए उनके विकास के लिए प्रयत्नशील रहना होगा। कला मानव विकास के लिए अभिव्यक्ति और संस्कृति के प्रसार का माध्यम है। अन्तर्राष्ट्रीय स्तर पर विश्व को समुन्नत कलाओं का अध्ययन कराकर मानव विकास की सभ्यता पर दृष्टिपात कराना चाहिए। अर्थशास्त्र, विज्ञान तथा विविध विषय अन्तर्राष्ट्रीयता के विकास की दृष्टि से उपयुक्त माध्यम सिद्ध होते हैं। विश्व के शान्ति काल में आर्थिक, व्यावसायिक, वैज्ञानिक और व्यापारिक प्रगतियाँ अच्छी प्रकार होती हैं, परन्तु युद्ध की स्थिति आने पर इन सबका विकास रुक जाता है। यह बात बालकों को समझाकर विश्व में शान्ति स्थापित करने की भावना पर बल देना आवश्यक होगा। समय की आवश्यकताओं का वैज्ञानिक तथा आर्थिक क्रियाओं पर गहरा प्रभाव पड़ता है। युद्धकाल में अर्थ और विज्ञान का उपयोग मानव संहार के लिए आयुध और हथियार निर्माण करने में होता है जबकि शान्ति काल में मानव कल्याण में प्रयुक्त होता है। इन सभी भावनाओं के विकास में शिक्षण एवं शिक्षा पाठ्यक्रम अधिक प्रभावशाली होती हैं जिन पर ध्यान देना चाहिए।

VII अन्तर्राष्ट्रीयता के विकास में अध्यापक का दायित्व

छात्र एवं छात्राओं में अन्तर्राष्ट्रीयता के अवबोध का विकास करने में अध्यापक बहुत महत्वपूर्ण साधन होता है। अध्यापक का व्यक्तिगत विश्वास, निर्णय, दृढ़ता कौशल और शिक्षण बालकों में वैसे ही भाव उत्पन्न करता है। यदि कोई अध्यापक अन्तर्राष्ट्रीयता के विश्वास और भाव से सम्पुष्ट होगा तो बालकों पर उसकी इस भावना का अनुकूल प्रभाव पड़ेगा। इसलिए अध्यापक का दृष्टिकोण पूर्णरूपेण अन्तर्राष्ट्रीयता के अवबोध से अवश्य परिचित करायेगा। शिक्षक के लिए आवश्यक है कि विश्व एक समाज है और कुटुम्ब के समान है। जैसे कुटुम्ब के प्रत्येक सदस्य का निर्वाह पारस्परिक सहयोग, विश्वास और दायित्व से होता है वैसे ही विश्व के प्रत्येक नागरिक का होना चाहिए। प्रेम, दया सहानुभूति, सहिष्णुता, सहकारिता और संदभावना

व्यक्तियों को एक-दूसरे के निकट लाते हैं परन्तु द्वेष, घृणा, विरोध, अविश्वास एक-दूसरे को पृथक् करते हैं। अतः शिक्षक में अन्तर्राष्ट्रीयता के प्रति दृढ़ आस्था और विश्वास होना चाहिए। शिक्षक में गणतन्त्रात्मक मान्यताओं और गणतन्त्रात्मक सिद्धान्तों के प्रति विश्वास की भावनाओं का होना बहुत आवश्यक है। गणतन्त्र में विश्वास रखने वाला शिक्षक स्वतन्त्र चिन्तन, स्वतन्त्र निर्णय, स्वतन्त्र भाव प्रकाशन के कार्यों के अवसर प्रदान कर सकता है जिनकी अन्तर्राष्ट्रीयता के विकास में बहुत आवश्यकता है।

VIII अन्तर्राष्ट्रीयता और शिक्षालय

शिक्षालयों का वातावरण शिक्षार्थियों पर बहुत प्रभाव डालता है। उत्तम और समुचित शिक्षालय का वातावरण बालक को सीखने की प्रक्रिया में सहयोग देता है और सुविधाएँ जुटाता है। अन्तर्राष्ट्रीयता की शिक्षा के विकास के लिए जनतन्त्रात्मक सहानुभूतिजन्य स्वतन्त्र वातावरण निर्मित करके शिक्षालयों को आकर्षक बनाया जाना चाहिए। शिक्षालयों में अन्तर्राष्ट्रीय संघ और संयुक्त राष्ट्र संघ की कार्यवाहियों के अनुरूप जनतन्त्रात्मक वातावरण जुटाकर अन्तर्राष्ट्रीयता विषयक गोष्ठियों संयोजित की जानी आवश्यक है। विद्यालय में संयुक्त राष्ट्र संघ दिवस मनवाकर अन्तर्राष्ट्रीयता के विकास कार्यक्रम संचालित करने चाहिए। राष्ट्रीय, सामाजिक और सांस्कृतिक पर्वों को अन्तर्राष्ट्रीयता के स्वरूप में परिवर्तित करके मानना ठीक होगा। संयुक्त राष्ट्र संघ के बाल सदस्य बनाकर अन्तर्राष्ट्रीय आयोजनों में सम्मिलित होने का अवसर देना चाहिए। वाद-विवाद, भाषण, गोष्ठी, सम्मेलन आयोजित करके अन्तर्राष्ट्रीयता से परिचित कराना चाहिए।

IX अन्तर्राष्ट्रीयता और संयुक्त राष्ट्र

संयुक्त राष्ट्र संघ ने 25 जून, 1945 ई. को सेनफ्रांसिस्को में संयुक्त राष्ट्र संघ के उद्देश्य निश्चित किये थे। इन उद्देश्यों को शैक्षिक दृष्टिकोण से अग्रलिखित रूप में व्यक्त किया जा सकता है

- (क) विश्व शान्ति और अन्तर्राष्ट्रीय सुरक्षा के उद्देश्य की पूर्ति के लिए विश्व के सभी राष्ट्रों के साधनों को स्वीकार करके न्याय और अन्तर्राष्ट्रीय नियमों के अनुसार विवादों को हल करना।
- (ख) विश्व के सभी राष्ट्रों को समान अधिकार देकर नीतियों के निर्धारण की पूर्ण स्वतन्त्रता देना, पारस्परिक मैत्री सम्बन्ध स्थापित करना और व्यापक शान्ति स्थापित करने के लिए विविध साधन जुटाना।
- (ग) मानव अधिकार तथा स्वतन्त्रता सिद्धान्तों को सर्वमान्य कराने के लिए जाति भाषा वर्ग धर्म और लिंग पर ध्यान न देकर आर्थिक, सामाजिक और सांस्कृतिक समस्याओं का हल अन्तर्राष्ट्रीय स्तर पर खोजना।

X अन्तर्राष्ट्रीय शिक्षा विज्ञान तथा संस्कृति संस्था के प्रयास

संयुक्त राष्ट्र संघ के अन्तर्गत अन्तर्राष्ट्रीय शिक्षा विज्ञान तथा संस्कृति संस्था (यूनेस्को) की स्थापना करके अन्तर्राष्ट्रीय अवबोध को विकसित किया गया है। यू. एन.ओ. के संविधानानुसार "युद्ध का प्रारम्भ मनुष्य के मस्तिष्क से ही होता है। अतः मनुष्य के मस्तिष्क में ही शान्ति सुरक्षा स्थापित करनी चाहिए।" अतः यूनेस्को ने उपर्युक्त संविधान की दृष्टि से अग्रलिखित तीन उद्देश्यों को पूर्ण करने का प्रयास किया है—(i) विश्व राष्ट्रों में पारस्परिक ज्ञान तथा अवबोध उत्पन्न करना। (ii) संस्कृति तथा शिक्षा का प्रसार करना। (iii) ज्ञान की सुरक्षा, वृद्धि और प्रसार करना।

यूनेस्को द्वारा सार्वभौमिक, सार्वलौकिक, शैक्षिक, सांस्कृतिक और वैज्ञानिक समस्याओं के हल खोजे जाते हैं। यूनेस्को, कृषि, स्वास्थ्य, खगोल विज्ञान तथा कला आदि की समस्याएँ राष्ट्र, भाषा, संस्कृति से अनुबद्ध न होकर सार्वलौकिक और सार्वभौमिक रूप में हल करती है। इस संस्था द्वारा रेडियो, चलचित्र तथा प्रकाशन के माध्यम से सार्वहितकारी विकास योजनाएँ प्रसारित की जाती हैं। यूनेस्को का प्रयास है कि वह सभी राष्ट्रों के हित की शिक्षा का विकास करके अन्तर्राष्ट्रीयता के अवबोध की जागृति करे। यूनेस्को ने 1947 ई. में अन्तर्राष्ट्रीयता के लिए शिक्षा पर एक गोष्ठी की थी जिसमें प्रस्तावित सुझावों को माध्यमिक शिक्षा स्तर पर सामाजिक अध्ययन के माध्यम से पढ़ाया जाना चाहिए। इन सुझावों में अग्रलिखित सिद्धान्त लागू होते हैं।

- (क) सामाजिक विज्ञानों के शिक्षण में विश्व के सभी प्रमुख अंग समाविष्ट हों।
- (ख) विद्यार्थी को विश्व समस्याओं की किसी एक महत्वपूर्ण अंग में रुचि दिलायी जाय।
- (ग) विश्व के भौगोलिक अध्ययन में राष्ट्र के प्राकृतिक संसाधनों का अध्ययन कराकर उन्हें विश्व की खाद्य समस्या के हल खोजने की बात प्रस्तुत की जाय।
- (घ) सामाजिक विज्ञान के अध्ययन के अन्तर्गत मानव व्यक्तित्व के विकास का अध्ययन इस दृष्टि से हो कि मानव सम्बन्ध स्थापित होने में सरलता हो।
- (च) वर्ण, धर्म संस्कृति, आर्थिक एवं शैक्षिक स्तर का भेद किये बिना सामाजिक अध्ययन के माध्यम से मानव सम्पर्क में सौहार्द्रता उत्पन्न करनी चाहिए।
- (छ) अन्तर्राष्ट्रीय तनाव तथा सहकारिता समस्याओं का हल सामाजिक विज्ञान के माध्यम से खोजकर संयुक्त राष्ट्र संघ के कार्यों पर ध्यान दिया जाय।
- (ज) सामाजिक विज्ञान के अध्ययन द्वारा सामाजिक घटनाएँ और समस्याओं सोची विचारी जायें।
- (झ) सामाजिक विज्ञान द्वारा समुचित बातों का ज्ञान देकर अभीष्ट मनोवृत्ति और कौशल का विकास करना चाहिए।

- (ट) आलोचनात्मक तर्क शक्ति के विकास के साथ सामाजिक विज्ञान का अध्ययन कराना चाहिए।
 (ठ) कक्षा, विद्यालय और समाज को प्रयोगशालाएँ मानकर सामाजिक विज्ञान के अध्ययन द्वारा नागरिकता की शिक्षा दी जाये।

उपर्युक्त संस्तुतियाँ जो यूनेस्को ने अपने सम्मेलन में प्रस्तुत की, अन्तर्राष्ट्रीय शिक्षा के विकास में मार्गदर्शन प्रदान करती हैं। इन्हें अपनाकर और व्यवहार में लाकर अन्तर्राष्ट्रीयता के अवबोध का विकास करना चाहिए।

XI निष्कर्ष

वर्तमान काल में शिक्षा का महत्वपूर्ण उद्देश्य यह माना जाता है कि वह अन्तर्राष्ट्रीय अवबोध को जाग्रत करे। इसके लिए आवश्यक है कि इस प्रकार के अवबोध में जो कुछ भी बाधाएँ आएँ, उन्हें शिक्षा द्वारा हटाया जाये। शिक्षा का उद्देश्य व्यक्ति में स्वतन्त्रतापूर्वक विचार करने की शक्ति का विकास करना है। स्वतन्त्र विचारण द्वारा मनुष्यों में इस बात की क्षमता पैदा हो जायेगी कि वे यह निर्णय कर सकेंगे कि कौन सी बात सत्य है और कौन सी बात असत्य हैं। कौन उचित है और कौन अनुचित है ? वे झूठे प्रचार से प्रभावित नहीं होंगे और प्रत्येक राष्ट्रीय और अन्तर्राष्ट्रीय समस्या को सूझ, बुद्धिमत्ता और शान्ति से समझने की चेष्टा करेंगे। शिक्षा द्वारा युद्ध की भीषणता तथा मानव यन्त्रणाओं की ओर मनुष्यों का ध्यान आकर्षित किया जाता है। शिक्षा का ध्येय यही होता है कि मानव युद्धों से घृणा करने लगे और शान्तिपूर्वक रहना तथा एक-दूसरे की भावनाओं का आदर करना सीखें। शिक्षा, संकीर्ण राष्ट्रीयता के दोषों की ओर भी विश्व के नागरिकों का ध्यान आकर्षित करती है। संकीर्ण राष्ट्रीयता द्वारा प्रतिपादित सिद्धान्त "मेरा देश जो भी उचित या अनुचित करता है, ठीक है" का खण्डन भी शिक्षा द्वारा ही सम्भव है। शिक्षा एक-दूसरे राष्ट्र की पारस्परिक निर्भरता को स्पष्ट रूप से मनुष्यों के समक्ष प्रस्तुत करती है। आज का संसार ऐसा नहीं है कि इसमें कोई भी एक राष्ट्र दूसरे से हर बात में अलग रह सके। प्रत्येक राष्ट्र को बहुत सी आवश्यक वस्तुओं के लिए दूसरे देशों पर निर्भर रहना पड़ता है और उन्हें बहुत सी वस्तुओं का आयात करना पड़ता है। शिक्षा इसी ओर व्यक्ति का ध्यान दिलाकर अन्तर्राष्ट्रीयता की भावना को बढ़ाती है। शिक्षा, अन्तर्राष्ट्रीयता की भावना के विकास को उसी समय भली भाँति प्रतिपादित कर सकती है जब वह राष्ट्रों में एक-दूसरे के प्रति भय की भावना को कम कर दे। अन्तर्राष्ट्रीयता की शिक्षा का ध्येय यही है कि इस भय को भयभीत राष्ट्रों के मन से दूर करें और उनमें विश्वास एवं सद्भावना का विकास करे। शिक्षा के द्वारा ही केवल अन्तर्राष्ट्रीयता की भावना का विकास सम्भव है। बरट्रेण्ड रसेल ने कहा है कि "शिक्षा चाहे राजनीतिक दृष्टि से अन्तर्राष्ट्रीयता को न ला सके, परन्तु शिक्षा ही एक ऐसा साधन है जिसके द्वारा इस भावना का विकास होना सम्भव है।" शिक्षा के द्वारा ही जनमत का ध्यान अन्तर्राष्ट्रीयता की ओर आकर्षित किया जा सकता है तथा जनमत ही आज के संसार में युद्ध या शान्ति का निर्णय करने का सबसे

महत्वपूर्ण साधन है। यदि जनमत की धारणा शान्ति की ओर है तो विश्व शान्ति की स्थापना सरल हो जाती है। इसीलिए शिक्षा का संगठन इस प्रकार होना चाहिए कि अन्तर्राष्ट्रीयता की भावना का विकास करे। वर्तमान समय में जितनी भावना अन्तर्राष्ट्रीयता को प्रोत्साहित करने की है, उतनी मानव के इतिहास में कभी भी न थी। आज के विज्ञान ने संसार के देशों को एक-दूसरे के अधिक सन्निकट ला दिया है। कहीं भी संसार में कोई परिवर्तन होता है या क्रान्ति आती है तो वह संसार के समस्त देशों पर प्रभाव डालती है। एक राष्ट्र की आर्थिक या राजनीतिक दशा दूसरे राष्ट्रों को प्रभावित करती है। विश्व शान्ति के लिए यह आवश्यक है कि राष्ट्रों में एक-दूसरे के प्रति सद्भावना तथा सहयोग की भावना जाग्रत की जाये। अन्तर्राष्ट्रीय शिक्षा ही एक ऐसा साधन है जिसके द्वारा यह सम्भव हो सकता है।

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स्वतन्त्रता संग्राम व वागड़ के जननायक : हीरालाल उपाध्याय

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वागड़ की गरीब और अनपढ़ जनता को सामन्ती व अंग्रेजी शोषण, अन्याय और अत्याचारों से मुक्ति दिलाने और देश को आजादी दिलाने में अपने जीवन को पूर्ण रूप से समर्पित कर देने वाले महापुरुष श्री हीरालाल उपाध्याय का जन्म 1920 ई. में वर्तमान डूंगरपुर जिले के आसपुर तहसील के इन्दौड़ा गाँव में हुआ। इनके पिता कमल उपाध्याय थे इनके तीन भाई शिवराम उपाध्याय, प्रेमजी उपाध्याय व मौंगीलाल उपाध्याय तथा दो बहिनें स्व. भूरीबाई व नर्मदाबाई हैं पिता की आर्थिक स्थिति अच्छी न होने के कारण मात्र 10 वर्ष की आयु में जलगाँव चले गये। वहाँ होटल में नौकरी कर ली। हीरालाल उपाध्याय का विवाह 1949 ई. में डूंगरपुर की हंसमुख देवी के साथ सम्पन्न हुआ। इनके चार पुत्र राजेन्द्र उपाध्याय, प्रदीप उपाध्याय, सतेन्द्र उपाध्याय व वशिष्ठ कुमार तथा दो पुत्रियाँ रीता कुमारी व रेखा कुमारी हैं।¹

मात्र दस वर्ष की आयु में उनका सामना जीवन निर्वाह के संकटों से हुआ और जीवन बसर के लिए रोजगार की तलाश में उन्होंने महाराष्ट्र की राह ली। वागड़ से कोसो दूर मुम्बई और अन्य शहरों में उन्हें होटलों में काम-धन्धा करना पड़ा। उन दिनों पूरे देश में स्वाधीनता आन्दोलन का संघर्ष पूरे वेग पर था।

ऐसे में महाराष्ट्र आजादी की लड़ाई का खास केन्द्र बना हुआ था। इसी माहौल में आजादी के दीवानों की सभाओं, सम्मेलनों और प्रदर्शनों को देख हीरालाल के मन पर इसका गहरा असर हुआ और वे स्वतन्त्रता आन्दोलन की धाराओं से जुड़ते चले गये।² जलगाँव में हीरालाल उपाध्याय ने सर्वप्रथम कृपलानी का भाषण सुना और उनके मन में देशभावना विकसित हुई। सन् 1941-42 में हीरालाल उपाध्याय बम्बई, अकोला चले गये। वहाँ लॉज में नौकरी की, आजादी की लड़ाई में भाग लेने के कारण उपाध्याय को पकड़ लिया। कुछ दिनों बाद बम्बई से जलगाँव चले गये।³

बम्बई में स्वातंत्र्य समर के महायोद्धा सुभाषचन्द्र बोस और अन्य नेताओं के जोशीले भाषण ने उनके देश भक्ति के जज्बे को बहुगुणित किया। तभी ये नेताजी के नारे 'जय हिन्द' के नाम से मशहूर हो गये। 1942 ई. में भारत छोड़ो आन्दोलन के समय उपाध्याय को मुम्बई में गिरफ्तार कर लिया गया। 15 वर्ष तक महाराष्ट्र में विभिन्न जगहों पर नौकरी करते रहे तथा स्वतन्त्रता आन्दोलन में भाग लेते रहे।⁴ 1944 ई. में उपाध्याय जलगाँव छोड़कर इन्दौड़ा आये। इन्दौड़ा में उन्होंने गाँव के लोगों को इकट्ठा कर महात्मा गाँधी, पंडित नेहरू, सुभाषचन्द्र बोस द्वारा चलाये जा रहे आन्दोलन के बारे में जानकारी दी तथा डूंगरपुर रियासत द्वारा किसानों, भीलों, महाजनो, पटेलों आदि से करायी जाने वाली बेगार आदि का विरोध किया। उपाध्याय के घर के पीछे सदेड़ा वृक्ष पर तिरंगा झण्डा

फहराया गया। इस पर वहाँ के ठाकुर हड़म त सिंह ने रावले में बुलाकर काफी अभद्र व्यवहार किया और डराया धमकाया तथा झण्डा नीचे उतारने के लिए कहा लेकिन उपाध्याय ने इन्कार कर दिया।⁵

1944 ई. में डूंगरपुर में उपाध्याय ने जयभारत होटल मानक चौक पर खोली जिसमें महात्मा गाँधी, नेहरू व सुभाष चन्द्र बोस के पोस्टर लगाये थे। इसे रियासत डूंगरपुर का एकतंत्रीय शासन बर्दाश्त नहीं कर सका। महारावल लक्ष्मणसिंह ने हीरालाल उपाध्याय को बुलाकर होटल का नाम बदलने व राष्ट्रीय नेताओं के फोटो निकालने को कहा लेकिन उपाध्याय ने इन्कार कर दिया। इस पर महारावल लक्ष्मणसिंह के निजी सेवकों ने आकर होटल में तोड़फोड़ की एवं राष्ट्रीय नेताओं के फोटो फाड़ दिये। यही से उन्हें जय हिन्द उपनाम से ख्याति मिली। 3, 4, व 5 अप्रैल 1946 ई. को डूंगरपुर राज्य प्रजामण्डल का अधिवेशन हुआ जिसमें प्रजामण्डल के सक्रिय कार्यकर्ता के रूप में भाग लिया एवं अधिवेशन को सफल बनाने के लिए स्वयं सेवक का कार्य किया।⁶

डूंगरपुर राज्य प्रजामण्डल के सहयोगियों व श्री भोगीलाल पण्ड्या आदि वरिष्ठ कार्यकर्ताओं से उपाध्याय का सम्पर्क हुआ। प्रजामण्डल के उद्देश्य तथा प्रवृत्तियों में भाग लेने के साथ, वे प्रजामण्डल के सक्रिय सदस्य बन गये। जिससे महारावल साहब की एकतन्त्री सरकार के पुलिस कर्मी तथा अन्य सहयोगी विरोध करने लगे। डराने-धमकाने तथा प्रलोभन भी देते रहे। उपाध्याय ने एकतन्त्री हुक्म को समाप्त कर उत्तरदायी शासन को कायम करने के विचारों को अपने मन में अधिक मजबूत किया। जोश-खरोश के साथ अपने मार्ग को प्रशस्त करते रहे। जिससे चिढ़ कर मानक चौक में प्रजामण्डल की आम सभा में लाठी चार्ज कर कड़्यों को घायल कर दिया गया तथा उपाध्याय की होटल में घुस कर मारपीट के अलावा होटल का सारा-सामान तोड़ डाला गया।⁷

30 अप्रैल 1946 ई. को देवराम शर्मा को राज्य की फौज गिरफ्तार करके ट्रक में बैठाकर ला रही थी। वह ट्रक डूंगरपुर जा रहा था। डूंगरपुर जाने वाला मार्ग इन्दाड़ा होकर जाता था। इस कारण उपाध्याय ट्रक की आवाज सुनकर बाहर आ गये। होटल व्यवसाय होने के कारण ट्रक का ड्राईवर उपाध्याय को जानता था। उसने ट्रक रोक दी। ट्रक में बैठने पर उपाध्याय को देवराम शर्मा की गिरफ्तारी का पता चला तथा वे रात्रि 12 बजे डूंगरपुर पहुँचे। डूंगरपुर जाकर उन्होंने रात में ही भोगीलाल पण्ड्या को देवराम शर्मा की गिरफ्तारी की बात सुनाई। दूसरे दिन जोशी भूमिगत हो गये।⁸

हरिदेव जोशी जब भूमिगत हो गये तब भोगीलाल पण्ड्या, कुरीचन्द जैन, कुरीचन्द पंचाल, शिवलाल कोटड़िया भी गिरफ्तार हो गये। तब घोड़ी गाँव से हरिदेव जोशी पेम्पलेट छपाकर जयभारत होटल भेजते थे। वहाँ से पेम्पलेट लेकर उपाध्याय, कुरीचन्द जैन, किशोरीलाल जड़िया, नन्दकिशोर धोबी, करुणाशंकर पण्ड्या, कन्हैयालाल चौबीसा आदि इसे रात में गाँव व डूंगरपुर शहर की दीवारों पर चिपकाते थे। डूंगरपुर शहर में रियासत द्वारा जो अत्याचार व दमन होता था इसकी खबर उपाध्याय व उनके साथी हरिदेव जोशी को पहुँचाते थे।⁹

सन् 1946 ई. में उपाध्याय ने माणक चौक में ही जय भारत बुक सेलर्स के नाम से स्टेशनरी व कोर्स-बुक्स की दूसरी दुकान लगाई। उस पर हमलावर ने सारा-सामान बरबाद करने के सिवाय दुकान में राष्ट्रपिता, महात्मा गाँधी, पण्डित जवाहरलाल नेहरू, मौलाना आजाद, भगत सेन, चन्द्रशेखर आदि राष्ट्रीय नेताओं के फोटो उतार कर तोड़ डाले। 2 जून, 1947 ई. को जूनावाड़ा काण्ड में भोगीलाल पण्ड्या, शिवलाल कोटड़िया व गौरीशंकर उपाध्याय को गिरफ्तार करके धम्बोला थाने में बन्द कर दिया। तब हीरालाल उपाध्याय व उनके साथियों ने मिलकर माणक चौक पर सभा का आयोजन कर विरोध प्रदर्शन किया। रियासती पुलिस ने इस सभा में उपस्थित लोगों पर लाठी चार्ज किया जिसमें हीरालाल उपाध्याय घायल हो गये। उन्हें पाँच दिन अस्पताल रहना पड़ा।¹⁰

हीरालाल उपाध्याय को अस्पताल से छुट्टी मिलने के बाद रियासत की दमनात्मक नीति के विरुद्ध सभा का आयोजन कर उत्तरदायी शासन की माँग की। 17 जून, 1946 ई. माणिक्यलाल वर्मा की अध्यक्षता में रियासत को हीरालाल व उनके साथियों ने ज्ञापन दिया और 21 जून, 1947 ई. को बन्दियों को छोड़ने की माँग की। माँग पूर्ण न होने पर 22 जून को आन्दोलन शुरू किया जायेगा। इस पर रियासती प्रशासन ने भयभीत होकर सभी बन्दियों को 21 जून को रात 12.5 पर छोड़ दिया। 22 जून, 1947 को भोगीलाल पण्ड्या व उनके साथियों ने माणक चौक में सभा का आयोजन किया जिसमें 10,000 लोग एकत्रित हुए।¹⁰³¹

इसी दौरान जीवन के मध्यकाल में उनकी जीवन संगिनी श्रीमती हंसमुख बाई रोग ग्रस्त हो गई। लम्बे समय तक बीमारी के चलते इलाज पर भारी खर्च ने उनके व्यवसाय को प्रभावित किया और वे आर्थिक विपन्नता से घिर गये। इसी बीच उनकी पत्नी अपने चार पुत्रों व दो पुत्रियों को छोड़कर स्वर्ग सिधार गई। यह समय उनके लिए किसी विराट वज्रपात से कम नहीं था। संघर्षों को अपना जीवन साथी बना चुके हीरालाल उपाध्याय ने हिम्मत नहीं हारी।¹¹

आजादी के बाद हीरालाल ने सक्रिय राजनीति से संन्यास लेकर आदिवासी समाज में फैली हुई बुराईयों को दूर करने के लिए कार्य किया तथा आदिवासी को उनके अधिकार के प्रति जागृत करने का प्रयास किया। रियासती आन्दोलन में भाग लेने के कारण हीरालाल उपाध्याय की तरवीर स्वतन्त्रता सेनानी के रूप में

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Demonetization: A Triumph or a Breakdown

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ABSTRACT

The word Demonetization has created strong buzz in recent times. Observing the mixed effects of it, the present research article is a small attempt to understand the genesis of it and the effect it has produced so far on the economy and masses. The data used for this purpose is purely secondary in nature and the type of research is descriptive in nature. So far the situation of demonetization has not proved as a significant step for the overall Indian economy, the statement wait and watch suits for giving any concluding remarks.

Keywords: Demonetization Indian Economy, Buzz

I THE GENESIS OF THE SHOCK WAVE

8th November 2016, has been registered as a historic day in the Indian economy. It is the date on which Prime Minister Shri Narendra Modi made an announcement to demonetize 500 and 1000 bank notes with effect from the midnight. The rationale for this decision put forward by the government, was mainly to crack down black money in the country, to curb terrorism, to reduce smuggling and other ways of corruption. Demonetization has been considered as an effective tool from ancient time. Right from Kautilya's 'Arthashastra' to modern days economic doctrines all economists accept that demonetization can be a powerful tool to curb corruption. However it is cautioned that it may lead to political chaos therefore needs strong political will. That's why this tool has never been tried on a big scale as this time. In the year 1946 the banknotes of 1000 and 10,000 rupees were withdrawn and new notes of 1000, 5000 and 10,000 were introduced in 1954. Again in year 1978 to curb black money, Janata Party coalition government had demonetized banknotes of 1000, 5,000 and 10,000. However on these occasions all these bigger notes formed less than 5% of total money circulation which did not make any impact. This time it is almost 85% of the cash in circulation which is affected. More over this time it is without prior notice by Prime Minister himself where as on earlier occasion it was with knowledge of Parliament. That is why on earlier occasions there was almost nil effect on the ongoing economical system. This time it has created turmoil, for which the Prime Minister cautioned in his address to the nation. If the tool of demonetization has to succeed it required many things. First the date of demonetization has to be kept as close guarded secret till applied. Second it needs political will as well as political risk, Third this needs a very responsive and dedicated administrative, banking and law enforcing process to deal with changing

situation. Lastly it needs a motivating leadership to convince the masses for putting up with inconveniences. It seems the government was sure to meet all the prerequisites.

II THE PROCESS AND THE OUTCOME

An incident which an individual is not prepared is always carrying mixed reactions. The incident of demonetization is one of the sudden kind of such incident which has produced shattering effect on the community on one side and the on the economic structure on the other. Looking from the angle of an ordinary man, the process of demonetization has shooted troubles mainly like cash crunch and difficulty in business and other transactions. Parallel to this for the black marketers and for those who had piled illegal money with them the biggest worry for them is how to manipulate it. The first reaction towards this action if being summarized in totality was an utter chaos. However speech of the PM gave a national color and impressed by it common men appeared happy and ready to sacrifice. Crash in stock market, cutting down of business volumes, delay in delivery mechanism are few more facts supporting the aforesaid word "Chaos". Looking on to all the shattering effects demonetization has produced, the Government is taking up the initiatives and providing alternatives to minimise the troubles of common man. The Government continuously monitored the situations and made changes in rules of exchange as per the need. Encouraging use of plastic money, use of digital alternatives for paying cash and for other cash transaction is another big outcome. Although this system of going cash less prevailed in the Indian economy long back, still it required lot of awareness to be generated in the masses as they are not frequent users of such kind of systems of paying cash and perform transaction and moreover they are not well equipped to do so. From the western world and European countries

economic and political experts have praised the prime minister for a bold decision and for taking a big political risk which may have long term benefits but short term inconveniences and difficulties. The opposition parties are highlighting the short term difficulties for political gains and the Prime Minister is trying to overcome it by a direct dialogue with common man through public meetings. Both ruling parties and opposition have disrupted parliament proceedings for politician gains. However the immediate effect of demonetization on terrorist funding appears to be positive as it has resulted in opening up of schools and bazaars in Kashmir and lessening of terrorist activities. There is a huge reduction of Naxalite activities. However the question on recovery of black money can be answered only after 31 December when legality of deposits in bank goes through legal checks to find out how much of the deposited 12 lakh crores plus is black money. Large number of Raids and recovery of black money to the tune of Rs 3000 crores plus is also a positive outcome. The process has revealed two other major factors. One is that it has restarted the discussion on black money in election funding and need for election reform. The Election Commission has delisted 250 bogus. Political Parties and recommended reducing limit from Rs. 20,000/- to Rs. 2,000/- of political donation which required disclosure of source. This has put the ball back to political parties. ED's and Income Tax raid on political accounts says a lot and exposes double standards of Political Parties. The second is that it has shown the strength of democracy and proved maturity of Indian citizens and no major incident has taken place despite lot of provocation.

III CONCLUSION

This special review paper is actually analyzing both good and bad effects of demonetization; therefore it is too early to pass any final judgmental on it. The process of demonetization which has been performed in the past so far has not recorded any remarkable positive and radical changes in Indian economy. Surprisingly the quantum of black money and illegal measures has registered tremendous unchecked growth, also shows growth of total corrupt system. So can it be stated that it is merely a step to divert the attention by Indian government or to show that serious efforts has been put on to make a transparent business system or really is it to make a lasting impact on black money? A tough question to answer yet at the moment. although observing the present waves in the country towards this decision, skewing more on to the positive effects of this, it can be hypothesized that if the masses support the changes brought out by the government, will keep patience for a while, look for the long term benefits then

certainly the process of demonetization will be taken purely as a "Triumph" However demonetization alone cannot achieve the objective of unearthing the black money as we have seen that our systems is so prone to corruption that it finds loop holes quickly, too like in this case where some bank and even Reserve Bank Officers helped in adjusting black money. Also black money has been siphoned in to gold and benami properties. However demonetization has served some of the following impressive gains-

- (a) Curbing terrorist and Maoist activities
- (b) Establishing the Indian Prime minister as a strong and bold politician in the world getting him close to nomination as person of the year and praise from all quarters.
- (c) Creating fear in the minds of people with black money
- (d) Exposing the weak systems and loopholes in our age old economics and political systems
- (e) Giving a positive inputs to digitalization, cashless system and significant expansion of Tax Base
- (f) Reviving national feeling in the masses where they have with stood two months of ordeal hoping for betterment in long terms and waiting for end of those hard 50 days as promised by the PM

From the posture the Prime Minister has taken, some more surprises are expected like striking on gold and benami properties which can only give a long term benefit for Indian Economy. The common man is therefore still adopting the policy of wait and watch hopefully for a very bright future with double digit economy, easy home loans and low inflation rate in the coming years as a byproduct of demonetization and subsequent operations. 2016 had two major disruptions i.e. demonetization and GST. If they succeed then we can say it was the best gamble for triumph. The judgment on this major event cannot be passed just on completion of 50 days but only when budget is presented on Feb 01, 2017 because that is the mirror which will give the image of India in coming years.

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A Comparative Study of Job Satisfaction of Professional College and Academic College Teachers of Barkatullah University

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ABSTRACT

Present study: A Comparative Study Of Job Satisfaction Of Professional College And Academic College Teachers Of Barkatullah University. Random sample and quota random sample was adopted for the study by the research scholar. Out of various colleges, 10 colleges are selected randomly. From each college, maximum 10 teachers (respondent) were selected on randomly quota based as the source of data. For the present study, the standard Questionnaire Job Satisfaction Scale for Teacher's (J.S.T.) developed by S. K. Saxena was administered to the selected subjects. Within the limitations of the study and from the statistical analysis the following conclusion is drawn. There was no significant difference of job satisfaction in professional and academic college teachers.

Key words: University, Job Satisfaction, Professional College, Academic College

I INTRODUCTION

Teachers play a very important role in achieving the objectives of Vision onwards. Disgruntled teachers who are not satisfied with their job will not be committed and productive. They will not be performing at the best of their capabilities if they are not satisfied. Consequently, not only the teaching profession is at serious risk, but the attainment of Vision will be affected. The discussion of job satisfaction and dissatisfaction is largely generated from the theory proposed by Herzberg theory that is called "two-factor theory" or "two-hierarchy of needs". Both job satisfaction and dissatisfaction are assumed critical for the organizations to manage since they absolutely affect the productivity as well as the effectiveness of either the teachers or the school organization performance. In order to boost the productivity of teachers in particular and the organization in general, it is important to increase the effectiveness of teachers at school, so then they have positive attitudes towards their jobs. Furthermore, the attitudes of teachers towards their jobs and life do have an effect on the grade of job satisfaction they have. Therefore, it is vital and fruitful for the organizations to understand the factors that can generate satisfaction since satisfied teachers can lead to improved morale and this will bring happiness and greater self-realization.

II LITERATURE SURVEY

Nayak (1982), Conducted a study, "A study of Adjustment and Job satisfaction of Married and Unmarried lady teachers", the objective of the study was to study the level of job satisfaction among married and unmarried female teachers. The sample of the study consisted of 735 female teachers teaching as lower-division teachers, upper

division teachers and lecturers in different higher secondary schools of Jabalpur district. The tools employed for data collection were the teacher job satisfaction questionnaire by Dr. Pramod Kumar and D. N. Mutha, the Adjustment inventory for college students by A. K. P. Sinha and Dr. R.P. Singh, and the Teaching Aptitude Test by Dr. Jai Prakash and R.P. Srivastava. Frequency distribution, t-test, and coefficient of correlation were the statistical techniques used for analyzing the data. The major finding of the study was No significant difference in the job satisfaction of married and unmarried female teachers working in rural and urban areas was found.

Sarkar, (1985), Conducted a study, "A Comparison study Role Perception and job satisfaction of headmaster and Teachers in relation to organization climate of secondary school on Dacca city (Bangladesh)", the objectives of the study were (i) to enquire if the secondary schools in Dacca city possessed different types of organizational climate, and the sample of study was 40 headmasters and 594 teachers. The tools used in the study were : (i) the Halpin and Croft Organizational Climate Description Questionnaire (1986), (ii) the Role Perception scale with its six areas – professional ethics, classroom teaching, educational environment, school administration, developmental activities and local politics. The findings of the study were: There were significant differences in role perception in all areas collectively among headmasters working in schools having different types of organizational climate. But there existed no significant differences regarding perception amongst the headmasters working under different organizational climates in relation to professional ethics, classroom teaching,

educational environment, school administration, developmental activities and local politics.

Definition of research problem terms:

- (a) **University-** An educational institution where students study for degrees and where academic research is done.
- (b) **Job Satisfaction-** The term 'job satisfaction' denotes the extent to which an individual's needs and expectations are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation.
- (c) **Professional College-** A College providing training for a special field or profession.
- (d) **Academic College-** An institution of higher learning that grants the bachelor's degree in liberal arts or science or both.

III OBJECTIVES & HYPOTHESIS

- (a) **Objectives**
 - (i) To find out the job satisfaction of professional college teachers.
 - (ii) To find out job satisfaction of academic college teachers.
 - (iii) The main objective of the study would to compare the job satisfaction of professional college and academic college teachers.
- (b) **Hypothesis:** It is hypothesized that there would be a significant difference of job satisfaction between professional collage and academic college teachers.
- (c) **Delimitations**
 - (i) The study will be delimited only to grantable professional and academic colleges affiliated to Barkatuallah university
 - (ii) The study will be delimited only the grantable teachers.
 - (iii) Only 35 teachers are selected both from professional and academic collages.
 - (iv) The study will be delimited to male & female teachers both.

IV METHODOLOGY

Sampling Method The respondents were selected for the present study in the following manner.

- (i) 35 teachers from professional college.
- (ii) 35 teachers from academic college.

The research scholar has applied the available sample method for the collection of the data .i.e. random sample and quota random sample for the study. Out of various colleges, 10 colleges are selected randomly. From each college, maximum 10 teachers-respondent were selected on randomly quota based as the source of data. Further from each standard/and the section, at least one female teacher was considered to be selected. Although the scholar had selected 90 teachers -respondent, he received back 50 questionnaires only.

- (a) **Research Tools-** For the present study, the standard Questionnaire Job Satisfaction Scale for Teacher's (J.S.T.) developed by S. K. Saxena was administered to the selected subjects.
- (b) **Collection of Data-** The data pertaining to the study will be collected by administering the standard Questionnaire. The filled up questionnaires were collected, responses to different questions statement were fed into a computer program for systematic collection of data in an electronic medium. The Master chart of collected & rated data was made and the raw data was changed in the standard scores.

V ANALYSIS AND INTREPRETATION

The statistical analysis of the data gathered for the comparison of Job satisfaction of professional and academic college teachers of Bhopal city was done. Score of Job satisfaction calculated the mean and standard deviation from the composite scores of the groups. The mean difference of Job satisfaction of professional and academic collage teachers and researcher further statistical analysis, was carried out to find standard error, mean difference and 't' were calculated. The same procedure was adopted for item wise statistical analysis the result are tabulated in table 1 graphically present in figure 1.

Table 1
Showing Comparison of Job Satisfaction between Professional and Academic College Teachers Of Bhopal city

Group	Mean	S.D.	S.E.	D.F.	t	level of Significant at 0.05 (1.96)
Professional Teachers	20.542	3.632	0.757	68	1.92	not significant
Academic Teachers	21.857	2.625				

The obtained $t = 1.92$, $df=68$ is smaller than the theoretical t value of 1.96 at .05 level is significant. The obtained t value was found to be insignificant. So, null hypothesis for all the teachers is accepted.

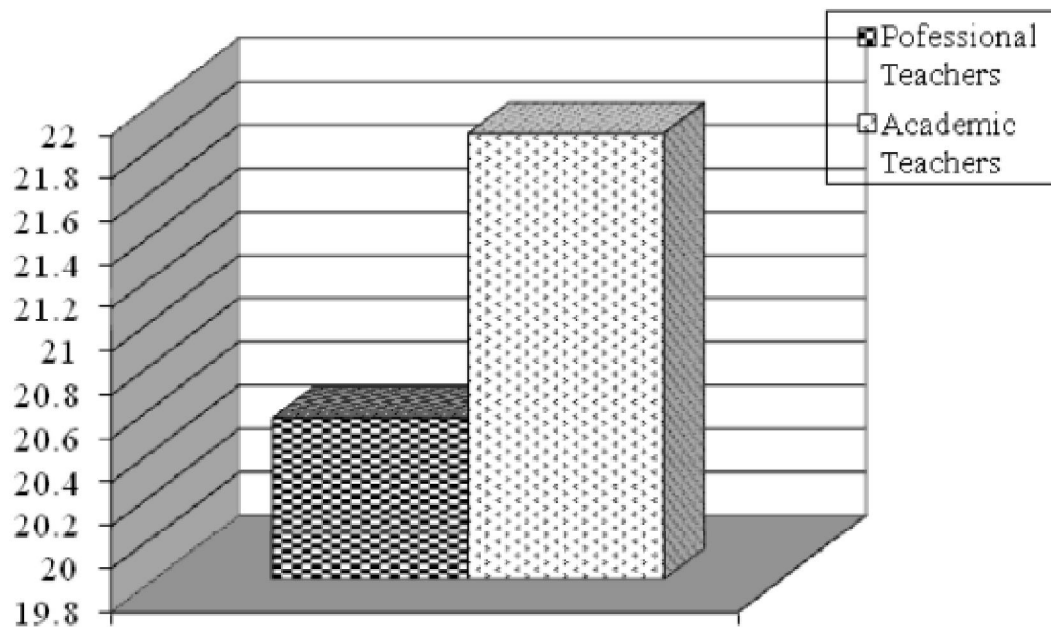


Fig. 1 Showing Mean Of Job Satisfaction Between Professional And Academic College Teachers Of Bhopal City

There is no significant difference of job satisfaction in professional and academic college teachers of Bhopal city. Null hypothesis has been accepted. Both group are satisfied in their work and other facilities provided by professional and academic colleges.

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Reappraisal of Attitudinal Perception of Stakeholders towards Inclusive Education Placement

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ABSTRACT

Implementation of Inclusive Education is still a matter of debate in many countries. The available research evidences with respect to the stakeholders' attitudes towards the inclusion are not consistent. The educationalists have reported many differences among the attitudes of regular education teachers, special education teachers, administrators, and others toward students with disabilities. This article provides information on perceptions attached to thematic components of attitudes involving beliefs, feelings, values and dispositions by Stakeholders (teachers, peer students, parent, community etc.) and their roles in the strengthening of inclusive practices in schools.

I INTRODUCTION

Children represent our future. Promoting their development and well being is widely accepted as an essential investment, as well as a moral obligation. Education is the innermost core of human life and development. Any nation is graded according to the literacy of their people. All the children whether they are differently abled or not have the right to education as they are the future citizens of the country. Worldwide, an estimated 650 million people live with disability and about a quarter of them are younger than 18 years (WHO, 2011). Children and adolescents with special need face inequalities in healthcare, transport, education, employment and other aspects of human endeavor. About 85% of them live in developing countries where they often suffer neglect, stigma and discrimination (United Nations Children's Fund, 2005). People with disabilities represent a significant part (approximate 21 million computing 2.1 %) of the population of marginalized and disadvantaged group in India (NSS, 2003). Since Independence, the Government of India has made various schemes and benefits to address their position, both as a matter of human rights and in recognition of the close links between disability and poverty. Many of these schemes and policies are particularly aimed at facilitating the participation of young people with special need in mainstream society.

As India is moving towards meeting some of its Education for All (EFA) goals, there is increasing concern with issues of schooling quality and recognition of the need to improve the outcomes of schooling for marginalized and disadvantaged groups.

A person, group or organization that has common interest or concern for a project/object are said to be stakeholders. Stakeholders can affect or can get affected by the organization's actions, objectives and policies. The primary stakeholders in an inclusive setting are its Regular Teacher, Normal Students, Parents and Community Members. Studies carried out in several countries indicate that in an inclusive education setting, stakeholders always develop a certain attitude when dealing with differently abled learners. Regular Teacher, Parents, and Community Members' attitudes and beliefs are known to influence teaching practices and management strategies in the classroom, and therefore influencing directly students' learning (Smith, 2000). A better understanding of attitude towards inclusion can assist in improving the learning environment. This article retrospect the attitude of regular teacher, parents, stake holders and community towards the inclusion of children with special needs in light of enactments of various legislatures and laws, administrative approach and policy instrumented in the last 30 years in India.

II TEACHERS' PERCEPTION

Teachers' attitudes towards integration and inclusive practices have been studied in many parts of the world, commencing as early as the 1950s (Scruggs & Mastropieri, 1996). Among the findings from such studies it is evident that, when first confronted with the prospect of integrating students with disabilities in their own classes, teachers tended to be somewhat negative and uncertain about their own ability to cope, and they often point to lack of personal experience and relevant training (Smith, 2000).

Educators with worried attitudes may use practices that promote exclusion rather than inclusion in their classrooms (Sharma *et. al.*, 2008). On the other hand, educators who hold positive attitudes towards inclusion tend to use teaching strategies that allow them to accommodate individual differences (Campbell *et. al.*, 2003; Forlin, 2010). In purview of these, teachers are crucial because of the central role they play in promoting community development and participation and reducing underachievement, especially with children who might be comprehended as having difficulties in learning.

Santhi S Prakash (2012) research in the recent years endeavors concern the broad area of Attitude and Inclusion. The most significant contributions made by him in this direction through his research paper entitled “**Inclusion of Children with Hearing Impairment in Schools: A Survey on Teachers’ Attitudes.**” The study was conducted in the state of Andhra Pradesh in India to measure and compare teachers’ attitudes towards the inclusion of children with hearing impairment in schools. The study revealed significant difference in the observed attitudes based on the teachers’ qualifications, teaching experience, gender, level of teaching and management. The results also indicated that most of the teachers were agreeable to the inclusion of students with disabilities in their classrooms. The study also concluded that there is a need for intervention to foster more positive attitudes among teachers, if the implementation of inclusive education is to succeed. It also has implications for the framing of laws and policies for children with hearing impairments.

Samir J. Dukmak (2013) investigated the attitudes of regular classroom teachers towards including students with disabilities in the regular classroom. Teachers’ attitudes were studied in relation to their gender, age and years of teaching experience. The influence of teachers’ views about the best educational placement for students with various disabilities on their attitudes towards educational inclusion was also investigated. The findings revealed that, in general, teachers showed positive attitudes towards educational inclusion but male teachers showed more positive attitudes than females did.

Muhammed Mahbubur Rahaman’ (2012) study revolved around the attitudes of teacher educators towards inclusive education in Bangladesh secondary schools in order to further understand the challenges faced by countries that are economically marginalized in implementing educational reforms that even developed countries sometimes struggle with. Teacher educators’ attitudes towards inclusive education was generally positive, however

participants were unsure how to implement inclusive education.

III PEER STUDENTS’ PERCEPTION

The dynamics of peer relations in an inclusive classroom is a complicated field of study with a number of reasonable and theoretical explanations. Attitudes of elementary and secondary students toward peers with disabilities were explored by Bunch. & Valeo (2004). Findings indicated development of friendships and lower degrees of abusive behaviour in inclusive schools. Though students in both systems advocated for peers with disabilities, advocacy was more routine in inclusive settings.

The research carried out by Steven *et. al.* (2005) investigated any potential changes in peer attitudes following the inclusion of previously segregated students into a regular school setting. Gender differences at the pre-test stage also prove to be significantly different in several measures. After six months of the inclusion program, data trends and the focus group discussion indicated an increased acceptance of students with disabilities by their mainstream peers. Maria Georgiadi *et. al.* (2012) explored typically developing children’s attitudes towards peers with intellectual disabilities, with special reference to the type of school they attended. Girls and students who expressed more positive social, emotional and overall attitudes towards students with intellectual disabilities chose more positive adjectives to describe a child with intellectual disabilities. It was concluded that effective inclusive practices should be promoted to foster social acceptance of students with intellectual disabilities. Students’ attitudes, intentions and behaviors towards their peers with disabilities were evaluated by Evangelos Bebetos *et. al.* (2013) in Democritus University of Thrace (Greece). The study revealed several correlations among the variables, only general attitudes accounted for both general and modified behavior.

IV GENDER PERCEPTIONS

Peer acceptance is also tied to gender. Female students tend to have more positive attitudes toward students with physical disabilities and/or cognitive disorders than males. On the other hand, male students demonstrate a more positive attitude toward included students with behavioral and emotional disorders (BED) (McGregor & Forlin, 2005).

From the perspective of gender role, attitude is based on interpersonal contact, Abiola Olaleye *et. al.* (2012) assessed the ATTITUDES of students without disability towards their peers with disability

in Nigeria. Having a friend/relative with a disability was associated with more positive attitudes among female students. However, this difference was marginal and non-significant among males. Furthermore, **McDougall and associates (2004)** examined the attitudes of ninth-grade students toward students with disabilities and found that, although the majority had attitudes classified as neutral to positive, slightly over 20% had negative attitudes. They also found that females had slightly more positive attitudes than the males, and students who had a friend or classmate with a disability had more positive attitudes than those students without direct contact with students with disabilities. In this study, girls generally had more positive attitudes towards students with disability.

V PARENTS' PERCEPTIONS

Parents play a critical role in bestowing social validity on inclusion and in facilitating its implementation. Duhaney & Salend (2000) reviewed 17 studies published between 1985 and 1998 that investigated the perceptions of inclusion held by parents of children with and without disabilities. They found that these were complex, multidimensional, and affected by a range of intervening variables. Both groups had mixed, but generally positive, perceptions of inclusive education. Parents of children with disabilities believed that inclusion promoted acceptance by non-disabled peers and helped their children's social, emotional and academic development. Concerns included a loss of access to specialised personnel. Parents of children without disabilities valued their children's greater awareness of others' needs and their enhanced acceptance of human diversity. Some, however, were concerned that their children would not receive sufficient assistance from their teachers and they might emulate inappropriate behaviours of children with disabilities.

VI COMMUNITY PERCEPTION

Despite hopes that inclusion strategies will enhance confidence and social skills of special need students, it is often noted that these students actually face isolation and rejection from predominating socio-social connection. Most of the research on social acceptance has shown that students with special needs are often not accepted by their community. It was also evidenced that students with special needs frequently have lower social position in a social hierarchy compared to their typically developing peers, and are over represented in the rejected and neglected socio-metric groups (**Kuhne & Wiener, 2000**). Thus the predominating socio-social connection is an

alternate component which affects inclusive placement. Sociologists have ascertained that certain convictions and taboos common in the society or community impact the attitude and qualities for incorporation of kids with extraordinary needs. There is a solid faith in a few families that the conception of the kid with incapacity in the present life is attributable to past life. The family and particularly the parents of the kid with uncommon needs confront a great deal of social segregation. An alternate pervasive thought is about God dispensing the misery on 'good individuals,' to test their flexibility and internal quality. In the Indian circumstance, families who have youngsters with incapacities see themselves as the weaker segment of social order. Superstitions, witchcraft, disposition and practices have been restraints to the improvement of youngsters with extraordinary needs.

VII CONCLUSION AND SUGGESTIONS

Content of this article revealed that *attitude of stakeholders affect the atmosphere of learning and influence inclusive setting specified for students with limited abilities for receiving equal educational chances*. It is on record that negative attitudes from peers and from other members of community represent barriers to full social inclusion of students with special needs in schools. *This can be shown by looking at situations in different parts of the world*. The belief and attitudinal perceptions of stakeholders may be based on a number of discrete factors *due to lack of professional preparedness, available resources, sufficient orientation and specialist assistance*. Therefore, *influence in inclusive setting* is problematic, both conceptually and practically. It may be included that to make inclusive education placement an actuality, it is essential that each one of those included in implementing inclusive programs must have paramount commitments to fulfil the Millennium Development Goal of 'Education for All'.

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Role of Digitalization in Rural Women Empowerment: A Critical Analysis of Madhya Pradesh

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ABSTRACT

Since the rural women takes 50% of the population and also plays significant role in the economy of the Madhya Pradesh. In spite of their contribution the women in general suffer from various kind of deprivations. It also focuses on all kinds of initiatives taken by Government and Private Institutes to improve their all over status prominently with reference to Madhya Pradesh. The paper is an attempt at understanding the real situation of women in Madhya Pradesh now a days and what different kinds of health programmes and provisions made by the Government of M.P. The whole paper is based on secondary data and descriptive study carried through diverse Journals and Research Papers.

Keywords- Empowerment of women, Status of women in rural area in M.P., Government Plans for empowerment of women in India and in M.P., future Scope of study.

I INTRODUCTION

Women empowerment is the Buzz Word now a days. It is the tool which helps them to take their own decisions by breaking all personal confines of the society and family. It is to transmit equality in the society for both male and female in all areas. Women need fresh and more capable environment so that they can obtain their own right decisions in every area. In order to make the country fully developed, women empowerment is an essential tool to get the goal of development. Women are represented in diverse social, economic and geographical locations. Due to these differences their problems are also diverse and unique. No country can afford the development without considering women, who constitute nearly half of the human capital in the country. Women are an integral part of every economy. Rural women may contribute in national economic development by household based works like knitting, weaving, embroidery, bakery, flour milling, food preparation and its preservation.

are capable to do more investment and start their own business without difficulty.

- (b) **Naari Jyoti.com(Website for Women empowerment)-** In countryside area, empowering of women is a great challenge, but small scale industries helps a lot. It increases national productivity and contribution of rural women in the Indian Economic World. These Industries develop leadership and decision making quality for women entrepreneur. The government also established NABARD for counselling and consultancy to improve all over status of rural women.
- (c) **ICT Report on Enhancing Women Empowerment through Information and Communication Technology by VAPS –** In this Report, VAPS (VOLUNTARY ASSOCIATION FOR PEOPLE SERVICE) says that ICT (Information and Communication Technologies) is an effective tool to develop human resource and boost Government Economic activities efficiently. But in case of women empowerment, it should be used in a much more concrete manner.
- (d) **Siriginidi Subha Rao (2009) -** Information is the key to democracy for each and every woman. It has become possible for every person to access global information. Information in a broader sense includes oral communication, voice on the phone, text in fax and newspapers, images in television broadcasting. **In M.P. 73% population lives in rural areas.** ICTs play a major role in a nation's politics, economy, social and cultural development. These fuels the global economy and relate to human rights, helping at its best, to

II REVIEW LITERATURE

- (a) **Mukhtar ahmed &et. Al.(Feb 2014) -** This paper is based on the impact of micro-finance on women's empowerment in Madhya Pradesh where we found that SHG(Self Helped Group) and NGOs has a great impact on upgrading of poor rural women. It is a group of 10-20 people and they raised funds by investing their savings in it. They take loans from it time to time. They have their own rules and regulations. Now SHGs linked to the Bank through Programme by NABARD and now they

support freedom of expression and right to information. But there are many factors which preventing to enter digital technologies in rural areas specifically. Because they don't know about digital equipment properly and very less number of service providers giving their services in these rural areas. Basically, **The language issue is a very great barrier as English is the main language using for accessing any internet content.**

III OBJECTIVES & METHODOLOGIES

- (a) To study the present status of women in rural area.
- (b) To study the ancient status of women in India
- (c) To study the government plans to empowerment of women in rural area.
- (d) Role of NGO (Non-Government Organization) and SHGs (Self Help Groups)

IV STATUS OF INDIAN WOMEN IN ANCIENT HISTORY

Women during the early period enjoyed equal status with men in all aspects of life. Works by ancient Indian grammarians such as Patanjali and Katyayana suggest that women were educated in the early Vedic period. Rig Vedic verses suggest that women married at a mature age and were probably free to select their own husbands. Scriptures such as the Rig Veda and Upanishads mention several women sages and seers, notably Gargi and Maitreyi.

In approximately 500 B.C., the status of women began to decline. Although, the reform movements such as Jainism allowed women to be admitted to religious orders, by and large women in India faced confinement and restrictions. The practice of child marriages is believed to have started around the sixth century.

Some kingdoms in ancient India had traditions such as *nagarvadhu* ("bride of the city"). Women competed to win the coveted title of *nagarvadhu*. Amrapali is the most famous example of a *nagarvadhu*. Indian women's position in society further deteriorated during the medieval period.

- (i) Among the Rajputs of Rajasthan, the Jauhar was practiced.
- (ii) In some parts of India, some of Devadasis were sexually exploited.

(iii) Polygamy was practiced among Hindu Kshatriya rulers for some political reasons.

(iv) Some exceptions were Rani Durgawati, Razia Sultan, Chand Bibi, Nur Jahan some of the names who were prominent in their field.

(a) Some Acts on Women Empowerment in India :

- (i) Some of the acts passed by the Parliament are Equal Remuneration Act-1976, Dowry Prohibition Act-1961, Immoral Traffic (Prevention) Act-1956, Medical termination of Pregnancy Act-1971, Maternity Benefit Act-1961, Commission of Sati (Prevention) Act-1987, Prohibition of Child Marriage Act-2006, pre-Conception & pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act-1994, Sexual Harassment of Women at Work Place (Prevention, Protection and) Act-2013, etc. in order to empower women with legal rights.

(b) Key factors for Women Empowerment

- (i) According to the provisions of the Constitution of India, it is a legal point to grant equality to women in the society in all spheres just like male.
- (ii) The Department of Women and Child Development functions well in this field for the proper development of the women and child in India.
- (iii) Women are given a top place in India from the ancient time however they were not given empowerment to participate in all areas.
- (iv) Women constitute half population of the whole country's population and need to be independent in every area for the holistic development of women and children.
- (v) She is the creature of this world means future of the nation so only they can better involve in making the bright future of the nation through the proper growth and development of the children.

(c) Present Scenario of Rural women in M.P.

Digital India slogan of Narendra Modi government rings hollow in Madhya Pradesh with just 19.1% women has mobile phones. If compared to data released for other 12 states by ministry of family and health welfare, MP has the lowest percentage in rural areas as well as

total usage of mobile phones by women on their own in rural and urban area.

As per State Planning commission Report on “women status in MP and planned intervention” by Mangesh Tyagi & et. al. (2008) :

The literacy rate is changed from 44.67 in 1991 to 64.11 percent. Women participation in Government job is also increased by 2% and a historic bill passed in for reservation of a women candidate in the Panchayat Raj institute.

Madhya Pradesh has the highest infant mortality rate (IMR) among Indian states. The state ranked second in child mortality and anemia in children under On similar lines, it ranked third in infant mortality and maternal mortality in the country.

(d) Work started for women empowerment in Rural Area to penetrate digitalization-

- (i) Many programs have been implemented and run by the government such as International Women's day, mother's day in order to bring awareness in the society about the true rights and the value of women in the development of the nation.
- (ii) According to the National Mission for the Empowerment of women (NMEW) launched by the Indian Government, this step has shown some improvement in the 2011 census.
- (iii) 108th Constitutional Amendment Bill (also called Women's Reservation Bill) was passed to reserve one-third of the seats for women only in the Lok Sabha to make them actively involved in every area.
- (iv) The Widow Remarriage Act, 1856 was initiated by the continuous efforts of Ishwar Chandra Vidyasagar in order to improve the conditions of widows in the country.
- (v) Through the continuous efforts of the Raja Ram Mohan Roy, Britishers were forced to eliminate the ill practice of Sati pratha.
- (vi) Government of India has taken many steps to improve the economic status of women in rural area. NABARD was established for counselling and consultancy and to organize training for the development of rural areas. Government of India started a program named The Rural and Women Entrepreneurship Development to create a business environment in rural areas especially in women.

(vii) M.P. Government has also started many plans for women and Girls of rural area

Some of the aforesaid programs are as follows:

(i) Supplementary Nutrition Under Integrated Child Development Services (ICDS)- In this programme Supplementary nutrition under ICDS aims to cater nutritional requirements to children in 0-6 age group, pregnant and lactating mothers and adolescent girls.

(ii) Project Shaktiman - The state government is implementing this programme in order to reduce incidences of malnutrition among the pockets of malnutrition in tribal areas of 19 districts of the state.

(iii) Ladli Laxmi- It is the state government's one of the most ambitious schemes being implemented to bring in change in the society's attitude towards girl child and improving the sex ratio. Under it, Rs. 6,500 would be deposited by the state government in the name of a girl child on the day she is born, which would accumulate to Rs. 1 lakh after 18 years. This money will be then handed over to the girl.

(iv) Usha Kiran- This is very important scheme started in state related to Domestic Violence Act, 2006 is implemented in the state through Usha Kiran Scheme.

(v) Swayam Siddha- Under this scheme, self-help groups of the women are formed and are trained to become financially capable.

(vi) Swadhar Scheme- The scheme is implemented to provide shelter, nutrition and other necessary facilities to rehabilitate those women, who are living in difficult situation.

(vii) Tejaswini Rural Empowerment Programme- The project is aimed at empowering 12000 women Self Help groups in these districts i.e. Chhatarpur, Umaria, Dindori, Balaghat, Panna and Tikamgarh.

In order to reach the objectives linked to women 11th five years lays down following monitorable targets-

- (i) Raise the sex ratio for age group of 0-6 from 935 by 2011-12 to 950 by 2016-17
- (ii) We must make sure that at least 33% of the direct and indirect beneficiaries of all women and girl child positively.
- (iii) To decrease IMR (Infant Mortality Rate) from 57 to 28 and MMR (Maternal Mortality Rate)

from 3.01 to 1 per 1000 live births.

- (iv) To reduce Anaemia among women and girl by 50% by the end of the eleventh plan.

V FUTURE SCOPE OF STUDY

- (a) Still ,there are lots of ways to go for empowering rural women in our country.
- (b) Many NGOs are doing a good job but need to increase the numbers of the same.
- (c) 73% of the population living in rural area so we need to penetrate digitalization 100% in Rural Area specifically.
- (d) Gender Ratio is still waiting to compete with Nation Gender Ratio at all.
- (e) Literacy Rate is needed to be improved as comparison to National Literacy Rate.

VI CONCLUSION

It is obvious through all Reviews, Government Plans and NGOs work, that women have established their entity as a strong personality at least. But we need to do something more on the concrete level for women , especially in rural areas of M.P. ,where we didn't get 100% literacy Level at all.

So we have to boost literacy level as well as seek to start some more Health Care workshops to maintain the hygiene level of girl child and women.

We need to engage rural women more and more with NGOs so that they can able to know their rights and all Government Plans as well.

Madhya Pradesh is basically based on tribal people so if we improve the lifestyle and literacy level of these tribes, then we can improve and make over a strong Madhya Pradesh easily.

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अपचारी एवं सामान्य बालकों की आक्रमकता का तुलनात्मक अध्ययन

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सारांश

शोध अध्ययन में अपचारी एवं सामान्य बालकों की आक्रमकता का तुलनात्मक अध्ययन किया गया है। शोध कार्य सर्वेक्षण विधि पर आधारित है। न्यादर्श हेतु उज्जैन शहर के सुधार गृह के 15 और देवास शहर के उत्कृष्ट विद्यालय के 15 बालकों को लिया गया है। इन विद्यार्थियों के परीक्षण हेतु कु. रोमा पाल और श्रीमती तसनीम नकवी द्वारा निर्मित आक्रमकता मापनी का प्रयोग किया गया। अपचारी बालकों में सामान्य बालकों से अधिक आक्रमकता का स्तर सार्थक उच्च पाया गया।

मुख्यबिन्दु :- अपचारी, सामान्य बालक एवं आक्रमकता।

I प्रस्तावना

प्रत्येक विद्यालय में शिक्षा प्राप्त करने के लिए अनेक सामान्य बालक आते हैं। इनके अलावा कुछ ऐसे बालक भी होते हैं, जिनकी अपनी कुछ शारीरिक और मानसिक विशेषताएँ होती हैं। इनमें कुछ प्रतिभाशाली, कुछ मंदबुद्धि, कुछ पिछड़े हुए और कुछ शारीरिक दोषों वाले होते हैं। इनको “विशिष्ट बालकों” अथवा “अपवादात्मक बालकों” की संज्ञा दी जाती है। इन विशिष्ट बालकों में प्रायः बाल-अपचार के स्वरूप को सरलता पूर्वक समझ सकते हैं। जैसे— चोरी करना, झूठ बोलना, नशा करना आदि। इन बाल-अपचार के कुछ लक्षणों के साथ ही कारणों से इन बालकों की बुद्धि की व्याख्या की जा सकती है इन कारणों में— आनुवंशिक कारण, शारीरिक कारण, मनोवैज्ञानिक कारण, सामाजिक कारण, पारिवारिक कारण, विद्यालय-सम्बन्धी कारण, संवाद-वाहन के साधन, सांस्कृतिक कारण इन कारणों से ही बाल-अपचार की पहचान की जा सकती है। पहचान के साथ बाल-अपचार का निवारण, रोकने के लिए परिवार, विद्यालय, समाज और राज्य, संगठन उपयुक्त परामर्श से निवारण किया जा सकता है। इन बालकों के निवारण या अपचार से रोकने के साथ ही उपचार भी दिया जा सकता है जो मनोवैज्ञानिक, वैधानिक हो सकता है। इन बालकों के साथ ही आक्रमक बालक की पहचान कर सही समय पर पर्याप्त निर्देशन दिया जाए।

II अपचारी से आशय

जिन बच्चों को अपने माता-पिता अथवा उनके स्थान पर अन्य किसी व्यक्ति का पर्याप्त स्नेह नहीं मिलता, वे कालान्तर में असामाजिक व्यवहार करने लगते हैं और कभी-कभी तो वे अपचारी बन जाते हैं। अपचारी बालकों का गहन अध्ययन करने वाले मनोवैज्ञानिकों का मत है कि कोई बालक अपचारी उस समय बनता है जब उसके जीवन की परिस्थितियाँ, अपूर्ण रह जाती हैं। अपचार, दुखद परिस्थितियों, अपूर्ण इच्छाओं को असामाजिक रूप से तृप्त करने का प्रयास है। इस प्रकार बालक के व्यक्तित्व के विकास पर माता-पिता के स्नेह का पर्याप्त प्रभाव पड़ता है।

(क) सामान्य बालक से आशय

सामान्य बालक औसत शरीर, सामान्य शारीरिक परिश्रम करने वाले एवं बौद्धिक स्तर सामान्यतः 90 से 110 बुद्धिलब्धि सीमा के मध्य होता है। शैक्षिक उपलब्धि में औसत होते हुए सभी विषयों को सामान्य महत्व देते हैं। साथ ही शिक्षक एवं घर पर दिए गए कार्य को लगन के साथ पूरा करते हैं।

(ख) आक्रमकता से आशय

आक्रमक बालकों का निश्चित शारीरिक बनावट नहीं होती। प्रायः सामान्य बुद्धिलब्धि सीमा के होते हुए भी वे आक्रमक होते हैं। आक्रमक बालक का स्वभाव प्रायः स्कूल, घर, सरकारी सम्पत्ति का अनावश्यक दुरुपयोग, नियमों की अवहेलना, अकारण नाराज हो जाना, दूसरों को सामान्य शारीरिक एवं मानसिक कष्ट पहुँचाना एवं अनावश्यक प्रश्न करके लोगों को परेशान करना होता है।

III उद्देश्य तथा शोध विधि

(क) उद्देश्य

अपचारी एवं सामान्य बालकों की आक्रमकता का तुलनात्मक अध्ययन करना।

(ख) परिकल्पना

अपचारी एवं सामान्य बालकों की आक्रमकता में सार्थक अंतर नहीं पाया जायेगा।

(ग) न्यादर्श

न्यादर्श हेतु उज्जैन शहर के सुधार गृह के 15 और देवास शहर के उत्कृष्ट विद्यालय के 15 बालकों को लिया गया है।

(घ) शोध विधि

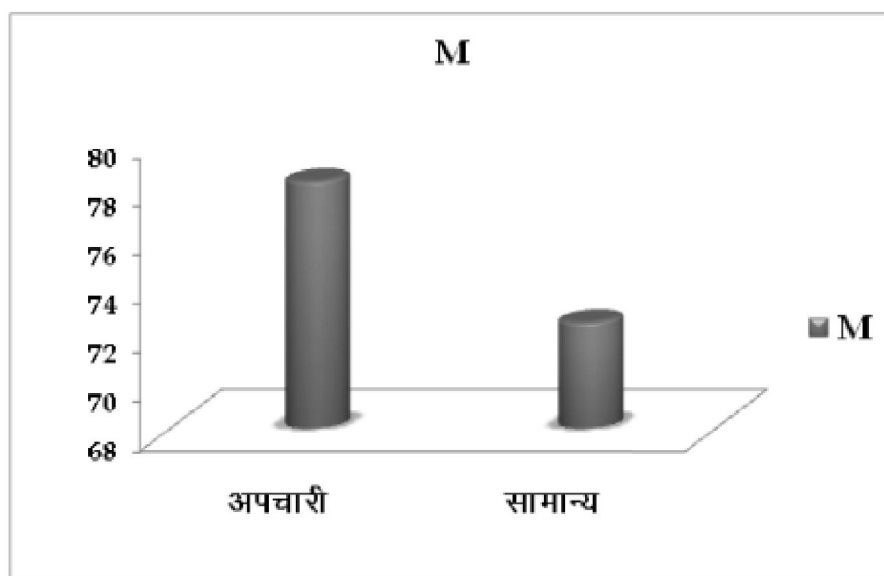
शोध अध्ययन में शोध कार्य हेतु सर्वेक्षण विधि पर आधारित है।

(च) उपकरण

शोध कार्य में विद्यार्थियों के परीक्षण हेतु कु. रोमा पाल और श्रीमती तसनीम नकवी द्वारा निर्मित आक्रमकता मापनी का प्रयोग किया गया। अपचारी एवं सामान्य बालकों की आक्रमकता के लिए मध्यमान (M) प्रमाणित विचलन (SD) तथा t का मानों का सारांश —

सारिणी 1
अपचारी तथा सामान्य बालकों का विश्लेषण

बालक	N	M	SD	t-value
अपचारी	15	78.13	23.13	3.15
सामान्य	15	72.33	15.16	



ग्राफ 1 अपचारी एवं सामान्य बालकों की आक्रमकता के मध्यमानों का दण्ड आरेख।

IV निष्कर्ष

अपचारी बालकों में सामान्य बालकों से अधिक आक्रमकता का स्तर सार्थक उच्च पाया गया।

V सुझाव एवं परिणाम

(क) बालकों के मन में अभाव की स्थिति नहीं बनने देनी चाहिए।

(ख) अनियंत्रित बालक मन पर नियंत्रण का प्रयास हो।

(ग) उद्दण्डता एवं अपचार को भली-भाँति समझकर ही बर्ताव करना आवश्यक है।

(घ) समय-समय पर बालक का व्यवहारिक आँकलन आवश्यक है।

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क्या भारतीय शिक्षा में फैली अव्यवस्थाओं के लॉन्चिंग पैड्स पर भी सर्जिकल स्ट्राइक की जरूरत है ?

प्रो. विजय कान्त वर्मा

आईसेक्ट विश्वविद्यालय, भोपाल (म.प्र.) भारत

सारांश

लगभग 3 साल पहले **शोधायतन** के प्रथम अंक में इस लेखक ने अपने एक लेख में उच्च शिक्षा की गुणवत्ता सुधारने के लिए कुछ सुझाव दिये थे। उनमें से दो सुझाव इनपुट टू डाइपट नेशनल एजुकेशन पॉलिसी 2016 में शामिल किये गये हैं। पहला सुझाव विश्वविद्यालयों में संबद्धता के लिए कॉलेजों की अधिकतम संख्या पर सीमा लगाने का था और दूसरा आई. ए. एस. और आईएफएस की तर्ज पर शिक्षकों की राष्ट्रीय सेवा की स्थापना का था। पालिसी लागू करने के मामले में हमारा, जैसा निराशाजनक इतिहास रहा है, उसे देखते हुए इसके लागू होने पर संशय ही है। और इसीलिए इस लेख को लिखने की प्रेरणा मिली। यह आलेख शुद्ध रूप से एक शोधपत्र की श्रेणी में नहीं आता और ना ही इसमें निबंध के सारे गुणों को ढूँढा जाना चाहिए। शायद इसे अनुभव जनित वृत्तांत कहा जा सके या फिर वर्तमान शिक्षा व्यवस्था, विशेषकर उच्च शिक्षा व्यवस्था पर एक त्वरित टिप्पणी कहना ज्यादा उचित होगा। भारतीय सेना द्वारा पाकिस्तान अधिकृत कश्मीर में 29 सितम्बर 2016 को आतंकवादी शिविरों पर किए गए सर्जिकल स्ट्राइक के बाद सर्जिकल स्ट्राइक शब्द काफी चर्चा में है। 8 नवम्बर 2016 को घोषित विमुद्रीकरण को भी कालेधन, भ्रष्टाचार, आतंकवाद और नक्सलवाद पर एक सर्जिकल स्ट्राइक कहा जा रहा है। सर्जिकल स्ट्राइक सामान्यतः सेना के उस ऑपरेशन को कहा जाता है जिसमें एक सर्जन की दक्षता याने पूरी एकाग्रता तथा सटीक साधनों से दुश्मन के सिर्फ उस हिस्से को ध्वस्त किया जाता है जो सैन्य दृष्टि से अहम हो, दुश्मन का मनोबल गिरा सके तथा खुद की सेना का मनोबल ऊँचा कर सके। स्पष्ट उद्देश्य, त्वरित परिणाम, अचूक निशाने के साथ टारगेट पर विध्वंस, किसी सर्जिकल स्ट्राइक के मुख्य तत्व होते हैं। इतने सालों में बदहाल होती शिक्षा व्यवस्था को कमेटी दर कमेटी, कमीशन दर कमीशन और पॉलिसी दर पॉलिसी सुधारने की कौशिस होती रही लेकिन आज भी वह बदहाल है। नई शिक्षा नीति 2016 भी दरवाजे पर खड़ी है। अभी तक शिक्षा में उत्तम नीतियां बनती रही हैं लेकिन लागू होने में कहीं ना कहीं बहुत बड़ी कमी रही है। क्या लागू होने के लिए समय निर्धारण, प्रधानमंत्री द्वारा 8 नवंबर 2016 को दिए गए नोटबंदी के झटके की तरह हो ? क्या सार्थक परिणाम के लिए लीक से बंधे विद्वानों के बदले शिक्षा कमांडों की आवश्यकता होगी ? प्रस्तुत लेख शिक्षा व्यवस्था में व्याप्त बदहाली को रेखांकित करते हुए सर्जिकल स्ट्राइक के टारगेट ढूँढने का प्रयास करता है।

I सुलगती पृष्ठभूमि

एक उत्तम शिक्षा व्यवस्था ही उत्तम राष्ट्र को जन्म देती है—

स्वामी विवेकानन्द

हमारी लोकतंत्र की व्यवस्था कई स्तम्भों पर टिकी है। इसमें प्रमुख है राजनैतिक स्तम्भ। राजनैतिक व्यवस्था की बदहाल स्थिति का अंदाज इसी बात से लगाया जा सकता है कि वर्तमान में आधे से ज्यादा सांसद और विधायकों पर विभिन्न अपराधिक और भ्रष्टाचार के मुकदमों चल रहे हैं। कई जमानत पर हैं, कई जेल में। अरबों रूपयों के घोटाले आम बात हो गई हैं। दूसरा महत्वपूर्ण स्तम्भ न्यायपालिका है। यह एक ऐसी व्यवस्था है जिस पर सामान्यतः कोई टिप्पणी वर्जित है। पीढ़ी दर पीढ़ी न्याय के लिए कतार में लगे मुकदमों का अंबार, तारीख पर तारीख का बहुचर्चित जुमला, सयानो की सलाह कि न्यायालय और पुलिस से दूर रहें—जिन्दगी सुकून से कटेगी और न्यायपालिका और सरकार का एक-दूसरे पर आक्षेप; ना कहते हुए भी बहुत कुछ कहता है। समाज का एक बहुत शक्तिशाली स्तम्भ है कार्य पालिका जिसमें सब से उपर की कतार में ज्यादातर आई. ए. एस अफसर आते हैं जो आई एम सुप्रीम के भाव से चाहे, शिक्षा हो, चाहे पर्यावरण चाहे विद्युत बोर्ड चाहे चिकित्सा हो, हर क्षेत्र में हर फनमौला की तरह शिखर पर विराजमान होते हैं। नौकरशाही में

अव्यवस्थाओं पर इतना कुछ कहा जा चुका है कि इस पर कई फिल्म, कई टी वी सीरियल और कई किताबों की रचना हो चुकी है और हाल की नोटबंदी के बीच चीफ सेक्रेटरी से क्लर्क तथा बैंक ऑफिसरों से आरबीआई अफसरों पर छापे और अकूत धन की हेराफेरी की कहानी बहुत कुछ कहती है। मीडिया को चौथा स्तम्भ माना गया है। यह व्यवस्था भी रेटिंग, टी आर पी और फायदे के फेर में पत्रकारिता के कायदे भूलती पीला पड़ती दिखती है। हर समाचार पत्र और हर चैनल किसी विचारधारा से बंधा है इसलिए एक ही बात कहीं हरे रंग में रंगी दिखती है कहीं लाल रंग में कहीं धार्मिक चश्मे से कहीं वामपंथी चश्मे से। गोया कि असल बात तक इस व्यवस्था में पहुंचना मुश्किल ही है। मतलब यह कि जिस व्यवस्था पर नजर डालिए जर्जर और बदहाल दिखती है। पूरे कुएं में भांग घुली होना शायद इसे ही कहते हैं। शिक्षा सभी व्यवस्थाओं की जननी है और इसी नींव पर सारे स्तम्भ खड़े हैं। तो क्या यह माना जा सकता है कि सभी अव्यवस्थाओं की गंगोत्री शिक्षा व्यवस्था से निकलती है क्योंकि यही व्यवस्था तो नागरिक, नेता, नौकरशाह और न्यायविद तैयार करती है। शिक्षा व्यवस्था की नब्ज टटोलने के लिए कुछ उदाहरण दिये जा सकते हैं। टीवी पर नकल करवाने के ढ़ेरों अदभुत दृश्य, प्रवीणता की सूचि में प्रथम स्थान पर आई छात्रा का विषय का नाम भी उच्चारण नहीं कर पाना, शिक्षक महीनों के नाम तक नहीं लिख पा रहे, मेडिकल प्रवेश भ्रष्टाचार के कारण

रद्द, बरकलउल्ला विश्वविद्यालय के यूआई.टी. में 15 माह से शिक्षकों को वेतन नहीं —मामला कोर्ट में, एआईसीटीई टीम का घूस लेते पकड़ा जाना, इंडस्ट्री का कहना की 80% पास आउट नौकरी के लायक नहीं, व्यापम घोटाला, नियुक्ति घोटाला, परीक्षाफल घोटाला आदि आदि। यह उद्धरण जर्जर व्यवस्था की सिर्फ ऊपरी परत लगते हैं। इस व्यवस्था से निकले लोगों से कैसे

बेंचमार्क रखने की अपेक्षा की जा सकती है ? शिक्षा व्यवस्था में प्राइमरी से लेकर उच्च शिक्षा, ढेरों लोग, ढेरों सेगमेंट —शायद देश की सबसे बड़ी व्यवस्था। हालांकि इस लेख में मुख्यतः उच्च शिक्षा की बात की गई है लेकिन सुधार शिक्षा के सभी क्षेत्रों में जरूरी है। यह भी गौर करना होगा कि शिक्षा में क्रांतिकारी सुधार के बिना किसी और क्षेत्र में सुधार की अपेक्षा रखना बेमानी भी है।

II विनियामक संस्थाओं का मायाजाल

एक पुराने और जर्जर तंत्र को बदलने के लिए उस सोच को बदलना होगा जिसने उसे पैदा किया—

वीर सावरकर

उच्च शिक्षा में नीति निर्धारण तथा सुचारु संचालन के लिए ढेरों संस्थाएं हैं। यूजीसी, एआईसीटीई, एनसीआरटी, उच्च शिक्षा विभाग, विनियामक आयोग आदि आदि! विरोधाभास और जटिल नियम परिणियमों का एक मायाजाल सा लगता है। अंग्रेजों के नजरिये से बनाई गई व्यवस्था की नींव 'अविश्वास' पर रखी गई थी जो अब भी जारी है। इसलिए सारी कवायद एक गुणवत्तापूर्ण शिक्षा का फ्रेमवर्क बनाने तथा एक फेसिलिटेटर के रूप में कार्य करने के बदले, इंस्पेक्टर संस्कृति तैयार करने में खर्च हो गई। इससे गुणवत्ता के बदले भ्रष्टाचार को बढ़ावा मिलता गया। पता नहीं 7 बी.सी. पूर्व जब तक्षशिला विश्वविद्यालय विश्व का सर्वश्रेष्ठ विश्वविद्यालय था या उसके बाद नालंदा विश्वविद्यालय ने गुणवत्ता में अपना परचम लहराया तो यूजीसी या एआईसीटीई, बीसीआई जैसी संस्थाएं थी या नहीं जो निरीक्षण किया करती थीं! शायद ये विश्वविद्यालय स्वअनुशासन, स्वसंचालन एवं स्वपरीक्षण और ईमानदारी के कारण शिखर पर पहुंचे होंगे। आज भी जो अपेक्षाकृत स्वतंत्र शिक्षण संस्थाएं हैं जैसे IIM, IIT, IIST, IIITM आदि, जिन पर इंस्पेक्टर राज की तलवार का असर कम है, अपेक्षाकृत बेहतर हैं। पहले तो नियमों की धुंध। शिक्षा एक नियम अनेक। किसी राज्य में कुछ नियम किसी राज्य में कुछ और केन्द्र के कुछ नियम राज्य के कुछ जुदा नियम, राजकीय विश्वविद्यालय के नियम अलग केन्द्रीय विश्वविद्यालय के कुछ और। फिर कहीं 10 एकड़ जमीन चाहिए कहीं पचास, कहीं खुद का भवन कहीं किराये पर चल जाएगा और इन सब के बीच में सबसे दयनीय तथा सबसे सौतेला निजी विश्वविद्यालय जिसके लिए कई नियामक संस्थाएं। जितनी भी विनियामक संस्थाएं बढ़ी हैं उतना ही भ्रष्टाचार ने पैर पसारें हैं। विनियामक संस्थाएं, राज्य सरकार, फिर केन्द्र सरकार, और फिर

न्यायपालिका जहां से स्थगन लाकर पूरा परदृश्य बदल जाता है। एक दो उदाहरण काफी होंगे। एक समय यह भी हुआ कि केन्द्रीय शिक्षा मंत्री के बदलते ही सारे राष्ट्रीय प्रौद्योगिकी महाविद्यालयों के निदेशक बदल दिये गये। बीएड महाविद्यालयों के मामले में न्यायपालिका का दखल भी ज्यादा पुराना नहीं है और उसके बाद भी

स्थिति ज्यों की त्यों। फिर विश्वविद्यालय कार्य परिषद के चयन उसकी कार्यप्रणाली और गवर्निंग बॉडी का कितना योगदान है और कितना व्यवधान है इस पर कुछ कहना बेमानी है। एक रिव्यू कहता है कि बहुत

बड़ी संख्या में राजनैतिक हस्तक्षेप और यूनियनबाजी के कारण ज्यादातर सरकारी विश्वविद्यालयों में कुलपति अपना कार्यकाल पूरा नहीं कर पाते। दूसरी ओर निजी विश्वविद्यालय के कुलपति प्रशासनिक और आर्थिक निर्णयों के लिए शक्तिहीन दिखते हैं। यह खोलते देगची में से परीक्षण के लिए निकाले गये चावल के कुछ दानों के समान है जो इशारा करते हैं कि अंदर भी चावल काफी कुछ पक गये हैं। शायद इस मायाजाल ने एक समानांतर शिक्षा माफिया को जन्म दिया है। ऐसा भी कुछ लोग मानते हैं कि हर कठिनाई को उचित मूल्य पर यह माफिया मैनेज करने की बात करता है। निरीक्षण—परीक्षण की एक दिलचस्प बात यह भी है कि दूर-दूर से जो इंस्पेक्टर आते हैं उनकी चेकलिस्ट गुणवत्ता के बदले गणना पर ज्यादा जोर देती है। किताब की संख्या, मास्टरजी की संख्या, उनकी योग्यता, जमीन के कागज आदि वही खोजबीन साल दर साल। इस डिजिटल तथा IT युग में जिसे दूर से ही जांचा जा सकता है फिर भी संस्थाओं को हजारों पेपर के दस्तावेज बनाने होते हैं वो भी 10-12 कापी में। पूरी संस्था सारा काम छोड़कर महीनों इसी काम में लगी होती है। यह भी बात छुपी नहीं है कि बहुत सी संस्थाएं उन्हीं के शब्दों में कहा जाए तो सब कुछ मैनेज कर लेती हैं। अब तो कई कन्सलटेंसी एजेंसी पैदा हो गई हैं जो इंस्पेक्शन करवाने का बेड़ा तक उठाती हैं। दो दिन के इंस्पेक्शन में बमुश्किल कुछ घंटे काम के होते हैं फिर इंस्पेक्टरों का मिजाज या टीम की देखभाल आदि कई और ऐसे तत्व हो सकते हैं जो चेकलिस्ट का हिस्सा ना होते हुए भी असर डाल सकते हैं। आईटी तथा संचार की इतनी तरक्की के बाद भी गणना और दस्तावेजों की जांच में इतनी पुरानी विधि ? जो समय ऊर्जा और धन बर्बाद करने के अलावा भ्रष्टाचार को बढ़ावा देती है ? यहां अगर बदलाव लाना है तो निरीक्षण पद्धति, नियामक संस्थाओं के जटिल फ्रेमवर्क तथा मल्टीपल कमांड पर शायद निशाना साधने की जरूरत है ताकि सरल नियम, त्वरित तथा कठोर दंड और सबसे ऊपर टेक्नालाजी जनित पेपरलस निरीक्षण के द्वारा शिक्षा में सुशासन लाया जा सके। शैक्षणिक हेड और शिक्षकों को किस तरह सशक्त बनाएं इस पर भी गंभीरता से सोचने की जरूरत है। नियामक संस्थाओं को अपना रोबदार दरोगा वाला चोला उतारकर फेसिलिटेटर के रोल में आना होगा। एक क्रांतिकारी शुरुआत इससे हो सकती है कि निरीक्षण टीम के ठहरने तथा वाहन की व्यवस्था भी विनियामक संस्थाओं के नेटवर्क द्वारा की जाए।

निरीक्षण इंस्पैक्शन टीम द्वारा करने के बदले डिजिटल तथा इंटरनेट के माध्यम से करना सही कदम होगा। इससे पारदर्शिता तथा विश्वास बढ़ेगा। गुणवत्ता इंस्पैक्शन द्वारा नहीं जांची जा सकती। उसके लिए नये डिजिटल तथा प्रतिस्पर्धा के पैमाने बनाने होंगे।

III राग स्वायत्तता – सुरलय और ताल में कमी

स्वतंत्रता और जवाबदेही एक सिक्के के दो पहलू हैं—

सुभाष चन्द्र बोस

सन् 1948 के एजुकेशन कमीशन से लेकर 1966 के कोठारी कमीशन, 2001 राममूर्ति कमीशन, 2005 के कैब कमीशन और अब 2016 की NEP- ढेरों कमेटी, कमीशन तथा पालिसी में शिक्षण संस्थाओं की स्वायत्तता पर ना जाने कितना कहा गया कि अब स्वायत्तता, हर फोरम पर छेड़े जाने वाला राग हो गया है। भारत के राष्ट्रपति डॉ जाकिर हुसैन जो एक शिक्षाविद थे उनके द्वारा पटना में 1955 में कही गई बात आज भी महत्वपूर्ण है। “विश्वविद्यालयों की स्वायत्तता मुझे सबसे ज्यादा परेशान करती है। विदेशी शासन में विश्वविद्यालय स्वतंत्र नहीं थे इसीलिए वे देश के विवेक और जीवन मूल्यों के केन्द्र नहीं बन सके” यही बात सन 1966 में तत्कालीन राष्ट्रपति वी वी गिरि ने मैसूर में दोहराई। NPE-68 कहता है कि शिक्षण संस्थाओं को स्वायत्तता होनी चाहिए। विद्यार्थी तथा शिक्षक की नियुक्ति में। कोर्स करिकुलम के चयन में तथा पढ़ाई की पद्धति में। इस बारे में वर्तमान स्थिति जानने के लिए इतना ही काफी होगा कि हर विश्वविद्यालय तथा संस्था हर फोरम पर कठिनाईयों की बात करते हुए स्वायत्तता की दोहाई अवश्य देते हैं।

विद्वानों तथा शिक्षाविदों के, हर मंच पर बहुत सारे जाने माने चेहरे होते हैं। वे हर बार स्वायत्तता पर, गुणवत्ता पर और कौशल विकास पर, अंतराष्ट्रीय करण पर, सामाजिक मूल्यों जैसे मुद्दों पर गिनी गिनाई बात करते हैं। आश्चर्य होता है कि वही बात कैसे हर बार नए अंदाज में कर पाते हैं। और नतीजा वही ढाक के तीन पात। इतने वर्षों बाद भी विश्वविद्यालय स्वायत्तता के काबिल नहीं बना पाए। स्वायत्तता के कई स्तर हैं। पाठ्यक्रम निर्धारण गुणवत्ता की दृष्टि से महत्वपूर्ण विषय है। इस संदर्भ में एक उद्धरण काफी होगा। म.प्र. में यह मुद्दा जोरों से उठा कि सभी विश्वविद्यालयों में पाठ्यक्रम समान हो जिस पर एक कमेटी का भी गठन किया गया। वैसे यह स्वायत्तता की अवधारणा के बिल्कुल विपरीत है। लेकिन ऐसे निर्णय भी लिए जाते हैं जो स्वायत्तता को दरकिनार करते हैं। कई बार यह भी लगता है कि यदि पाठ्यक्रम निर्धारण की स्वायत्तता दे भी दी जाए तो भी विश्वविद्यालय अपना करिकुलम बनाने में सक्षम होंगे ? इस बात में भी गहरा संदेह हो सकता है। एक दूसरा उदाहरण भी दिलचस्प है। 2009 के यूजीसी के नियम के अंतर्गत पीएचडी के लिए प्रवेश परीक्षा तथा कोर्सवर्क जरूरी था। यह नियम म.प्र. के सभी विश्वविद्यालयों ने 2011 तक नहीं माना। फलस्वरूप उनके द्वारा दी गई डिग्री की मान्यता पर प्रश्नचिन्ह लग गया। इसका एक कानूनी हल निकाला

गया जिसमें पीएचडी की डिग्री मिलने के बाद पीएचडी करने वालों को प्री पीएचडी की प्रवेश परीक्षा तथा शोध कैसे करते हैं इस पर छः माह का कोर्स वर्क कराया गया। याने बैलगाड़ी के पीछे बैल जोतने का उपक्रम। शोध की डिग्री मिलने के बाद सिखाना शोध कैसे करते हैं और फिर अंत में प्रवेश परीक्षा लेना कि आप शोध करने के काबिल हैं या नहीं? और फिर न्यायिक दृष्टि से इसे सही हल भी पाया गया!! स्वायत्तता बिना जवाबदेही बे मायने है। यह भी दिलचस्प है कि शिखर पर बैठे नियामक संस्थाओं की जवाब देही नहीं बनती कि इतने वर्षों में भी भारतीय संस्थान गुणवत्ता में इतने नीचे क्यों हैं। सारी जवाबदेही उन संस्थाओं पर आ जाती है जो स्वायत्तता के लिए लड़ाई लड़ रहे हैं। प्रश्न है कि स्वायत्तता के काबिल संस्था को कैसे बनाया जाए। इतने विश्वविद्यालय क्या स्वायत्तता के काबिल हैं। एक-एक विश्व विद्यालय पांच सौ सात सौ महाविद्यालयों को संबद्ध कर रहे हैं। 2016 की ड्राफ्ट पालिसी में 100 अधिकतम सीमा संबद्धता के लिए तय की गई है जिसे लागू करना टेढ़ी खीर लगती है। स्वायत्तता के नाम पर डिग्री बांटने के केन्द्र भी एक सच्चाई हैं। यह भी दिलचस्प है कि शासकीय विश्वविद्यालयों में राज्यपाल द्वारा नियुक्त कुलपति को राज्यशासन द्वारा नियुक्त कुलसचिव से जूझना पड़ता है याने केन्द्र बनाम राज्य और सारी ऊर्जा इसी में निकल जाती है। और इसी जद्दो जहद में कुलपति का कई बार पूरा टर्म समाप्त हो जाता है। दूसरी ओर निजी संस्थाओं में कई बार यह भी पता नहीं चलता कि संस्था के शैक्षणिक शिखर पर बैठे व्यक्ति के मातहत कितने लोग हैं जो वास्तव में उससे ऊपर हैं। संस्था में शैक्षणिक प्रबंधन को पूरी तरह आर्थिक और प्रशासनिक प्रबंधन से अलग कर देखना भी एक विडम्बना है जो शासन के 4-6 केन्द्र पैदा कर ढांचे को कमजोर करते हैं। **शैक्षणिक हेड की आर्थिक तथा प्रशासनिक, प्रबंधन पर भी सर्वोच्चता सुनिश्चित करना अतिआवश्यक है। शिक्षण संस्थाओं के शीर्ष पर बैठे व्यक्ति को कागजों के अलावा वास्तव में सशक्त करना स्वायत्तता के मार्ग की शायद सबसे बड़ी जरूरत है।** स्वायत्तता कैसे एकाउन्टेबिलिटी के साथ आ सके इस अहम प्रश्न के उत्तर तो हैं, लेकिन उसे लागू करने के लिए नियामक स्तर पर एक ऐसी शक्तिशाली अधिकार प्राप्त टीम का गठन हो सकेगा या नहीं जो मिलिट्री की निपुणता और समय बद्धता से काम कर सके, **और सारे नियम अधिनियम को पूरे भारत के लिए एक रूप और सरल कर सके**, यह अपितु विचारणीय है।

IV प्रवेश से परीक्षा तक—सांप सीढ़ी का खेल

The computer has all the answers to corruption—

Bill Gates

भारतीय उच्च शिक्षा में प्रवेश से परीक्षा तक नियमों का एक जाल है जिसमें छिद्र ही छिद्र हैं। प्रवेश की एक तय तारीख होने के बाद भी रिकार्ड में जो तय अंतिम तारीख है उसके पहले, पर वास्तव में परीक्षा की तिथि तक एडमीशन किये जाने के किस्से बहुत असमान्य नहीं

है और ऐसी अनियमितता पकड़ा ना जाना और भी दिलचस्प है। इस खेल में कई पेंच हैं कई दांव हैं। सीट खाली ना रह जाए इस डर से मिडिलमैन के माध्यम से प्रवेश, फीस में भारी छूट, उपस्थिति का कोई बंधन नहीं। कई बार तो ऐसा भी हो सकता है कि विद्यार्थी कॉलेज के दर्शन सिर्फ परीक्षा के लिए करता हो। प्रवेश से परीक्षा के खेल में ऐसी कई छुपी सीढ़ियां हैं। कई शिक्षक एक कॉलेज में पूर्णकालिक शिक्षक होते हुए भी दूसरे कालेजों के पूर्णकालिक छात्र के रूप में प्रवेश पा जाते हैं। परीक्षाओं में हेराफेरी, मेडइजी 10 प्रश्नपत्रों के गैस पेपर से पास होना, परीक्षा प्रश्न पत्रों का निम्न स्तर, उत्तर-पुस्तिकाओं के मूल्यांकन में भारी गड़बड़ी, न्यायालय द्वारा स्थगन के कारण प्रवेश तथा परीक्षाओं में भारी फेर बदल। यह सब सांप सीढ़ी के खेल जैसा ही तो लगता है। और यही कालेजों तथा विश्वविद्यालयों में शैक्षणिक सत्र की दुर्दशा की कहानी भी कहता है। सतत मूल्यांकन, प्रबंधन द्वारा मुसीबत के रूप में लिया जाता है और इसीलिए मूल्यांकन तथा मूल्यांकन करने वाले का स्तर भी बहुत असंतोषजनक होता है। कालेज और विश्वविद्यालय सारे सत्र परीक्षा कराने और पेपर जांचने में ही समय बिताते हैं। जरूरी है कि इस पूरी प्रक्रिया का समाधान के लिए गहरा विश्लेषण हो।

इन जटिल प्रश्नों का समाधान नई आई टी टेक्नालॉजी का समुचित उपयोग दे सकता है। फर्जी डिग्री भी एक बड़ी समस्या है। **उच्च शिक्षा की हर उपाधि का केन्द्रीय रजिस्ट्रेशन, मेडिकल की तर्ज पर हो तो फर्जी डिग्री की समस्या पर कुछ अंकुश लगाया जा सकता है। एक विषय के लिए एक ही अखिल भारतीय या जोनल स्तर की प्रवेश परीक्षा हो जो ऑनलाइन हो और प्रवेश सेन्ट्रल काउंसिलिंग द्वारा हो।** इसे आउटसोर्स कर व्यावहारिक और प्रभावशाली बनाया जा सकता है। आधार कार्ड या पैन नंबर आधारित सारा डिजिटल एडमिशन हो तो दो जगह उपस्थिति रोकी जा सकती है। कक्षा में उपस्थिति का रिकार्ड भी ठीक रखा जा सकता है। एक डिग्री की अंतिम परीक्षा दो भागों में हो पहला भाग केन्द्रीय आनलाइन हो जिसके बाद ही विद्यार्थी कॉलेज/विश्वविद्यालय में दूसरे भाग याने फाइनल परीक्षा दे सके। निरंतर मूल्यांकन कॉलेज/विश्वविद्यालय स्तर पर आनलाइन पेपर लेस हो। सीबीसीएस अनिवार्य रूप से सभी विषयों पर लागू हो ओर इसकी छूट विश्वविद्यालय या अलग-अलग नियामक संस्थाओं पर ना छोड़ी जाए।

V शिक्षक-कर्णधार से संविदा शिक्षक और शिक्षाकर्मी का दर्दनाक सफर

A true teacher takes a hand, opens a mind touches a heart and shapes up a life-

Pt. Madan Mohan Malviya

आज शिक्षा की बदहाली का एक प्रमुख कारण है योग्य शिक्षकों का अभाव, उनका अवमूल्यन, उनके गिरते नैतिक मूल्य और उनका शोषण। सरकारी शिक्षक इतना सुरक्षित कि ना जवाबदेही ना फीडबैक का डर। दूसरी

ओर निजी संस्थाओं का शिक्षक; एकदम असुरक्षित, डरा हुआ और प्रबंधन की दया पर, कम वेतन पर। इन सब का एक बायप्रोडक्ट है-शिक्षकों में नैतिक मूल्यों का पतन, दोहरा चरित्र और झूठ की प्रवृत्ति। यह छूट की बीमारी की तरह छात्रों में पहुंच रही है और नई पीढ़ी की शिक्षा और सोच दोनों को दीमक की तरह चाट रही है।

मौलाना अबुल कलाम आजाद 11 वर्षों तक स्वतंत्र भारत के शिक्षामंत्री रहे। उनके पास फार्मल शिक्षा के नाम पर कुछ नहीं था फिर भी वे एक सफल शिक्षाविद हुए। आजादी के बाद धीरे-धीरे पूरी शिक्षा व्यवस्था परीक्षा तथा डिग्री केन्द्रित हो गई है। धीरे-धीरे शिक्षकों का अवमूल्यन सबसे बड़ी त्रासदी है। किसी जमाने में

शिक्षण एक नोबल प्रोफेशन माना जाता था। अब जीविका के अंतिम विकल्प के रूप में जाना जाता है। शिक्षकों के लगभग 40 प्रतिशत पद खाली पड़े हैं। एक समय था जब गुरु, कुल-गुरु, राजर्षि, ब्रम्हर्षि के पदों से शिक्षक सम्मानित था फिर लेक्चरर, रीडर, प्रोफेसर आदि से नवाजा गया अब वह संविदा अतिथि शिक्षक तथा शिक्षाकर्मी की भूमिका में भी आ गया है जो सारी जिम्मेदारी संभालता है लेकिन एक दिहाड़ी मजदूर के रूप में जिसे कब नौकरी से हाथ धोना पड़े पता नहीं। कभी नेहरू जी जरूरत पड़ने पर मौलाना आजाद के आफिस जाते थे। विश्वविद्यालय के कुलपति, प्रोटोकॉल में उस समय बहुत ऊपर थे। आज स्थिति दयनीय है। कुलपति, डिप्टी सेक्रेटरी और ज्वाइंट सेक्रेटरी के आफिस का चक्कर लगाता भी मिल सकता है। महत्वपूर्ण कमेटी तथा कमीशन की रिपोर्ट पर भी स्वीकृति की मोहर लगाने वाला, शिक्षाविद ना होकर नौकरशाह होता है। यह बात छुपी नहीं है कि नौकरशाही के चक्रव्यूह में फंसकर शिक्षकों के खाली पद भरे नहीं जा रहे हैं। नियमानुसार तो कुछ संस्थाओं में शिक्षकों की कमी के मद्देनजर सीटें कम हो जानी चाहिए थी या शून्य सत्र हो जाना चाहिए था पर ऐसा होता नहीं। सरकारी संस्थाओं में यह कर पान मुश्किल है और बहुत सी निजी संस्थाओं में काफी शिक्षकों की कमी भी मैनेज कर ली जाती है। वेतन तथा योग्यता तय होने के बावजूद इतने सालों में यह पेपर पर तो लागू होती दिखाई जाती हैं लेकिन वास्तव में होती नहीं। आईटी तथा संचार के साधनों से यह सुनिश्चित करना कठिन नहीं है कि कहां गड़बड़ है। लेकिन ऐसा होता नहीं। क्यों नहीं होता यह एक तिलस्म है!! इस तिलस्म को इतनी सारी नियामक संस्थाएँ क्यों नहीं तोड़ पाती यह भी आश्चर्यजनक है। यह जानते हुए भी कि देश में 40 प्रतिशत शिक्षकों के पद खाली है!! दूसरी ओर देखें तो जितने शिक्षकों की जरूरत है उतने हमारी शिक्षा व्यवस्था पैदा नहीं कर पा रही है या फिर आकर्षित नहीं कर पा रही है। 2016 की शिक्षा पालिसी में आई.ए.एस. की तर्ज पर एक अखिल भारतीय शिक्षा सेवा का कैडर बनाने की बात है। इतने सालों में शिक्षक भर्ती और वेतनमान दे पाने में तो व्यवस्था लागू नहीं हो सकी; वर्तमान प्रबल नौकरशाही के चलते शिक्षकों के लिए एक पावरफुल कैडर का गठन दिवा स्वप्न सा दिखता है। हां इसे यदि एक मिलिट्री

ऑपरेशन की तर्ज पर अंजाम दिया जाए तो बात बन सकती है। शिक्षकों को सशक्त करने के साथ ही उनकी जवाबदेही सुनिश्चित करने वाला फ्रेमवर्क एक मिलिट्री मिशन मोड में ही हो सकता है क्योंकि शिक्षा का स्तर यदि सुधारना है तो शिक्षक का स्तर सुधारना होगा और उसे उचित सम्मान और गरिमा के पद पर वापस लाना होगा। साथ ही शिक्षा के लिए जवाबदेह बनाना होगा ताकि अन्य कामों के आधार पर, जैसा कि चलन हो गया है, उसकी काबिलियत ना आंकी जाए बल्कि कॉलेजों में शिक्षा तथा विश्व विद्यालय में शोध तथा दोनों जगह शिक्षा में उनके योगदान पर आधारित हो। जब शिक्षकों का कैडर बने तो एक या कई एकेडमी भी बनें जो उनको ट्रेन करने के साथ ही फैकल्टी डेवलपमेंट का जिम्मा भी लें, क्योंकि आजकल फैकल्टी डेवलपमेंट के नाम पर संस्थाओं में काम कम आडम्बर ज्यादा है।

VI शिक्षा, कौशल विकास और शोध—स्पष्ट रोडमैप की जरूरत

अच्छी शिक्षा वही है जो शारीरिक परिश्रम के लिए उतना ही आदर जगाए जितना बौद्धिक उत्कृष्टता के लिए—

महात्मा गांधी

किसी भी शिक्षा में चाहे वह एकेडेमिक्स हो, स्किल हो या फिर रिसर्च और एक्सटेंशन हो, प्रभावशाली बनाने के लिए विद्यार्थी द्वारा शरीर के तीनों हिस्से हाथ, दिल और दिमाग का उपयोग होना आवश्यक है। मोटे तौर पर वोक्शेनल कोर्स में हाथों का उपयोग ज्यादा होना चाहिए मतलब प्रैक्टिकल और प्रैक्टिस। एकेडेमिक्स और रिसर्च में दिमाग की ज्यादा भागीदारी होना चाहिए याने थ्योरी और विश्लेषण। दिल का संबंध संवेदनाओं और कला से होता है जो किसी भी विधा को संपूर्ण बनाती है अर्थात् सामाजिक सरोकार और अनुशासन। शिक्षा की घटती गुणवत्ता को देख राष्ट्रपति से लेकर हर कोई चिंता ग्रस्त है कि शिक्षा की हालत क्यों इतनी बदहाल है कि हमारी कोई संस्था विश्व में प्रथम 200 विश्व विद्यालयों में नहीं है। शिक्षा का प्रमुख उद्देश्य ज्ञान देना है और एक संपूर्ण सामाजिक व्यक्तित्व गढ़ना है। दुर्भाग्यवश अब शिक्षा का उद्देश्य नौकरी हो गया है। ज्ञान का पैमाना वेतन का पैकेज हो गया है। बड़ी-बड़ी कंपनियों के टेस्ट पेपर, क्विज और परीक्षा को क्रेक करना ज्ञान का सबसे बड़ा पैमाना बन गया है। इसीलिए कोचिंग की दुकानें विश्वविद्यालय और महाविद्यालय से ज्यादा महत्वपूर्ण हो गई हैं। करीकुलम को उद्योग तय करें यह भी कहा जाता है। उद्योग शुद्ध व्यापारिक संस्थान है इसीलिए वे एक शिक्षित व्यक्ति के स्थान पर ऐसा व्यक्ति ज्यादा पसंद करते हैं जो बिना किसी ट्रेनिंग के पहले दिन से काम पर लग जाए। दिलचस्प यह है कि वे शिक्षा में तो कोई सक्रिय भाग नहीं लेना चाहते लेकिन गुणवत्ता का रोना-रोते हैं। कोई जवाबदारी भी नहीं लेना चाहते। शिक्षा में स्किल का रोना भी रोया जाता है। आज देखें तो एकेडेमिक्स और शोध के क्षेत्र से प्रैक्टिकल और स्किल नदरत है

और दिमाग का उपयोग भी शॉर्टकट, परीक्षा पास करने के गुर सीखना और कट पेस्ट से शोधपत्र तैयार करना, तक सीमित हो गया है। कक्षाएँ और कैंपस खाली पड़े रहते हैं इसलिए पढ़ाई नहीं हो पाती तो सामाजिक सरोकार और व्यक्तित्व विकास के लिए छात्र को कैंपस में लाने की बात बेमानी ही है जिसका असर है, उनके गिरते नैतिक मूल्य गिरते नैतिक मूल्यों का असर देश के चरित्र पर देखा जा सकता है जहाँ हम भ्रष्टाचार की विश्व रैंकिंग में काफी ऊपर हैं। ग्रॉस एनरोलमेंट रेशियो (GER) बढ़ाने के नाम पर कॉलेज दर कॉलेज खोलना सही नहीं है क्योंकि कॉलेज में आधी सीटें तो खाली रह जाती हैं। फिर प्रवेश में ढील, परीक्षा में हेरा-फेरी, विद्यार्थी का ग्राहक की तरह आचरण करने का चलन, उपस्थिति में छूट से लेकर डिग्री की गारंटी। इस व्यूह को तोड़ना आवश्यक है। दूसरी ओर अच्छे शिक्षक शिक्षण क्षेत्र में आएँ और इसे अपना कैरियर बनाएं इस पर भी गंभीरता से त्वरित काम की जरूरत है।

शिक्षा में स्तर के क्षरण में मुख्य रूप से तीन कारण हैं। बाजारीकरण के चलते प्रवेश के नियमों में ढिलाई, उपस्थिति में छूट, परीक्षा में छूट, प्रयोगशालाओं का लगभग बंद होना और फल स्वरूप शिक्षा को ज्ञान से काट कर उसका सीधे परीक्षा और डिग्री से संबंध जोड़ देना। दूसरा कारण शिक्षकों की संख्या और गुणवत्ता में भारी कमी। तीसरा कारण है नैतिक और सामाजिक मूल्यों में भारी गिरावट चाहे वह शिक्षक हो या विद्यार्थी। शिक्षा में प्रयोगशाला, वर्कशॉप और हाथ से काम करने को बढ़ावा देने वाले स्किल को पुनर्स्थापित करना आवश्यक है। दुर्भाग्य से विनियामक संस्थाओं की चेकलिस्ट में यह सब वरीयता क्रम में बहुत नीचे है या शायद ही नहीं। उच्च शिक्षा में स्किल और ITI स्तर पर वर्कर के लिए स्किल में गहरा अंतर है। दोनों में हाथ से काम कर परिश्रम की गरिमा स्थापित करना एक उद्देश्य अवश्य है लेकिन वोक्शेनल या स्किल कोर्स में हाथ से काम का 80 प्रतिशत है जबकि उच्च शिक्षा में इसका उलट 20 प्रतिशत। यदि दोनों में घालमेल किया जाता है तो वह गलत होगा। वर्कर के लिए कौशल का उच्च स्तर हासिल करना आवश्यक है। जबकि उच्च शिक्षा में उसे अच्छे से समझने के लिए सिर्फ प्रैक्टिकल करना उद्देश्य है इसीलिए दोनों के समय और सिलेबस में जमीन आसमान का अंतर होना चाहिए। इसलिए स्किल का स्तर उच्च शिक्षा और ITI/डिप्लोमा/सर्टिफिकेट में एकदम अलग-अलग ही रखना जरूरी है।

शोध उच्च शिक्षा का एक बहुत महत्वपूर्ण हिस्सा है। विश्व रैंकिंग में शोध का बहुत ज्यादा महत्व है। हमारे देश के किसी विश्वविद्यालय का विश्व के प्रथम 200 रैंक में ना होने में शोध की निराशाजनक स्थिति बहुत हद तक जिम्मेदार है। शिक्षण संस्थाओं द्वारा की गई वैश्विक शोध में भारत का योगदान महज 3.5 प्रतिशत है जो चीन के 22 प्रतिशत से बहुत पीछे है। यह प्रगति भी चीन ने पिछले दशक में ही तेजी से हासिल की। शोध और नवाचार को बढ़ावा देने के लिए जरूरी है सोच को बदला जाए। अभी भारत, जीडीपी का 2 प्रतिशत से काफी कम शोध पर खर्च करता है इसे

बढ़ाकर चार प्रतिशत तक ले जाना होगा। यह समझना तथा आत्मसात करना अति आवश्यक है कि कॉलेजों में शिक्षा तथा कौशल विकास पर सबसे ज्यादा खर्च किया जाए और विश्वविद्यालय में शोध पर। शोध भारी खर्च मांगता है। विश्वविद्यालयों में सरकारी खर्च पर शोध की अधोसंरचना बनानी होगी। शोध हो या शिक्षा हो यह लागत, मांगता है और शासन को इस पर नजरिया बदलना होगा। चाहे वह सरकारी हो या निजी विश्वविद्यालय बड़ी लागत, बड़ी स्वतंत्रता, बड़ी जवाबदेही और बड़े टारगेट पर काम करने से ही स्थिति में तेजी से बदलाव आ सकेगा और इसमें सरकारी अनुदान समय की सबसे बड़ी जरूरत है। **निजी विश्वविद्यालय शोध में एक प्रभावशाली भूमिका निभा सकते हैं। चूंकि वे शून्य लाभ पर काम कर रहे हैं और लालफीताशाही के शिकार नहीं हैं इसलिए शोध के लिए और जहां तक हो सके उन्हें शून्य या बहुत कम ब्याज पर दीर्घकालीन लोन की सुविधा होना चाहिए।** यह दुर्भाग्यपूर्ण है कि सवा सौ करोड़ के देश में, पिछले कई दशकों में विज्ञान, गणित और अन्य विधा में नई खोज या नये समीकरण लिखने वाला कोई शोध नहीं हुआ। बेसिक विषयों पर शोध का वातावरण बनाना आवश्यक है जिसके लिए प्रभावशाली ढंग से खर्च भी करना होगा और प्रोत्साहन भी देना होगा। स्किल डेवलपमेंट पर जिस गंभीरता से काम चल रहा है उतनी ही गंभीरता से शिक्षा और शोध पर भी कार्य योजना को क्रियान्वित करने की आवश्यकता है। विशेषकर विश्वविद्यालयों में शोध पर। शोध के लिए फंड आबंटन भी एक बड़ा गेम लगता है जिसमें मिडिलमैन, लालफीताशाही, घिसेपिटे नियम बाधक हैं जो नई सोच को, युवा शोधकर्ताओं को और उभरते विश्वविद्यालयों को उपर आने का मौका ही नहीं देते।

VII निष्कर्ष

शिक्षा के क्षेत्र में भारत में बहुत कुछ हुआ है तभी देश ने इतनी तरक्की की और हमारे विद्यार्थी विदेश में नाम कमा रहे हैं। लेकिन, यदि देश को विकासशील से विकसित और सुपर पावर की श्रेणी में लाना है तो आमूलचूल परिवर्तन अपेक्षित है। लगभग 750 विश्वविद्यालय चालीस हजार महाविद्यालय ग्यारह हजार से अधिक स्वायत्त शिक्षण संस्थाएं और शोध केन्द्र हैं देश में। इसके ऊपर दूरस्थ शिक्षा का बड़ा नेटवर्क और अनौपचारिक कोचिंग सेंटर। उच्च शिक्षा में काम करने वालों की तथा विद्यार्थियों की संख्या लगभग आठ करोड़ के आसपास पहुंच जाती है। फिर इस सत्य को भी नकारा नहीं जा सकता कि इसकी बदहाली के लिए काफी हद तक स्कूली शिक्षा भी जिम्मेदार है क्योंकि उच्च शिक्षा के क्षेत्र में जो रॉ मटेरियल आ रहा है वह स्कूलों से ही आ रहा है—वह भी छन कर। इसलिए अगर शिक्षा के विकास में क्रांति लानी है तो इसे समग्र रूप में लेना होगा। **यह भी सोचना होगा कि क्या वर्तमान विनियामक ढांचा जिसने पूरी तरह इंस्पेक्टर राज और लाइसेंस संस्कृति का एक जाल सा बुन दिया है, सुधार से परे है और क्या इसे ध्वस्त कर नया ढांचा बनाना चाहिए ? क्या थके मांटे शिक्षाविदों के बस में**

नहीं है सार्थक सुधार ? क्योंकि लीक पर चलते हुए तो कुछ खास हो नहीं पाया तो क्या युवा जोश और क्रांतिकारी सोच के साथ IT टूल्स से सुसज्जित “शिक्षा कमांडो” की आवश्यकता है जो बुराइयों को ध्वस्त कर सकें और नवनिर्माण और आशा की बयार ला सकें ? उच्च शिक्षा में बदलाव के लिए बहरहाल निम्न कदमों पर मिलिट्री ऑपरेशन की तर्ज पर विचार हो सकता है:—

(क) शिक्षकों की बदहाली पर सबसे पहले ध्यान देने की जरूरत सरकारी शिक्षक जो आकर्षक वेतन पाते हैं उनकी जवाबदेही सुनिश्चित हो। निजी संस्थानों के शिक्षकों को सम्मानजनक वेतन मिले। सभी शिक्षकों का सालाना परीक्षा द्वारा सतत मूल्यांकन, प्रभावशाली फीडबैक द्वारा काउंसलिंग और अनिवार्य कोर्स द्वारा डेवलपमेंट हो। 95 प्रतिशत से ऊपर शिक्षकों के पद हमेशा भरे रहें। यह सब तभी संभव है जब दो उपाय अनिवार्य रूप से हों। पहला उपरोक्त कदम निरीक्षण द्वारा नहीं बल्कि आईटी की आधुनिकतम टैक्नालॉजी के माध्यम से सुनिश्चित हों। दूसरा शिक्षकों को समुचित वेतन मिले तथा जॉब में सुरक्षा की व्यवस्था हो। इसे इनकम टैक्स रिटर्न तथा बैंक स्टेटमेंट से निरंतर जांचा जाए। जरूरी है कि निजी संस्थानों में economic viability के लिए, सरकार ‘गरीबी हटाओ’ की योजनाओं में जैसा सब्सिडी के रूप में खर्च करती है उसी तर्ज पर ‘शिक्षक बचाओ’ के लिए उचित आर्थिक व्यवस्था सब्सिडी तथा अनुदान की व्यवस्था करे ताकि कम फीस और खाली सीटों का बोझ शिक्षकों पर ना पड़े बल्कि सरकार वहन करे। **सबसे अहम बात संविदा शिक्षकों का चलन कानूनी रूप से बंद हो।**

(ख) सेमेस्टर या वार्षिक परीक्षाएं दो स्तर पर हों। शुरु में यह व्यवस्था स्नातक और स्नातकोत्तर की अंतिम परीक्षा में लागू किया जाए और धीरे-धीरे हर Term End परीक्षा (Semester End Examination) में। **एक परीक्षा केन्द्रीय स्तर पर आब्जेक्टिव आनलाइन टेस्ट द्वारा हो जो विद्यार्थी कभी भी ले सके और तुरन्त रिजल्ट पा सके। फाइनल परीक्षा देने के पहले इसे पास करना आवश्यक हो। दूसरी फाइनल परीक्षा संस्था/ विश्वविद्यालय स्तर पर हो जैसी कि अभी भी होती है।** केन्द्रीय स्तर पर आनलाइन टेस्ट के लिए एक एक्सपर्ट संस्था का गठन हो सकता है हर डिसिप्लिन के लिए। इसमें भी केन्द्रीय स्तर पर बड़ी IT कंपनी की मदद ली जा सकती है। निरंतर मूल्यांकन आनलाइन तथा पेपरलेस हो।

(ग) इन्फ्रास्ट्रक्चर, शिक्षकों की भर्ती तथा वेतन, विद्यार्थियों का प्रवेश, उपस्थिति तथा निरंतर मूल्यांकन, परीक्षा तथा मूल्यांकन; इन सभी विषयों पर नियमों के पालन को सुनिश्चित करने में **इंस्पेक्शन संस्कृति बंद कर पूर्णतः टेक्नालाजी की सहायता तथा आउट सोर्सिंग की मदद से वर्चुअल वेरिफिकेशन का प्रावधान होना चाहिए—**पासपोर्ट, रेल रिजर्वेशन आदि कई उदाहरण हैं जहां काम आउटसोर्स से हुआ है।

(घ) उच्च शिक्षा को राज्यों के अधिकार क्षेत्र से पूरी तरह हटा कर केन्द्र सरकार के दायरे में लाना। सभी स्कूलों को सिर्फ राज्य सरकार के दायरे में लाने पर भी विचार हो सकता है। सभी नियमों का सरलीकरण और विनियामक संस्थाओं को एकीकृत कर मल्टीपल कमांड से निजात दिलाकर सिंगल फैसिलिटेटर के आधार पर केन्द्रीय विनियामक संस्था का पुनर्गठन। एग्रेडिटेडेशन के लिए एक ही संस्था का पुनर्गठन और सरलीकरण।

(च) इंस्पेक्टर और लाइसेंस संस्कृति उच्च शिक्षा क्षेत्र से पूरी तरह ध्वस्त करने का उपक्रम। एक ही नियम, कड़ाई से पालन और कठोर दंड की संस्कृति की स्थापना के लिए कार्यवाही। शिक्षा के मामले में अलग से एक फास्ट ट्रैक कोर्ट जो शीघ्र न्याय दे सके उसका गठन।

(छ) उच्च शिक्षा में पूरे देश में या देश को जोन में बांट कर सिंगल विंडो सिंगल टेस्ट से प्रवेश और मेडिकल की तर्ज पर हर विषय की डिग्री का प्रवेश से उपाधि तक का केन्द्रीय रजिस्ट्रेशन बोर्ड द्वारा रजिस्ट्रेशन। यह फर्जी डिग्री पर लगाम लगा सकेगा। हर डिप्लोमा के लिए एक केन्द्रीय बोर्ड का गठन किया जा सकता है जिसमें रजिस्ट्रेशन के बाद ही डिग्री को मान्यता मिले। छात्रों की उपस्थिति भी टैक्नालाजी के उपयोग से सुनिश्चित हो। इसके लिए आउटसोर्सिंग के जरिए शीघ्रता लाई जा सकती है।

(ज) देश में कैशलेस व्यवस्था की बात हो रही है। शिक्षा के क्षेत्र को इसमें पहल करनी चाहिए और स्कूल से यूजीसी तक सभी संस्थाओं को पूरी तरह कैशलेस बन जाना चाहिए। कैशलेस की तर्ज पर ही शिक्षा में व्यवस्था को पूरी तरह पेपरलेस बनाने के लिए युद्ध स्तर पर काम होना चाहिए। कम से कम प्रशासन, प्रवेश, पत्राचार, रिकार्ड, अर्थ व्यवस्था तथा छात्रों के सारे काम उच्चतम प्राथमिकता से पेपरलेस किए जाने चाहिए। सतत मूल्यांकन, परीक्षा आदि भी धीरे-धीरे पेपरलेस बन जानी चाहिए। पूरी शिक्षा व्यवस्था कैशलेस और पेपरलेस तथा पारदर्शी होने से भ्रष्टाचार कम हो सकेगा और कार्यकुशलता बढ़ सकेगी। समयबद्ध तरीके से मिशन मोड में पूरा करने की जरूरत है।

(झ) कई महत्वपूर्ण कदम जैसे शिक्षकों के लिए आईएस की तरह अलग कैडर का गठन, एक विश्वविद्यालय के अंतर्गत 100 से ज्यादा कॉलेज ना होने की सीमा। एकल विनियामक संस्था तथा एकल एग्रेडिटेडेशन संस्था का गठन। निजी, सरकारी और केन्द्रीय संस्थाओं के लिए समान नियम: इन सब को समयबद्ध तरीके से मिशन मोड में पूरा करने की कार्य योजना जो पारदर्शी और जवाबदेह हो। एक विश्वविद्यालय में अधिकतम कॉलेजों पर सीमा लगाने के साथ ही एक विश्वविद्यालय में अधिकतम कितने विषयों में पढ़ाई हो इस पर भी सीमा लगाने पर भी विचार हो जिससे गुणवत्ता में सुधार आ सके। इसे समयबद्ध तरीके से मिशन मोड में पूरा करने की जरूरत है।

(ट) शिक्षा तथा शोध के लिए बजट में अधिक प्रावधान ताकि प्रभावशाली ढंग से शोध के लिए उपयुक्त वातावरण बन सके और उच्च शिक्षा का खर्च विद्यार्थी के लिए कम से कम हो सके। कई पाश्चात्य देशों में उच्च शिक्षा मुफ्त है। उसी तरह भारत में भी उच्च शिक्षा को मुफ्त करने के विषय में पहल हो सकती है। हाल में विमुद्रीकरण से बाहर आए कालेधन को इस मुद्दे पर खर्च करने पर भी सोचा जा सकता है। कोविंग सेंटर तथा डिग्री बांटने वाले केन्द्रों को पूरी तरह बन्द करने पर सख्त नियम तथा कार्ययोजना बनाने पर छात्र कक्षाओं में लौटेगा।

(ठ) उद्योगों को वैधानिक तरीके से एकेडेमिक संस्थाओं से जोड़ना ताकि उद्योगों की भी सामाजिक जवाबदारी बने। प्रोफेशनल डिग्री में अंतिम वर्ष या अंतिम सेमेस्टर में वैधानिक तरीके से उद्योगों पर यह अनिवार्य करना चाहिए कि विद्यार्थी अपना प्रोजेक्ट वहां कर सकें और इसके लिए उद्योग उन्हें एक कर्मचारी की तरह ट्रीट करते हुए कुछ वेतन या स्टाइपेंड भी दें।

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शिक्षित कामकाजी महिलाओं की सामाजिक एवं आर्थिक पृष्ठभूमि (जिला शाजापुर मध्य प्रदेश के विशेष संदर्भ में)

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I प्रस्तावना

किसी भी समाज एवं राष्ट्र की प्रगति में नारी शक्ति का विशेष महत्व है। नारी मानव जाति की जननी और दो पीढ़ियों को जोड़ने वाली एक कड़ी है। स्त्री जीवन का स्त्रोत है। नारी शक्ति धन और ज्ञान की प्रतीक मानी गयी है। स्त्रियों को प्रत्येक सामाजिक संगठन का आधार और स्त्रोत माना जाता है। इनकी स्थिति पर ही समाज का संगठन और विघटन निर्भर करता है। जिस समाज में स्त्रियों की स्थिति उच्च और सम्माननीय होती है, उस समाज को प्रगतिशील माना जाता है। यही नहीं स्त्रियों समाजीकरण और व्यक्तित्व के विकास में अपूर्व योगदान करती हैं। वे माँ, बहन, पत्नी और साथी के रूप में मानव विकास की दृष्टि से महत्वपूर्ण स्थान रखती हैं। माँ के रूप में क्षत्रपति शिवाजी, पत्नी के रूप में कालिदास और तुलसीदास को ख्याति प्राप्त कराने और शौर्य एवं बलिदान के रूप में राजस्थान की बहनों का नाम अमर है; इसलिए नारी को एक महान शक्ति माना गया है। ये सभ्यता की प्रतीक होती हैं। इसी परिप्रेक्ष्य में नारी शिक्षा इनको सुसंस्कृत एवं सुसभ्य बनाने में अनुपम योगदान प्रदान कर सकती है। सुशिक्षित महिला ही बच्चों के समाजीकरण एवं आद शैक्षणिकता की आधार होती है। शिक्षा व्यक्तित्व विकास का सशक्त माध्यम है। इसकी उपयोगिता किसी भी समाज, व्यक्ति, राष्ट्र को विकास के पथ पर अग्रसर करने में स्वयं सिद्ध है। शिक्षा को व्यक्तित्व विकास एवं परिवर्तन के आवश्यक उपकरण के रूप में प्राचीनकाल से ही अपनाया जाता रहा है। शिक्षा मानव जीवन का एक सुसंस्कृत एवं महत्वपूर्ण पक्ष है। इसके द्वारा मानव अपना आर्थिक विकास करता है एवं जीवन में पूर्णता प्राप्त करने का प्रयास करता है। शिक्षा के द्वारा ही वह आचार-विचार तथा रहन-सहन में परिवर्तन एवं परिमार्जन करता है। इसके द्वारा ही संसार की आर्थिक, वैज्ञानिक, सामाजिक, सांस्कृतिक एवं आध्यात्मिक उन्नति होती है। प्रमुख दार्शनिक लॉक का कहना है कि “पौधों का विकास कृषि के द्वारा तथा मनुष्य का विकास शिक्षा के द्वारा होता है। इसी सम्बन्ध में प्रसिद्ध दार्शनिक तथा शिक्षा शास्त्री ड्यूबी ने कहा है कि “जिस प्रकार शारीरिक विकास के लिए भोजन का महत्व है उसी प्रकार सामाजिक विकास के लिए शिक्षा का, शिक्षा के सम्बन्ध में महात्मा गाँधी ने कहा है कि शिक्षा से मेरा तात्पर्य उस प्रक्रिया से है जो बालक और मनुष्य के शरीर, मन तथा आत्मा के रूपों का उत्कृष्ट एवं सर्वांगीण विकास करे।

भारतीय संस्कृति के इतिहास के आरम्भ से ही नारी को पूज्य स्थान प्राप्त है। भारतीय नारी अनेक सामाजिक स्तरों, ऐतिहासिक युगों और राजनीतिक परिस्थितियों से होकर गुजरी है अतः नारी सर्व शक्तिमान मानी गयी है और विद्या, धरा तथा सम्पत्ति की प्रतीक समझी गयी है जिसका प्रमाण प्राचीन इतिहास है। इनके सम्बन्ध में तो यहाँ तक कहा गया है कि – “यत्र नार्यस्तु पूज्यन्ते, रमन्ते तत्र देवता।” वर्तमान युग में तो नारी की स्थिति में क्रान्तिकारी सुधार हुआ है।

शिक्षा प्रसार के लिए लड़कियों की शिक्षा को अनिवार्य बनाया गया तथा स्त्रियों सार्वजनिक चुनावों में निर्वाचित होकर विधायक, सांसद, मंत्री और प्रधानमंत्री होने लगी हैं। उन्हें पिता की सम्पत्ति में भाईयों के बराबर अधिकार प्राप्त करने की कानूनी छूट मिली हुई है। पति की क्रूरता हो जाने पर तलाक प्राप्त करने का वैधानिक अधिकार उन्हें प्रदान किया गया है। विधवा को विवाह की पूरी छूट हो गयी है जबकि व्यवहार में इसका चलन कम है। उन्हें सभी अधिकार कानून द्वारा पुरुषों के बराबर प्राप्त हो गये हैं। आज स्त्रियाँ उच्च शिक्षा प्राप्त कर सभी सेवाओं में जिम्मेदार पदों पर कार्य करते हुए देखी जा सकती हैं, जैसे – डॉक्टर, इंजीनियर, वकील, शिक्षिका, लिपिक, प्रशासनिक अधिकारी, पायलट, वैज्ञानिक, रिसेप्शनिस्ट, नर्स आदि। कामकाजी महिलाओं की सामाजिक एवं आर्थिक पृष्ठभूमि प्रस्तुत शोधपत्र की कार्यविधिकी का विश्लेषण करने के पश्चात प्रस्तुत शोधपत्र में गवेषिका ने शिक्षित कामकाजी महिलाओं की सामाजिक एवं आर्थिक पृष्ठभूमि को देखने का प्रयास किया है, क्योंकि सामाजिक आर्थिक पृष्ठभूमि ही किसी व्यक्ति की प्रस्थिति के निर्धारण में अत्यन्त महत्वपूर्ण भूमिका निभाती है। किसी भी समाज का सामाजिक स्वरूप व्यक्ति विशेष तक केन्द्रित नहीं होता। सामाजिक उत्थान एवं पतन उस समाज में निवास करने वाले व्यक्तियों के समूह पर निर्भर करता है। प्रत्येक समाज गतिशील होता है और उसकी एक विशिष्ट संहिता होती है जिसके आधार पर समाज की संरचना होती है। सामाजिक संरचना वहाँ की संहिताओं एवं मान्यताओं पर निर्भर होती है। उस सामाजिक संरचना में रहने वाले लोग वहाँ की संहिताओं एवं मान्यताओं से अवश्य प्रभावित होते हैं। नगरीय या ग्रामीण समाज भी इसका अपवाद नहीं हैं।

II अध्ययन के उद्देश्य

(क) उच्च शिक्षित या नौकरी पेशा वाले अभिभावक की लड़कियों या पत्नियों के लिए कामकाजी होना सरल होता है, इसका पता लगाना।

(ख) कार्योंजन में जाने का प्रमुख कारण आर्थिक स्थिति सुदृढ़ करना होता है। इस तथ्य की पुष्टि के संदर्भ में शिक्षित महिलाओं की आर्थिक पृष्ठभूमि एवं उनके दृष्टिकोण पर प्रकाश डालना।

(ग) भारत में भेद-भाव रहित रोजगार का विस्तार अवश्य हो रहा है, किन्तु प्रवेश-प्रक्रिया में भेद-भाव आज भी बना हुआ है। भेद-भाव के साथ ही महिलाओं में योग्यता होने के बाद भी उन्हें पुरुषों की तुलना में कम महत्व के पद प्राप्त होते हैं। इस तरह के दृष्टिकोणों के प्रति शिक्षित महिलाओं के विचारों को जानना।

III अध्ययन की प्राक्कल्पना

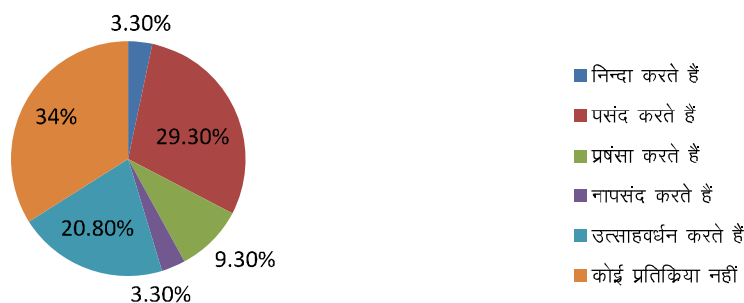
(क) आधुनिक अर्थव्यवस्था से सम्बन्धित रोजगारों में स्त्रियों को सीमित और असमान अवसर मिल रहे हैं और उनके साथ असमान व्यवहार होता है।

(ख) कामकाजी महिलाओं के माता-पिता, सास-ससुर एवं संरक्षक यदि शिक्षित हैं तो महिलाओं को कामकाजी होने में सहायता मिलती है, जबकि अशिक्षित संरक्षक नौकरी में रुकावट डालते हैं।

IV कामकाजी शिक्षित महिलाओं के प्रति पति एवं पिता का दृष्टिकोण

शिक्षित महिलाओं के कामकाजी होने में पति एवं पिता के योगदान को नकारा नहीं जा सकता है। आज इक्कीसवीं सदी के दौर में महिलाएं हर क्षेत्र में उन्नति कर रही हैं। वह पुरुषों के बराबर कंधे से कंधा मिलाकर कार्य कर रही हैं, किन्तु जहाँ एक ओर स्त्रियों प्रगति के पथ पर अग्रसर हो रही हैं वहीं पुरुषों द्वारा अनेक क्षेत्रों में दबायी भी जा रही हैं। फिर भी जीविकोपार्जन के क्षेत्र में आज उनकी प्रतिस्पर्धा बढ़ती जा रही है और वे इस क्षेत्र में पुरुषों के समान बराबरी पर आना चाहती हैं। लेकिन नारी पुरुष का समान बराबरी का नाता तभी सार्थक हो सकता है। ऐसी ही मान्यताओं को ध्यान में रखकर शोधार्थी ने जिला शाजापुर कि 300 उत्तरदात्रियों से उनके पतियों एवं पिता का उनके कामकाजी होने के प्रति दृष्टिकोण के बारे में तथ्य संकलित करने का प्रयास किया है।

पतियों एवं पिता का उनके कामकाजी होने के प्रति दृष्टिकोण



उपरोक्त तथ्यों का विवेचन करने पर ज्ञात होता है कि एक चौथाई से अधिक उत्तरदात्रियों ने अपना मत प्रकट किया कि उनके पतियों एवं पिता वर्तमान कामकाजी होने के प्रति अच्छा दृष्टिकोण रखते हैं अर्थात् उसे पसंद करते हैं इनकी वास्तविक संख्या 29.30 प्रतिशत पायी गयी, तथा 20.80 प्रतिशत उत्तरदात्रियों के पति कार्योंजन के प्रति उत्साहवर्धन करते हैं तथा 9.30 प्रतिशत उत्तरदात्रियों के पति उनके कार्य की प्रशंसा करते हैं जबकि 3.30 प्रतिशत उत्तरदात्रियों ने बतलाया कि उनके पति वर्तमान कार्योंजन की निन्दा करते हैं इसी प्रकार 3.30 प्रतिशत उत्तरदात्रियों के पति वर्तमान कार्योंजन को पसन्द नहीं करते हैं। शेष 34.0 प्रतिशत उत्तरदात्रियों की इस सन्दर्भ में कोई प्रतिक्रिया नहीं पायी गयी क्योंकि इस कोटि में आने वाली उत्तरदात्रियों अविवाहित, परित्यक्त या विधवा पायी गयी हैं।

V उत्तरदात्रियों की सामाजिक प्रतिष्ठा के प्रति दृष्टिकोण

महिला सशक्तीकरण आन्दोलन को 20वीं सदी के आखिरी दशक का एक महत्पूर्ण राजनीतिक और सामाजिक विकास कहा जा सकता है। इसके परिणाम स्वरूप नारियों की शैक्षणिक, सामाजिक-सांस्कृतिक, स्वनिर्णय की क्षमता, स्वास्थ्य, आर्थिक, राजनैतिक और मानसिक स्वरूप में तीव्र परिवर्तन एवं विकास आया है। नारी का स्वयं को व्यक्ति के रूप में देखना आज की 21 वीं सदी की नारी की विशिष्ट प्रधानता को समाज में इंगित करता है। औद्योगिक, शैक्षिक, प्रशासनिक और विभिन्न क्षेत्रों में नौकरी करके आर्थिक दृष्टि से आत्म निर्भर हो रही हैं। उनके पारिवारिक अधिकारों में वृद्धि हुई है। अब वे पर्दाप्रथा, सजातीय विवाह की अनिवार्यता एवं अनावश्यक लोक लज्जा को निरर्थक समझते हुए घर की चारदीवारी के बाहर खुली हवा में साँस ले रही हैं। उनके विचारों और दृष्टिकोणों में परिवर्तन आ रहा है, किन्तु अभी भी भारतीय नारी की सामाजिक, आर्थिक, शैक्षिक दशा सुधारने की आवश्यकता बनी हुई है

इस सन्दर्भ में जो तथ्य उत्तरदात्रियों से प्राप्त हुए हैं इसमें 300 उत्तरदात्रियों ने अपने उदगार प्रकट किये हैं जिनकी

निम्नलिखित विवेचन प्रस्तुत है –

शिक्षित कामकाजी महिलाओं की सामाजिक प्रतिष्ठा के प्रतिमान कुल 300 उत्तरदात्रियां



उपर्युक्त चित्र से ज्ञात होता है कि आधे से अधिक उत्तरदात्रियों की समाज में सामाजिक प्रतिष्ठा अच्छी पायी गयी। इनकी वास्तविक संख्या का 46.67 प्रतिशत रही है, जबकि वास्तविक संख्या का 29.66 प्रतिशत उत्तरदात्रियों की सामाजिक प्रतिष्ठा कार्यक्रमों में आने के कारण विशेष परिवर्तित नहीं है अर्थात् वे साधारण महिलाओं की भांति समाज में जीवन व्यतीत करती हैं शेष 13.0 प्रतिशत उत्तरदात्रियों ने उदगार प्रकट किया कि उनकी प्रतिष्ठा कार्यक्रमों में आने पर भी खराब है। जबकि 32 उत्तरदात्रियां अर्थात् 10.67 प्रतिशत कि कोई राय नहीं है। अतः सार रूप में यह कहा जा सकता है कि अधिकतर कार्यक्रमों में महिलाओं की सामाजिक प्रतिष्ठा कार्यक्रमों में आने के कारण अच्छी हुई।

VI निष्कर्ष एवं सुझाव

प्रस्तुत शोध उपलब्धियों को सार रूप में निम्नलिखित बिन्दुओं में समझा जा सकता है –

प्रस्तुत अध्याय में शिक्षित महिलाओं की वर्तमान कार्यक्रमों की स्थिति के प्रति दृष्टिकोण को देखने का प्रयास किया गया है। वर्तमान परिवर्तित परिवेश में शिक्षित कामकाजी महिलाओं के दृष्टिकोण तमाम संस्थाओं के प्रति परिवर्तित पाये गये हैं। जहाँ तक कार्यक्रमों के प्रति शिक्षित कामकाजी महिलाओं के पतियों एवं पिता के दृष्टिकोण का प्रश्न है तो अधिकांश उत्तरदात्रियों के पतियों एवं पिता का दृष्टिकोण सकारात्मक पाया गया है। अधिकतर कामकाजी महिलाओं के पति उनके पारिवारिक कार्यों में सहायता प्रदान करते हैं। उत्तरदात्रियों ने कहा है, कि कार्यक्रमों में आने से उनकी सामाजिक प्रतिष्ठा अच्छी हुई है। सर्वाधिक उत्तरदात्रियों के परिवार के मुखिया उनके कार्य करने के प्रति संतुष्ट नजर आये। अधिकांश शिक्षित कामकाजी महिलाओं का उनके पुरुष सहकर्मी के साथ सकारात्मक व्यवहार अर्थात् अच्छे सम्बन्ध पाये गये। उत्तरदात्रियों का एक बड़ा समूह कार्यक्रमों में शिक्षा की महत्वपूर्ण भूमिका को स्वीकार करता है। अधिसंख्यक उत्तरदात्रियों ने स्वीकारोक्ति जाहिर की है कि शिक्षा के कारण महिला जागरूकता में वृद्धि हुई है।

इसी प्रकार अधिकांश उत्तरदात्रियों ने “कार्य के प्रति अभिप्रेरणा एवं लगन का अभाव सफलता के मार्ग में बाधा उत्पन्न करती है” कथन का पूर्ण समर्थन किया है। उचित शिक्षा एवं प्रशिक्षण के अभाव में नारी व्यावसायिक क्षेत्र में असफलता का शिकार है के प्रति अधिकतर उत्तरदात्रियों पूर्ण सहमत पायी गयीं। शिक्षित कामकाजी महिलाओं की वृद्ध संख्या इस बात का पूर्ण समर्थन करती है कि शिक्षा नारी जागरूकता एवं सफलता की कुंजी है।

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Smartphone using in Social Smart Electronic Learning: A: View

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ABSTRACT

Smartphone (M-device) is the part of life, because communication is the primary food of life, due to vast change of life style, and the call/ byte price is less than one ordinary post card, As social networking behavior spontaneity, personal, informal, contextual, portable, ubiquitous, and pervasive, and modernization of almost everything is changed to flip-flop of life only @electronics, as particularly we are based on college and university students who are urgently needed for grow up in edu@informations, 5C's of human behavior as distant learning, Electronic learning and Mobile Learning, now Google is the very popular word like daddy, and mummy, so this itself a G-Learning, A-Learning-like Android, Apple, Blackberry etc.

I INTRODUCTION

India has the second largest online population in the world (behind china), over 300 users of internet. Big shifts are emerging in the use of the internet technologies by businesses, government and society in India, Can we imagine classrooms without teachers, courses without curriculum, cell phones instead of books and board rooms in classroom ?this is no piece of fiction, but a reality now virtual education is bringing sweeping changes to M-devices, Will video replaces text ? , Will Robots replaces teachers? will virtual reality replace theory ? as swipe, tap and read.

Google is rapidly becoming our dynamic encyclopedia and connecting to global sources of information and learning is normal behaviour for anyone with a question or desire to learn. : Connecting, Communicating, Curating, Collaborating, Creating in D-learning, E-Learning, M-Learning

In today's non-wired life almost all segments of society depends upon E-Soures/E-Resources and the living standards are also highly depend upon on electronics only as we are depositing electricity bills, purchasing in e-commerce, messaging, ticketing, maintaining office, taking lessons in video conferencing even ordering food also in online. But we are taking this streamline collection of data in students level those are highly using e-devices like as smartphone, tabs, laptabs etc. (within the campus and outside the campus) our survey questionarrie is based on choiceable question(Multiple choices), they can answer in (Right Tick) in the opposite hand. Actually this is totally based on students coming from UG, PG, and Research Scholar level., Now the smartphones are part of life in Quotable Quotes by Shri Narendra Modiji “ Ghar Main laternsnahinhoga but unkepaas smartphone jaroorhoga “ as in English in a home there is no lartern but they must have a smartphone. Because this is habit from ancient times “Communication is the Primary Mode of life” as the total process is done and completed by students/Scholoars only. Here the data factor is

totally constant accordingly but the choice of use can change and the data sheet varied as upon the resources.

In a college/Universities now using or studying through using smartphone is a integral part of education In technical /graduate level of education. As we can say **Buy your own device/Bought your own device**. Because personal learning environment in universities are part of education and examination systems. This research will reflect the (a) level of participation of learners in social network; (b) usefulness of online platform and social media; (c) perception of Social Media for Personal Learning and (d) difference in intrinsic motivation, supports, satisfaction, and level of participation as usage of smartphone in overall use by the students,students to take charge of their own learning to match their personal learning style and pace as Swipe, Tap and Read.

II RESEARCH METHODOLOGY

As a first step towards collections of primary data in Survey method, where printed format of Questionnaire which carries 15 questions (the users/students may/can give right tick in the bookableformat for their preferences of multiple choices.(very easily understandable manner), It is a most effective method but little bit tideous process to collect and gather primary level data. But it is low cost and quick in arrive in a position. How it is came to light means, why we think to do this survey one day evening we are in a gathering, one very good student is not attended the lab exam in computer science department, and his biometric attendance shows he is absent, myself I told to the CSE dept HOD sir why this pain why not we can do the class examination in social media via smartphone as we can say smart learning. Hod told me ok... but we are giving the exam in a readymade App. (that examination is not accepted by legal, we can say up to now, in India), On that evening I prepared to take a survey by students. With various questions related how much they are using the library and social media in general (In need).

Teacher sends a question to the students from a touch screen device;

- (a) Students answer it using their touch screen device;

- (a) Teacher retrieves all answers from students electronically;

- (b) Teacher displays students' answers to the class.

Mobile means portable handheld devices; And on the move; being in remote, non-traditional, or authentic places; Mobile describes our capacity to enhance learning with technologies in non-wired environments; Mobile means our capacity to teach and learn in, across and through a range of physical and virtual spaces seamlessly; Mobility as something that makes the formal spaces we use more valuable, independent and social; Mobility as something that makes the informal spaces we use more valuable, independent and social.

Bring Your Own Device For learning The philosophy of Bring Your Own Device (BYOD) is that the employee (or student or tutor in the case of smart learning) uses their own device to access their online working environment. The immediate access, flexibility and personalization, afforded by the device help the learner to engage more effectively in his work in ways that suits him, at any place and anytime. Benefits are the same for the academicians using their own device. BYOD improves productivity and happiness. Education provides a different context in terms of learner engagement, though for staff the issues about productivity and security are similar. As in the rest of society, the pervasive 'always on' dimension of smart technology is something that changes habits, expectations and inevitably practice in education. The teaching-learning dynamics, for example, must change; partly to reflect what students expect to do, but also to exploit the removal of constraints that does not allow connecting, communicating, collaborating and creating new ways.

- (a) Smart devices provide us with *alternative* ways to do what we already do. Sometimes these alternatives are more convenient.
- (b) Smart devices provide us with *better* ways to do what we already do. Improvements are largely due to having more access to networked technologies and therefore the information and people that make teaching and learning richer.
- (c) Smart devices provide us with ways to do better things that are *different* to what we were able to do before. In this way we should consider how we should *transform* our practice.
- (d) Smart devices provide the independent learner with access to rich and useful information and social networks. These networks can exchange and use data dynamically, disrupting pre-existing conceptualizations of knowledge and learning, enable and support opening-up and sharing of thoughts, ideas, practices with others that would lead to active participation, sharing and reciprocity. It boosts confidence and progressively develops competence in participants leading to transformative practices and behaviors. It recognizes the value of smart learning by learners reflecting on their own practice and actively experimenting and exploring what can be achieved.

III ANALYSIS & INTERPRETATION

The data is collected by multiple options, where the user can opt/give more than one answer like about using smartphone, internet, browsers, e-resources, access points but other questions such as streams, class, education, branch, e-devices, have only one option. There are 238 respondents in total.

I MEAN BACK POCKET LEARNING, M-learning

Table 1
Age and education group of respondents

SLNO	AGE Groups	No. Of Respondents	Education
1	Less than 21	180	Degree
2	21-25	40	PG
3	26-28	12	Research Scholar
4	Above 28	6	faculty Members

Table 2
Residing sector of students (Respondents)

S. No	Residing Sector	UG	PG	Research Scholar	Faculty member		Total
1.	Rural	120	18	8	2	148	
2.	Urban	60	22	4	4	90	238
S. No	Mode Of Communication	UG	PG	Research Scholar	Faculty		
1.	Hosteller	132	8	0	2	142	
2.	Day-Scholar	48	32	12	4	96	238

Table 3
Department Wise distribution of Respondents

S.No	Departments	UG	PG	Research Scholar	Faculty
1	CSE	22	10	3	1
2	ECE	32	8	3	1
3	EEE	24	8	1	1
4	Mechanical	19	8	3	1
5	Civil	23	6	2	1
6	Agriculture	24	0		1
7	DIPLOMA	16	0		0
8	MBA	0	20		0
	Total	160	60	12	6

Table 4
Uses of E-devices/M-devices Access points (single options)

Awareness of E-Devices	Optimal	Moderate	Least	Total
	160	40	38	238

Table 5
E-devices/M-devices Access points (Multiple options)

E-Devices Access Points (Individually multiple access points)		
1	Home	210
2	College Campus	179
3	Computer Centre	13
4	Internet Cafe	146
5	Department	133
6	Library	190
7	Hostel	163
8	Home + other places(s.no 01-08)	229

Table 6
Using E-resources in M-devices (laptop, smartphone, Tab, laptab)

E-Resources Used		Student
1	E-Journals	140
2	E-Data archives	17
3	E-Manuscripts	8
4	E-Maps	28
5	E-Books	209
6	E-Magazines	49
7	E-Thesis	3
8	E-Newspaper	133
9	E-Mail	229
10	E-Research Report	39
11	E-Projects Report (You tube+ E-convertible files)	211

Table 7
Types of E-resources

Types Of E-Resources		No.of Users
1	CD ROM	38
2	E-Mail	238
3	Online Databases	59
4	On line Journals	140
5	Search Engine	238
6	OPAC	72
7	College Website	211

Table 8
Experience of E-Resources

Experience Of E-Resources		No.of Users
1	6 Months	36
2	6 Months- 1 Year	104
3	1-2 Years	38
4	More than 2 Years	4

Table 9
Access of E-databases in library (Multiple choice Points)

Use Of E- Databases		No.of Users	
1	Cmie Prowess	16	MBA
2	CMIE India Trades	12	MBA
3	EBSCO Databases	16	
4	FIIB Virtual Link	0	
5	Delnet	8	
6	Nature	6	(Don't know)
7	Emerald	22	
8	Web Of Science	32	
9	Science Direct	14	
10	Springer Link	36	
11	IEEE	190	
12	J-Stor	43	
13	Google Scholar	91	
14	NPTEL	71	
15	Others	38	

Table 10
Sources of Information Using E-Resources

Information about E-Resources		No. of Users
1	Library Webpage	21
2	Library Notice Board	99
3	Interaction With Peers	32
4	Browsing Internet (webpage)	171
5	Librarian Guidance	6
6	Printed Journals	32
7	Workshop/seminars	143
8	Faculty Members	19
9	Seniors/Project guides	4

Table 11
The Sources of knowing/Learning of E-resources

S.NO	Learning About E-Resources	No.of Users
1	External Course	10
2	Colleagues/Friends	23
3	Library Staff	43
4	Self Reading	4
5	Courses From Parent Organization	16
6	Trial and Error	3

Table 12
Helpful of E-Resources for Research Work/Project Work/Seminars/Workshops/Survey etc. (Multiple choices points)

Sl no	Helpfulness of E-Resources For Research Work	No of Users
1	Up to date information	179
2	Expedites the research Process	183
3	Wider range of information	193
4	Faster access to information	137
5	Easier to access information	87
6	Improves research competence	102

Table 13
Impact of Teaching learning awareness (Multiple choices points)

Sl.No	Impact of E-Resources Teaching/Learning	No.of Users
1	Minimal	5
2	Moderate	128
3	Extensive	237
4	No-Impact	3

Table 14
Awareness of Access of E-resources in Smartphone/tab (M-devices) (single option)

Access of E-Resources in Smartphone	YES	NO	DON'T KNOW
YES/NO	230	3	8

Table 15
According to Questionnaire most useful App in M-devices

Most useful app (high to low)	Facebook	Gmail	WhatsApp	U-tube	Yahoo	Hi	Share It	Twitter	Instagram
	CM scanner	G+	linkedin	Skype	Google Glass	Google Drive			Others

Table 16
Maximum Apps used by M-devices users (smartphone, tab, etc.)

S.No	Particulars	percentage of Use
1	Utility apps (calculate, convert, translate, etc.)	14%
2	Social networking apps (location check-ins, friend status updates, etc.)	96%
3	Weather apps (local forecasts, natural disaster updates, etc.)	6%
4	Game apps (puzzles, charades, etc.)	26%
5	Productivity apps (calendar, to do list, price checker, etc.)	9%
6	Search tool apps (directions, phone numbers, recipes, etc.)	89%
7	Sports apps (sports schedules, scores, headlines, etc.)	76%
8	Entertainment apps (movie trailers, celebrity gossip, radio station guides, etc.)	91%
9	News apps (local news, national headlines, technology announcements, etc.)	43%
10	Travel apps (airplane tickets, tourist guides, public transportation info, etc.)	4%

Table 17
Places where smart phone is used

S.No	Particulars	% (percentage)
1	Communal private (living or other communal room)	76%
2	Quiet public (library)	21%
3	Workplace	33%
4	Communal public, (cafes, pubs, etc.)	12%
5	On holiday	71%
6	Travelling/in transit	69%

Table 18
Browsers used in Smartphone, tab and laptab

Sl.No	Smartphone Browsers	% (percentage)
1	Google Chrome	96%
2	Opera /Opera Mini	15%
3	UC Browser /UC Mini	43%
4	Safari	11%
5	Firefox	9%
6	Ubuntu	1%
7	CM	23%
8	Maxathon	1%
9	Swipe	1%
10	Apus	3%
11	Yello	1%

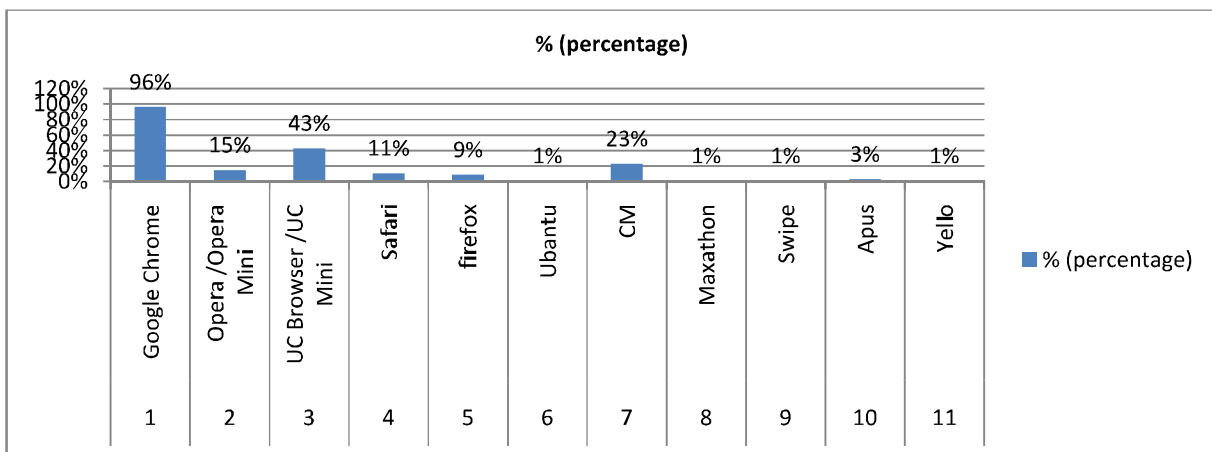


Table 19
Internet Access in Smartphone/Tab/Laptop

Sl.No	Name	Usage percentage
1	Wi-Fi	49%
2	SIM	89%
3	Bluetooth (Sharing)	12%
4	Dongle	6%
5	Hot spot (if anyone have net balance to share with someone else or to give to use internet through wi-fi) hot Windows Max 8members Android Max 6 members)	23%

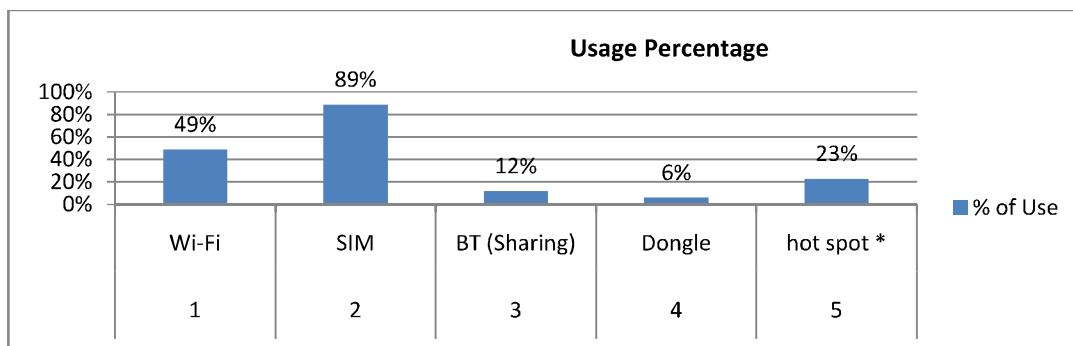
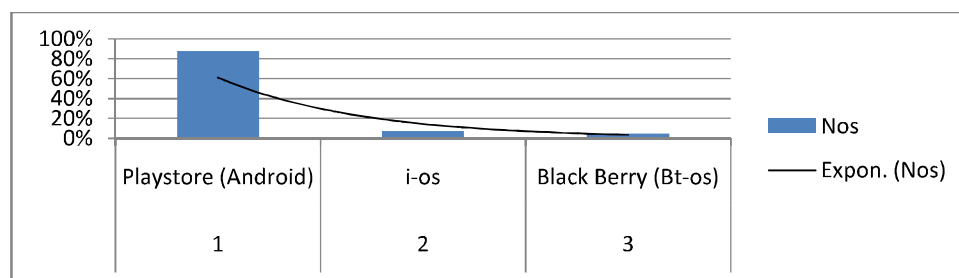


Table 20
Users % used by Os and App stores

Sln.	Apps Store	Nos of %
1	Playstore (Android)	88%
2	i-os	7%
3	Black Berry (Bt-os)	5%



IV CONCLUSION

In this manual survey, direct approaching (we are not approaching through e-mail, sms, mms, etc) to the users in particular spaces like CUTM, university campus (outside) and in a town area (within) has been done. Students have taken various initiatives to take utmost advantage of using M-devices like smartphone, tab etc and using them in their day to day life, as internet users are increasing day by day. In each and every sphere of life, as the total survey scenario suggests that the use of smartphone in college campus and outside

are increasing accordingly, on its own flexibility, due to increasing availability of internet. Our findings goes highest points as 160 members of (out of 238) using of e-mail/search engine (google/yahoo etc.)100% (238) highly access from home 89% sim (privacy=210 members). Most usable app in percentage 96%, (Gmail), (Chrome browser) and social networking apps like facebook, whatsapp, twitter ,G+ etc. as now the social media users has increased to 170 million.

Review Paper on Financial Inclusion – The Path of Inclusive Growth

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ABSTRACT

Financial inclusion plays a very important role in inclusive growth of the country. It is estimated that around 2.5 billion people are globally excluded from accessing financial services and that too one third is in India. It is very important to provide quality financial services in rural areas for the growth of the economy and the growth of the economy is totally dependent on the growth of the rural markets of the country. Therefore a greater financial inclusion in these segments is essential. The main objective of this study is to review various papers on how financial inclusion serves as a way of inclusive growth and also study the initiatives taken by the Government and Reserve Bank of India for the growth of financial inclusion in the country. This study is based on secondary data. The government should conduct awareness programmes through banks to adopt financial inclusion by means of financial assistance, advertisement, awareness program, financial literacy, etc.

Keywords: Financial Inclusion, Financial stability, Economic Growth

I INTRODUCTION

(a) Financial Inclusion:

The Reserve Bank of India set up a commission called Khan Commission in 2004 to look into the Financial Inclusion and the recommendations of the commission were incorporated into the Mid-term review of the policy (2005-06). Financial inclusion is the process of ensuring to provide the financial services, timely and adequately when needed for the vulnerable groups such as low income groups and weaker sections at an affordable cost. The main objective of financial inclusion is to connect all individuals, including the people of remotest areas for the well functioning of financial system.

The Committee on Financial Inclusion (Chairman: C. Rangarajan) defines financial inclusion as “the process of ensuring access to financial services and timely and adequate credit where needed by vulnerable groups such as weaker sections and low income groups at an affordable cost.” Mrs. Usha Thorat, Deputy Governor, RBI in her speech on financial inclusion said “financial exclusion, broadly, is construed as the inability to access necessary financial services in the appropriate form due to problems associated with access, conditions, prices, marketing or self-exclusion.”

Initiatives taken by RBI and Government of India towards Financial Inclusion

The Reserve Bank of India (RBI) and the Government of India (GOI) have taken many initiatives to increase banking access and facilities in the country. Some of the initiatives are:

- (a) Maximum number of people, especially in rural areas, do not have bank accounts. By the initiatives of RBI and GOI banks encouraged to make available “no-frills” bank accounts with “nil” or very low minimum balances

making such accounts to easily available to public at large.

- (b) The Regional Rural Banks (RRBs) advised to allow limited overdraft facilities in “no-frill” accounts without any collateral.
- (c) In order to ensure that people belonging to the low-income groups, both in urban and rural areas, do not encounter difficulties in opening bank accounts, the Know your customer (KYC) procedure for opening accounts was simplified.
- (d) Banks need to ensure the availability of all the printed material used by retail customers in English, Hindi and the concerned regional language.
- (e) All the State Level Bankers Committee (SLBC) convenor banks advised to initiate action for identifying at least one district in their State /Union Territories for 100% financial inclusion. To extend hassle-free credit to bank customers in rural areas, the guidelines on General Credit Card (GCC) schemes makes simplified to enable customers access credit by providing them simple terms and conditions, without insistence on security, purpose.
- (f) Guidelines issued to banks to increase their outreach by utilizing the services of civil society organizations, farmers Micro Finance Institutions, NGOs/SHGs, etc. as Business Facilitators and Business Correspondents (BC). The BC model ensures a closer relationship between poor people and the organized financial system.
- (g) To ensure the security of transactions, banks urged to make effective use of information and communications (ICT) to provide the banking services at the doorstep through the BC model in which accounts can be operated by illiterate customers also by using biometrics.

Table 1
Report of the Central Board of Directors on the working of the Reserve Bank of India for the year ended June 30, 2016 submitted to the Central Government in terms of Section 53(2) of the Reserve Bank of India Act, 1934

Financial Inclusion Plan – A Progress Report			
Particulars	End- March 2010	End- March 2015	End- March 2016
Banking Outlets in Villages – Branches	33,378	49,571	51,830
Banking Outlets in Villages – Branchless Mode	34,316	504,142	534,477
Banking Outlets in Villages –	67,694	553,713	586,307
Urban Locations covered through BCs	447	96,847	102,552
BSBDA-Through branches (No. in millions)	60	210	238
BSBDA-Through branches (₹ billion)	44	365	474
BSBDA-Through BCs (No. in millions)	13	188	231
BSBDA-Through BCs (₹ billion)	11	75	164
BSBDA-Total (No. in millions)	73	398	469
BSBDA Total (₹ billion)	55	440	638
OD facility availed in BSBDA's (No. in millions)	0.2	8	9
OD facility availed in BSBDA's (₹ billion)	0.1	20	29
KCCs -Total (No. in millions)	24	43	47
KCCs -Total (₹ billion)	1,240	4,382	5,131
GCC-Total (No. in millions)	1	9	11
GCC-Total (₹ billion)	35	1,302	1,493
ICT-A/Cs-BC-Total Transactions (No. in millions)	26.5	477	826.8
ICT-A/Cs-BC-Total Transactions (₹ billion)	6.9	859.8	1,686.90

II LITERATURE REVIEW

(a) Abheek Barua, Rajat Kathuria, and Neha Malik (2016) "The Status of Financial Inclusion, Regulation, and Education in India" ADBI (Asian Development Bank Institute) Working Paper Series. The researcher discussed about the structure of banking and microfinance institutions in India and discussed its relevance to the developing model of financial inclusion. The current state of financial inclusion and the required regulatory changes needed for viability of inclusion is discussed by the researcher. The paper reviewed modes of delivery and the regulatory structure being recently introduced. It assesses the suitability objective envisaged as critical for inclusion, associated challenge of revamping consumer protection laws, and imperative of improving financial literacy. The paper also discusses the case of micro, small, and medium-sized enterprises in the given context.

(b) Sanjay Sinha, (2013) Managing Director of Micro-Credit Ratings International Limited (M-CRIL), "Financial Services for Low Income Families: An Appraisal" IIM -B Management Review June 2013 Vol. 15, No.2. The researcher highlighted in this paper the Government's initiative for the poverty elevation through Integrated Rural Development Programme (IRDP). Researcher explained that commercial banks giving loans of less than Rs 15,000 to poor people and in nearly 20 years, it result is increasing financial assistance of around Rs 250 billion to roughly 55 million families. The main problem with IRDP was that its design incorporated a substantial element of subsidy (25-50% of each family's project cost) and this result in extensive malpractice and mis utilisation of funds, the net result estimated of the repayment rates in the IRDP ranged from 25-33%. The two decades of IRDP experience – in the 1980s and 1990s – affected the credibility of micro-borrowers in the view of bankers and ultimately, hindered access of the

- less literate poor to banking services. This major drawback given the different ways of delivering microfinance gradually through NGO's and Self Help Groups (SHGs)
- (c) M. Shahul Hameedu (2014), the main objectives of the study are to identify the issues in measurement and analysis of financial inclusion. On the measurement challenges, first, it needs to be reckoned that financial inclusion concepts, policies, delivery models and implementation processes are still evolving. It is, therefore, essential that the policy for achieving total financial inclusion also keeps changing to adapt to the needs of the environment.
- (d) CH.S.D. Nageswara Rao (2013) discussed that how to comprehend and distinguish the significance of Financial Inclusion in the context of a developing country like India wherein a large population is deprived of the financial services which are very much essential for overall economic growth of a country. The findings of this research paper were that financial literacy and level of awareness continue to remain an issue with regard to usage of financial services/products.
- (e) C. Paramasivan and V. Ganeshkumar (2013) Financial inclusion is an innovative concept which makes alternative techniques to promote the banking habits of the rural people because, India is considered as largest rural people consist in the world. Financial inclusion is aimed at providing banking and financial services to all people in a fair, transparent and equitable manner at an affordable cost. Households with low income often lack access to bank account and have to spend time and money for multiple visits to avail the banking services, be it opening a savings bank account or availing a loan, these families find it more difficult to save and to plan financially for the future. This paper is an attempt to discuss the overview of financial inclusion in India.
- (f) Pallavi Gupta and Bharti Singh (2013) focus on Role of Literacy Level in Financial Inclusion in India Empirical Evidence. The present study tries to assess the correlation between the Usage Dimension of Financial Inclusion Index and literacy level in India. Correlation has been statistically tested by using Karl Pearson coefficient of correlation. The results depict a large variation in extent of correlation among the different states of the country with a very low correlation at the national level. Thus, the Government should promote the use of Information Communication Technology models like biometric ATM, telecentres to achieve Financial Inclusion in India as these models does not compulsorily requires high literacy levels.
- (g) Nitin kumar (2013) the objective of paper is to examine status of financial inclusion in India and to study its determinants. Panel fixed effects and dynamic panel generalized methods of moments (GMM) methodologies have been applied to study determinants of financial inclusion. Findings— Branch network has an unambiguous beneficial impact on financial inclusion. Both proportion of factories and employee base turn out to be significant determinants of penetration indicators. The findings reveal the importance of a region's socio- economic and environmental setup in shaping banking habit of the masses. Using test for convergence it is found that regions tend to maintain their respective level of banking activity, with no support for closing gap.
- (h) Srikanth.R (2013) studied in Financial Inclusion and its role in Indian Banks in reaching out to the unbanked and backward areas. The paper has also suggested some policy choices for successful implementation of the policy of financial inclusion for sustainable growth of Indian economy. This paper focuses on to understand the scope and coverage of financial inclusion in India. To list the various measures & initiatives of state / central government with Respect to financial inclusion. To find out the implications of Indian Banks in Reaching out to the unbanked and backward Areas. To evaluate & analyze the contributions of these initiatives to the Economic development of the nation.
- (i) Shilpa Aggarwal and leora klapper (2013) This paper discusses some common reasons behind not having a formal account and review regulatory policies introduced to remove the physical, bureaucratic, financial, and trust barriers to the use of formal accounts. We summarize some public and private sector product innovations designed to expand financial inclusion—defined here narrowly as the ownership and use of formal financial accounts—particularly for the poor.
- (j) Atul Raman (2012). This paper focuses is to access the Indian experience through descriptive and empirical studies of available statistical data and the role of RBI in promoting financial inclusion. Financial inclusion has enough scope for economic growth, raising the living standard of people, equality etc. On the basis of the above initiatives and projects writer has concluded that a day will come when all Indians have their bank accounts and everybody will take part in financial inclusion.

- (k) Mihasonirina Andrianavo and Kangni Kpodar (2011) This paper studies the impact of information and communication technologies (ICT), especially mobile phone rollout, on economic growth in a sample of African countries from 1988 to 2007. Further, we investigate whether financial inclusion is one of the channels through which mobile phone development influences economic growth. In estimating the impact of ICT on economic growth, we use a wide range of ICT indicators, including mobile and fixed telephone penetration rates and the cost of local calls. Researcher addresses any endogeneity issues by using the System Generalized Method of Moment (GMM) estimator. Financial inclusion is captured by variables measuring access to financial services, such as the number of deposits or loans per head.
- (l) Mandira Sarma (2010) discussed on Index of Financial Inclusion. This paper attempts to fill this gap by proposing a multidimensional index of financial inclusion (IFI). The proposed IFI captures information on various dimensions of financial inclusion in one single number lying between 0 and 1, where 0 denotes complete financial exclusion and 1 indicates complete financial inclusion in an economy. The proposed index is easy to compute and is comparable across economies. This paper is only a first step in the direction of appropriately measuring financial inclusion over time and across regions. While improvements and technical innovations in the index are always possible, as researcher have noted, the availability of data seems to be the biggest constraint.
- (m) Michael Chibbaa (2009) focused on Financial Inclusion poverty reduction (PR) and Millennium Development goals (MDG) nexus, and supported by field research and related literature, the key pillars of FI are outlined; a) Private sector development b) several international cases are discussed to extract lessons learned; and (iii) explanatory FI models are presented. Given the current global financial crisis, the need to scale-up FI efforts is now more imperative than at any other time in recent history. This paper also offers potentially useful approaches for planning, policy-making and programming in order to strengthen the FI-PR-MDG nexus.
- (n) Amol Agrawal, March (2008) focused on need for financial Inclusion with an Indian perspective. The importance of finance to economic growth has also frequently been ignored by economists. He has taken the data from various sources like RBI, IDBI, NABARD and finally concluded that 51.4% of farmer households is finally excluded from

both formal/informal sources of the total farmer households, only 27% access formal sources of credit, one third of this group also borrow from non-formal sources. Overall, 73% of farmer households have no access to formal sources of credit.

- (o) Helen S. Toxopeus and Robert Lensink, August (2007) focused on the relationship between remittance inflows and financial inclusion in developing countries. In this paper they have indicated the importance of studying the effects of remittances in developing countries. Remittances, in terms of size, are not only one of the main capital inflows in developing countries, often even more substantial than ODA, but they also appear to have a robust positive effect on economic growth. They explored the exact channels in which changes that may cause remittances to increase financial inclusion are taking place. It is therefore surprising that empirical studies on remittances inflows lag behind

III CONCLUSION

It is becoming gradually more obvious that addressing financial exclusion will be needed more holistic approach on the bank's part to create awareness about financial products, advice on money management, debt counseling, affordable credits and savings. The banks have to develop specific strategies to promote financial inclusion and to expand the outreach of their services. It can be achieved in a cost-effective manner through linkage with microfinance institutions, local communities and NGO's. The facility of no frills account should give wide publicity from the side of banks. For the remote areas, technology can be a valuable tool in providing access to banking products to make them user friendly for people who are illiterate, do not know English or less educated by modifying the ATMs cash dispensing machines. With the many reviews of different different authors the conclusion from the researchers point of view is that still lots of efforts are required for the hundred percent financial inclusions in the country.

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ABBREVIATIONS

- [1] BC - Business Correspondent
- [2] BSBDA - Basic Savings Bank Deposit Account

- [3] GoI - Government of India
- [4] GCC - General Credit Card
- [5] ICT - Information & Communication Technology
- [6] KCC - Kisan Credit Card
- [7] KYC - Know Your Customer
- [8] OD - Overdraft Facility
- [9] RBI - Reserve Bank of India
- [10] RRBs - Regional Rural Banks
- [11] SLBCs - State Level Bankers' Committees

मूक बधिर बालक—बालिकाओं के समायोजन के विभिन्न क्षेत्रों का तुलनात्मक अध्ययन

विजेन्द्र मिश्रा

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सारांश

शोध अध्ययन में मूक बधिर बालक—बालिकाओं के समायोजन के विभिन्न क्षेत्रों का तुलनात्मक अध्ययन किया गया है। शोध कार्य हेतु सर्वेक्षण विधि के अन्तर्गत विद्यालय सर्वेक्षण विधि को लिया गया है। न्यादर्श हेतु भोपाल शहर के अशासकीय विद्यालय के मूक—बधिर 30 छात्र—छात्राओं का चयन किया गया है। मूक—बधिर विद्यार्थियों के समायोजन का मापन करने के लिये बेल द्वारा निर्मित समायोजन की मापनी श्रीमती ललीता शर्मा द्वारा भारतीय अनुकूलन का प्रयोग किया गया। मूक—बधिर बालक—बालिकाओं के समायोजन में सार्थक अंतर नहीं पाया जाएगा।

मुख्यबिन्दु :- मूक बधिर, बालक एवं समायोजन।

I प्रस्तावना

शिक्षा सामाजिक परिवर्तन का दृष्टिगत प्रभावी उपकरण है। अतः हमें साधारण रूप से विकलांग बच्चों को तो सामान्य कक्षाओं में एकीकृत करना ही है, साथ ही गहन रूप से विकलांग बच्चों को भी शिक्षा के सुविधा सुलभ कराने के उद्देश्य से विशेष शिक्षकों की सहायता से उन्हें सामान्य विद्यालयों में विशेष कक्षा प्रारम्भ कर वहाँ शिक्षा देना होगी। विकलांगता युक्त व्यक्तियों के संबंध में पारित अधिनियम 1996 के कारण सभी बच्चों को शिक्षा सुविधा देना अनिवार्य हो गया है।

सर्वेक्षणीय अनुमानों से पता चलता है कि हमारे देश में बधिर व्यक्तियों की संख्या लगभग 1 करोड़ 10 है जिनमें 49.86 लाख नेत्रहीन, 15 लाख नैत्रहीन, 15 लाख बधिर, 40 लाख विकलांग, 18 लाख मानसिक दृष्टि से विकृत एवं 40 लाख कुष्ठ द्वारा विकलांग सम्मिलित हैं।

भारत में भी शिक्षा संबंध राष्ट्रीय नीति संकल्प में यह सुझाव दिया गया है कि जहाँ तक संभव हो मूक—बधिर बच्चों को सामान्य स्कूलों में ही रखा जाना चाहिए। मूक—बधिर बच्चों के व्यक्तित्व का शिक्षा द्वारा इस प्रकार विकास किया जाए, जिससे उनमें आत्मग्लानि, नैराश्य, हीन—भावना और अपनी विकलांग स्थिति में भी जीवन जीने के लिये आकर्षण उत्पन्न हो सके।

श्रवण विकलांगता की अवधारणा के अन्तर्गत श्रवण बोध अथवा सुनने के दोष का अर्थ बालकों के कानों द्वारा सुनने से होनी वाली कठिनाईयों से है। विकलांग व्यक्ति अधिनियम (Person with disabilities) 1995 के अनुसार श्रवण विकलांगता से अभिप्राय आवृत्ति का परिवर्तित प्रसार बेहतर कार्य की तुलना में 60 डेसीबल तक कमी से है। इस विकार के कारण बच्चे को धीमी आवाज साधारण बातचीत, बहुत ऊँची आवाज आदि को सुनने में कठिनाई होती है। श्रवण विकलांगता दो प्रकार की हो सकती है— 1.) पूर्ण श्रवण विकलांगता 2.) आंशिक श्रवण विकलांगता।

पूर्ण श्रवण विकलांग बालकों की भाषा विकास पूर्णतः प्रभावित रहती है। आंशिक श्रवण विकलांग बालक किसी बीमारी या दुर्घटना के कारण पूर्व भाषा काल में

या उसके बाद ग्रसित हो सकते हैं। ऐसे बालक श्रवण यंत्र की सहायता से या बिना यंत्र के सुन सकने की क्षमता रहती है।

श्रवण विकलांगता जन्मजात या जन्म पश्चात् बधिरता हो सकती है। श्रवण विकलांगता के साथ ही वाक् क्षमता से प्रभावित बालक की प्रगति रुक जाती है। बधिरता के पश्चात् यदि एक विशेष समय तक बच्चे की समस्या पर विशेष ध्यान न दिया जाए तो आगे चल कर उसका वाक् एवं भाषा का विकास रुक सकता है।

इन बालकों में समायोजन द्वारा जीवन में यह अवसर प्रदान करना है कि वह भावी जीवन के लिए सही पथ का चयन कर सकें। वर्तमान समय में माता—पिता, बालक तथा समाज सभी समायोजन को महत्व देते हैं। प्रत्येक माता—पिता अपने बालकों को सक्षम बनाने हेतु उनके व्यवहारों को ध्यान में रखते हैं और उन्हें समायोजित होने में सहयोग प्रदान करते हैं ताकि समायोजन के साथ—साथ बालकों की शैक्षिक उपलब्धि, शैक्षिक प्रगति तथा शैक्षिक समस्याओं का निराकरण हो सकें।

II उद्देश्य

मूक—बधिर बालक—बालिकाओं के समायोजन के विभिन्न क्षेत्रों का अध्ययन।

III परिकल्पना

मूक—बधिर बालक—बालिकाओं के सामाजिक समायोजन में सार्थक अन्तर नहीं पाया गया है।

IV शोध विधि

प्रस्तुत अध्ययन की शोध विधि विद्यालय सर्वेक्षण पर आधारित है, न्यादर्श हेतु भोपाल के मूक—बधिर विद्यालय का चयन किया गया जिसमें 30 बालकों को लिया गया है। बालकों के परीक्षण हेतु बेल द्वारा निर्मित समायोजन का श्रीमती ललीता शर्मा द्वारा किया गया परीक्षण।

भारतीय अनुकूलन का प्रयोग किया गया। इस अनुसूची में चार क्षेत्रों को सम्मिलित किया गया—

- (क) गृह समायोजन
- (ख) स्वास्थ्य समायोजन
- (ग) सामाजिक समायोजन
- (घ) संवेगात्मक समायोजन

V सीमांकन

(क) प्रस्तुत अध्ययन में न्यादर्श हेतु भोपाल नगर में स्थित मूक-बधिर विद्यालय में अध्ययनरत बालकों का चयन किया गया है।

(ख) मूक-बधिर विद्यार्थियों के समायोजन का अध्ययन मापनी उपकरण द्वारा किया गया है।

(ग) समायोजन मापनी उपकरण द्वारा संकलित प्रदत्तों का विश्लेषण T-test परीक्षण द्वारा किया जायेगा।

VI प्रविधि

प्रस्तुत अध्ययन में सर्वेक्षण विधि के अन्तर्गत विद्यालय सर्वेक्षण विधि को लिया गया है।

VII न्यादर्श

प्रस्तुत अध्ययन में भोपाल शहर के मूक-बधिर के 30 छात्र-छात्राओं का चयन किया गया।

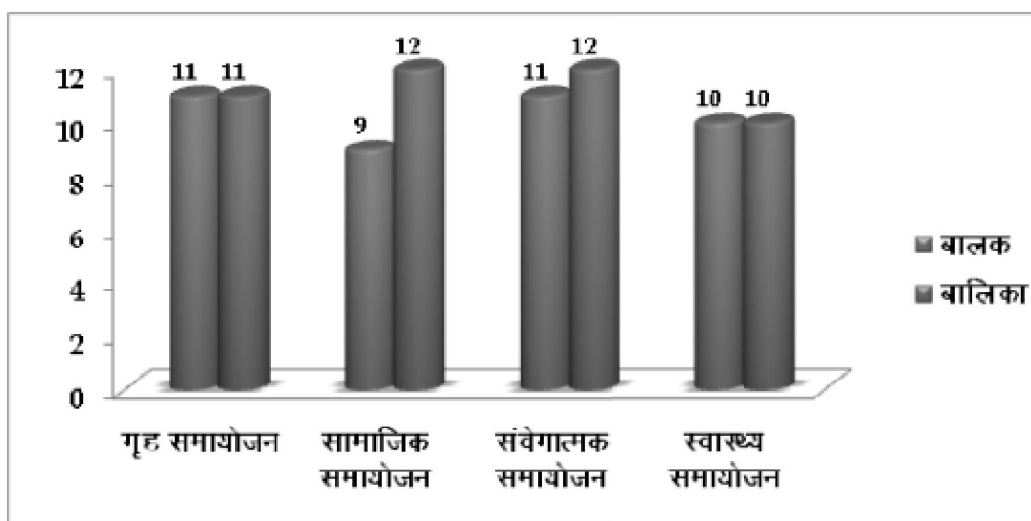
VIII उपकरण

मूक-बधिर विद्यार्थियों के समायोजन का मापन करने के लिये बेल द्वारा निर्मित समायोजन का श्रीमती ललीता भार्मा द्वारा किया गया भारतीय अनुकूलन का प्रयोग किया गया।

सारिणी 1

मूक-बधिर बालक-बालिकाओं के समायोजन के विभिन्न क्षेत्रों के मध्यमानों का विवरण

समूह	गृह समायोजन	सामाजिक समायोजन	संवेगात्मक समायोजन	स्वास्थ्य समायोजन	कुल समायोजन
बालक	11	9	11	10	42.33
बालिका	11	12	12	10	44.66



ग्राफ 1 मूक-बधिर बालक-बालिकाओं के समायोजन के विभिन्न क्षेत्रों को ग्राफ द्वारा विवरण।

सारिणी-2

समायोजन परीक्षण से प्राप्त प्रवृत्तों का विश्लेषण टी-परीक्षण का सारांश—

समूह	N	M	SD	t-value
बालक	15	42.33	5.65	1.129
बालिका	15	44.66	5.65	

समायोजन क्षेत्र में t-test का मान 1.129 पाया गया।

मूक-बधिर बालक-बालिकाओं के समायोजन के विभिन्न क्षेत्रों के मध्यमान प्रभावित विचलन (SD) तथा t का मान का सारांश

सारिणी-3
गृह समायोजन

समूह	N	M	SD	t-value
बालक	15	11	1.66	0.00
बालिका	15	11	2.78	

सारिणी-4
सामाजिक समायोजन

समूह	N	M	SD	t-value
बालक	15	9	2.69	3.08
बालिका	15	12	2.32	

सारिणी-5
संवेगात्मक समायोजन

समूह	N	M	SD	t-value
बालक	15	12	1.46	1.59
बालिका	15	12	1.96	

सारिणी-6
स्वास्थ्य समायोजन

समूह	N	M	SD	t-value
बालक	15	10	2.40	0.00
बालिका	15	10	1.98	

IX निष्कर्ष

मूक-बधिर बालक-बालिकाओं के कुल समायोजन में सार्थक अंतर नहीं पाया जाएगा।

X शैक्षिक निहितार्थ

(क) प्रस्तुत अध्ययन के परिणाम से मूक-बधिर विद्यार्थियों के समायोजन क्षमता की जानकारी प्राप्त की जा सकती है।

(ख) समायोजन के विभिन्न पक्षों गृह समायोजन, स्वास्थ्य समायोजन, संवेगात्मक समायोजन और सामाजिक समायोजन चारों पक्षों की पहचान की जा सकती है।

(ग) प्रस्तुत अध्ययन के परिणाम से समायोजन में आने वाली समस्याओं को पहचान कर उन्हें दूर किया जा सकता है।

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