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संपादक की कलम से

प्रिय पाठकों,

प्रस्तावित नई शिक्षा नीति –2019 की मूल भावना, गुणवत्तापूर्ण कौशल आधारित लिबरल शिक्षा है जिसमें व्यवसायिकता और तकनीक के साथ ही कला, साहित्य और संस्कृति के करिकुलम में प्रभावी ढंग से समावेश की अनिवार्यता भी है। रबीन्द्रनाथ टैगोर विश्वविद्यालय संभवतः पहला विश्वविद्यालय है जिसने कला, साहित्य, संस्कृति के सभी आयामों के साथ ही कौशल विकास को अपने सभी पाठ्यक्रमों का हिस्सा बनाया। इस अवधारणा को प्रभावी बनाने के लिए, कला, साहित्य और संस्कृति पर आधारित राष्ट्रीय तथा अंतर्राष्ट्रीय स्तर के आयोजनों को विश्वविद्यालय के शैक्षणिक कैलेण्डर में नियमित तथा आवश्यक रूप से सम्मिलित किया गया। विश्वविद्यालय की इसी सोच और कार्य-संस्कृति का परिणाम था, रबीन्द्रनाथ टैगोर विश्वविद्यालय में आयोजित साहित्य, कला, संस्कृति का पहला अंतर्राष्ट्रीय महोत्सव— **“विश्वरंग”** जिसमें 30 देशों के 500 शीर्षस्थ साहित्यकारों, कलाकारों, रंगकर्मियों और विशेषज्ञों ने शिरकत की। इतने अद्भुत महोत्सव की मूल धारणा में थे, लोक भाषा, लोक कला, लोक साहित्य और लोक संस्कृति। हिन्दी चूंकि भारत में सबसे ज्यादा बोली जाने वाली भाषा है इसलिए स्वभावतः पूरे महोत्सव में हिंदी का बोलबाला रहा। इस महोत्सव ने शोध की नयी भूमि तैयार की, शोध के नजरिये को भी बदला और शोध में लोक आकॅक्षाओं और लोक धारणाओं की कड़ी को भी रेखांकित किया। **“विश्वरंग”** में शामिल 30 देशों में हिन्दी भाषा, भारतीय संस्कृति और कला की महता, उस पर हो रहे शोध और विदेशों की संस्कृति और भारतीय संस्कृति की निकटता को, महोत्सव में आए लगभग दस हजार से अधिक लोगों ने महसूस किया। शोधातन इस पूरे आयोजन का एक सक्रीय भागीदार रहा। महोत्सव की कुछ झलकियां इस अंक में अंतिम पृष्ठों पर देखने को मिलेंगी। इस आयोजन का एक महत्वपूर्ण आयाम था पुस्तक यात्रा, जिसने भारत के 55 शहरों में लगभग दस लाख पाठकों और शोध प्रेमियों को लिखने-पढ़ने और शोध के प्रति और ज्यादा शिद्दत से जाग्रित और प्रेरित करने का काम किया। **“विश्वरंग”** के 60 सत्रों का आयोजन मिन्टो हॉल, भोपाल में किया गया जिसमें ‘कविता पाठ’ और ‘कवियों से मिलिये’, सत्रों ने शोधार्थियों को बहुत आकर्षित किया। **“विश्वरंग”** में एक रोचक सत्र थर्ड जेन्डर के द्वारा कविता पाठ भी रखा गया जिसमें, उन लोगो को भी पहली बार मौका मिला जो संसारिक रूप से अलग माने जाते हैं। **“विश्वरंग”** महोत्सव के दौरान 10 से अधिक किताबों का भी प्रकाशन किया गया जिसमें कथादेश सबसे महत्वपूर्ण रही। 17 भागों में देश के शीर्ष 650 कथाकारों की समीक्षाओं सहित रचनाओं वाली कथादेश, हिन्दी शोधार्थियों के लिए एक अनमोल खजाना है।

इस अंक में विभिन्न गैर तकनीकी विषयों पर शोधकर्ताओं द्वारा महत्वपूर्ण विषयों पर शोध निष्कर्ष प्रस्तुत किये गये हैं जिसमें सामाजिक उद्यमिता, ग्रामीण महिला उद्यमिता और उद्यमिता विकास केन्द्रों द्वारा ट्रेनिंग की भूमिका जैसे सामयिक विषय हैं। शोध के एक अनछुए क्षेत्र, **“वैज्ञानिक दृष्टिकोण का शैक्षणिक उपलब्धि पर प्रभाव”**, पर एक ज्ञानवर्धन लेख, इस अंक का आकर्षण है। प्रेमचन्द्र जी द्वारा लिखित गोदान पुस्तक को युवा चेतना से जोड़ते हुए इस काल जायी रचना पर शोध का नया कोण भी इस अंक में प्रस्तुत है, जो दिलचस्प है। ऑर्गेनिक फार्मिंग विषय पर किसानों के दृष्टि कोण को शोध का विषय बनाती इस अंक में प्रकाशित रचना भी काफी महत्वपूर्ण है।

आप सभी को **शोधातन** की टीम की तरफ से एक स्वस्थ, मधुर और उन्नतिपूर्ण नववर्ष की शुभकामनाएं। आशा है कि आप अपना अनवरत संबंध और शोध के प्रति रुचि हमारी शोध पत्रिका के माध्यम से हमेशा बनाये रखेंगे।

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डॉ. दीप्ती महेश्वरी

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Social Entrepreneurship Research Trend: Peeking Through a Theoretical and Conceptual Lens

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ABSTRACT

This paper examines scholarly research papers on definitions and conceptual theories with the purpose to find evolutionary patterns in social entrepreneurship research field. A total of 139 conceptual and theoretical research papers were filtered out from total bigger drawn pool of 549 research papers on social entrepreneurship and social enterprise research field and quantitative analysis was carried out. It is concluded that due to lack of consensus on definitions and conceptual frameworks in this research field, concrete theory development followed by validation has not been there as much as compared to traditional entrepreneurship research field. Though there has been significant increase in theoretical and conceptual research in this field, there have been vast disagreements on the boundaries of this field. More rigorous and formal research work is required to build consensus to take this field forward. This study will provide theoretical and conceptual research trend to research scholars, which may provide future research direction in this field to create consensus on the boundary of this research field.

Keywords: Social Entrepreneurship, Social Enterprise, Conceptual Framework, Theoretical Framework, and Definitions

I INTRODUCTION

Social entrepreneurship continues to be a field of interest that crosses academic disciplines and challenges traditional assumptions of economic and business development (Dart, 2004; Leadbeater, 1997). Some even suggest that the phenomenon transcends the individual domains of entrepreneurial studies, social movements, and nonprofit management (Mair & Marti, 2006; Perrini, 2006).

In this paper we examine the trend of the social entrepreneurship literature through conceptual and theoretical framework lens, to identify how the field has developed so far as a research field, how the conceptual and theoretical issues where researchers' views converge and diverge, thereby broadly suggesting the future conceptual and theoretical research avenues for academic researchers in this research field.

II METHODOLOGY

The relevant research papers on social entrepreneurship were retrieved using sample frame consisting of four sources; namely Sage Publishing (384 journals), Emerald Insight (50 journals), the online scholarly research database www.jstor.org and www.scholar.google.com. The publications (Sage Publishing and Emerald Insight) were selected from SSCI index, which was last updated in May 2017 (http://mjl.clarivate.com/publist_ssci.pdf).

The following search terms were used to search for research papers available using 4 sources: "Social Entrepreneurship", "Social Entrepreneur", "Social Enterprise" and also included India as additional search term to for India centric research papers in this field. Though the terms "Social Entrepreneurship", "Social Entrepreneur" and "Social Enterprise" have been used extensively in this research field, a similar evolutionary pattern was identified among the three datasets having these three keywords from the sample, evidencing that the concepts did not have different evolutions and could be found as synonymous in the literature (Patel, 2018; Granados et al., 2011). Other words suggested by the literature, such as, "Community enterprise", "Social venture", "Non-profits", "Third sector" in combination with "Entrepreneurship" were included too, due to the initial purpose of this study and the pertinence to the central discussion of this study.

A total of 1,330 bibliographic records (research papers) were retrieved using above search terms on sample frame. The sample was then trimmed down to 549 using filters: language (English only), duplicate records, journal articles and books, search words on the abstract, title, and keywords and relevance to the study subject. Finally, only the conceptual and theoretical papers were selected for the purpose of this study. Using these filtering parameters, the sample dataset was further trimmed down to 139 research papers, which then were finally selected and studied. (The selected research papers were from those, which were published till March 2018.

Table 1
Characteristics of the sample selected

Search terms	(1) “Social Entrepreneurship” or “Social Entrepreneur” or “Social Enterprise” (2) “Community Enterprise” or “Third Sector” or “non-profit” or “Social Venture” and “Entrepreneurship” (3) Above “terms” and “India”
Cut-off time line	1986- March 2018
Sample Frame	(1) Sage Publishing (www.journals.sagepub.com) (2) Emerald Insight (www.emeraldinsight.com) (3) JSTOR - Online scholarly database (www.jstor.org) (4) Google Scholar – Online scholarly database (www.scholar.google.com)
Search Limitations	Only scholarly journal papers and books were selected

The findings from these articles were then recorded in excel datasheet using various parameters as columns. If any record was found to have multiple keywords from above table, it was split in to as many records with one keyword. This resulted in swelling of total global dataset size from 139 to 174, while Indian data-subset increased to 31 from 28.

The analysis was carried out using pivot tables applying various data filters and sorting methods, and charts created from this datasheet for graphical and tabular representation for easier understanding.

III FINDINGS

(a) **The Trend:** The trend of global dataset and India data sub-set of sampled conceptual and theoretical research papers from 1986 - March 2018 is presented in figure 1 and figure 2 in form of line chart.

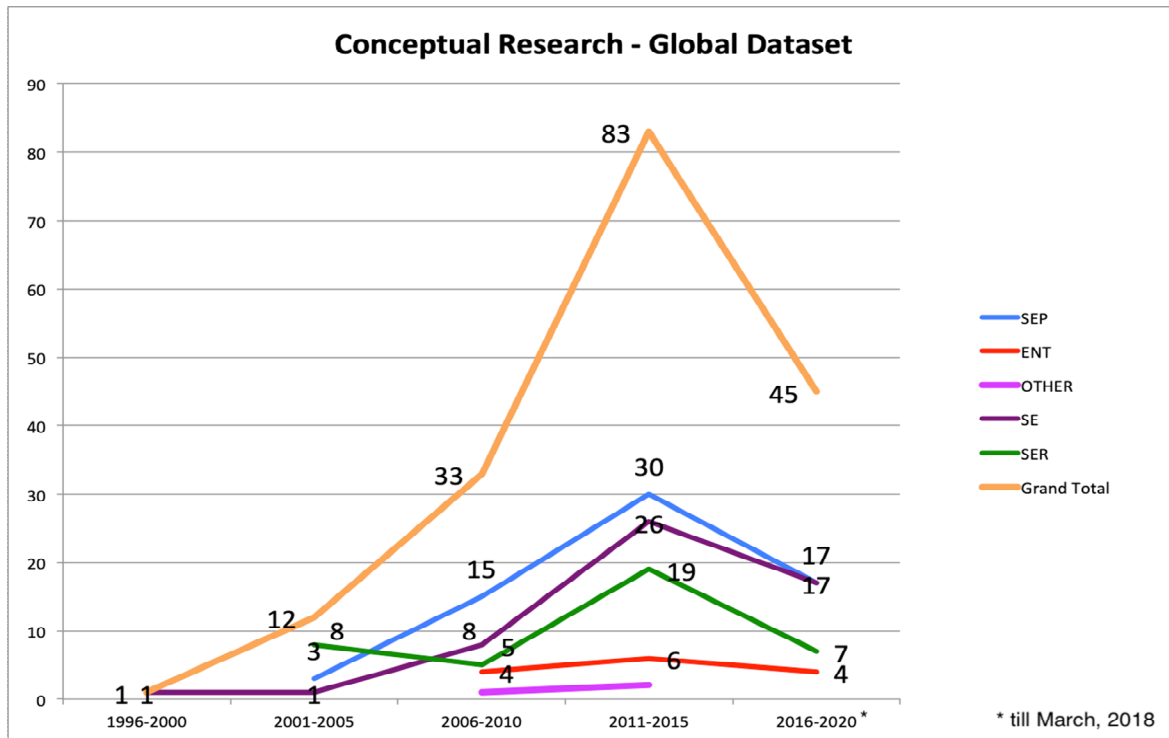


Fig. 1: Trend of global dataset of sampled conceptual and theoretical research papers (key-word wise)

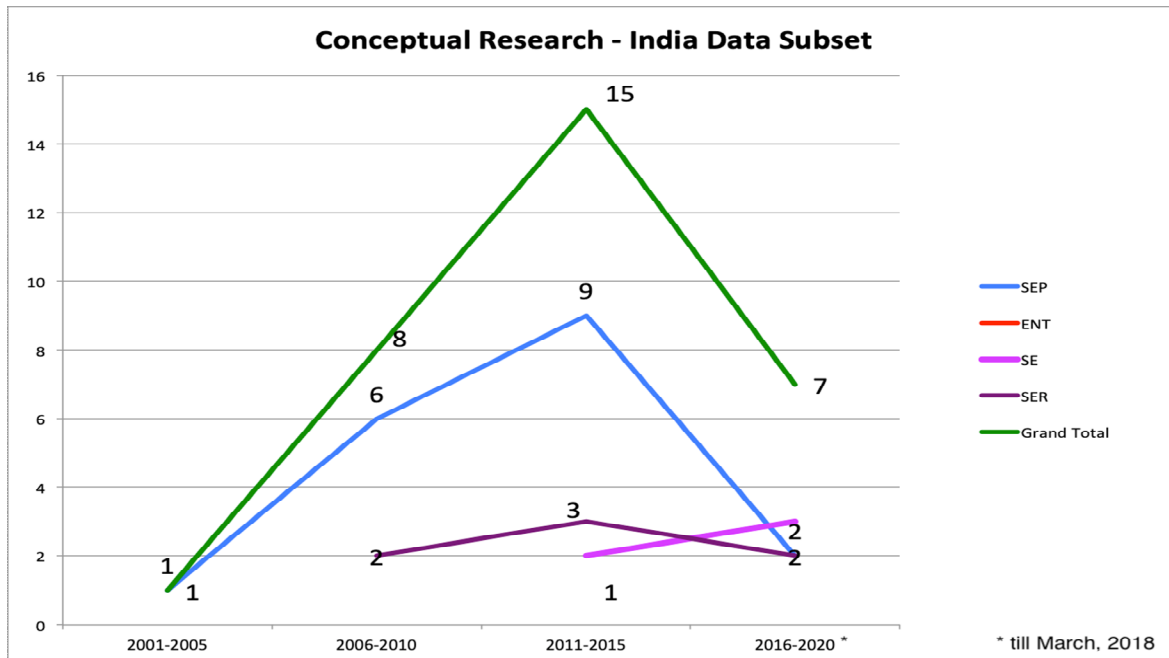


Fig. 2: Trend of global dataset of sampled conceptual and theoretical research papers (key-word wise)

Above charts show that, though the papers started immerging almost at the advent of 21st century, there has been significant increase in conceptual and theoretical research in this field since then globally (174). However, there has been hardly much done at India level (31) though. This raises question about level of Indian academic researchers' interest in conceptual and theoretical research in this field.

To see it in different perspective, the sampled research papers were distributed in major three categories, namely, "India", "Other developing countries" and "Developed Countries"; the fourth

being "combined" which is combination of any of these three categories. Figure 3 presents this distribution, which shows that 73 % (127 papers) of conceptual and theoretical research had been conducted in developed countries, while developing countries other than India contributing just 5% (9 papers) with India's contribution at 18% (31 papers). The contribution of developing countries (other than India) being significantly negligible may be due to limitation of this study, which focused on India centric conceptual and theoretical research in developing countries along with over all global focus.

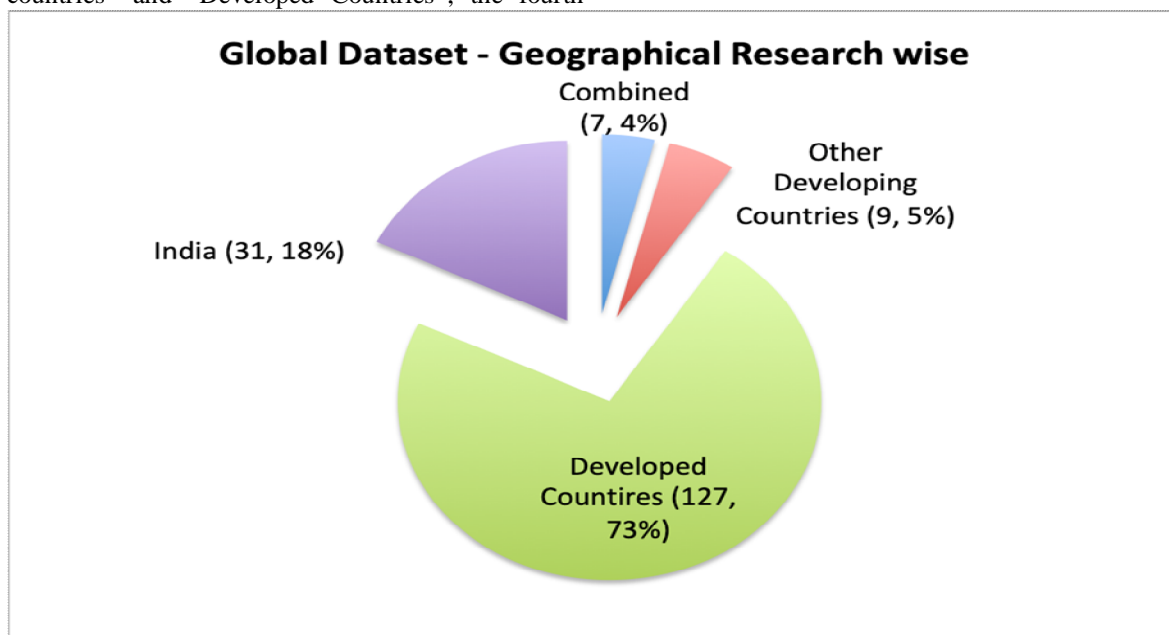


Fig. 3: Geographical distribution of sampled conceptual and theoretical papers

(b) The Definitions:

Much of the research carried out on social entrepreneurship focuses on definitions of the concepts, comparatively centering more on concepts and theory research than empirical research (Short, Moss, & Lumpkin, 2009). Most of the definitions found in social entrepreneurship literature refer to social entrepreneurship as an ability to leverage resources to address social problems, though there is very little consensus beyond this generalization (Dacin P., Dacin M. and Mataer, 2010). The definitions of social entrepreneurship seem to have different versions due to diverse context of geographic locations, academic backgrounds and the economic development of the countries (Kerlin, 2009; Defourny and Nyssens, 2006; Patel, 2018). Thus, the debate is still on among the academicians and practitioners over the exact definitions of social entrepreneurship (Mair and Marti, 2009; Robinson et

al., 2009; Thompson, 2002; Peattie and Morley, 2008; Spear, 2006; Jones, 2007; Hockerts, 2006; Haugh, 2005; Defourny and Nyssens, 2006; Alter, 2003; Dart, 2004).

The Table 2 presents a representative selection of the various definitions found in the conceptual and theoretical social entrepreneurship literature; arranged in chronological order to identify an evolutionary trend of the definition, if any. The definitions were analysed for inclusion of “Social mission” or “Social objectives”, “Entrepreneurial characteristics”, and “Profit-making as an objective” and focus on these terms in respective definitions. The other definitions offered during and after the timeline depicted in Table 2, present the same argument and cover similar focus areas, albeit in different words. The definitions picked up in Table 2 thus represent the views of the scholars quite clearly.

Table 2
Social Entrepreneurship Definitions

Period	Definition	Focusing on*
1996-2000	“The persons, who create or manage innovative entrepreneurial organizations or ventures, whose primary mission is the social change and development of their client group” (Prabhu, 1999)	S; E
2001-2005	“The social entrepreneurs are one species in the genus entrepreneur. They are entrepreneurs with social mission” (Dees, 2001)	S; E
	“They have the same core characteristics as their traditional business entrepreneur peers. What defines a leading social entrepreneur? First, this is an entrepreneur with a powerful, new, system change idea, along with four other necessary ingredients: creativity, widespread impact, entrepreneurial quality, and strong ethical fiber, Secondly, a social mission in addition to financial objective” (Drayton, 2002)	S; E
	“The people with the qualities and behaviors, we associate with the business entrepreneur but who operate in the community and are more concerned with caring and helping than "making money” (Thompson, 2002)	S; E
	“A social entrepreneur is any person, in any sector, who uses earned income strategies to pursue a social objective, and he differs from a traditional entrepreneur in two important ways: traditional entrepreneurs frequently act in a socially responsible manner; and Secondly, traditional entrepreneurs are ultimately measured by financial results” (Boschec and McClurg, 2003)	S; E
	“The social entrepreneurship means nonprofit organizations that apply entrepreneurial strategies to sustain themselves financially and having a greater impact on their social mission” (Lasprogata and Cotton, 2003)	S; E; P
	“A multidimensional construct involving the expression of entrepreneurially virtuous behaviour to achieve the social mission, a coherent unity of purpose and action in the face of moral complexity, the ability to recognize social value creating opportunities and key decision making characteristics of innovativeness, pro-activeness and risk-taking” (Mort, Weerawardena & Carnegie, 2003)	S; E
	“The social entrepreneur creates innovative solutions for social problems and mobilizes the ideas, capacities, resources, and social arrangements required for sustainable social transformations” (Alvord, Brown and Letts, 2004)	S; E
“The social entrepreneurs are people with new ideas to address major social problems, and who are relentless in pursuit of their visions, and who will not give up until they spread their ideas as far as they can” (Bornstein, 2004)	S E	

Period	Definition	Focusing on*
2001-2005 (Contd.)	"The social enterprise differs from the traditional understanding of the non-profit organization in terms of strategy, structure, norms, and values, and represents an innovation in the nonprofit sector" (Dart, 2004)	S; E
	"They are traditional businesses with social objectives whose surpluses are reinvested back in business for social objectives or in the community, rather than being driven by the need to maximize profit for shareholders and owners" (Harding, 2004)	S; E
	"The social entrepreneurship can be broadly defined as use of entrepreneurial behaviour for social ends rather than for profit objectives, and alternatively, that the profits generated are used for the benefits of a specific disadvantaged group" (Hibbert, Hogg & Quinn, 2005)	S; E; P
	"The social entrepreneurship is the construction, evaluation, and pursuit of opportunities for transformative social change carried out by visionary, passionately defected individuals" (Roberts & Woods, 2005)	S; E
	"The social entrepreneurship combines the resourcefulness of traditional entrepreneurship with a mission to change society" (Seclos and Mair, 2005)	S; F
2006-2010	"The social entrepreneurship as innovative activity, which creates social value, which can occur within or across the nonprofit, business, or government sector" (Austin, Stevenson & Wei-Skillern, 2006)	S; E
	"A set of institutional business practices combining the pursuit of financial objectives with the pursuit and promotion of substantive and terminal values" (Cho, 2006)	S; F
	"They are entrepreneurs whose work is aimed at progressive social transformation. They run the business to drive this transformational change. While the profits are generated, the main aim is not to maximize financial returns for shareholders or owners but to grow the social venture and reach more people in need effectively. The wealth accumulation is not a priority; revenues beyond costs are reinvested in the enterprise in order to fund expansion" (Hartigan, 2006)	S; E; P
	"The social enterprise is a collective term for organizations, which operate for a social purpose. They adopt one of different legal formats but have in common the principles of pursuing business-led solutions to achieve social aims, and the reinvestment of surplus for community benefit at large. Their objectives focus on socially desired, non-financial goals and their outcomes are non-financial measures of the implied demand for and supply of services" (Haugh, 2006)	S; P
	"The social purpose business ventures are hybrid enterprises straddling the boundary between the for-profit business world and social mission driven public and non-profit organisations. Thus they do not fit completely in either sphere" (Hockerts, 2006)	S; E; P
	"The social entrepreneurs are defined as individuals or private organisations that take the initiative to identify and address important social problems in their communities. Organisations and Individuals that develop new programs, services, and solutions to specific problems and those that address the needs of special populations" (Korosec and Berman, 2006)	S; E
	"A social entrepreneur is an individual, group, network organisation, or alliance of organizations that seek sustainable, large-scale change through pattern breaking ideas in what or how governments, nonprofits, and businesses do to address significant social problem" (Light, 2006)	S; P
	"A process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs" (Mair and Marti, 2006)	S; E
	"The social entrepreneurship is exercised where some person or group: (1) aim(s) at creating social value, either exclusively or at least in some prominent way; (2) show(s) a capacity to recognize and take advantage of opportunities to create that value ('envision'); (3) employs innovation, ranging from outright invention to adapting someone else's novelty, in creating and/or distributing social value; (4) is/are willing to accept an above-average degree of risk in creating and disseminating social value; and (5) is/are unusually resourceful in being relatively undaunted by scarce assets in pursuing their social venture" (Peredo & McLean (2006)	S; E
"The social Entrepreneurship is defined as a dynamic process created and managed by an individual or team (the innovative social entrepreneur), which strives to exploit social innovation with an entrepreneurial mindset and a strong need for achievement, in order to create new social value in the market and community at large" (Perrini and Vurro, 2006)	S; E	

Period	Definition	Focusing on*
2006-2010 (Contd.)	“The social entrepreneurship is defined as a process that includes: the identification of a specific social problem and a specific solution... to address it; the evaluation of the social impact, the business model and the sustainability of the venture; and the creation of a social mission-oriented for-profit or a business-oriented nonprofit entity that pursues the double (or triple) bottom line” (Robinson, 2006)	S; P
	“The social entrepreneur is acting as a change agent to create and sustain social value without being limited to resources currently in hand” (Sharir and Lerner, 2006)	S; E
	“The social enterprises – defined simply – are organisations seeking business solutions to social problems” (Thompson & Doherty, 2006)	S; E
	“The social entrepreneurship is defined as having the following three components! (1) Identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lack the financial means or political clout to achieve any transformative benefit on its own; (2) identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state's hegemony; and (3) forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large” (Martin and Osberg, 2007)	S; E
	“A social enterprise is an organization that achieves large scale, systemic and sustainable social change through a new invention, a different approach, a more rigorous application of known technologies or strategies or combination of these” (Schwab Foundation, 2007)	S; E
	“Based on whether a business has a more market- or socially driven mission and whether or not it requires profit, The Social Entrepreneur Matrix (SEM) combines these factors that most clearly differentiate social entrepreneurship from traditional entrepreneurship” (Masseti, 2008)	S; P
2011-2015	“The social entrepreneurship encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organisations in an innovative manner” (Zahra, Gedailovic, Neubaum and Shulman, 2009)	S; E
	“The social entrepreneurship is the enterprise activity undertaken by individuals or groups of people to create, sustain, distribute or disseminate social or environmental value in innovative ways. These enterprises could be either a social enterprise, non-profit, private or public institution” (Granados et al., 2011)	S; E; P

* S = Social and/or Environmental Mission or Objective; E = Entrepreneurial Characteristics and P = Profit Making or Financial objective.

Some scholars define social entrepreneurship as a process demonstrated by government or nonprofit organizations by using traditional business principles (Austin, Stevenson, & Wei-Skillern, 2006; Weerawardena et. al, 2010; Sharir & Lerner, 2006) Some researchers see it as the activities of conventional entrepreneurs who demonstrate socially responsible behaviour (Baron, 2005; Young, 2001) or as outcomes of philanthropy in organized way (Reis & Clohesy, 1999; Van Slyke & Newman, 2006) and social innovation (Bornstein, 2004). While others define it very narrowly, as economically sustainable ventures which generate social value (Emerson & Twersky, 1996; Robinson, 2006).

The critiques of the definitional landscape exist and incidentally these critiques often conflict, too. For example, Light (2006) suggested that the current definitions are too exclusive, while Martin & Osberg (2007) characterized them as too inclusive. Dees (1998) recognized this dilemma early on and suggested that the challenge was to avoid defining social entrepreneurship too broadly, else it will make it void of meaning, or too narrowly, else it will become the province of only a special few. A

perusal of the definitions in Table 2 leads us to conclude that the literature has not yet achieved this balance as suggested by Dees (1998).

Table 2 suggests that definitions of social entrepreneurship focus on key factors like, the individual social entrepreneurs' characteristics (Light, 2009), the operating sector, the business processes and resources used, and the primary mission and outcomes associated with the social entrepreneur. Many researchers including Dees (1998), Light (2006, 2009), Mair and Marti (2006), and Martin and Osberg (2007) also discussed some of these factors in social entrepreneurship definitions.

The Table 2 further shows that there is no definitive evolutionary trend of definition of “Social Entrepreneur” or “Social Enterprise” in terms of it focusing on three broad themes; i.e. “Social Mission” or “Social Objectives”, “Entrepreneurial Characteristics”, and “Profit making or Financial Objective” used in the definitions. There does not seem to be any consensus about this as well, as can be observed from Table 2. It can be observed that there is no consensus on degree of these three themes, in the definitions used by researchers and

academicians.

Some definitions highlight qualities and behaviors of individuals centered around various issues like motivation, the ability to recognize opportunities and enact change through excellent leadership skills, and/or the ability to get necessary resources (Light, 2009; Tan, and Williams, 2005). Furthermore, individually focused case studies form the basis of quite a bit of the research in social entrepreneurship. As a result, discussions of individual characteristics of social entrepreneurs take the form of insights of particular individuals identified as successful social entrepreneurs, which may lead to bias in the observations. Other biases may arise due to more focus on individual-level characteristics than on the basic ideas underlying an organisation as well as tendency to ignore the resources provided by the organization (Light, 2006). Tan et al. (2005) observed differences between social and other forms of entrepreneurship and suggested a continuum of social entrepreneurs based on descending degrees of altruism that profits society. Much of the discussion of individual-level characteristics comes from the existing literature on other forms of entrepreneurship (Dacin P., Dacin M. and Mataer, 2010). This led some researchers to express skepticism about whether these characteristics enable researchers to differentiate among the various forms of entrepreneurship (Gartner, 1988; Mair & Marti, 2006).

IV CONCLUSION

This study examined social entrepreneurship as a unique conceptual and theoretical context of inquiry. This study builds the understanding of social entrepreneurship by evaluating the countless definitions in the conceptual and theoretical social entrepreneurship literature and compares and contrasts it with traditional entrepreneurship. There seems to be broad consensus on the boundary of field about social entrepreneurship being an activity, which creates social value along with entrepreneurial value capture as it can be observed through definitions. Though, the scholarly debate exists about the balance between these two essential ingredients of social entrepreneurship. However, the disagreement seems to be about the form (Social entrepreneurship being government, NGO or business entity), economic sustainability and/or profit for shareholders or owners and degree of social value creation to owners' value-capture. Though there seems to be consensus about it being an activity, which involves essential characteristics of entrepreneurship like innovation, opportunity recognition, availing, mobilizing and utilizing required resources optimally and risk-taking for the objective of social value creation and value capture.

The study demonstrates that while there is quite a bit of overlap and differences between the domains of traditional and social entrepreneurship, there also exist a number of distinctive research opportunities for scholars within the context of social entrepreneurship to compare and base its foundation on traditional entrepreneurship concepts and theory. This study suggests that the most significant opportunity resides in a better understanding of the distinctive nature of the objectives, processes, and various resources leveraged in a social entrepreneurial context. The scholars and practitioners of social entrepreneurship can gain valuable insights by examining various lessons from traditional entrepreneurship, such as those relating to entrepreneurial failure, and/or understanding the processes of resource mobilization currently better understood by those studying traditional institutional entrepreneurship. The study also illustrates that number of promising future avenues for research may emerge if well-established theories from the traditional institutional entrepreneurship literatures are applied to the social entrepreneurship research. Thus study encourages other researchers to also evaluate existing theories used in explaining and understanding entrepreneurial strategies for their use in social entrepreneurship contexts.

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CSR a tool of Stakeholders engagement: A case study of Infosys

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ABSTRACT

After CSR reporting has become mandatory for certain companies, reports of nearly all listed companies have a section for CSR. But, engagement of those to which it materially affects i.e. its stakeholders is ignored. CSR is gaining importance because companies are viewing it as a tool of strategic value creation. In view of this, efforts have been made to analyse steps taken by Infosys to communicate and engage their stakeholders to strengthen relationship of trust. For this purpose, Annual Report of Infosys for the year 2017-18 was thoroughly studied.

Keywords - Corporate Social Responsibility, Sustainability and Stakeholders

I INTRODUCTION

CSR is a way of integrating business operations with social, environmental and economic issues along with addressing expectations of stakeholders at the same time. CSR is a self regulating model that makes a business accountable to itself, its stakeholders and public at large. Business in today's world does not operate in vacuum. It is influenced by external stakeholders. They want a business to integrate social, environmental and economic issues being faced by society along with working on key operations of business. CSR report is used to inform stakeholders about the ways in which company is addressing to CSR concerns and incorporating them into strategic decision making process of company. Stakeholders engagement is also important as it lets business know about evolving expectations of stakeholders which is in turn imperative for success of a business. Companies can improve stakeholders engagement by giving its stakeholders say in decisions that affect them, by seeking inputs from them, by scheduling periodic touch base sessions, by having open mind towards opinion of stakeholders and by addressing their issues as and when they arise.

Companies Act 2013 requires all companies having net worth of INR 500 crore or more; or having turnover of INR 1000 crore or more; or having net Profit of INR 5 crore or more during the financial year to constitute a CSR Committee of the Board with effect from 1st April, 2014.

Company that fulfills any of the above mentioned conditions shall be required to perform following tasks:

- (a) Company shall have to constitute a CSR committee comprising of 3 or more than 3 directors.
- (b) Composition of CSR committee should be clearly disclosed in Board's report.
- (c) The company will have to spend at least 2% of average net profit earned during three preceding financial years in pursuance of CSR Policy

In view of above, paper continues with objective of research and methodology used to achieve the objective. After that findings and discussions obtained after analysing the data collected have been mentioned

II OBJECTIVES

- (a) To examine compliance of Companies Act 2013 by Infosys
- (b) To highlight efforts made by Infosys to strengthen stakeholders engagement.

III METHODOLOGY

For the purpose of research, data was collected from various journals and websites and was analysed. Sustainability report of Infosys for the year 2017-18 was studied thoroughly to know whether the company has fulfilled the conditions mentioned by Companies Act 2013 or not and what steps it has taken to strengthen its stakeholders engagement.

IV FINDING AND DISCUSSIONS

The section gives the results obtained after studying the Annual report of Infosys for the year 2017-18.

For achieving the objective of examining the compliance level of Companies Act 2013 by Infosys, it was seen that whether the company has constituted a CSR committee as required by Companies Act 2013 or not and what is its composition.

- (a) **CSR Committee** - As evident from the Annual Report 201-18 for Infosys, the CSR committee during the year 2017-18 comprised of three independent directors and the COO and Whole-time Director. The committee was constituted with an aim to focus on social and environmental responsibilities to fulfill the needs and expectations of the communities along with maximising profits.

Composition of CSR committee as disclosed by the Annual Report is as follows:

- (i) Kiran Mazumdar-Shaw, Chairperson
- (ii) U.B. Pravin Rao
- (iii) Roopa Kudva
- (iv) Dr. Punita Kumar-Sinha

In all the CSR Committee called for 4 meeting throughout the year and its attendance details have been clearly disclosed in Annual Report.

(b) Prescribed expenditure on CSR Policy - An amount of Rs. 385.05 Crores was spent by Infosys on pursuance of CSR policy. Average net profit of the Company for the last three

financial years was 15513 Crores. As per Companies Act 2013, Infosys had to spend 2% of 15,513 crores as prescribed CSR expenditure i.e. 310.25 Crores. However, the company has spent 312 Crores in pursuance of CSR policy.

(c) Steps taken to communicate with stakeholders - For Infosys, Stakeholders means its clients, employees, investors, suppliers, governments and regulatory bodies and local communities. To maintain healthy relationships with stakeholders, a stakeholders relationship committee of the board assists the company. The company communicates with its stakeholders in many ways.

Stakeholders	Mode of communication
Clients	Request for brochures, proposals, website, Social Media, Customer satisfaction survey, annual customer leadership meets
Employees	Pulse survey, Grievance redressal board, Bulletin boards, sustainability portal, CSR Clubs
Investors	Analyst meet, Sustainability Report, Annual General Meeting with Stakeholders, Social Media, financial Reports, Press releases
Supplies	Suppliers meet, Sustainability report, Financial reports,
Community	Site visits, Sustainability report on website, Press release, social media, Fellowships, white papers
Government and Regulatory bodies	Engaging with government and global forum, Policy advocacy, Partnership with industry bodies and associations

V CONCLUSION

After analysing Annual Report for the year 2017-18 of Infosys, it can be concluded that Infosys is completely complying with CSR disclosure that has been made mandatory by Companies Act 2013. It has constituted CSR committee for looking after matters

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related to CSR. The company has made full disclosure of composition of CSR committee. It has also spent 2% average net profit during previous three years in compliance of CSR Policy. Moreover, Infosys has clearly mentioned the ways in which it communicates with its stakeholders.

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A Study on Factors Prompting People of Ahmedabad City to Approach E-Retailing Sites

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ABSTRACT

There was a time when people used to travel to markets which were located few kilometres away from their dwelling in order to purchase their required products, even there were special markets for specific products. Then the time came when mom and pop stores mushroomed and convenience for people increased, today we are living in an era where people even need not to visit the nearby retailers or give them a call to narrate the whole list of shopping because shopping is taking place through internet and any product whether it is convenience, shopping and speciality can be purchased through E-Retailing sites like Amazon, Flipkart, Wal-Mart, Snap deal, Shop clues, Big basket, Groffers etc. therefore often some questions arise on what is making people to approach these e-tailing sites, which factors are prompting them to buy through these sites, whether these sites had acquired the attention of a particular section of society or they are appealing to masses, how the buying behaviour differs among various age-groups, occupation, gender, family size, income groups etc. when it comes to buying through E-Commerce sites. This study aims to answer these questions; it has been conducted on the people of Ahmedabad city with a sample size of 100 respondents including male and female both. In order to identify the factors prompting them to buy through E-Retailers multi variate test like factor analysis has been conducted and Analysis of Variance (ANOVA) test has been used to test the hypothesis.

Key words: Buyer Behaviour, E-Commerce, E- Retailing, Online Buying Behaviour

I INTRODUCTION

(a) Definition of Key Terms

- (i) **E-Commerce:** Electronic commerce or ecommerce is a term for any type of business, or commercial transaction that involves the transfer of information across the Internet. It covers a range of different types of businesses, from consumer based retail sites, through auction or music sites, to business exchanges trading goods and services between corporations. It is currently one of the most important aspects of the Internet to emerge. Ecommerce allows consumers to electronically exchange goods and services with no barriers of time or distance. Electronic commerce has expanded rapidly over the past five years and is predicted to continue at this rate, or even accelerate. In the near future the boundaries between "conventional" and "electronic" commerce will become increasingly blurred as more and more businesses move sections of their operations onto the Internet (Solutions, 2018)
- (ii) **E-Retailing:** The e-retailing (less frequently; e-Retailing, e-Tailing, etc.) is the concept of selling of retail goods using electronic media, in particular, the internet. The vocabulary electronic retailing, that used in internet discussions as early as 1995, the term seems an almost inevitable addition to e-mail, e-business and e-commerce, etc. e-retailing is synonymous with business-to-consumer (B2C) transaction model of e-

commerce. Although e-retailing is an independent business model with certain specific constituents like; trust model, electronic transaction process, etc., but in reality it is a subset of e-commerce by nature (Fibre 2 Fashion)

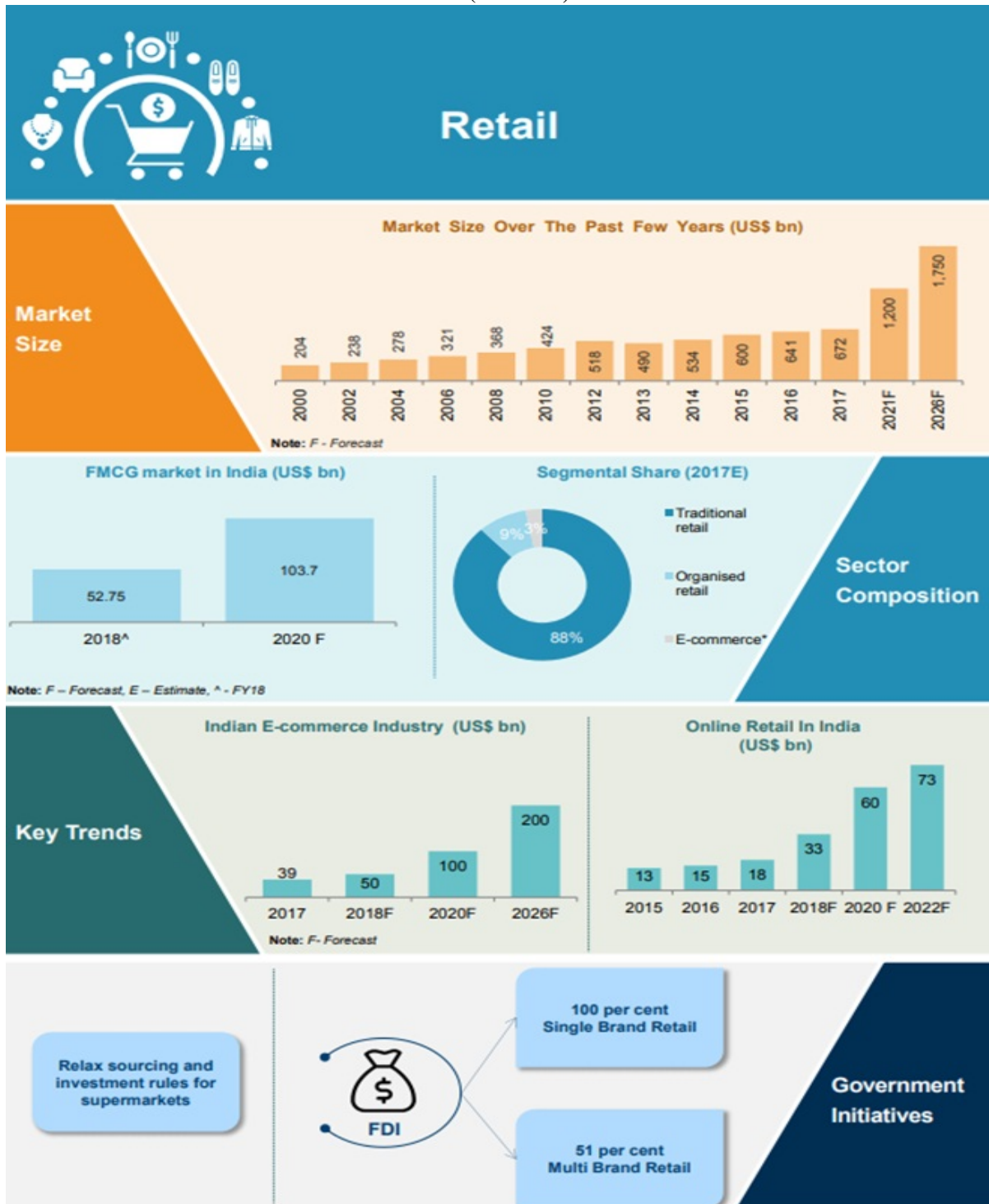
- (iii) **Consumer Behaviour:** Mental and Physical Activities undertaken by households and business consumers that results in decisions and actions to pay for, purchase, and use products and services (Sheth, 2018)

21st century is an era of digitization, where everything is available online from groceries to gadgets. Consumers today are cognizing the benefits of digitization and asking for more personalised dominion. While consumers in large metros are opting for online retail and e-commerce for most of their purchases, the trend is slowly penetrating in non-metro cities as well. With the significant increase of internet penetration across metros and non-metros, shopping online on apps are becoming a new-age trend in the Indian market and according to a recent survey by Criteo, the performance marketing Technology Company, about 74 per cent of Indian participants in the survey stated they have installed two to five retail and shopping apps on their smartphones (Sharma, 2017). In India the web based business division right now shapes a little level of the retail showcase—1.5% as of FY17. Be that as it may, it is one of the quickest developing on the planet, anticipated that would represent 5.7% of retail deals by 2022. Policymakers have hinted at directing their concentration toward it (Live Mint, 2018)

This study is an attempt to understand the factors which are prompting people of Ahmedabad to buy from e-tailing sites. One can observe that in India every quarter the number of people using internet and buying from e-retailers has increased in the last five to seven years. E-Retailers like Flipkart, Amazon,

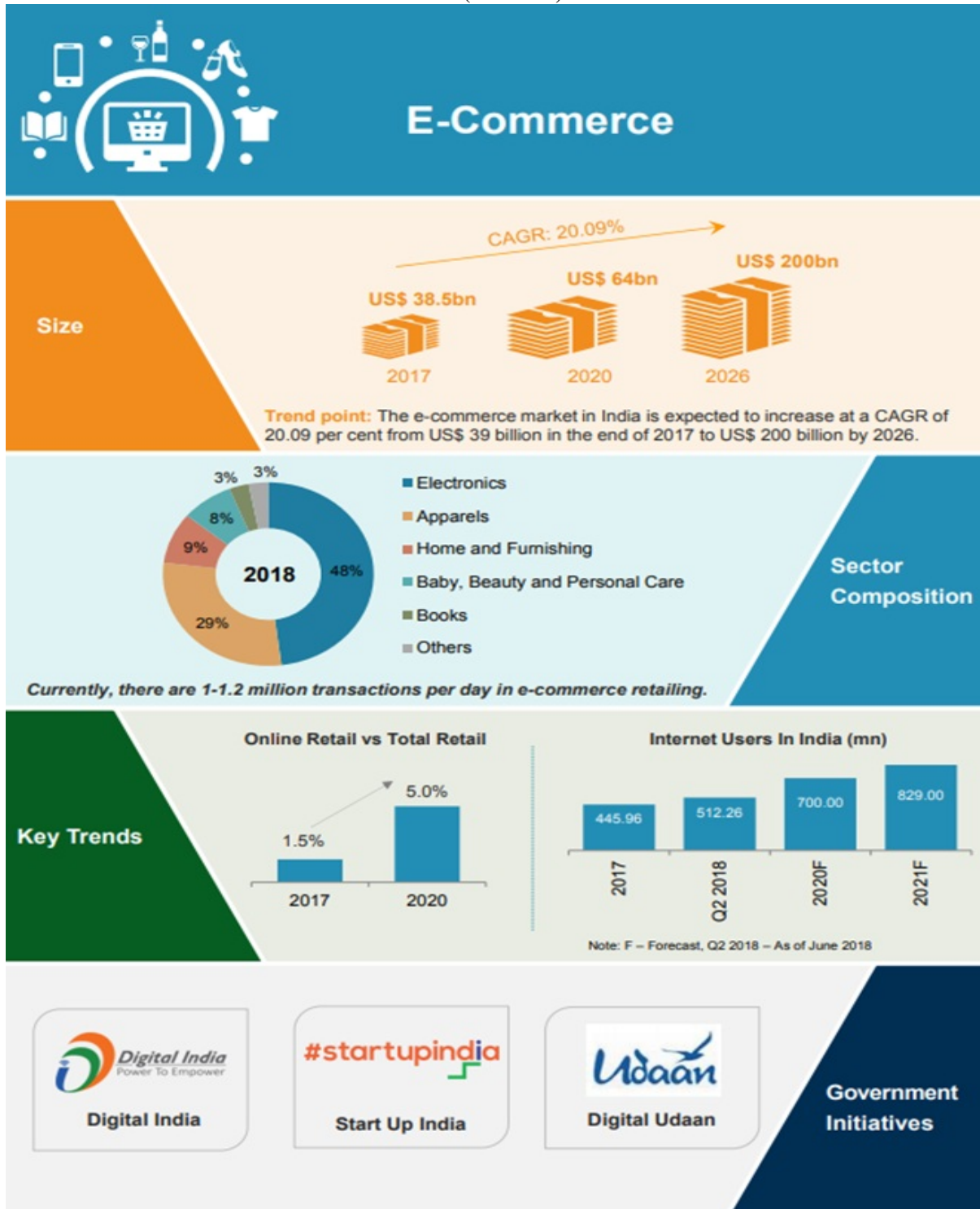
Shop clues, Snap deal etc. has implemented various strategies to win the trust of people, these sites have invested good amount of money in their advertising and brand building activities to position themselves at customer's top of mind.

(Chart – I)



(Source: India Brand Equity Foundation, ibef.org)

(Chart- II)



(Source: India Brand Equity Foundation, ibef.org)

II REVIEW OF LITERATURE

(Thomas W Dillon, 2004)The 2002 North America Online Report distributed by E-marketer gauges that very nearly 24 million pre-school age understudies (ages 9-17) are as of now shopping on the web and increasing significant internet business acquiring background. Assessments of web based shopping use venture enduring development, the quantity of youthful grown-ups purchasing on the web will

increment relatively. This exploration tries to build up a superior comprehension of the elements propelling youngsters to choose web based business merchants for ware buys by investigating states of mind, statistic attributes and buy choice discernments (i.e., the item, shopping background, client administration, and shopper hazard)

(Habibur Rahman, 2011)As data innovation and the prominence of Internet innovation and inside and out applications, online business is at extraordinary pace.

Individuals turn out to be increasingly the focal point of consideration. At show, moderately quick improvement of web based business exercises are online deals, online advancements, and online administrations

(Dr Rimpi Saluja, 2018)In most recent 20 years there has been a major change as far as way of life, inclinations and purchasing patterns among Indian buyers. Customer purchasing conduct is impacted by numerous components like individual, social, natural, mental and innovative. Quick headway in innovation and utilization of web has acquired a radical change in customer purchasing conduct

(Kaur, 2018)Shopping has gone to another measurement with the nearness of stores offering items and administrations through web. Web based business and web based shopping has extended like a woodland fire in most recent couple of years. A large portion of the customary retailers have progressed toward becoming e-posterior alongside conventional physical business houses. There are a few variables which spur the customers to move from the physical stores to online stores

(Umair Akram, 2018)In the first place, the motivation behind this investigation is to look at the effect of situational factors, shortage and luck, on online drive purchasing (OIB) in Chinese social business (SC) condition. Second, the investigation additionally surveys the directing part of five measurements of hedonic shopping esteem. Information were assembled from 671 online customers who originate from two metropolitan urban areas of China, Beijing, and Shanghai

(Yi JinLim, 2015)Web shopping is a marvel that is developing quickly these days. A peep into the exponential development of the principle players in this industry shows there is as yet an extensive repository of market potential for web based business. The convenience of web based shopping rendering it a developing pattern among customers, particularly the Gen Y

(Lycourgos Hadjiphanis, 2006)Electronic trade alludes to the 'purchasing and offering of data, items and administrations by means of PC systems' (Kalakota and Whinston, 1996). Bloch, Pigneur and Segev (1996) broaden this to incorporate 'support for any sort of business exchanges over a computerized framework.' Thus, expanding the definition to assimilate exercises, for example, the arrangement of data to customers, promoting and bolster exercises. Essentially, every one of the exercises, which are basic to the consolidated endeavours of every one of the three diverts routinely utilized as a part of the purchasing and offering process, these being, correspondences, exchange and dispersion channels.

(Veronika, 2013)Purchaser conduct of shoppers plays one of the key parts in satisfaction of the principle objectives of an organization. It is affected by numerous outer and interior factors yet the

organization can likewise impact the last procedure of purchaser basic leadership process altogether by its exercises. The topic of this article is an investigation of the highlights of online purchaser conduct contrasted with the general regularities of purchaser conduct, meaning of the fundamental intentions of internet shopping, and portrayal of the present patterns

(Uddin, 2011)In the time of globalization electronic advertising is an awesome transformation. In the course of the most recent decade most extreme business associations are running with mechanical change. Web-based shopping or advertising is the utilization of innovation (i.e., PC) for better showcasing execution. What's more, retailers are concocting techniques to take care of the demand of online customers; they are occupied in contemplating purchaser conduct in the field of web based shopping, to see the shopper dispositions towards web based shopping. Along these lines we have likewise chosen to consider customer's demeanours towards internet shopping and particularly contemplating the elements affecting customers to shop on the web.

III RESEARCH METHODOLOGY

(a) Research Objectives

- (i) To Identify The Factors which are influencing/prompting people of Ahmedabad City to approach E-Retailing Sites
- (ii) To Compare the Discount behaviour of people of Ahmedabad based on demographics i.e. Age, Gender, Family size, Income etc.

(b) Hypothesis

- (i) H0: There is no significant difference between people belonging to various age groups and their attraction towards discounts offered by E-Retailing sites
- (ii) H0: There is no significant difference between size of family and attraction for discounts offered by E-Retailing sites
- (iii) H0: There is no significant difference between people falling in different income slabs and their attraction towards discounts offered by E-Retailing sites

(c) Research Design

This study is a synthesis of Exploratory and Descriptive Research Design. Initially in order to gain insight of the topic literature has been reviewed and experience survey has been conducted by the investigator. Later on primary study has been conducted in order to describe the characteristics of the population

Research Tool

A Structured Questionnaire with questions on demographics and of 5 point rating scale (Likert Scale) has been formulated to collect information

(d) Data Collection Sources

- (i) Secondary Data-** Already published data is used as reference from Journals, News Articles, Books, Reports, web sites etc.
- (ii) Primary Data-** In order to achieve the research objectives fresh data is collected with the help of a Questionnaire

(e) Sampling

- (i) Sample Size-** 100 Respondents including male and female both
- (ii) Sampling Technique-** Non Probability with Convenience Sampling is used
- (iii) Sampling Area-** Ahmedabad city in Gujarat State. In Ahmedabad Areas like Prahladnagar, Satellite, Maninagar, Motera, Shivranjani had been selected for survey

IV SCOPE OF STUDY

This study is geographically limited to certain areas of Ahmedabad City with a sample size of 100 genuine responses. Conceptually it attempts to study buyer behaviour towards E-Retailing Sites; the focus of this study is to identify the factors which are influencing the people of Ahmedabad to approach e-tailing sites for purchase of products.

V RELIABILITY AND VALIDITY

Cronbach’s Alpha has been used to check reliability of data since it is most widely used reliability measure. The value of Alpha varies from 0 to 1 and a value more than 0.6 is considered as reliable value for the scale to be utilized for further investigation. In this study the value of Cronbach’s Alpha is given below in Table- I

**Table-I
Reliability Test**

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.677	13

In the above table for 13 items in the scale which were finally used to conduct factor analysis the value of Cronbach’s Alpha is 0.677 which is greater than 0.6 so the measure can be considered as reliable to conduct further tests and analysis (Malhotra, 2001)

VI DATA ANALYSIS AND INTERPRETATION

In order to identify the factors influencing the people to buy from E-Retailing sites exploratory factor analysis has been used. The respondents were asked to rate on a Likert scale based on their agreement or disagreement level where in 1= Strongly Agree to 5= Strongly Disagree. The Factor Loading were found to be more than 0.60 which means the five factors which are being extracted are explaining more than 60% variation in the variables. Items with factor loading of less than 0.5 had been removed; the five factors which were generated had Eigen values ranging from 1.058 to 2.861, since all the values are greater than 1 hence these items are good enough to contribute to respective factors,all the factors cumulatively account for 62% of the total variance. The names assigned to extracted factors are (i) Positive Reviews and Experience (ii) Increasing Acceptance (iii) Discounts offered (iv) unique features (v) Festive season sales promotions

(Table- II)
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.861	22.006	22.006	2.861	22.006	22.006	2.118	16.289	16.289
2	1.809	13.913	35.918	1.809	13.913	35.918	1.707	13.133	29.421
3	1.158	8.905	44.824	1.158	8.905	44.824	1.674	12.878	42.299
4	1.135	8.733	53.556	1.135	8.733	53.556	1.302	10.018	52.317
5	1.058	8.139	61.695	1.058	8.139	61.695	1.219	9.378	61.695
6	.895	6.886	68.581						
7	.815	6.273	74.854						
8	.753	5.789	80.643						
9	.664	5.109	85.752						
10	.572	4.397	90.149						
11	.521	4.004	94.153						
12	.401	3.087	97.240						
13	.359	2.760	100.000						

Extraction Method: Principal Component Analysis.

(Table- III)
Rotated Component Matrix

Statements	Component				
	1	2	3	4	5
(i) Positive feedback from your friends and relatives made you to approach e-commerce sites	.502	-.086	.305	.226	.002
(ii) The discounts offered by e-commerce sites attracted you to approach them	.069	.060	.813	.090	.015
(iii) Your previous experience is positive therefore you are frequently approaching e-commerce sites	.491	.074	.320	.208	-.049
(iv) Online websites are better than offline stores	.097	.764	.118	.032	-.025
(v) You buy from online sites only in festive season.	.115	.062	.125	.176	.830
(vi) Future of online retail is bright in our country	.425	.249	-.158	.623	-.253
(vii) Every online site has its own set of unique features	.005	-.085	.147	.743	.325
(viii) You compare product price between online and offline in certain product categories	.771	-.032	.028	.046	-.041

(ix) You compare product price between online and offline in every product category	.763	.020	-.003	-.200	.331
(x) You buy all the products of your need from online sites only.	-.198	.670	-.054	-.234	.450
(xi) Offline stores are losing business because of online sites	-.232	.523	.134	.359	.044
(xii) You recommend your friends and relatives to buy from online sites	.364	.527	.419	-.012	-.117
(xiii) You wait for discount and big sale offers from online sites before making the final purchase decision	.114	.182	.738	-.030	.172

(a) Hypothesis Testing

- (i) H0: There is no significant difference between people belonging to various age groups and their attraction towards discounts offered by E-Retailing sites

ANOVA

The discounts offered by E-Retailing sites attracted you to approach them

Table- IV

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.271	2	.135	.173	.841
Within Groups	75.919	97	.783		
Total	76.190	99			

From Table IV it is evident that the significance value (0.841) is greater than 0.05 which means this study failed to reject the null hypothesis. So it can be inferred that people belonging to various age groups are equal in terms of their liking for discounts offered by E- Retailers.

- (ii) H0: There is no significant difference between size of family and attraction for discounts offered by E-Retailing sites

ANOVA

The discounts offered by E-Retailing sites attracted you to approach them

Table- V

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.270	2	.135	.173	.842
Within Groups	75.920	97	.783		
Total	76.190	99			

From Table V it is evident that the significance value (0.842) is greater than 0.05 which means this study failed to reject the null hypothesis. So it can be inferred that whatever be the size of family the attraction for discounts offered by E-Retailing sites is equal for all of them.

- (ii) H0: There is no significant difference between people falling in different income slabs and their attraction towards discounts offered by E-Retailing sites

ANOVA

The discounts offered by E-Retailing sites attracted you to approach them

Table- VI

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.514	2	3.257	4.534	.013
Within Groups	69.676	97	.718		
Total	76.190	99			

From Table VI it is evident that the significance value (0.013) is less than 0.05 which means this study rejects the null hypothesis. So it can be inferred that people belonging to different income brackets are not equal in terms of their attraction towards discounts offered by E-Retailing sites.

VII CONCLUSION

This study identified five factors: (i) Positive Reviews and Experience (ii) Increasing Acceptance (iii) Discounts offered (iv) unique features and (v) Festive season sales promotions which are influencing people of Ahmedabad City to approach E-Retailing sites. It also corroborated that whatever be the age group of a person he/she has equal liking for the discount offered by E-Retailing sites. Even this study helped us to understand that size of family and liking for discount doesn't differ and it is equal; we also came to know that there is difference among people who belong to different income bracket and their attraction for discounts from E-Retailing sites.

This study has a further scope of investigation like why people belonging to different income brackets differ in terms of their liking for discounts. One can test the correlation among motivating factors towards E-Retailing sites and can identify the strength of these factors in understanding purchase behaviour of people when it comes to E-Retailers.

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Talent Management: Necessity, Challenges and the Role of HRD

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ABSTRACT

In today's ever-changing corporate world, organizations are looking to add new competence and skills to their core businesses. In order to achieve their organizational goals and performance, companies need to consider the human capital practices, and adopt a proactive approach to talent management. Considering the cut-throat competition, only those organizations can survive which has the ability to manage their people effectively and efficiently. Talent management has become one of the most important buzzword among the practitioners. A high performance workplace exists when everyone in the organization shares the same vision and values each other's contributions. Organizations' success depends upon the commitment and performance of employees. Every organization has talent in form of human capital which must be developed and groomed constantly. Development of talent enables both job enrichment and job enlargement. Talent management strategies primarily include attracting, hiring, assessing, developing, rewarding and retaining talent, on the whole. Various organizations adopt different approaches towards managing talent. The literature review proved that business strategies play key role to achieve organizational performance in line with talent management strategies. Such understanding is relevant for researchers and practitioners to furthering the work in this domain.

Keywords: Talent, Talent Management, Human Resource Management

I INTRODUCTION

Talent management is a strategy adopted by organizations so that it is able to retain its top talented employees and performers. It is the activity related with attracting top talent in competition with other employers. Since McKinsey and Co. first framed the term 'war for talent' in 1997 (Michaels, Handfield-Jones, & Axelrod, 2001), the subject-matter of talent management has garnered a noteworthy extent of interest from the practitioners and professionals (Collings & Mellahi, 2009). Talent management is presently considered as a pre-eminence topic in establishments around the world, and an important decisive factor of organizational progress and fortune (Beechler & Woodward, 2009). Firms and establishments shell out a plenty of means on finding and grooming talent essential for strategy execution and to accomplish strategic goals and objectives.

When considering important consideration for significant edge and organizational favorable outcome, 'talent' becomes an essential component, almost equivalent to economic resources (Silzer & Church, 2009). Guthridge et al., (2008) disclosed that determining talented employee is a major task for establishments.

Boudreau & Ramstad (2005) highlighted that the business paradigm has shifted from marketing and finance to 'talentship'. Every establishment requires top performers or talented employees to thrive and sustain in the age of cut-throat competition. But, lack of talented employees is gaining more attention than before because talented employee is crucial for greater achievement, accomplishment and competitive edge. To address the problem of talent crunch, establishments have to harness the expertise of their present employees and ascertain their

engagement in the organization for extended duration.

As TM is a relatively new topic in HR, first introduced as a unified concept in the 1990s, there is still ambiguity and a lack of agreement in terms of its definition, nature, and features (Collings & Mellahi, 2009; Garrow & Hirsh, 2008; Iles et al., 2010; Lewis & Heckman, 2006). During the last 20 years, researchers and academicians have published a substantial number of literatures on talent management (Thunnissen, Boselie, & Fruytier, 2013). Thunnissen et al., (2013) stated that the Google Scholar search engine displayed more than 180,000 research papers and related articles written on Talent Management covering the period from 2001 to 2014. The researcher did a likewise investigation for the period ranging from 2001 to 2016, which highlighted an astonishing volume of 269,000 printed work and literatures.

Lewis and Heckman (2006) unveiled that talent management is becoming increasingly popular and is on utmost importance of HR managers' timeline. Talent can either be groomed within an establishment or it can be hired from outside. Talent management entails the complete life cycle of a talent, from hiring to its engagement in the establishment. It is an ongoing process of luring, evaluating, grooming and engaging the talented workforce within an establishment. Consequently, talent management is considered as contemporary tool in human resource armory to beat the war for talent.

II LITERATURE REVIEW

(a) Understanding Talent

Whelan et al., (2010) stated that talent has long been widely recognized as one of the most valuable assets held by an organization, as well as a basis for value creation and sustainable competitive advantage. A CIPD survey conducted in 2007 concluded that the beginning of any study concerning the notion of talent management initiates with the investigation of concept of talent. Several professionals, research scholars, educationists and practitioners try to describe talent - there is still no single definition of talent which can be useful for all establishments. Hence, it is vital to outline talent to convey a theoretical understanding of the notion of talent.

Schuler (2005) characterized talented employees as those who “are special in terms of their competencies; are hard to find and replace; can add a great deal of value to the company; have options to leave at any time; and can help shape the future strategic directions of the company”. Michaels et al., (2001) characterized ability as the sum total of an individual's aptitudes, intrinsic guides, information, judgment, bent, character, drive and the aptitudes to learn and develop. Williams et al., (2002) expressed that talented people can be characterized as the individuals who consistently approve remarkable expertise and achievement either over an assortment of exercises and conditions, or inside a specific and fine field of capability; always show high capacity in territories of action that seriously recommends moveable, comparable capacity in conditions where they still can't seem to be confirmed and validated be exceedingly viable.

A report by McKinsey revealed that talent has often been linked to the extent to which different positions in an organization sustain competitive advantage, wherein the higher the contribution of a position to value creation and performance, the more it needs to be filled with a high-potential employee. Dessing et al., (2004) communicated that gifted individuals are the individuals who have extraordinary capacity to perform better not surprisingly from their age or experience. Another meaning of talent expresses that talented people are those who has the capacity, the will and the duty to develop and to be effective in key positions (Vinkenburg et al., 2005). Talent is the augmentation of the 3Cs – skill of the individual, pledge to the work alongside the organization and genuine commitment through importance and motivation behind the work (Ulrich, 2006). Talented people are those who can get extraordinary contrast authoritative execution with their prompt commitment or in the more extended term by exhibiting the most abnormal amounts of potential. Silzer et al., (2010) is of the assessment that ability alludes to those people and gatherings with the strategic capacities that empower an organization to achieve its short - and long – term objectives. They

display the capabilities that will separate the association from its rivals.

There are a few likenesses in the previously mentioned meanings of ability. These shared traits can be ordered in the accompanying factors as: capabilities, execution, and inspiration. It tends to be reasoned that the meaning of ability is centered on the talent itself (capabilities, aptitudes, and endowments); in any case; in the course of recent years the center has changed from individual to an organization.

Iles et al., (2010) communicated that characterizing talent is a difficult and risky business in light of such a large number of meanings of talent. Additionally, it was discovered that the various organizations utilize distinctive definition to characterize the idea of talent (Towers, 2001). It was additionally found that meaning of ability relies on the sort of association, working segment, business methodology, focused condition and some different elements.

(b) Notion of Talent Management

Stahl et al. (2012) broadly defined talent management as being an organization's ability to attract, select, develop, and retain key talented employees. According to Michie, Sparrow, Hird, and Cooper (2015), the scholarly underlying foundations of talent management can be followed back to the 1980s and mid-1990s, when what the creators call 'the human asset arranging development' won. Talent management (TM) was utilized as its very own term by the late 1990s and mid-2000s. Despite the fact that talent management is a quickly developing field yet at the same time there is a huge discussion with respect to the comprehension of talent management and its applied limits. Schweyer (2004) characterized talent management as the joining of all human asset forms, beginning from following (discovering ability), choosing (classification of qualified and unfit candidates), gathering, on-boarding, maintenance (measures to keep the talent that pays to the accomplishment of the organization), improvement (preparing, advance assignments, and so forth.), arrangement (ideal task, headways, and so on.) and recovery of the workforce with examination and booking as the cement, transcendent fixing. As per Stockley (2007), talent management can be characterized as a careful, mindful methodology initiated with pulling in, creating and holding individuals with the inclination and capacities to meet present and future authoritative requirements. Fitzenz (2005) expressed that talent management includes six human asset offices: enrollment, initiative improvement, progression arranging, execution the board, preparing and coaching, maintenance. Iles et al., (2010) found that talent management can be accepted as the recognizable proof, development, commitment and plan of those faculty who are mostly significant to the organization - either in perspective on their 'high potential' for the future or in light of the fact that they are fulfilling business/task unstable jobs. Collins et al., (2009) said

that talent management is the methods for perceiving, creating and utilizing high potential/uncommon execution individuals for strategic advantage and the procedure from staffing through the entire human resource cycle, which gives improved work encounters to personages and compensations for the organization.

It was discovered that there is absence of lucidity with respect to the significance, extension and meaning of talent management albeit three points of view of talent management have been recognized:

- (i) Talent management and Human Resource Management present an associated hypothetical base with unique examination. Talent management isn't on a very basic level not quite the same as Human Resource Management. It contains all the Human Resource Management exercises and henceforth it very well may be said that talent management is a rebranding term of Human Resource Management, which has remodeled from the outdated term to another idea. This new tag of Human Resource Management has inspired on the most proficient method to oversee abilities deliberately. It is a gathering of run of the mill human asset office rehearses.
- (ii) It comprises of ability pool system or ceaseless progression of workers in an organization.
- (iii) It has two methodologies on talent for example select and comprehensive methodology. The restrictive methodology centers for the most part on high-performing or high-potential representatives in the organization (Morton, 2005). On other hand comprehensive methodology centers around all workers in the organization. A few researchers found that talent pool methodology includes a move from conventional enrollment rehearses towards 'selecting on top of things'.

(c) Necessity of Talent Management

The principal aim behind the importance of talent management is that a compelling talent management framework ensures that an establishment can adequately attract and engage significant talented employees. Second purpose is employees' commitment, as talent management is fundamental to retaining work force in the establishment (Morton, 2005). In this way, the blend of these issues has turned into an essential driver of accomplishment and a vibrant concern for establishments (Hugeset al., 2008). An efficient system can defeat establishment's problems and enhance organizational achievement (Rowland, 2011). Kiessling et al., (2006) expressed that information is seen as a most liberal hierarchical resource and it has been considered as one of the insignificant causes of focused mechanisms. A large portion of the suitable advantages are inferred in nature, it is ability in individuals' demonstration and aptitude which isn't anything but difficult to imitate

or even validate and diffuse in the legislatures (McDonnell et al., 2010). In this way, the opportunity has already come and gone for the individuals who have allotted with talent management to utilize individuals with suggested information and capacity and adequately engage them in the establishment or incredibly put resources into their enhancement and improvement. Therefore, worker's information, aptitudes and abilities should be upgraded and acknowledged as a dynamic tool of edge (Collins et al., 2009).

(d) Challenges of Talent Management

In request to win the war for talent, organizations have been genuinely engaged with executing HR frameworks and methods. Yet, at the same time there are a few concerns that require much consideration. Bryan et al., (1999) featured that since assets in the ability intangibles are expensed as opposed to abused, supervisors may like to build transient earnings by cutting expenses on staff advancement. This inclination may neglect to embed talent modus operandi in the general procedure of the business and transform into a mean hover; as absence of ability hinders business development, creating execution powers that further divert the consideration and considering administrators toward the present moment. Besides, there is misunderstanding about the job of human resource professionals. At the point when companies do make ability as earnestness, they over and again fall into another ploy; focusing scarcely on HR frameworks and techniques, which occupy thought from where the vast majority of the entanglements lie in the individual's heads. Ulrich et al., (2009) uncovered that conduct of psyche is the genuine hindrance to talent management.

It is hard for supervisors to offer input to talented people as they are dreaded with the challenge of poor conduct evaded or disregarded. Offering feedback to the talented employees requires courage and great plan; and whenever progressed admirably, will make them feel supported and settled in the organization. Hence creating the talent pool at that point turns into a basic affectation point (Bhatnagar, 2008). At last, there is absence of regularity and accuracy among administration and talent management. Fulfilling the guarantee of a particular, science-based technique includes seeing to logical norms of estimation. Though this might appear to be clear that it is upsetting that major estimation standards are neglected in the talent management literatures and articles (Boudreau et al., 2005).

Other than these difficulties, establishments may confront two key hindrances that can impede achieving results. To start with, talent activities are frequently connected without an overwhelming vital arrangement, bringing about steady and spontaneous complaints and interruptions. Second, top management don't have a particular association with talented people through individual commitment or responsibility.

III OBJECTIVE OF THE STUDY

The prime aim of this study is to examine the relevant literature and researches from previous studies on the concept of talent management to probe the theoretical limitations of this subject. This study underlines the need for significant efforts to utilize talent management to manage manpower in the establishments. The paper also intends to offer a forum for finding forthcoming research prospects to better guide further research on this subject-matter.

IV RESEARCH METHODOLOGY

The present study is qualitative in nature. Literatures published between 1997 and 2018 have been considered. The data for this study are secondary data and are procured by reviewing the studies and analyzing research papers in various journals. The papers were obtained from various online resources like scholar.google.com, the National Human Resources Network, emeraldinsight.com, elsevier.com, and the literature available in the book are collected for exhaustive examinations.

V IMPLICATIONS OF THE STUDY

Based on above literatures dedicated on talent management uncovers an absence of lucidity concerning the meaning, concept and range of talent management; moreover, a large portion of the present discussions with respect to talent management are from the practitioner based literatures. There is an absence of methodical scholarly research on talent management. Talent management is still in its earliest stages; it needs a precise and concise definition and scope just as a reasonable system dependent on empirical study. The vast majority of the researches on talent management have done by US-based, researchers utilizing North American reasoning and mindset. The outcome is that the US point of view impacts the discussion. Moreover, there is additionally a strong emphasis on talent management in the private firms and in multinational organizations. Different investigations center on sub-elements of talent management; models are the investigations of Dries and others on the vocations of high potential and on the impacts of the high potential tag on execution, profession achievement and accomplishments. 66% of the investigated scholarly papers and studies on talent management are reasonable, investigating the discipline of talent management. Roughly 50% of the applied papers talks about the connection between talent management and procedure and examine the way talent management can add to business and give it an edge over the others. The challenges are like the ones in the domain of vital or worldwide Human Resource Management, however at this point use expertise or the administration of (rare) talents as a beginning stage.

As talent management is really new idea inside the field of hypothetical improvement, there are numerous loopholes and exclusions left for newer ideas and models. Given the battle to recognize the exact notion of talent management due to the disarray about definitions and meanings and numerous suspicions made by various researchers, the researchers offer a more extensive meaning of talent management resulting in a wider survey of the present printed material on talent management.

It was discovered that a large portion of the investigations are done in the domain of identification of talented employees, fascination, advancement, initiative, commitment, maintenance and superior while different domains, for example, profession arranging, progression the board and authoritative responsibility are as yet unexplored domain. As vocation advancement program in working environment upgrade worker commitment and results in the larger amount of employment fulfillment and lower job turnover. Progression board assumes a huge job in the accomplishment of an association in light of the fact that the people recognized as high potential applicants will one day become pioneers of the organization and will contribute in the superior of their association. Further, hierarchical duty tends to expand execution, diminish non-appearance and expanded commitment level, in this way giving positive outcomes to both the individual and establishment. These domains have possibility for further studies. A complete research can be led on these unexplored components of talent management.

VI RESULTS AND DISCUSSION

Based on above discussions, unmistakably talent management has been considered through different aspects. Subsequently, this examination about talent management is probably going to add to the improvement of investigation into talent management from a scholastic point of view to give progressively scientific and applied comprehension of talent management. This study has brought up various basic issues that should be talked about talent management. These incorporate examining how talent and talent management are socially built; what is forcing organizations to embrace talent management into their framework? What job do consultancy, scholastics, business colleges and journals of repute perform in the selection of talent management? What impacts organizations to accept talent management? By establishing talent management in a conscious choice structure that without a doubt guides talent decisions, developing frameworks level models that show the multi-pool effects of talent selections, and rising reliable, legitimate and scholastically significant techniques researchers can obviously expand the nature of discourses in establishments.

VII CONCLUSION

Subsequent to auditing the writing, unmistakably talent management is a hot topic among establishments. It has achieved a great deal of prevalence among human resource experts and professionals. The domain of talent management has developed in the last 20 years, yet at the same time it requires a reasonable and predictable definition just as an applied structure dependent on empirical study. The current scholarly writing is hypothetical, investigating the subject in the entirety of its components. An absence of lucidity and accord concerning the concept and definitions of talent management appears to dominate in scholastic talk and discussion (Lewis and Heckman, 2006; Mellahi and Collings, 2010) regardless of whether the exploration territory thusly is considered to have moved from early stages to pre-adulthood (Collings, Scullion, and Vaiman, 2011). The previously mentioned change from early stages to maturity can be ascribed to numerous U.S. based analysts, which thusly, brings up the issue of relevance and amplexness of current ideas and methodologies in ability the board writing identified with US-based, private and worldwide establishments in analyzing talent management in establishments in different settings, for example, European establishments, private or non-benefit establishments and little and medium ventures (Thunnissen, Boselie, and Fruytier, 2013b).

Further the scholastic writing on talent management has a thin and one-dimensional methodology. It is important to expand this view to a progressively reasonable or pluralistic way to deal with talent management. New points of view are important for a hypothetical foundation for talent management in various circumstances, for instance in various parts of business or private or non-profit establishments. A few domain of research must be pursued for talent management to mature to development and to pick up an uncompromising stance in the field of human resource management. The talent management writing is based on a wide scope of human resource management and authoritative conduct speculations. To add a lasting commitment to the field of human resource management, TM must strengthen its hypothetical establishment by structure on and coordinating human resource management and hierarchical hypotheses.

There is obviously a requirement for further examination, not exclusively to establish a clear and consistent meaning of talent management and its game plan inside the hypothetical assemblage of human asset the panel yet in addition to set up the value of talent management through experimental investigations so as to develop its precise legitimacy and its administrative significance. At long last, it tends to be abridged as talent management is the way toward sourcing, recognizing, utilizing, creating, underwriting and engaging individuals that are high

possibilities and can develop inside the establishment.

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An Evaluation of Mid Day Meals Scheme for Schools Based on Financial Factors

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ABSTRACT

Education is the right of every citizen of the country. An educated population is the capital of the country. Education leads to better livelihood and better standard of living of the people. Most of the population of BPL category lives in rural area as well as urban area but due to poor financial support they are not able to get right education. In order to support these mass people government launched Mid Day Meal scheme so that the attendance of students may not suffer due to poverty. This is a beautiful idea while imparting knowledge, education the Mid Day Meal becomes the boon to so many people. This article is focused on the evaluation of the government scheme for the schools, based on the financial factors.

Keyword- Education, Mid Day Meal, Schools, Financial etc.

I INTRODUCTION

Plants are shaped by cultivation and humans by education. Education is vital to the human resources development and empowerment in the stages of growth of a nation. While the Government is committed to providing primary education and certain facilities/subsidies for education, given the higher cost involved in the establishment of education institutes, we are witnessing the entry of private sector to run educational institutions.

Mahatma Gandhi was of the opinion that education not only moulds the new generation but reflects the society's fundamental assumptions about the individuals who compose it.

The famous philosopher Einstein while discussing the need for education has projected the following fundamentals:

- (a) To educate the individual as a free individual; to understand and use critical thinking skills.
- (b) To educate the individual as a part of society – virtually all our knowledge, our clothes, our food is produced by others in our society, thus, we owe Society and have responsibility to contribute back to Society.
- (c) Through education, knowledge must continually be renewed by ceaseless effort, if it is not to be lost. It resembles a statue of marble which stands in the desert and is continually threatened with burial by the shifting sand.

Schools are the most important means of transforming wealth of knowledge and skills from one generation to another. However, the role of institutions becomes more challenging in the modern world. To eradicate the illiteracy government has taken right initiatives through Mid Day Meal scheme. As per the budget allotted to different states, it has to be made serious studies on the success and failures of the scheme.

II REVIEW OF THE RELATED LITERATURE

In most of the studies reviewed by the researchers, it was found that implementation of Mid-Day Meal has increased school attendance, enhanced enrolment and retention in Elementary Schools and has reduced the drop-out rates. Drez and Goyal (2003) have found that MDM is more beneficial for SC, ST and low income group students. Studies by Uma (2013), Blue (2005), Swamin and Sahu (2014) revealed problems for the proper implementation of the MDM scheme because of lack of infrastructural facilities in schools. Studies by Nambiar and Desai (2013) Uma (2013) Kumar (2008), Drez and Goyal (2003), Patibandla (2013), SCERT, Chattisgarh (2014) Blue (2013), have found that the scheme has increased teacher's responsibilities. Studies by Bisht (2007) and Baru et al (2008) have found that instead of MDM, incentives should be given.

Singh (2013), Sood and Kumar (2004), Chauhan (2011), Giri (2013), found that teachers had positive attitude towards MDM. Kao and Verma (2005) found no significant difference in the attitude of teachers on basis on gender and habitation. Sarkar and Bhattacharya (2015) found that MDMs do not hinder other educational activities. Studies by Team on MDM in Bihar (2013) have reported that quality of food is not maintained.

III OBJECTIVES

- (a) To know the government programme for education through Mid Day Meals
- (b) To know the how much fund allotted as per the guidelines of government for the development in the education sectors.
- (c) To know and understand the financial status in the education sectors in different state for the increase of literacy rate.
- (d) To find out how poverty is taken care while providing the knowledge.

(e) To know the class attendance rate of children through MDMs in education sectors.

through graphs and charts for better analysis and interpretation.

IV METHODOLOGY

In this paper the data has been collected through the secondary sources. Especially from the ministry of statistics and programme implementation and ministry of human resource development, government of India. The data has been analyzed and described through graphs and charts.

- (a) Method: Descriptive method of research was used.
 - (b) Population: Funds allotted for Mid-Day Meals
 - (c) Sample Size: 18 states of India
 - (d) Tools: Self constructed description was used.
- On the basis of data it has been presented

V DEMOGRAPHIC AND LITERACY CONTOUR

According to the National Commission on Population, it is expected that the age profile of population of India will experience changes in the coming years. By 2020, approximately 50 per cent of the total population will be in the age group of 15–25 years.

There is a great divide in the literacy rate of the population.

Table 1
Literacy Gap in India

State-wise Decadal Changes in Literacy Rates and Male/Female Literacy Gap in India (1991, 2001 and 2011)											
States/UTs	Literacy Rate (1991 Census) (In %)		Gap	Literacy Rate (2001 Census) (In %)		Gap	Literacy Rate (2011 Census) (In %)		Gap	Decadal Changes Literacy Rate	
	Male	Female		Male	Female		Male	Female		Male	Female
	Andaman and Nicobar Islands	78.99		65.46	13.53		86.33	75.29		10.78	90.30
Andhra Pradesh	55.13	32.72	22.41	70.32	50.43	19.89	74.90	59.10	15.70	15.19	17.71
Arunachal Pradesh	51.45	29.69	21.76	63.83	43.53	20.31	72.60	57.70	14.90	12.38	13.84
Assam	61.87	43.03	18.84	71.28	54.61	16.67	77.80	66.30	11.60	9.41	11.58
Bihar	51.37	21.99	29.38	59.68	33.57	26.75	71.20	51.50	19.70	8.96	11.13
Chandigarh	82.04	72.34	9.70	86.14	76.65	9.00	90.00	81.20	8.80	3.61	4.31
Chhattisgarh	58.07	27.52	3.55	77.38	52.40	25.46	80.30	60.20	20.00	19.79	24.33
Dadra and Nagar Haveli	53.56	26.98	26.58	71.18	42.99	30.33	85.20	64.30	20.90	19.76	16.01
Daman and Diu	82.66	59.40	23.26	86.76	70.37	18.03	91.50	79.50	12.00	5.74	10.97
Delhi	82.01	66.99	15.02	87.33	75.00	12.37	90.90	80.80	10.20	5.36	7.72
Goa	83.64	67.09	16.55	88.42	75.51	13.37	92.60	84.70	8.00	5.24	8.28
Gujarat	73.39	48.92	24.47	79.66	58.60	21.90	85.80	69.70	16.10	7.11	8.88
Haryana	69.10	40.47	28.63	78.49	56.31	22.94	84.10	65.90	18.10	10.15	15.26
Himachal Pradesh	75.41	52.26	23.15	85.35	68.08	17.94	89.50	75.90	13.60	10.61	15.16

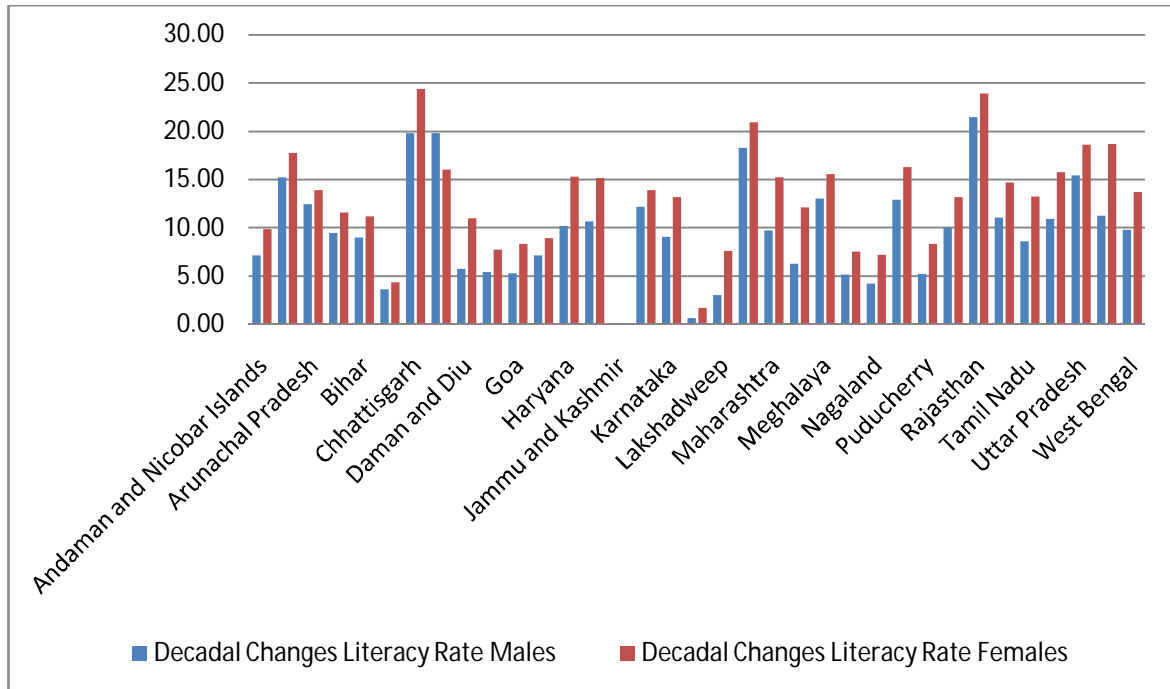
Jammu and Kashmir	0.00	0.00	0.00	66.60	41.82	23.93	76.80	56.40	-	N.A	N.A
Jharkhand	5580.00	25.52	30.28	67.30	39.38	28.56	76.80	55.40	-	12.14	13.86
Karnataka	67.26	44.34	22.92	76.10	57.45	18.84	82.50	68.10	14.40	9.03	13.11
Kerala	93.62	86.17	7.45	94.24	87.86	6.34	96.10	92.10	4.00	0.58	1.69
Lakshadweep	90.18	72.89	17.29	92.53	81.56	11.59	95.60	87.90	7.60	2.97	7.58
Madhya Pradesh	58.54	29.35	29.19	76.06	50.28	26.52	78.70	59.20	19.50	18.26	20.93
Maharashtra	76.56	52.32	24.24	85.97	67.51	18.76	88.40	75.90	12.50	9.71	15.19
Manipur*	71.63	47.60	24.03	80.33	59.70	18.17	86.10	72.40	13.70	6.24	12.10
Meghalaya	53.12	44.85	8.27	65.43	60.41	5.73	76.00	72.90	3.10	13.02	15.56
Mizoram	85.61	78.60	7.01	90.72	86.13	4.56	93.30	89.30	4.10	5.08	7.53
Nagaland	67.62	54.75	12.87	71.16	61.92	9.85	82.80	76.10	6.60	4.15	7.17
Odisha	63.09	34.68	28.41	75.35	50.97	24.98	81.60	64.00	17.60	12.86	16.29
Puducherry	83.68	65.63	18.05	88.62	74.13	14.76	91.30	80.70	10.60	5.21	8.27
Punjab	65.66	50.41	15.25	75.23	63.55	12.08	80.40	70.70	9.70	9.97	13.14
Rajasthan	54.99	20.44	34.55	75.70	44.34	32.12	79.20	52.10	27.10	21.47	23.90
Sikkim	65.70	46.76	18.94	76.04	61.46	15.27	86.60	75.60	10.90	11.03	14.70
Tamil Nadu	73.75	51.33	22.42	82.33	64.55	17.78	86.80	73.40	13.30	8.58	13.22
Tripura	70.58	49.65	20.93	81.47	65.41	16.06	91.50	82.70	8.80	10.89	15.76
Uttar Pradesh	54.82	24.37	30.45	70.23	42.98	27.25	77.30	57.20	20.10	15.41	18.61
Uttarakhand	72.79	41.63	31.16	84.01	60.26	23.75	87.40	70.00	17.40	11.22	18.63
West Bengal	67.81	46.56	21.25	77.58	60.22	17.36	81.70	70.50	11.20	9.77	13.66
India	64.13	39.28	24.85	75.26	53.67	21.59	82.10	65.50	16.30	11.13	14.39

Source: Ministry of Statistics and Programme Implementation

From the above table we can see that there is a great literacy gap between the male and female students. The decadal changes in the female students have

improved which indicates that more of the female students are getting education.

Graph 1
Decadal Changes in Literacy Rates



Poverty is one of the prime reasons for the low literacy rate in India. The Government of India launched the National Programme of Nutritional Support to Primary Education (NP-NSPE) as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By 1997-98 it was introduced in all blocks of the country. It was further extended in 2002 to cover children studying in EGS and AIE centres.

Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.

VI THE NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION

In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I- V in Government and aided schools and EGS/AIE (Education Guarantee Scheme/Alternative and Innovative Education) centres.

In addition to free supply of food grains, the revised scheme provided Central Assistance for

- Cooking cost @ Re 1 per child per school day,
- Transport subsidy was raised from the earlier maximum of Rs. 50 per quintal to

- Rs.100 per quintal for special category states, and Rs. 75 per quintal for other states,
- Management, monitoring and evaluation costs @ 2% of the cost of food grains, transport subsidy and cooking assistance,
- Provision of mid day meal during summer vacation in drought affected areas.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of

- Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER States contribute Rs 0.20 per child/school day, and
- Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day.

In October 200, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children were included by this expansion of the scheme.

VII LAUNCH OF THE MID DAY MEAL SCHEME ACROSS STATES

Prior to the formal launch of the Cooked Mid Day Meal programme, the practice of providing meals in schools was present in several states. The table no. 2 below summarizes in chronological order the launch of mid day meal in different states:

Sl . N	Name of States	Year of launching of MDM	Glimpses
1.	Tamil Nadu	1923	Started in Madras City by Madras Municipal Corporation & extended to full State in 1982.
2.	West Bengal	1928	Started in Calcutta city by Keshav Academy of Calcutta as compulsory Mid-day Tiffin on payment basis at the rate of four annas per child per month.
3.	Maharashtra	1942	Started free mid day meal in Bombay. It was launched in 1995-96 as a centrally sponsored scheme.
4.	Karnataka	1946	Started in Bangalore city to provide cooked rice and yoghurt. There was provision of giving 3 kg of rice/wheat per month /per child who had 80% or more attendance in 1995. Cooked meal was started in 7 north eastern districts during 2002-03.
5.	Uttar Pradesh	1953	It introduced a scheme on voluntary basis to give boiled gram, ground-nut, puffed rice and seasonal fruits.
6.	Kerala	1960	Scheme had been funded by CARE (Cooperate American Relief Everywhere) under US Assistance during the period 1960-1983 (in a pilot manner).
7.	Bihar	1995	Started with dry ration of 3 kg/per student/per month and started providing cooked meal in 30 blocks of 10 districts in 2003-04
8.	Andhra Pradesh	1995	There was provision of giving 3 kg of rice/wheat per month per child with 80% or more attendance in school.
9.	Madhya Pradesh	1995	Initially dry rations or Dalia was provided.
10.	Rajasthan	1995	Students of Government Primary schools were provided wheat at the rate of 3 kg/ per student /per month
11.	Arunachal Pradesh	1995	Initially only dry ration was provided in five districts of the state, extended to all schools since 2004.
12.	Punjab	1995	Students of Government Primary schools were provided wheat at the rate of 3 kg per student/ per month and switched over to cooked meal in one block of every district in 2002-03.
13.	Haryana	1995	Initially implemented in 17 blocks of 6 districts & extended to 44 blocks where female literacy rate was lower than the national level in 1996-97.
14.	Himachal Pradesh	1995	Initially dry ration was provided
15.	Jammu & Kashmir	1995	Initially dry ration was provided
16.	Meghalaya	1995	Started with dry ration of 3 kg per student /per month.
17.	Jharkhand	2003	It was taken up on a pilot basis in 3140 government primary schools in 19 districts initially.

VIII NORMS FOR ALLOCATION OF FUNDS & FOOD GRAIN AS PER GUIDELINE

To ensure the Mid Day Meal to be channelized to beneficiaries namely school children, a number of detailed factors have been taken into consideration in the year 2002 to 2006. A prescribed quality of

nutrition and a certain amount of quantity have been taken consideration. There are other factors related to supply like transport, cooking cost, management, monitoring and evaluation cost have been given subsidy. Other infrastructural assistance like construction of kitchen cum store, drinking water and kitchen devices have been given attention.

Table 3
Norms for allocation of funds and food grains

Items	CMDM, 2002	CMDM, 2004	CMDM, 2006
Nutritional Contents			
Calories	Not Prescribed	300	450
Proteins	Not Prescribed	8-12 grams	12 grams
Micronutrients	Not Prescribed	Not Prescribed	Adequate quantities of iron, folic acid, Vitamin-A etc.
Transport Subsidy	Rs. 50 per quintal with Hill Transport Subsidy	Rs. 100 per quintal for N-E States & Rs. 75 per quintal for other States & UTs	Rs. 100 per quintal for N-E States & Rs.75 per quintal for other States & UTs
Subsidy against cooking cost	Not Provided	Re. 1.00 per child per school day	Rs. 1.80 per child per school day for N-E States & Rs. 1.50 per child per school day for other States and UTs
Subsidy for Management, Monitoring and Evaluation(MME)	Not Provided	1.8 % of total Assistance (Free food, transport cost & cooking cost)	1.8% of total Assistance (Free food, transport cost & cooking cost)
Infrastructural Assistance			
Construction of Kitchen-cum- Store	Not Provided	Convergent with SGRY, NSDP & UWEP programmes	Maximum of Rs. 60,000 per unit in addition with other programmes
Drinking water facility		Convergent with SSA, ARWSP & Swajaldhara programmes	Convergent with SSA, ARWSP & Swajaldhara programmes
Kitchen Devices		Rs. 2000/- under SSA Programmes	Rs. 5000/- per school per annum

IX FUNDS ALLOCATED FOR MID DAY MEAL

It was felt that since poverty and malnutrition are the major problems of the students as most of the

students belong to the economically weaker section of the society. In order to increase the number of students attending school, the government started the Mid Day Meal.

Table 4
Funds allocated for Mid Day Meals by the GOI 2017-18

Lakshadweep	118.41
Daman and Diu	332.16
Andaman and Nicobar Islands	388.65
Puducherry	402.48
Tripura	511.04
Dadra and Nagar Haveli	538.44
Chandigarh	669.35
Sikkim	881.12
Goa	1230.93
Nagaland	1776.42
Mizoram	2018.32
Manipur	2479.76
Arunachal Pradesh	2551.75
Delhi	5294.99
Jammu and Kashmir	6328.69
Meghalaya	6486.73
Himachal Pradesh	8684.10
Uttarakhand	9714.20
Haryana	9953.83
Punjab	14330.59
Telangana	15494.76
Chhattisgarh	27683.33
Jharkhand	30332.59
Kerala	32978.36
Gujarat	40429.86
Rajasthan	41107.05
Odisha	41927.41
Tamil Nadu	42506.34
Karnataka	44788.57
Assam	52903.47
Madhya Pradesh	58098.87
Maharashtra	80310.70
West Bengal	97146.30
Bihar	97871.58
Uttar Pradesh	100475.08
Andhra Pradesh	27513.85
India	878746.23
Average	25107.04
Standard Deviation	30326.80
Coefficient of Variation	120.79%

(in lakhs)

For the year 2017-18 the Government of India released 878746.23 lakhs for the Mid Day Meal. On an average it released 25107.04 lakhs. There is a very high deviation in the funds released. It is very low for Lakshwadeep, Daman and Diu while the

states of Madhya Pradesh, Uttar Pradesh, Maharashtra and Andhra Pradesh received higher funds. The reason for the difference could be due to the population size in the states concerned.

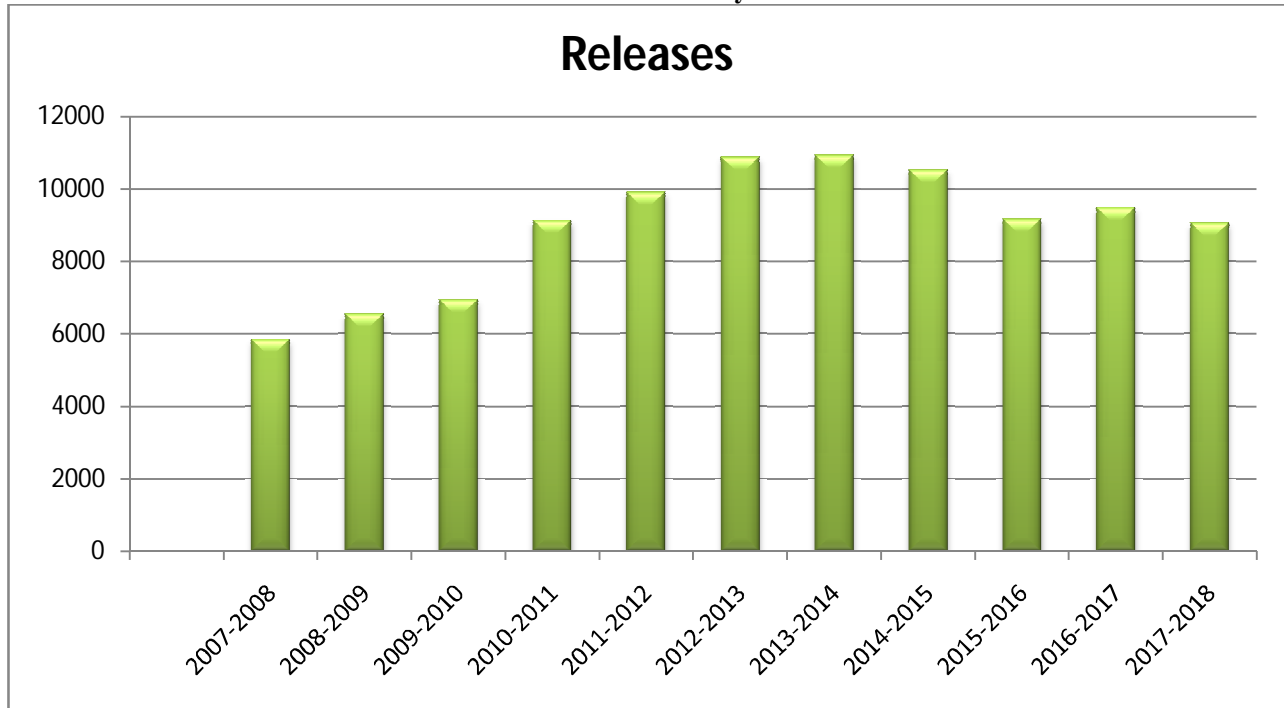
Table 5
Outlay under Mid Day Meal Scheme in India

Outlay under Mid Day Meal Scheme (MDMS) in India			
(2007-2008 to 2017-2018-upto 28.02.2018)			
(Rs. in Crore)			
Year	Budget Estimates (BE)	Revised Estimates (RE)	Releases
2007-2008	7324.00	6678.00	5835.44
2008-2009	8000.00	8000.00	6539.52
2009-2010	8000.00	7359.15	6937.79
2010-2011	9440.00	9440.00	9128.44
2011-2012	10380.00	10239.01	9901.91
2012-2013	11937.00	11500.00	10867.90
2013-2014	13215.00	12189.16	10927.21
2014-2015	13215.00	11050.90	10526.97
2015-2016	9236.40	9236.40	9151.55
2016-2017	9700.00	9700.00	9483.40
2017-2018	10000.00	-	9053.89

Note : * : Upto 28.02.2018.

Source : Ministry of Human Resource Development, Govt. of India. (ON1651)

**Graph 2
Funds released for Mid Day Meal**



The funds released for Mid Day Meals have increased from 2007-08 to 2013-14 and then have showed a downward trend from 2014-15 to 2017-18. The budget estimates were higher which were later on revised and the actual funds released were lesser. This shows that there is a significant scope for better usage of the funds.

nodal centres there has been a delay in the release of the funds which has lead to the mid day meal not being served in some of the areas. In Kapurthala district of Punjab, funds had not been allocated for the complete year 2005-06 by the district nodal agency resulting in discontinuation of cooked mid day meal for about one year. Unspent funds were carried forward to the next year

Although the funds have been released by the government on times in some of the blocks and

.

**Table 6
Institutions Covered under MDMS in India 2017-19**

State-wise Number of Institutions Covered under Mid Day Meal Scheme (MDMS) in India (2017-2018 and 2018-2019)			
States/UTs	2017-2018	2018-2019	Percentage Change
	Institutions	Institutions	
Andaman and Nicobar Islands	332	338	1.81%
Andhra Pradesh	45505	45583	0.17%
Arunachal Pradesh	2934	2934	0.00%
Assam	57092	57103	0.02%

Bihar	70295	69513	-1.11%
Chandigarh	123	123	0.00%
Chhattisgarh	44833	44838	0.01%
Dadra and Nagar Haveli	280	280	0.00%
Daman and Diu	96	92	-4.17%
Delhi	2973	2975	0.07%
Goa	1479	1473	-0.41%
Gujarat	34307	34644	0.98%
Haryana	14990	14391	-4.00%
Himachal Pradesh	15494	15504	0.06%
Jammu and Kashmir	23130	23120	-0.04%
Jharkhand	39722	39717	-0.01%
Karnataka	54837	54830	-0.01%
Kerala	12327	12341	0.11%
Lakshadweep	39	39	0.00%
Madhya Pradesh	113621	113621	0.00%
Maharashtra	86583	86744	0.19%
Manipur	3442	3481	1.13%
Meghalaya	11597	11659	0.53%
Mizoram	2532	2525	-0.28%
Nagaland	2076	2099	1.11%
Odisha	58784	57590	-2.03%
Puducherry	431	428	-0.70%
Punjab	20157	20157	0.00%
Rajasthan	66506	66506	0.00%
Sikkim	868	867	-0.12%
Tamil Nadu	43205	43283	0.18%
Telangana	27896	28586	2.47%
Tripura	6568	6529	-0.59%
Uttar Pradesh	167845	17339	-89.67%
Uttarakhand	17664	169232	858.06%
West Bengal	83690	84171	0.57%
India	1134253	1134655	0.04%
Average	31507.03	31518.19	0.21
Standard Deviation	37986.22	38118.23	1.44
Coefficient of Correlation	82.94%	82.69%	14.72%

Source : Lok Sabha Unstarred Question No. 1528, dated on 01.07.2019.

The average for 2017 -18 is 31507.03 while for 2018-19 it is slightly higher at 31518.19. There is a very high variation in both the years at 82.94% and 82.69% respectively. The variations in the states for institutions covered are also dependent on the population of the state.

There is a very slight increase in the institutions covered. There is decrease by 89% in UP and a very steep rise in UK.

Graph 3
Institutions Covered under MDMS 2017-19

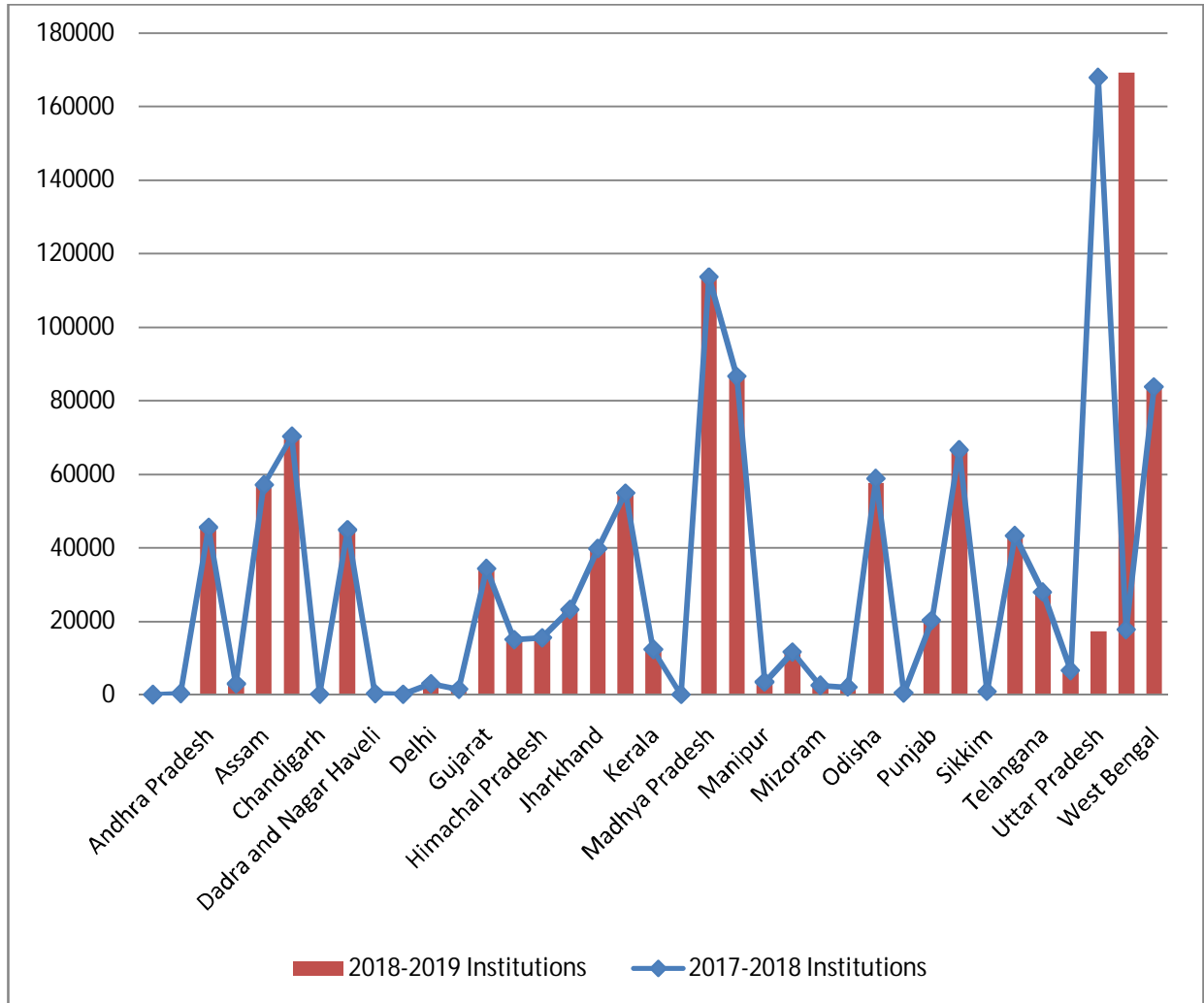


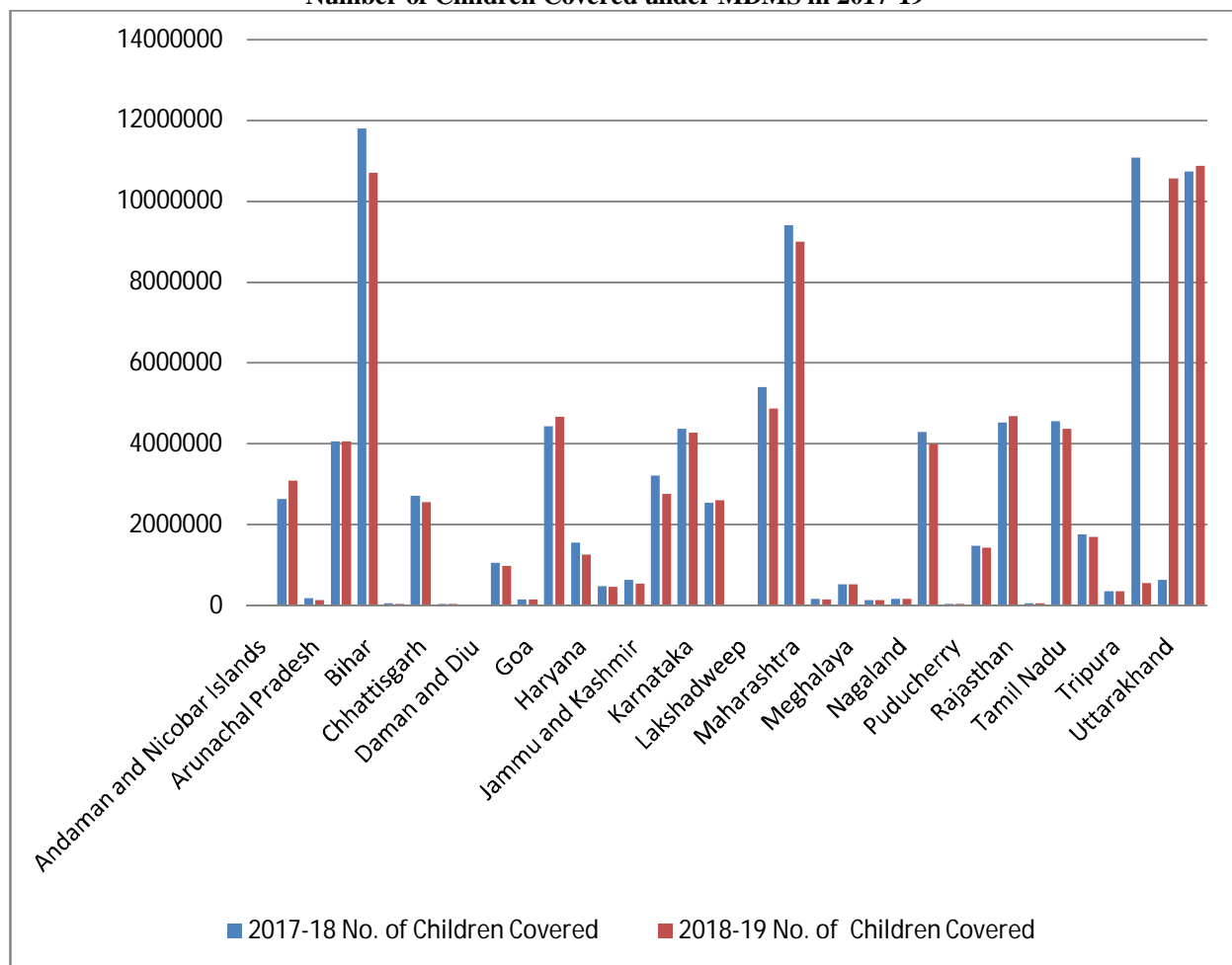
Table 7
Number of Children Covered under MDMS in 2017-19

(2017-2018 and 2018-2019)			
States/UTs	2017-18	2018-19	Percentage Change
	No. of Children Covered	No. of Children Covered	
Andaman and Nicobar Islands	25999	22323	-14.14%
Andhra Pradesh	2633276	3079772	16.96%
Arunachal Pradesh	175456	130148	-25.82%
Assam	4053573	4049861	-0.09%
Bihar	11790731	10704608	-9.21%
Chandigarh	49312	41170	-16.51%
Chhattisgarh	2716267	2557512	-5.84%
Dadra and Nagar Haveli	33472	32819	-1.95%
Daman and Diu	16134	15001	-7.02%

Delhi	1050455	975186	-7.17%
Goa	145456	142387	-2.11%
Gujarat	4426369	4665673	5.41%
Haryana	1552769	1251854	-19.38%
Himachal Pradesh	482922	455746	-5.63%
Jammu and Kashmir	636947	542439	-14.84%
Jharkhand	3208732	2759668	-14.00%
Karnataka	4363377	4281055	-1.89%
Kerala	2533268	2600154	2.64%
Lakshadweep	6567	6884	4.83%
Madhya Pradesh	5396599	4865379	-9.84%
Maharashtra	9398073	8990150	-4.34%
Manipur	155574	147009	-5.51%
Meghalaya	522430	526978	0.87%
Mizoram	133450	125996	-5.59%
Nagaland	163920	160839	-1.88%
Odisha	4292243	3992871	-6.97%
Puducherry	45466	44131	-2.94%
Punjab	1481696	1433243	-3.27%
Rajasthan	4532538	4688607	3.44%
Sikkim	59300	53676	-9.48%
Tamil Nadu	4549442	4362725	-4.10%
Telangana	1762638	1701153	-3.49%
Tripura	357360	345063	-3.44%
Uttar Pradesh	11078419	559172	-94.95%
Uttarakhand	625553	10558209	1587.82%
West Bengal	10728942	10877644	1.39%
India	95184725	91747104	-3.61%
Average	2644020.14	2548530.69	0.37
Standard Deviation	3375423.31	3241285.80	2.66
Coefficient of Correlation	78.33%	78.63%	13.78%

Source : Lok Sabha Unstarred Question No. 1528, dated on 01.07.2019.

Graph 4
Number of Children Covered under MDMS in 2017-19



There is a decrease in the average number of Children covered from 2017-18 to 2018-19. The variation is very high for Uttar Pradesh and Uttarakhand. The deviation has gone slightly down for the year 2018-19. Although, the deviation is still on the higher side.

X CONCLUSION

Based on the allocation of the resources, the budgets, the money allocated for the food grains, the Mid Day Meals has benefitted the students. It has led to an increase in the enrollment of the students. The scheme has played a crucial role in reducing drop out, especially among the girls. Parents viewed that the Mid Day Meal had reduced the burden of providing one time meal to their children and considered it as a great support to their families. People themselves were not able to fight the poverty, on account of that education was at a great stake. It will take some more decades to change the situations.

The maintenance of records needs improvement at all levels. At school level, maintenance of records is very poor. Cash books are written once/twice in a month. There is no common format for maintenance of cash accounts and

stock of food grain. In most of the states, teachers are found to be responsible for maintaining accounts while they do not have any training for such type of jobs. The situation is worse in EGS (Education Guarantee Scheme) centers. Their estimates are erratic without proper maintenance of records. In the absence of item-wise utilization of various ingredients used in preparation of cooked mid day meal, it was difficult for the field team to estimate the nutritious content of the food supplied to children. Also in the absence of proper records, a lot of scope is left for manipulation of actual expenditure and utilization of the food grain/funds provided under the programme.

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The Perception of Farmers toward Organic Farming in M.P. (A Case Study of Bhopal District)

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ABSTRACT

Agriculture is the backbone of India. All changes in agriculture will result in the life of human and nature and vice-versa. There has been drastic change in the way we perform farming in past few decades. It is characterized mainly by the adopting of machinery and chemical technology in agriculture, replacing the traditional knowledge. The big change taken place during green revolution. Such change has resulted in environmental pollution, degradation of soil health, loss of bio-diversity and others. As the days went by, the farmers across. The nation has switched to modern agriculture without realizing the consequences the effects of modern agriculture has resulted in deterioration in soil quality, drastic impacts on availability of agriculture producer; besides impacting health and lifestyle of the people. Organic farming, which has been also known as traditional farming, has come as an alternative; still the farmers those who have been modern agriculture are hesitate to practice the Organic Farming. Hence, the Knowledge, Attitude and Practice on organic farming largely influence their willingness to switch over to the organic farming. Thus, the present study focuses on the knowledge, attitude and practice on organic farming among the Bhopal districts.

Keywords - Bio diversity, Organic, Lifestyle Pollution

I INTRODUCTION

Organic Farming has been considered as the immediate demand for the world population which is suffering a lot by the chemical based food grains, vegetables and fruits. Only washing fruits & vegetables before consumption is not be sufficient to reduce residual effect of harmful chemicals. Now a day, like in every field, farmers are running in the race of increasing their production by using heavy dosage of chemical fertilizers, growth hormones, pesticides, herbicides, fungicides and many other harmful chemicals. In spite of the use of all these chemicals, the numbers of pests and diseases are continuously increasing, so is the amount of chemical to cure them. This is not only affecting the health of the consumers but also harmful for the health of our mulching animals, Mother Earth and environment.

To overcome all such problems, **Organic Farming** is considered as one of the solution. The concept of organic farming precisely follows the principles of eco-system and networking with nature. It is totally different from chemical farming both in philosophy and practice.

According to the definition given by USDA“organic farming is a system which avoids or largely excludes the use of synthetic inputs (such as fertilizers, pesticides, hormones, feed additives etc.) and to the maximum extent feasible rely upon crop rotations, crop residues, animal manures, off-farm organic waste, mineral grade rock additives and biological system of nutrient mobilization and plant protection”.

India is home to 30 per cent of the total organic producers in the world, but accounts for just 2.59 per cent (1.5 million hectares) of the total organic cultivation area about 57.8 million hectares, according to the World of Organic Agriculture 2018 report. At the same time, most of the organic farmers

are struggling due to having poor policy measures, rising input costs and limited market, according to a study by the Associated Chambers of Commerce and Industry of India (ASSOCHAM) and global consultancy firm Ernst & Young. The aim of this study was therefore to evaluate farmers' perception towards organic farming and related issues associated with it. The present study was conducted in Bhopal district of Madhya Pradesh, India. The state of Madhya Pradesh consists of 39 districts; out of these a convenient and random sampling technique was used to select 100 respondents from 3 villages of Bhopal district.

II LITERATURE REVIEW

- **A lots and Ring (1991)** in his study concluded that the economic aspect of organic farming with the help of two existing organic farms. They try to find out economic parameters and try to scrutinize the financial situation. This study resulted that organic farming is highly qualified to reach a comparable income; there is further increase of the demand for organically based products which shows rise in income of organic farmers.
- **Jain and Bhattacharya (2000)** observed that five of constraints, in adoption of organic farming technology. Majority of the respondents (68%) reported non-awareness about bio-fertilizer product. Other constraints were lack of practical oriented training 6 (64%), lack of handling skill (56%), lethargy due to cumbersome techniques (54%), lack of confidence on bio-fertilizer input and poor quality of bio-fertilizer lack of bio-fertilizer supply centre in village were also reported by the respondents.
- **Laepplle and Donnellan (2008)** his study focuses on the role that the attitudes of farmers play in identifying drivers and barriers to the intention to convert to organic farming using the theory of planned behaviour. To set this paper in context, it is

part of a larger study which aims to explain the decision to adopt or not to adopt organic farming over time with respect to a variety of factors such as economic, institutional and socio-economic as well as comparing the attitudes and objectives of organic and conventional farmers.

- **Kotresha, S. S (2014)** in his study investigated the knowledge, and attitude of vegetable growers towards organic farming. A survey method through face-to-face interview by using structured schedule was used to collect data from a total of 30 vegetable growers in Maddur taluk of Mandya district which was selected by using simple random sampling method. The findings of the study show that the knowledge of the respondents on organic farming especially pertaining to the use of chemical insecticides, herbicides and fertilizers is need to be improved, their attitude is also still negative, and they are dependent on conventional practices (i.e. chemical) specially to control pests and diseases.
- **Soumya. K. M. (2015)** studied the scope of organic farming as an effective way to promote sustainable agriculture development in India, and find ways to overcome socio economic and environmental problems arising from unsustainable farm practices, increase agriculture contribution to India's GDP, tell importance of organic farming to reduce poverty, generate rural employment, enhance regional integration, accelerate rural development and improve productivity in agriculture.
- **Suresh and Himanshu (2015)** aim to study and evaluate farmers' perception of organic farming and emerging issues associated with it. The study area is Khargon district of Nimar M.P., India. In which author find out positive perception of farmers towards organic farming revealed that around 67% of respondents are in favour of organic farming to attaining improved productivity, farm income and food as well as environmental safety point of view.
- **Sakthi Devi (2017)** in her study on attitude of farmers towards organic farming discussed about farmers' attitude towards organic farming and issues associated with it like sustainable development, environment protection, soil degradation, etc. and how to overcome it. This study was conducted in Erode District. She found out that the farmers do not have a good level of knowledge mainly focused on promoting organic farming as a profitable alternative to conventional farming could have a positive impact on the tendency for conversion.
- **Hongbin Liu and Xiaojuan Luo (2018)** in his research Understanding farmers' perception and behaviour towards farmland quality change in North East China and research have main results to have important implications for policymakers with regard to promoting land protection activities and how to achieve the goal of sustainable land use.
- **Oyedele and Okunlola (2018)** concluded their research paper- The study examined small scale farmers' perception about organic farming status in Ondo state, Nigeria with a view of expanding. Their findings showed that majority of the respondents

practiced integrated organic farming with 76.6 percent while only 23.3 percent of the farmers' practiced pure organic farming.

- **Anand and Mishra (2018)** in this study on farmers' perception towards organic inputs in selected districts of Gujarat was carried out to know farmers' perception towards organic inputs and to find out awareness level and satisfaction level about organic input. And their objective is to know the major market competitors of Bharat Krushi Care Pvt. Ltd and to study the purchasing pattern of organic input. They found that most of the farmers were highly aware about the bio product and the familiarity of the organic inputs among farmers depends on the promotional efforts of the marketers.

I choose this topic because there are not many researchers who have put efforts to do a survey and collect primary data to know the farmers' perception towards organic farming especially till yet no research take place in Bhopal, M.P. The very few done are based on secondary data and so the results are not concrete enough to be very useful for many people, companies and organization for e.g. for farmers trying to opt organic farming, for people who want to study organic farming, for companies who sale organic fertilizers and plan out marketing strategies and capture the market in organic fertilizers, tools and equipment use in organic farming.

III OBJECTIVES

- (a) To study farmers' perception towards converting non-organic to organic farming.
- (b) To study the personal, socio-economic and psychological characteristics of farmers in Bhopal.
- (c) To study the history of organic farming and how far has it reached.
- (d) To find out the facts and figures about the related aspects.
- (e) To study the impact of organic farming.

IV RESEARCH METHOD TO BE SELECTED

Investigator selected descriptive Survey Method for the study with the help of questionnaire.

- (a) **Study Area** - The study was conducted in selected villages in Bhopal district (Barkhera Pathani, Papalia Pende Khan, Bagsewaniya, bagmugaliya village) of Madhya Pradesh, India.
- (b) **Data Collection** - The study deals with farmers' perception towards organic farming and related aspects. The data has been basically collected from the secondary sources such as scholarly articles, reviews, research papers, reports of various companies published research reports etc. Primary data has also been collected for

knowing the actual perception of farmers regarding organic farming and their experience in organic farming among different regions of Bhopal district.

For collecting the primary data questionnaire were filled by 100 respondents from various age groups and from different regions. Convenience sampling was done for this. The questionnaire included questions regarding their personal information which include age, education, income group etc., and general information like land holding, cattle, tools and techniques they use, and their views about organic farming.

The questionnaire basically tried to find out the perception of farmers. The descriptive statistical tools like bar graphs, pie charts, etc. have been used for the interpretation of the data. The extensive literature reviews of published books, research papers and newspapers articles have been undertaken. For the recent trends and developments, government official websites and internet were also explored. The structured questionnaires will be formed in consideration with the view of variables by help of the research guide. The data had been collected from farmers by doing field visit.

(c) Data analysis tools

Statistical techniques like data validity test, reliability test; frequency distribution, correlation and regression were used. Data were analysed with the IBM SPSS 25.0 latest version of software package and Microsoft Excel.

V LIMITATIONS OF THE STUDY

- (a) The study is limited to Bhopal city only.
- (b) The study is restricted one type of agriculture form i.e., organic farming.
- (c) The study is delimited to four villages Barkhera Pathani, Papalia Pende Khan, Bagsewaniya, bagmugaliya village in Bhopal District of Madhya Pradesh.
- (d) The size of sample taken for study is small i.e. of 100 respondents only.
- (e) Time constraint was also one of the limitations of the research as people were really reluctant to fill up the questionnaires.

- (f) Translation problem occur to fill up questionnaires as it is prepared in English.
- (g) To collect the questionnaires back was a time consuming task.

VI ANALYSIS OF THE SURVEY

Farmer’s perception is the study of individuals groups, or firms and all the activities associated with the farmers, including the farmer’s emotional, mental and behavioural response that precede or follow these activities.

It is basically examining how emotions, attitudes and preferences affect farmer’s behaviour. The characteristics of individual farmers such as availability of inputs, cost of inputs, demographics and behavioural variables such as usage rates, loyalty, usage seasons, availability of fertilizers, tools and techniques, willingness to provide referrals, in an attempt to understand farmers wants and their perception regarding organic farming. The study of farmers’ perception also investigates the influences on the farmers, from various villages, groups, friends, reference groups, and society in general. The study is concerned with all the aspects of organic farming from small private farmers to big farmers who done organic farming on big scale. Farmer’s perception is also concerned with all other farmers involved, either direct or indirectly, in production of organic farming and including opinion farmers and landlords. Research has shown that farmers perception because of change in farmers behaviour as a human being is difficult to predict, even for expert in this field.

This section is analysis of the survey done to know the farmers’ perception towards organic farming. The answers of the respondents were recorded and are analysed. All the aspects which can affect the farmers’ perception towards organic farming and that were covered in the questionnaire. Some of them can be changes in cost and neighbours preference etc. This section tries to bring out the present perception of farmers which may be unknown till date.

**Table 1
Gender Frequency**

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	82	82.0	82.0	82.0
	Female	18	18.0	18.0	100.0
	Total	100	100.0	100.0	

Table 2
Education Frequency

Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Illiterate	20	20.0	20.0	20.0
	High School	48	48.0	48.0	68.0
	Graduation	21	21.0	21.0	89.0
	Post-graduation	9	9.0	9.0	98.0
	Ph.D.	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Table 3
Occupation Frequency

Occupation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Main	54	54.0	54.0	54.0
	Secondary	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

Table 4
Correlations between education and know organic farming:

Correlations		Education	Know organic farming
Education	Pearson Correlation	1	.046
	Sig. (2-tailed)		.652
	N	100	100
Know organic farming	Pearson Correlation	.046	1
	Sig. (2-tailed)	.652	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4. displays the analyzed data concerning correlation between education and know organic farming. The obtained value of coefficient of correlation 'r' for 0.046. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.254 for n=100. Since the calculated value is less than the

tabulated value of 'r' at 0.01 level of significance. It means that there is high correlation definite between education and know organic farming. Therefore, the null hypothesis (Ho-1) stated "There is no significant relationship between education and farmers' is accepted.

Table 5
Correlation between size of land and investment in organic farming:

Correlations			
		Size of land	Do invest in organic farming
Size of land	Pearson Correlation	1	.043
	Sig. (2-tailed)		.673
	N	100	100
Do invest in organic farming	Pearson Correlation	.043	1
	Sig. (2-tailed)	.673	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 5. displays the analyzed data concerning correlation between size of land and investment in organic farming. The obtained value of coefficient of correlation 'r' for 0.043. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.276 for n=100. Since the calculated value is less than the

tabulated value of 'r' at 0.01 level of significance. It means that there is high correlation definite between size of land and investment in organic farming. Therefore, the null hypothesis (Ho-2) stated "There is no significant relationship between size of land and investment in organic farming is accepted.

Table 6
Correlation between investment in organic farming, Certified organic farmer, Use of government scheme:

Correlations				
		Do invest in organic farming	Certified organic farmer	Use of government scheme
Do invest in organic farming	Pearson Correlation	1	.081	.276**
	Sig. (2-tailed)		.423	.005
	N	100	100	100
Certified organic farmer	Pearson Correlation	.081	1	.132
	Sig. (2-tailed)	.423		.191
	N	100	100	100
Use of government scheme	Pearson Correlation	.276**	.132	1
	Sig. (2-tailed)	.005	.191	
	N	100	100	100
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 6. Displays the analyzed data concerning correlation between investment in organic farming and use of government scheme. The obtained value of coefficient of correlation 'r' for 0.276. The minimum significant value of coefficient of correlation 'r' as per the standard table of correlation should be 0.254 for n=100. Since the calculated value is more than the tabulated value of 'r' at 0.01 level of significance. It means that there is low correlation definite between size of land and investment in organic farming. Therefore, the null hypothesis (Ho-3) stated "There is no significant relationship between investment in organic farming and use of government scheme is rejected.

VII CONCLUSION

The findings of this study come across positive perception of organic farming with significant relationships between age, educational background, size of farm, benefits of investment in organic farming, and social factors. This prevails that the farmers' communities will have high adoption rate of innovations related to organic farming and other agricultural policies. The concern, however, is that recent studies in the other geopolitical zone in M.P. report low practice of organic farming. This gap between knowledge or perception and practice can be bridged by better understanding of the system and

government provision of enabling environments (e.g. provision of credit facilities, training on technicalities) to farmers. This study also revealed some unexpected outcomes such as the cost associated with organic farming does not affect the farmer's attitude. May be farmers focus is on yield and profit (benefit aspect) but not cost of inputs in the agriculture. Other factors like knowledge, nature and gender have no explanatory significance towards attitude of the farmers. Descriptive statistics and factor analysis were used to present the findings of the study while the correlation use to find out relation between educations and know organic farming, correlation between size of land and investment in organic farming, and correlation between invest in organic farming, certified organic farmer, Use of government scheme. The Study revealed that of respondents have positive relation between education level and known organic farming with $r= 0.046$ accepted significance. Respondents have positive relationship between size of land and investment in organic farming with $r= 0.043$ accepted significance. At last, the respondents have negative relationship between invest in organic farming, certified organic farmer, Use of government scheme with $r= 0.276$ rejected significance. Concluded that farmers' perception is negative towards organic farming in these specific villages of Bhopal district. As they choose to go with their old habits of doing chemical farming.

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A Study the Effect of Scientific Aptitude on Academic Achievement in Science Subject of Senior Secondary School Students

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ABSTRACT

This paper focused on to study the effect of scientific aptitude on Academic Achievement in Science Subject of Senior Secondary School Students. The main objective of research paper is to compare the scientific aptitude and Academic Achievement in male and female and correlation between the scientific aptitude and Academic Achievement in Science Subject of Senior Secondary School Students. Our sample size is 100 Senior Secondary School Students. The tool was used scientific aptitude scale made by S. Chatterjee and M. Mulerjee and use academic record (Science Subject) for Academic Achievement. The main finding of the study is girls are better than boys according their scientific aptitude and Academic Achievement in Science Subject and there is positive correlation between the scientific aptitude and Academic Achievement in Science Subject of Senior Secondary School Students. This means that the present study shows that the scientific aptitude is very important role in academic achievement in science subject and overall achievement. So that it is very necessary to develop scientific aptitude and attitude in students.

Keywords: scientific aptitude and Academic Achievement in Science Subject, Boys and Girls students etc

I INTRODUCTION

Education is as old as human race. It is an essential human virtue. Man has become 'man' through education. Education fashions and models him for society or transforms him into a social and cultural being. Education in real sense is to humanize humanity, to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving ability and creativity, skills, values, and intelligence etc. It is through education that man is transformed into human, social, moral and spiritual being. Man learns something every day and every moment. Education is a continuous and dynamic process. It is concerned with ever-growing man in ever growing society.

II SCIENTIFIC APTITUDE

It is as difficult to measure scientific aptitude as to measure scientific aptitude as to define it. Because of its unlimited scope and boundaries it presents problems which are characteristics of all the human science and there have been very few attempts at the development of techniques for predicting success in science. Scientific aptitude, defined as potentiality for future accomplishment in science without regards to the past training and achievement in the field, appears to be dependent upon a variety of factors. These factors are not necessarily unique potential success in science but may be equally function in determining success in other areas.

III ACADEMIC ACHIEVEMENT IN SCIENCE SUBJECT

Academic achievement is a component of the wider term-Educational Growth. it is the unique, prime and perennial responsibility of a school or any other educational institution to promote a wholesome scholastic growth and development of the child. Academic achievement is the point and centre of educational growth and development. It is the most important goal of education.

(a) **Statement of the Problem:-**The problem of present study is stated as "To study the effect of scientific aptitude on Academic Achievement in Science Subject of Senior Secondary School Students".

IV OBJECTIVES OF THE STUDY

The objectives formulated for this study are:

- (a) To study the difference between mean of scientific aptitude scores in male and female Science Subject of Senior Secondary School Students.
- (b) To study the difference between mean of Academic Achievement scores in male and female Science Subject of Senior Secondary School Students.
- (c) To study the correlation between the scientific aptitude and Academic Achievement in Science Subject of Senior Secondary School Students.

V RESEARCH METHODOLOGY

(a) **Hypothesis of the Study:-**The following null hypothesis has been formulated in the context of present study's objective:

- (i) There will be no significant difference between mean of scientific aptitude scores in male and female Science Subject of Senior Secondary School Students.
 - (ii) There will be no significant difference between mean of Academic Achievement scores in male and female Science Subject of Senior Secondary School Students.
 - (iii) There will be no significant correlation between the scientific aptitude and Academic Achievement in Science Subject of Senior Secondary School Students
- (b) Methodology:** - In the light of objectives and to test hypothesis of the present study, the researcher adopted survey method for data collection.
- (c) Delimitations of the study:-**
- (i) This study focused only on the Science Subject of Senior Secondary School Students.
 - (ii) This study focused only on the selected school of Jalhandar city.

- (d) Sample Design:-**
- (i) Sample size: 100
 - (ii) Sample frame: School students in Jalandhar city
- (e) Research Tool:-** For the purpose of data collection the following tool was used.
- (i) Scientific aptitude :- S. Chatterjee and M. Mulerjee
 - (ii) Academic Achievement in Science Subject :- **Academic record use for data**
- (f) Statistical Tools:-** After collection of data mean, S.D. & 't' test and correlation was applied for statistical analysis.

VI ANALYSIS AND INTERPRETATION

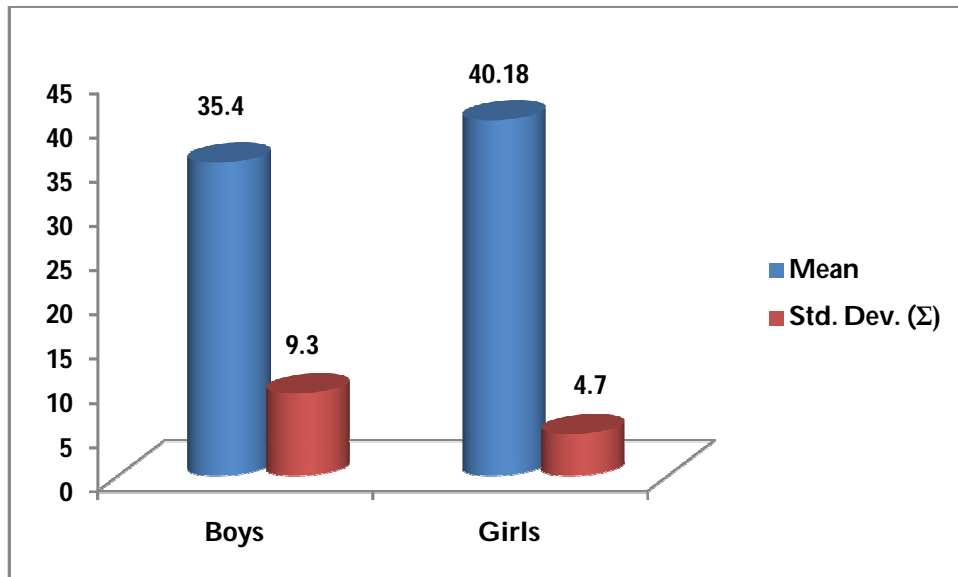
- (a) Hypothesis: 1-** There will be no significant difference between mean of scientific aptitude scores in male and female Science Subject of Senior Secondary School Students.

Table 1

Group	No. of Cases	Mean	Std. Dev. (Σ)	Std. Error	Calculate T Value	Significance (.05 Level)
Boys	50	35.4	9.3	1.473	3.24	Significant
Girls	50	40.18	4.7			

- (b) Interpretation:** A table No. 1 shows that the mean score of scientific aptitude in boys student are 35.4 and girls student are 40.18. This shows that the scientific aptitude in girls have better scientific aptitude as compared to boys Science Subject of Senior Secondary School Students.

Table shows that the computed 't' value 3.24 is more than the critical value 1.98 at .05 level for $df = 98$. It means $3.24 > 1.98$. The results indicate that There is significant difference between mean of scientific aptitude scores in significant difference between mean of scientific aptitude scores in male and female Science Subject of Senior Secondary School Students. This implies that the Boys and girls differ in their scientific aptitude.



(c) **Hypothesis: 2** - There will be no significant difference between mean of Academic

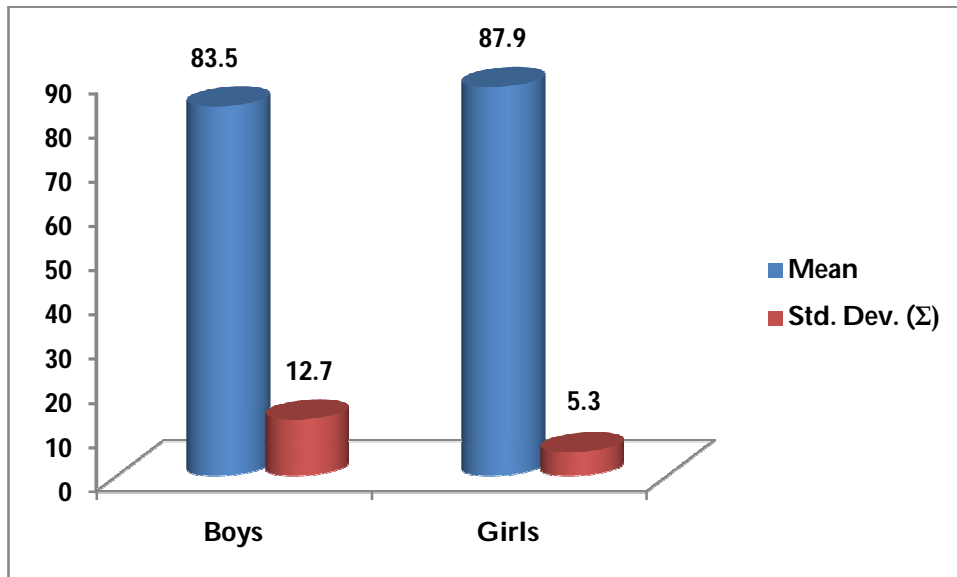
Achievement scores in male and female Science Subject of Senior Secondary School Students.

Table 2

Group	No. of Cases	Mean	Std. Dev. (Σ)	Std. Error	Calculate T Value	Significance (.05 Level)
Boys	50	83.5	12.7	2.071	3.57	Significant
Girls	50	87.9	5.3			

(d) **Interpretation** - A table No. 2 shows that the mean score of Academic Achievement in boys student are 83.5 and girls student are 87.9. This shows that the Academic Achievement in girls have better Academic Achievement as compared to boys Science Subject of Senior Secondary School Students.

Table shows that the computed 't' value 3.57 is more than the critical value 1.98 at .05 level for df = 98. It means $3.57 > 1.98$. The results indicate that There is significant difference between mean of Academic Achievement scores in significant difference between mean of Academic Achievement scores in male and female Science Subject of Senior Secondary School Students. This implies that the Boys and girls differ in their Academic Achievement.

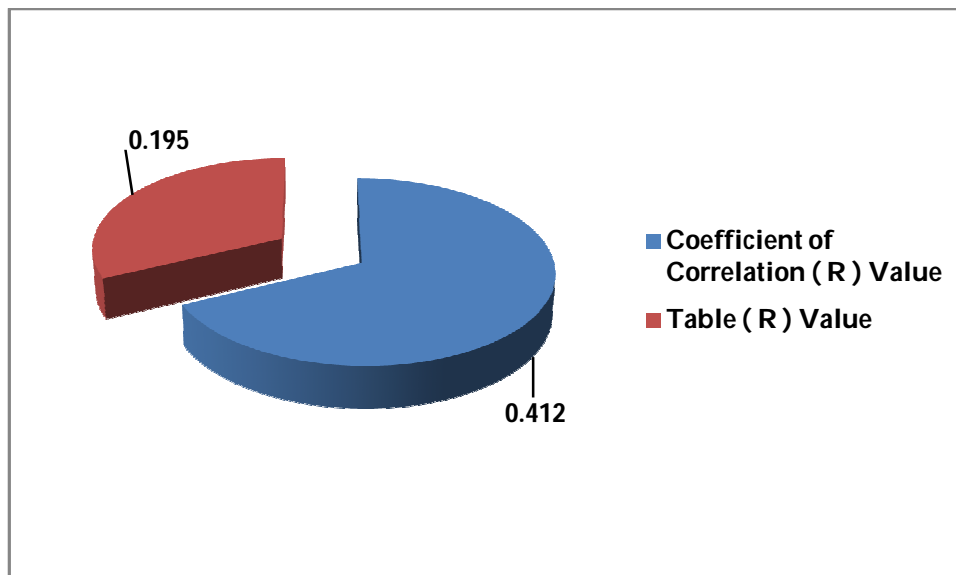


(e) **Hypothesis : 3-** There will be no significant correlation between the scientific aptitude and Academic Achievement in Science Subject of Senior Secondary School Students

Table 3

Variable	No. of Cases	Mean	Coefficient of Correlation (R) Value	Table (R) Value	Significance (.05 Level)
Scientific aptitude	100 Students	38.1	.412	.195	Significant Correlation
Academic Achievement		85.7			

(f) **Interpretation-** A table No. 3 shows that the obtained 'r' value of .412 is more than the table value of .195 for df= 98 at the .05 level. Hence it is concluded that there is significant correlation between the scientific aptitude and Academic Achievement in Science Subject of Senior Secondary School Students.



VII FINDINGS OF THE STUDY

The following major findings are reported.

- (a) Result shows that the girls have good scientific aptitude as compared to boys student
- (b) Result shows that the girls have better academic achievement as compared to boys student
- (c) Result shows that the positive correlation between scientific aptitude and Academic Achievement in science students.

VIII CONCLUSION

The results show that the scientific aptitude is very important role in academic achievement in science subject and overall achievement. So that it is very necessary to develop scientific aptitude in students. Nowadays the world is undergoing changes every second. Science and technology is advancing at a fast rate. We cannot imagine our life without the comforts provided to us by science. It is the science which has made our life comfortable and modern. So students must have scientific aptitude and attitude because they are the nation builders. Science education being an important component of education system should contribute in the solution of the problems of the country by developing desirable understanding, skills, abilities and attitudes. The greatest challenge is

to 'humanize' science that is to make it relevant to human needs and aspirations. It has now been recognized as a compulsory subject right from the elementary stage and now one of the core subjects at Secondary and Higher Secondary stage. It has taken a good many years of active and persistent efforts to reach this position.

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Lora-rk ds vak 98]I kFkzLrk Lrj 0-01&1-68]0-05&2-32

Lkj.kh dekd 2 ea fon; ky; ka ea v/; ; ujr RTE ds fo | kFkz ka , oa I keku; fo | kFkz ka dh 'k{k kd mi yfC/k ds i k r k d ka dk eku de'k% 76-16 , oa 68-00 gS i eki fopyu 77-39 , oa 73-66 gS rFk Vh&eku 1-73 gS

Lora-rk ds vak 98 ij I kFkzLrk Lrj 0-01&1-68 , o]0-05&2-32 gA vr% Li vV gS fd Vh&eku nskuka ekula I s vyx gS bl fy, ifjdYiuk 1 fujLr dh tkrh gA

bl vk/kkj ij fon; ky; ka ea v/; ; ujr RTE ds Nk=ka , oa I keku; Nk=ka dh 'k{k kd mi yfC/k ea dkbz I kFkzL

vrj ik; k x; k gA bl fy, ifjdYiuk 2 vLohdr dh tkrh gA

1/2 fon; ky; ka ea v/; ; ujr RTE ds Nk=kvka ,oa l kekl; Nk=kvka dh 'k{k}kd miyfc/k ea dkbz l kfkzd vrj ugha ik; k x; k gA

I kj.kh dekad 3
Nk=kvka dh 'k{k}kd miyfc/k

fon; kfkz	Dy l ; k	e/; eku	Ekkud fopyu	Vh& eku
l kekl;	25	82-00	71-00	1-00
RTE	25	73-00	72-00	

Lora-rk ds vak 98 j l kfkzrk Lrj 0-01&1-68 j0-05&2-32

Lkj.kh dekad 3 ea fon; ky; ka ea v/; ; ujr RTE ds fo | kfkz ka ,oa l kekl; fo | kfkz ka dh 'k{k}kd miyfc/k ds ikrka dk eku de'k% 82-00 ,oa 73-00 gS ieki fopyu 71-00 ,oa 72-00 gS rFkk Vh&eku 1-00 gS Lora-rk ds vak 98 ij l kfkzrk Lrj 0-01&1-68 ,o j0-05&2-32 gA vr% Li"V gS fd Vh&eku nksuka ekuka l s vyx gS bl fy, ifjdYiuk 3 fujLr dh tkrh gA

bl vk/kj fon; ky; ka ea v/; ; ujr RTE ds Nk=kvka ,oa l kekl; Nk=kvka dh 'k{k}kd miyfc/k ea dkbz l kfkzd vrj ik; k x; k gA bl fy, ifjdYiuk 3 vLohdr dh tkrh gA

IX x.kuk l sçhr ifj.ke

1/2 fon; ky; ka ea v/; ; ujr RTE ds fo | kfkz ka ,oa l kekl; fo | kfkz ka dh 'k{k}kd miyfc/k ea dkbz l kfkzd vrj ik; k x; k gA bl fy, ifjdYiuk 1 vLohdr dh tkrh gA

1/2 fon; ky; ka ea v/; ; ujr RTE ds Nk=ka ,oa l kekl; Nk=ka dh 'k{k}kd miyfc/k ea dkbz l kfkzd vrj ik; k x; k gA bl fy, ifjdYiuk 2 vLohdr dh tkrh gA

1/2 fon; ky; ka ea v/; ; ujr RTE ds Nk=kvka ,oa l kekl; Nk=kvka dh 'k{k}kd miyfc/k ea dkbz l kfkzd vrj ik; k x; k gA bl fy, ifjdYiuk 3 vLohdr dh tkrh gA

X l kekl; hdj.k

l kekl; r% ; g ik; k x; k fd RTE Nk=ka dh miyfc/k ij muds ikfjokfjd okroj.k ,oa i"Blkie dk vr; f/kd çHkko iMrk gS ftl ds dkj.k l s os l kekl; Nk=ka dh riyuk ea vf/kd miyfc/k çklr ugha dj ikrA dñ fo"ka ts s xf.kr foKku vaxstha ea çklr vaska ds v/; ; u l s ; g Kkr gkrk gS fd RTE Nk=ka dks bu

fo"ka ka ea fo'kSk f'k{k.k ,oa ekxzh'kz dh vko' ; drk gA ; fn mluga dñ fo'kSk fo"ka ka ea i ; klr ekxzh'kz feys rks mudh miyfc/k ij l kfkzd ,oa l dkjRed çHkko iMxka

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A Study of Customer Preferences for Grocery Purchase from Organized Retail Store / Outlets with Respect To Their Income in Bhopal

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ABSTRACT

By 2021, India will have about 900 million people of 'emerging middle and middle class' segment, defiantly an opportunity / factor for retail sector growth. Until a decade back the need for daily grocery was fulfilled by local kirana store (mom & pop store) or hyper-local market/supermarket. Currently, most of the organized grocery stores are located in Metro and Tier-I cities, but with increasing incomes and urbanization, they are slowly expanding to TierII and Tire III cities as well. Increased spending of the customers for household products as well as for lifestyle products is because of increase income of the consumers. Customers in most of the cities prefer to purchase grocery from a store have multiple product range and wider choice of products, convenience of purchase, picking the products from the shelf's, shopping under one roof, and many other parameters. Preferences of the customer are changing; they go for the best available option in the market. The parameters customers which affect customers purchasing grocery from the organized sector required to be assessed and how it is being related with their income, does it affect significantly or not.The broad objective of the study is to understand consumer preferences for the purchase of grocery from organized stores and to find out the factors for consumers preferences from organized retail stores.

Key Words: -Grocery, Organized Outlets, Customers preferences, Customer Income.

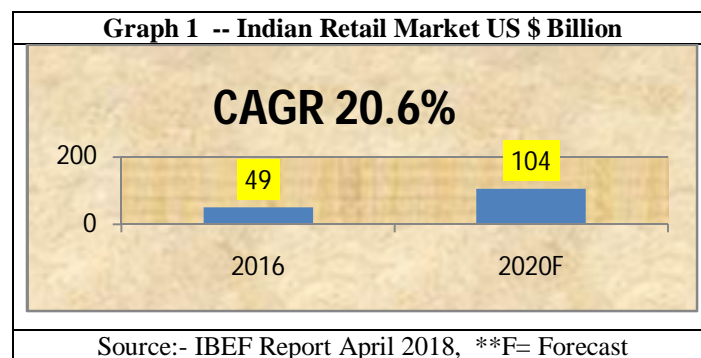
I INTRODUCTION

The need for organized grocery has emerged because of change in working conditions over the last decade with both partners working for long hours. Also, with urbanization and soaring land prices, it has become difficult to find large amount of land within cities like Mumbai, Delhi to open large stores. Hence, the new hyper-local markets are being opened in outer areas resulting in the increased distances that one has to travel to get to hyper-local store. This coupled with long billing queues leave little time for people to shop on stores. The focus here is on major aspects like the attractiveness of this industry, opportunities

which can help organized players for better customer centric facilities or services to attract more customers in their organized retail outlets.

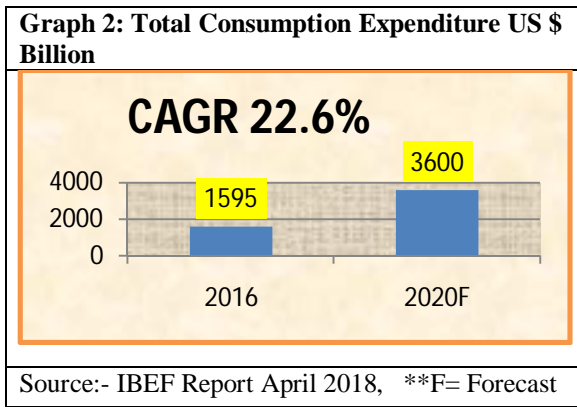
(a) FMCG Sector Trends in India (present and projected

(i) **Favorable demographics** and rise in income level to boost FMCG market. FMCG market in India is expected to grow at a CAGR of 20.6 per cent and is expected to reach US\$ 103.7 billion by 2020 from US\$ 49 billion in 2016(Puri & Taneja, 2018).



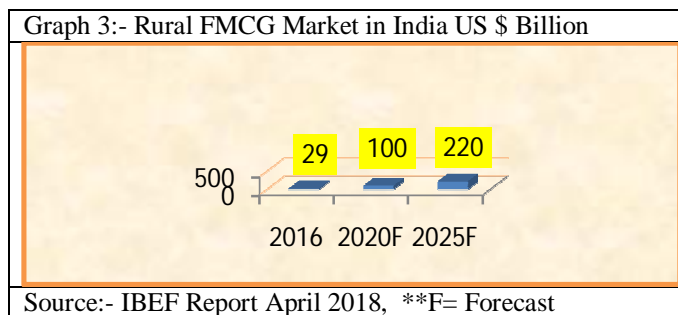
(ii) **Total consumption expenditure** is set to increase at a CAGR of 22.57 per cent from 2016-2021. Total consumption expenditure

is expected to reach nearly US\$ 3600 billion by 2020 from US\$ 1,595 billion in 2016(Puri & Taneja, 2018).



(iii) **Rise in rural consumption** to drive the FMCG market. The rural FMCG market in India is expected to grow to US\$ 220 billion

by 2025 from US\$ 29.4 billion in 2016(Puri & Taneja, 2018).



Scenario started changing rapidly after the liberalization phase in 1991, sectors like IT, Telecom and better infrastructure became instrumental in the growth of organized retail sector. Emergence of new retail formats, outlets with large carpet area, better facilities, computerized billing, increased product range, new products range. Commencement of the Malls first in Metro cities and then in B & C class towns further changed the retail scenario. Now the new concept emerged was the Mega stores having the grocery, lifestyle, toys, kitchen appliances, perishable goods, vegetables, apparels and consumer durables etc. under one roof.

The fast-moving consumer goods (FMCG) sector is an important contributor to India's GDP growth. The sector includes food & dairy products, packaged food products, household products, drinks and others. FMCG is the fourth largest sector in Indian economy and provides employment to around 3 million people accounting for approximately 5% of the total factory employment in India. The sector is characterized by strong presence of leading multinational companies, competition between organized and unorganized players, well established distribution network, and low operational cost. Growth in the country's FMCG sector is being fuelled by improving scenario in both demand as well as supply side. Major growing affluence and appetite for consumption of the Indian consumer, growing youth population, rise in per capita expenditure, and increasing brand consciousness. On the other hand, easier import of

materials and technology, reduced barriers to entry of foreign players, and new product development, rapid real estate infrastructure development and improvement in supply chain efficiency are the major supply side drivers for the sector.

II LITERATURE REVIEW

The retail industry is expected to grow to US \$1.6 trillion by 2026, registering a CAGR of about 10 percent. However, modern trade is expected to grow at a rate of 20 percent per annum and traditional trade is expected to grow at a rate of 10 percent per annum. Total market size of Indian retail sector was around US \$641 billion in 2016, which registered a compound annual growth rate (CAGR) of around 7.5 percent since 2000(Puri & Taneja, 2018). Of the overall retail industry, food and grocery accounts for the largest share in revenue in India. India is the world's second-largest producer of food. Food and grocery retail in India exceed US \$294 billion representing 16 percent of India's GDP. By 2020, food and grocery segment is estimated to constitute 66 percent of the total revenue in the Indian retail sector, followed by the apparel segment (Puri & Taneja, 2018). Food & Beverage (F&B) segment accounts for over 60 percent of customer spend and are growing at the rate of about 30 percent per annum. In F&B, penetration of organized retail is only 3 percent of the total market. Indian customers visit both traditional (kirana) stores and modern

stores in the ratio of 5:1 times per week. The number of modern retail stores has grown more than four times since 2006 and is currently estimated to be around 50,000 in the country and expected to reach 100,000 by 2020. Modern retail is seeing a fast growth in Tier-II and Tier-III cities but the challenges for organized retail players include brand building, pricing, logistics, trained workforce, hygiene concerns, rental costs, etc. Modern trade is now being used by many food processing companies to introduce new products, build brands, improve customer awareness, etc. This could be followed by volume ramp up from the general trade channels, which shows the companies' belief and vision in this channel for their growth (Puri & Taneja, 2018). The food and grocery segment enjoys the larger chunk of the market pie and is expected to grow consistently over the next few years, owing to its product catalogue that caters to every household requirement. Improving living standards, a strong desire for a healthy lifestyle and a rising affluent middle class population are influencing the overall market, in terms of products consumed (Jindal, 2017). Customers, in India, are now indulging in food and grocery shopping in a more enthusiastic and involved manner than ever before. A large section of customers have adopted organized food and grocery retail outlets as their preferred destination for grocery shopping. They primarily desire that their time and money should not be wasted but optimized while shopping (Prasad & Reddy, 2007). Rise of organic foods and health and wellness segment: To keep up with the changing lifestyle of the average Indian consumer, companies are pushing them more to satisfy the needs of their consumers, which open a whole lot of opportunities for product and market innovation (Puri & Taneja, 2018). For any retailer to succeed in this space will require consistent investment and growth for a 5-10 year time frame (Sen, 2017). The study further reveals that the major reason for purchasing groceries online is saving of time and effort, on average customers for this model are satisfied with the quality of the products received by them, also the sellers are providing customers with option of replacement. The study also depicts the expectation of a customer while buying groceries online and in physical market is totally different (Budhiraja & Mittal, 2016) Mobile technology should be considered as one of the most attractive ones in the process of developing innovations. Consequently, process of buying is being enhanced by retailers who introduce, for instance, smart phones and mobile applications as shopping tools (Knežević, Delić, & Kukić, 2015) The study reveals that, some material changes have been observed and reported by the respondents in the areas like store decoration, attractive and convenient packaging, packaged products, availability of branded products, more welcoming and attentive dealing with customers, better in store display and comfortable sitting arrangements & spatial comfort to move around. *Sharma and Kumar (2012)*.

III PROPOSED METHODOLOGY/ PLAN OF WORK DURING THE TENURE OF THE RESEARCH WORK

Sample size mentioned below would be covered for the filling a questioner, which is going to cover research variables related customers preferences for the organized retail outlets. This questioner would be filled by the consumers visiting the organized retail by survey method in Bhopal.

- (a) **Type of Design -- Descriptive**– Available research papers, studies have discussed in the area of effects of retail sales promotion on buying behavior of consumer, consumer preferences, promotional mix and its effects, private brands, trends of retail formats in India, quality measurement and consumer satisfaction. These studies reveal that consumer preferences are changing with change technology, to choose from the wide range of products,
- (b) **Population**– All Indians going to organized retail shop in Bhopal Division.
- (c) **Method of collecting the data** – Survey Approach Primary data is collected through survey method. All the respondents would be asked to fill in the questionnaire by themselves.

Secondary Data would be collected from various government reports and data published in magazines retail forums, retail reports concerned authorities in retail sector and from the research papers.

- (i) **Data Type**
 - I. Primary
 - II. Secondary
- (ii) **Sampling Method** – Non Probability
- (iii) **Sample Size** – 175
- (iv) **Sample Extent**– Bhopal
- (v) **Sampling Unit**– Individual respondent both male & female visiting organized retail at the time of the study.
- (vi) **Sampling Elements** – Individual those make purchases of grocery from the organized retail.

IV FORMULATION OF HYPOTHESIS

Following Hypothesis being formulated for the customers preferences for the purchase of grocery from the organized retail sector.

- (a) **Hypothesis**
 - (i) H_0 Income Level does not have significant effect on the factors related to store
 - (ii) H_0 Income Level does not significant effect on the factors related to Product and Promotion
 - (iii) H_0 Income Level does not significant effect on the factors related to Staff and policies
 - (iv) H_0 Income Level does not significant effect on the factors related to sector preferences

V HYPOTHESIS TESTING BEING DONE WITH THE HELP OF ANOVA

(a) ANOVA for store related factors with Monthly Income of Customers

One-Way ANOVA is done in order to know whether the Income-group, has significant impact on the customer's purchase of monthly grocery items from the outlets. For the purpose, the respondents studied have been segregated into five categories; a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e)

More than Rs.100001, these income-groups are denoted respectively as 0, 1, 2, 3, 4 and 5 for analysis purpose in SPSS. Preference for outlet related factors is the dependent variable in analysis, it is denoted as FConvLocation, FAccessibility, FAmbianceFHygiene, FDesignLayOut., FEasyMovement, FParking, FNerbyEntertainment The relevant portion of SPSS output sheet is presented below to infer whether there is any significant effect of income-group on the preference of outlet related factors for the purchase of monthly Grocery items from the retails outlets or stores.

S.No	ANOVA						
			Sum of Squares	df	Mean Square	F	Sig.
1	Location	Between Groups	3.366	2	1.683	.862	.424
2	Accessibility	Between Groups	3.752	2	1.876	1.716	.183
3	Hygiene	Between Groups	.167	2	.083	.229	.796
4	Movement	Between Groups	2.060	2	1.030	1.252	.289
5	NearByEntertainment	Between Groups	16.213	2	8.106	5.228	.006

Hypothesis on Income Level for Factors related to store

H₀: Income Level does not have significant effect on the factors related to store

H: Income level does influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors are FNerbyEntertainment p = .006, other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) More than Rs.100001, the exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 1. The level of significance set by us is 5%, i.e. $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are less than the ' α ' value. In fact, since p = .006, is less than $\alpha = 0.05$, the null hypothesis is not accepted and the alternative hypothesis is accepted and established. That means income level significantly impacts the consumer's preference towards purchase preferences for monthly grocery on the factors like 1. Availability of nearby entertainment places.

H₀: Income level does not influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors are FConvLocation p = .424, FAccessibility p = .183, FHygiene p = .769 and FEasyMovement p = .289, in other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) More than Rs.100001. The exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 1. The level of significance set by us is 5%, i.e., $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are greater than the ' α ' value. In fact, since p = 0.424, p = .183, p = .769, p = .289, all are greater than $\alpha = 0.05$, the null hypothesis is accepted and established. That means, income level does not have significant impacts the consumer's preference towards purchase preferences for monthly grocery on the factors 1. Convenient Location of the Store. 2. Accessibility of the Store. 3. Hygiene inside the Store. 4. Space for easy Movement.

Factor's F Ambiance , F Design Lay Out, F Parking with Income group for purchase of grocery are showing the significance as 0, hence the factors related to ambience, design and layout, and parking are not considered for analyses purpose.

(b) ANOVA for store facilities inside the store related factors with Income Group

One-Way ANOVA is done in order to know whether the Income-group, has significant impact on the customer's purchase of monthly grocery items from the outlets. For the purpose, the respondents studied have been segregated into five categories; a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e)

More than Rs.100001, these income-groups are denoted respectively as 0, 1, 2, 3, 4 and 5 for analysis purpose in SPSS. Preference for facilities in retail outlet related factors is the dependent variable in analysis, are denoted as F Home Delivery, F Operating Hour, F Products Picking, F Billing Counter, F Product To Customer Vehicle, F Product Promotion Display Signages, F Carts Bags Availability, F Credit Debit Card, F Credit Facility for Limited Time, F Loyalty Program. The relevant portion of SPSS output sheet is presented below to infer whether there is any significant effect of age-group on the preference of Outlet related factors for the purchase of monthly Grocery items from the retail outlets or stores.

ANOVA							
S.No			Sum of Squares	df	Mean Square	F	Sig.
1	HomeDelivery	Between Groups	2.074	2	1.037	.905	.407
2	OperatingHour	Between Groups	.416	2	.208	.258	.773
3	BillingCounter	Between Groups	5.036	2	2.518	2.251	.108
4	ProductPromotionDisplaySignages	Between Groups	19.525	2	9.762	7.242	.001
5	CartsBagsAvailability	Between Groups	.629	2	.315	.264	.768
6	CreditDebitCard	Between Groups	9.113	2	4.556	3.816	.024
7	CreditFacilityforLimitedTime	Between Groups	1.410	2	.705	.468	.627
8	LoyaltyProgram	Between Groups	8.111	2	4.055	4.128	.018

Hypothesis on Income Level for Factors related to store facilities

H₀: Income Level does not significant effect on the factors related to store

H₁: Income level does influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors are F Home Delivery p = .002, F Operating Hour p = .010, F Product Promotion Display Signages p = .001, F Carts Bags Availability p = .009, and F Credit Debit Card p = .011, in other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) More than Rs.100001. The exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 2.

The level of significance set by us is 5%, i.e., $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are less than the ' α ' value. In fact, since $p = 0.002$, $p = .010$, $p = .001$, $p = .009$ and $p = .011$, all are less than $\alpha = 0.05$, the null hypothesis is not accepted and the alternative hypothesis is accepted and established. That means income level does significantly impact the consumer's preference towards purchase preferences for monthly grocery of factors like 1. Ease of picking of the products. 2. Provision to carry purchased products / items to the customer's vehicles. 3. Display boards, signage for customers convenience. 4. Availability of credit and debit card swipe machines. 5. Customer loyalty programs.

H₀: Income level does not influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors are, FHomeDelivery p = .407, FOperatingHour p = .773, FBillingCounter p = .108, FCartsBagsAvailability p = .786, FCrdtFclityforLimtdTim p = .627, in other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000 e) More than Rs.100001. The exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 2. The level of significance set by us is 5%, i.e., $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are greater than the ' α ' value. In fact, since $p = 0.407$, $p = .773$, $p = .108$, $p = .786$, $p = .627$, all are greater than $\alpha = 0.05$, the null hypothesis is accepted and established. That means income level does not significantly impacts the consumer's preference towards purchase preferences for monthly grocery the factors are 1. Facility of home delivery. 2. Convenient Operating Hours. 3. Billing counters (Number) or ease of Billing. 4. Availability of carts, bags to carry products / items. 5. Facility of limited time credit.

Factor's FProductsPicking, FProdctToCustVehicle, with Income group for purchase of grocery are showing the significance as 0, hence the factors related to products picking from the shelf, and carrying purchased products to the customers vehicle are not considered for analyses purpose.

(c) ANOVA for store product and promotion related factors with Income Group

One-Way ANOVA is done in order to know whether the Income-group, has significant impact on the customer's purchase of monthly grocery items from the outlets. For the purpose, the respondents studied have been segregated into five categories; a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) More than Rs.100001, these income-groups are denoted respectively as 0, 1, 2, 3, 4 and 5 for analysis purpose in SPSS. Preference for facilities in retail outlet related factors is the dependent variable in analysis, are denoted as FWelKnonBrands, FWiderChoice, FMultipleProdRangs, FPrdAvalbltyLoose, FGoodQuality, FProperProdctInventory, FBelowMRP, FMthlyWklyPrice, and FPrivateLables the relevant portion of SPSS output sheet is presented below to infer whether there is any significant effect of Income-group on the preference of outlet related factors for the purchase of monthly grocery items from the retail outlets or stores.

Table 3							
ANOVA							
S.No			Sum of Squares	df	Mean Square	F	Sig.
1	WiderChoice	Between Groups	6.439	2	3.220	4.202	.017
2	MultipleProdRangs	Between Groups	7.942	2	3.971	3.301	.039
3	LooseProducts	Between Groups	28.215	2	14.108	7.174	.001
4	GoodQuality	Between Groups	.164	2	.082	.197	.821
5	ProperProdctInventory	Between Groups	1.644	2	.822	1.833	.163
6	MthlyWklyPrice	Between Groups	16.762	2	8.381	5.713	.004
7	PrivateLables	Between Groups	8.531	2	4.266	2.692	.071

Hypothesis on Income Level for Factors Product and Promotion

H₀: Income Level does not significant effect on the factors related to Product and Promotion

H: Income level does influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors

are WiderChoice p = .017, FMultipleProdRangs p = .039, FPrdAvalbltyLoose p = .001, and FMthlyWklyPrice p = .004, in other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e)

More than Rs.100001. The exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 3. The level of significance set by us is 5%, i.e., $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are less than the ' α ' value. In fact, $p = .017$, $p = .039$ and $p = .001$, and $p = .004$, all are less than $\alpha = 0.05$, the null hypothesis is not accepted and the alternative hypothesis is accepted and established. That means, income level has significantly impacted the consumer's preference towards purchase preferences for monthly grocery. The factors are 1. Choice of wider range of grocery products. 2. Choice of multiple products (grocery and non-grocery) range. 3. Provision of loose grocery in the retail outlets / stores. 4. Offers for the customer like weekly / monthly low price day.

H₀: Income level does not influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors are FGoodQuality = .821, FProperProductInventory $p = .163$, FPrivateLabels = .071, in other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) More Than Rs.100001. The exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 3. The level of significance set by us is 5%, i.e. $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are greater than the ' α ' value. In fact, since $p = 0.821$, $p = .163$, $p = .071$, all are greater than $\alpha = 0.05$, the null hypothesis is accepted and established. That means, income level does not have significantly impacted the consumers' preference towards purchase preferences

for monthly grocery on the following factors 1. Availability of the good quality products. 2. Availability of sufficient inventory of products / items. 3. Store or Outlet owned Private Brands availability on reasonable price.

Factor's FWellKnownBrands, FBelowMRP, with Income level for purchase of grocery are showing the significance as 0, hence the factors related to availability of well known brands and products pricing below the MRP are not considered for analysis purpose.

(d) ANOVA for store staff, sales person and store policies related factors with Income Group

One-Way ANOVA is done in order to know whether the Income-group has significant impact on the customer's purchase of monthly grocery items from the outlets. For the purpose, the respondents studied have been segregated into four categories; a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) More than Rs.100001, these income-groups are denoted respectively as 0, 1, 2, 3, 4 and 5 for analysis purpose in SPSS. Preference for outlet related factors is the dependent variable in analysis, it is denoted as RspndQuery, PrdctKnldgSlPrson, FrndlySlasPrson, HlpCartbySalsPrson, PolitDescntBehv, StaffComplntHndling, EasyReturn, RedmptonGiftBouchr, DfindComplntPolcy, EmergencyProvisions, The relevant portion of SPSS output sheet is presented below to infer whether there is any significant effect of income-group on the preference of outlet related factors for the purchase of monthly grocery items from the retail outlets or stores.

Table 4							
ANOVA							
S. No.			Sum of Squares	df	Mean Square	F	Sig.
1	RspndQuery	Between Groups	17.008	2	8.504	5.907	.003
2	FrndlySlasPrson	Between Groups	10.343	2	5.172	3.753	.025
3	HlpCartbySalsPrson	Between Groups	13.361	2	6.681	5.205	.006
4	PolitDescntBehv	Between Groups	11.159	2	5.579	4.275	.015
5	StaffComplntHndling	Between Groups	11.462	2	5.731	5.302	.006
6	EasyReturn	Between Groups	8.717	2	4.358	5.576	.005
7	RedmptonGiftBouchr	Between Groups	.759	2	.379	.349	.706
8	DfindComplntPolcy	Between Groups	5.316	2	2.658	1.910	.151

Hypothesis on Income Level for Factors Staff and policies

H₀: Income Level does not significant effect on the factors related to Staff and policies

H: Income level does influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors are FRspondQuery $p = .003$, FFrndlySlasPrson $p = .025$, FHlpCartbySalsPrson $p = .006$, FPolitDescentBehv $p = .015$, FStaffComplntHndling $p = .006$, FEasyReturn $p = .005$, in other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) More than Rs.100001. The exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 4. The level of significance set by us is 5%, i.e., $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are less than the ' α ' value. In fact, since $p = .003$, $p = .025$, $p = .006$, $p = .015$, $p = .006$, $p = .005$, all are less than $\alpha = 0.05$, the null hypothesis is not accepted and the alternative hypothesis is accepted and established. That means, income level have significantly impacts the consumer's preference towards purchase preferences for monthly grocery on the 1. Staff availability to respond customer query. 2. Friendliness of the staff. 3. Persons to help cart at billing point. 4. Staffs polite and decent behavior. 5. Complaints handling by the staff. 6. Provision of return the products purchased.

H₀: Income level does not influence consumer's preference towards purchase preferences for monthly grocery from any retail outlet / store. The factors are FRedmptonGiftBouchr = .706, FFindComplntPolcy $p = .151$, in other words, there is no significant difference between five income levels concerning their impact on preference, i.e. a) Rs.25000 or Less, b) Rs.25001 to Rs.50000, c) Rs.50001 to Rs.75000, d) Rs.75001 to Rs.100000, e) Above Rs.100001. The exact significant level (p value) of ANOVA is exhibited in 6th Col. (Sig.) of Table 4. The level of significance set by us is 5%, i.e., $\alpha = 0.05$ (on the basis of existing researches of similar type). The table reveals that 'p' values are greater than the ' α ' value. In fact, since $p = 0.706$, $p = .151$, all are greater than $\alpha = 0.05$, the null hypothesis is accepted and established. That means income level does not have significantly impacts the consumers preference towards purchase preferences for monthly grocery on the factors 1. Redemption of various Boucher's. 2. A defined policy to handle customer complaints.

Factor's PrdctKnlodgSlasPrsonp, FEmergencyProvisions, with income level for purchase of grocery are showing the significance as 0, hence the factors related to knowledge of products and promotions on the products to the sales staff and emergency provision of the retail stores, are not considered for analyses purpose.

VI ANALYSIS & FINDINGS

The parameters or factors customers prefer for the purchase of grocery from the organized retail outlets being divided into 4 broad categories. First being the Store related Factor, second being facilities inside the store, third being the products and promotion related factors of the store, fourth being the staff related and store policies related factor.

Factors for customers preference for purchase of grocery from organized retail outlets with respect to store related factors are, customers prefers to move to a store which have a nearby entertainment facility or it may be within the premises. Second factors for customers preference for purchase of grocery from organized retail outlets with respect to the facilities inside the store like how easy it is to pick the products from the shelf inside the store, weather there is any provision to carry purchased products / items to the customer's vehicles, there are ample display information boards, signage (price and offers) for costumers convenience, Weather there is an availability of credit and debit card swipe machines with the store, Weather store have any customer loyalty programs.

As per the third area for which the factors for the preferences related to products and promotions with the organized retail outlet, customers prefer to following factors, weather there is choice of wider range of grocery products to select the customer is looking for or to compare/evaluate, weather there is choice of multiple products (grocer and non-grocery) range of products to purchase, weather there is a provision of loose grocery in the retail outlets / stores and weather the outlets have offers for the customer like weekly / monthly low price day.

Fourth area i.e. factors related to staff / sales persons and store policies for the purchase of grocery from the organized retail outlets, the preferences are, the staff should be available to respond customer query, friendliness of the staff, there should be some persons to help cart at billing point, staffs polite and decent behavior, complaints handling by the staff, and. provision of return the products purchased.

VII CONCLUSION

The analyses suggest that the factor related to the staff behavior inside the store is utmost important, it can be how they deal with customers, what information they provide to the customers when a customer have a query, the staff or sales person's behave with customers should always be polite and decent, other factors are the customers preference for multiple products range i.e. shopping of most of the products under one roof, facility of debit or credit card swipe machine, proper display singe for product and offers information, customers preference also gets affected by the fact that is their any entertainment place or food zone near to outlet.

The customers while purchasing grocery for the organized retail outlets usually prefer the ease of billing; customers also like to feel an experience of different sort, customers even prefer to get some offers like weekly or monthly low price.

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Effects of Learning and Transfer of Training helps in prevention from Common Sports Injuries during Training period and while performance

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ABSTRACT

The purpose of this study was to investigate the effects of Learning and Transfer of Training helps in prevention from Common Sports Injuries during Training period and while performance. In this topic we discuss that learning and transfer of training is just like two faces of a coin which cannot be separated, Because without learning a student/player unable to learn any skills of a particular game or event and when he learns skills of a game then he apply particular skills in his/her game i.e. transfer of training and a players becomes master in his skill which helps in prevention from Common Sports Injuries during Training period and while performance. Because transfer of training means things learns in one situation and applied in another situations by using their own personal skills of a particular game for the attainment of good result. The study will sample comprise of 100 women players of J&K UT and Ladhak UT from Northern India. It concludes that Learning and Transfer of Training plays a vital role in prevention from Common Sports Injuries during Training period and while performance. It acts as pivot in bringing about skilled.

Keywords: Investigate, learning, transfer of training, attainment, prevention, injuries.

I INTRODUCTION

Learning in physical education means a change in the player's method of practicing, participating and performing a motor skill in sports situations. Learning can be defined as a change, a modification, or an adjustment in the behavior of an individual as a result of learning new responses in the form of knowledge, skills and experience. These changes are relatively permanent in nature. Learning is an important field of study in psychology.

Learning is a lifelong process which starts with birth and ends with death. All animals struggle to survive by making adjustment in the environment but human child requires much more than merely biological adjustment.

Learning in case of human beings, is a matter of progressive change in behavior. It results of a felt need from within the organism, unless there is a strong urge in the body to adopt a particular response and to modify its pattern.

On the other hand the concept of transfer of training is not a new one in the field of education. All learning involves transfer, for it always takes within the context of some previous learning. In the learning of a simple skill, what is learned at one stage facilitates progress at the next stage.

“Things learn in one situation and applied in another situation by using their own personal skill is known as transfer of training”.

Training means the carry-over of learning from one situation to another. It is the help that learning of one skill gives in the learning of another skill.

“The use of the results of previous learning in a situation that differs in some way from that in which the original learning took place is called transfer of learning or training”.

II MOTIVES OR NEEDS

Learning and transfer of training plays an important role to improve the performance of a sports man.

Learning is the conversion of theoretical knowledge into practical whereas; transfer of training is the conversion of learning into effective learning for the attainment of motive.

Learning and transfer of training helps in:

- Helps of improve performance.
- Self confident:** A player becomes confident in his/her performance because a player learns everything while training and skillful in his/her game.
- Tactful:** When a player learns skills he becomes master in his game.
- Prevention from common sports injuries:** It helps in the prevention from common sports injuries because in learning and transfer of training a player become proficient and effective in skills.

III LITERATURE REVIEW

McArdle et al. demonstrated significant "V02max increases of 6.3% and 2.6% on the tread- mill and swim tests, respectively, following run training, noting that the improvement differences between testing modes were significantly different. Although their results indicated support of speci- ficity of training, it was also observed that large muscle exercise may produce a general adaptation in maximal and submaximal heart rate (HR), with

significant decreases recorded in these values during tethered swimming following run training. With either swim bench or swim training, **Gergley et al.** demonstrated a significant (18%) increase in tethered swimming and a 19% increase in swim bench "V02peak values for the swim group. The swim bench training group's improvements paralleled those of the swim group, with values of 11 % and 21 %. However, neither group showed an improvement on the treadmill "V02max test.

Pate et al. evaluated the effects of alternative modes of training to determine if this type of training would decelerate the detraining process. After 8 weeks of leg training on a cycle ergometer, significantly increasing cycle ergometer "V02max, study participants were randomly assigned to an arm-trained group, a no-training group, and a group that continued to leg train for 4 weeks. After the 4-week period, "V02max was greater in the leg-trained group than in the arm-trained group and the no-training group, with no difference between the 2 latter groups. These results support the specificity demonstrated by Magel et al.

More recently, **Bhambhani et al.** emphasised the need to examine ventilatory threshold (VT) changes as well as "V02max, and to utilise training intensities that are above the VT for each method of exercise when investigating the transfer of training. Using 2 groups, arm cycle ergometer trained and leg cycle ergometer trained, they noted a significant increase in both the VT and "V02max values only when the test modality was the same as that of the exercise training. They also observed a specificity of training during submaximal exercise and concluded that improvements in exercise performance following short term aerobic training are due primarily to peripheral adaptations in the trained muscles.

IV OBJECTIVE OF RESEARCH

- (a) To investigate the effects of **Learning and Transfer of Training helps in prevention from**

Common Sports Injuries during Training period and while performance.

V HYPOTHESIS

On the basis of literature review and objective we came to develop following hypothesis.

H1: **Learning and Transfer of Training** has significant effect on **preventions of Common Sports Injuries during Training period and in competitions.**

VI METHODOLOGY

The study sample comprised of 100 women players of J&K UT and Ladhak UT from Northern India. The data is collected through a questionnaire consists of 15 questions. All questions are close ended questions with the use of a five point Likert scale consisted of strongly disagree, disagree, neutral, agree and strongly agree. All questionnaires were distributed and collected by hand from the offices of Youth services and sports J&K UT and Ladhak UT. Ninety five questionnaires were collected after one week. 95 of them gave the response to our questionnaire. After checking them 79 were found correct and the response rate was 83%. These 79 questionnaires were included in the study. The analysis of the questionnaire was undertaken using Statistical Package for Social Sciences (SPSS). All mean and medians were calculated using SPSS. Descriptive statistics was used to determine the independent variables and to conclude the results on the basis of secondary and primary data. Most of the results consist of secondary data.

VII ANALYSIS INTERPRETATION

If we see the z-test value it lies in the critical region. It means the data and the results are significant of our hypothesis.

Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
Learning & Training Desing	79	.2532	.79208	.627
z - Test:				
		Variable 1	Variable 2	
Mean		4.253164557	4.278481013	
Observations	79		79	
Hypothesized Mean Difference		0		
z		0.205412008		
P(Z<=z) one-tail		1 0.41862512		
z Critical one - tail		1.644853627		

It is very necessary for the sports organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the women players (Ginsberg, 2017). Those organizations which develop a good training design according to the need of the players as well as to the organization always get good results (Partlow, 2018; Tom B et al., 2018). It seems that **Learning and Transfer of Training** design plays a very vital role in the performance enhancement as well as in training periods. A bad **Learning and Transfer of Training** is nothing but the loss of time and money (Tsaur and Lin, 2018). All these results prove our Hypothesis which is H1: **Learning and Transfer of Training** has significant effect on the **preventions of Common Sports Injuries during Training period and in competitions**.

VIII CONCLUSION

In the end we can conclude that **Learning and Transfer of Training** plays a vital role in **prevention from Common Sports Injuries during Training period and while performance**. It acts as pivot in bringing about skilled.

IX RECOMMENDATIONS AND SUGGESTIONS

Learning and Transfer of Training is the main reason for attainment of good result because in Learning and Training a player learns skills under the guidance and supervision of skilled coach which infests the techniques in the players which the players applied/adopt during the games and brings success and satisfaction for himself and for the team also. It builds the moral of the players/team and he becomes well-versed in that skill or game. Sports organizations have to come forward for more such type of studies and implementation of required methodologies for effective performance enhancement in sports. It is further recommended to plan this type of studies in national and international level.

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Literacy and Regional Gender Disparity of Rohilkhand Region in Uttar Pradesh

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ABSTRACT

The role of education has been considered as the single most important means for the individuals for bringing about socio-economic advancement through enlarging their available set of opportunities and choices, which provides sustained improvement in well being. Education is indispensable to the economic health of a good society. This is the most essential prerequisite for individual empowerment as well as the socio-economic and cultural development of the nation. It cannot be denied that education is the best way to improve the health condition and the changes in mental status of women as well as for the social and economic advancement of the society. Education can improve the female condition and helpful for them to realize that they are an active and equal member of the society. They can play an important role in decision making and development process for nation building. Without gender development and their active role in the society the nation cannot achieve true, realistic and faster development. Historically the education system was male mould and female should be treated inferior than male in developing society. And this disparity between sexes has therefore its origin from a very long past. The main aim of the present paper is to examine the gender differentials in education in Rohilkhand Region, of Uttar Pradesh state. The study is a descriptive survey based on both primary and secondary data.

Key Words: Gender differential, Regional disparity, Educational progress, Health

I INTRODUCTION

Education is the most essential prerequisite for individual empowerment as well as the socio-economic and cultural development of the nation. Education in India was basically exclusive. It is evident from the post sanskritic education which was the main prerogative of male members (Keay, 1938 & Nurrullah et.al 1951) and pre-independent western educational system which was cast in a male mould (Ghosh). Educational disparity between sexes has therefore its origin from a very long past. Since then efforts are being made to provide education for all irrespective of sex and any other denomination, more so for different disadvantaged sections of society who have been denied equality so far on the educational front. Gender disparities means the biasness against females in terms of unequal treatment, their rights, opportunities and choices of work and any types of biological suppression, harassment and physical violence etc. These are mostly inherent in a developing society. In a developing nation social customs, early marriages, religious beliefs, poverty, races, caste and culture and most strongly the ignorance of knowledge, due to the backwardness of quality education are the main reasons for the gender discrimination and gender bias. The term gender bias carries different misconceptions for applied researchers. Gender bias is taken as synonymous with gender inequality. There is nothing wrong with it. The problem arises when gender inequality is just taken as a special case of inequality. The members have identities only in terms of the groups that they belong to, that is, male or female groups. To make it more clear let us first understand what we mean by inequality. Inequality arises because of deprivation. Two persons will be said to be unequal if one is

deprived of a given facility with respect to the other. A. Sen has stated different kinds of inequality between male and female that exist in most of the world. These are mortality inequality, natality inequality, basic facility inequality, special opportunity inequality, ownership inequality, household inequality and professional inequality. Mortality inequality may be ascribed to differential treatments by the society to females starting from childhood. In many countries, females get less opportunities than males, for example opportunity of schooling or participating in social functions etc. Females also miss special opportunities like those for higher education, professional training etc. Job prospects for women in many countries are less bright than those for men. Achievement of gender equality requires the full participation of all segments of the society in the decision-making processes and in the allocation of resources. And for this literacy can play a very impressive role in removal of gender disparity because education is the most important for human life and is essential component for human resource development as well as gender development and empowerment. This is also associated with a wide spectrum of benefits. It enhances the social, economic cultural and political development of a nation. Therefore, Universal Declaration of Human Rights, 1948, has recognized literacy as the basic human right and committed to education for all.

II AIMS AND DESIGN OF THE STUDY

In this context of above discussion, the main aim of the present study is to examine the gender differentials in education in Rohilkhand Region, of Uttar Pradesh state. The study pursue some other important objectives which are following-

- To evaluate the present status of educational accomplishment of both male and female both rural and urban area. And to find out the impact of disparity in education, both positive and negative on gender well being as well as national development.
- To arrive at some appropriate policy measures and suggestions for the development of education system and for the removal of disparity.

The present study is a survey based on primary level and secondary data are obtained from survey, questionnaire and different censuses, literary survey, scholarly articles, government's publications and statistical reports etc.

III SELECTION OF THE STUDY AREA

The area of research is the Rohilkhand Region of Uttar Pradesh, which is one of the less developed part among 18 division of the state on the basis of various socio-economic parameters including education and profound disparities. The region is the combination of two division Moradabad and Bareilly. It consists 8 districts (Table-1). These are Bareilly, Budaun, Shahajhanpur, Pilibhit, Moradabad, Bijnor, Jyotiba Phule Nagar, and Rampur (Fig: 1).

Table 1
Administrative Setup of Rohilkhand Region (2019)

District/Region	No. of Tehsils	No. of Towns	No. of Development Blocks	No. of Villages
Bareilly	6	31	15	2051
Budaun	6	23	18	2061
Pilibhit	3	11	7	1435
Shahjahanpur	4	11	15	2328
Moradabad	6	17	13	1793
Bijnor	5	26	11	2984
J.P.Nagar	3	9	6	1123
Rampur	6	10	6	1163
Rohilkhand Region	39	138	91	14938



IV MEASURING GENDER GAPS IN DEVELOPMENT INDICATORS: A LITERATURE REVIEW

This section consists of the review of some existing literature pertaining to the impact of education on removal of gender disparities and gender role in the progress at the national level. This section has reviewed various aspects of gender development indicators which is shown in (table 2). The role of education, worldwide has been considered as the single most important means for the individuals for bringing about socio-economic advancement through enlarging their available set of opportunities and choices, which provides sustained improvement in well being. The level and spread of education is not

only an important precondition for economic development but also playing a critical facilitative role in demographic, social and political transition in the society. The main purpose of gender equality through education was not to make them more efficient and active units in the process of socio-economic and political development but to make them more capable of fulfilling their traditional roles in society as wives and mothers. In other words, female education is regarded as a means to improve their status within the family, and not to equip them to play any role in the wider social context. The absence of any economic compulsion was in fact one of the main reason for the slow progress of women's education in the country during the pre-independence period.

Table 2
Gender Development Indicators

S.No.	Economic Indicators	Social, Cultural & Political Indicators
1	Income	Poverty
2	Employment and Earnings	Education /Literacy, Training & Skills
3	Equal Job Opportunities	Health Status and Health Care services
4	Labour Force participation	Nutrition /Balanced Diet and Child Care
5	Work Participation Rate	Living Standard
6	Skilled Labour/ Own Business/ Self Employed / Entrepreneur	Equal Treatment
7	Population composition/ Sex Ratio	Crime/ Harassment and Violence
8	Life Expectancy / Longevity	Social Justice, Freedom & Legal Rights
9	Fertility/ No. of Children	Facilities of schools or Colleges or Higher Institutions and Infrastructure Facilities in institutions.
10	Infant Mortality Rate	Enrolment Ratio and Drop-out
11	Own Land, Own Pucca House or Residence	Sanitation Facilities etc.
12	Knowledge level of Development Programmes and Schemes	Political Participation and Empowerment

Source: Survey based Own Activity.

It is widely accepted that education and good health go together. Health is a function, not only of medical care but of the overall integrated development of society-cultural, economic, social and political. Each of these aspects has a deep influence on health, which in turn influences all these aspects. Hence, it is not possible to raise the health status and quality of life unless such efforts are integrated with the wider efforts to bring about the overall transformation of a society. Among the potential determinants of child health, the mother's education has been the focus of decision makers, more educated mother's may have healthier children because they have better knowledge about health care and nutrition, have healthier behavior, and more sanitary and safer environment for their children. Kunwar and Pillai(2002), studied on the health of primary school children and took 2585 school children, including 1253 boys and 1332 girls, aged between 5 to 15 years were correlated with the level of literacy of their mother. The study showed a direct relationship between the levels of literacy of parents and the

nutritional level of children. When they tested samples for mother and father in relation to the sex to the child, it was noted that nutritional status of boys and girls was not different irrespective of mother's literacy level. Sushma (1998)observed that female education leads to later age of marriage and smaller desired family size by enabling women to take decisions to control their fertility. Education can enhance their knowledge about contraception thus giving them choice in spacing and number of children and release them from continuous child-rearing and child bearing. Infant mortality is also less among children of educated women and their surviving children are healthier and better educated. She further says that literacy among women leads to better hygiene improved nutrition practices and greater effectiveness in caring for family health and seeking timely medical intervention. Education has also more high economic value, many educationists and economists have argued that a considerable part of the community's wealth must be invested in education. Marshall said that "Knowledge is our most

powerful engine of production; it enables us to subdue Nature and force her to satisfy our wants..." M. Visvesvarayya, highlighted the pivotal role of education in economic welfare of the country and cautioned: "the economic future of India is placed in grave peril by the slow progress which mass education is making..." While there is a long tradition of economists that recognised the value of education in development, the World Bank recognised, "Poverty is not only a problem of low incomes; rather, it is a multi-dimensional problem that includes low access to opportunities for developing human capital and to education..." The World Summit for Social Development met in 1995 also opted for a broader definition of poverty and correspondingly for a broader integrated strategy for its eradication (Drèze and Sen, 1989, as quoted Tilak). Education poverty and income poverty are also closely related. Poverty of education is a principal factor responsible for income poverty; and income poverty does not allow the people to overcome poverty of education. Income poverty forces children to be out of school for various reasons, and thus they are denied the opportunity of participating in schooling. Thus the relationship between income poverty and education poverty is mutually reinforcing.

V GROWTH OF EDUCATION: THE EXISTING SCENARIO

The role of education in development has been recognised ever since the days of Plato, who believes that education, is indispensable to the economic health of a good society. Literacy and education makes citizens 'reasonable men'. This section deals with the defining the concept and the trend of education in Uttar Pradesh and the study area. The term literacy is defined by census of India that a person is identify as literate, who can both read and write with understanding in any language. A person who can only read but cannot write, is not treated as literate. In the census prior to 1991, all children below the age of five years are necessarily treated as illiterate. The age limit was raised to 7 years based on the advice of experts that the ability to read and write with understanding is not ordinarily achieved until that age. Thus, definition of literate is limited to person of age seven and above. These persons are classified as literate and illiterate, while all the children below age seven are classified as illiterate. Literacy rate as the proportion of literates to total population in the age group of 7 years and above. The following tables shows that there are large inter district variation in literacy rate in the study area. District Bijnor has the highest literacy among other districts, where male literacy is (76.6%) and female literacy is (59.7 %)

Table 3
Literacy Trend in India and Uttar Pradesh (%)

Year	India			Uttar Pradesh		
	Total	Male	Female	Total	Male	Female
1951	18.33	27.16	8.86	12.02	19.17	4.07
1961	28.3	40.4	15.35	20.87	32.08	8.36
1971	34.43	45.96	21.97	23.99	35.01	11.23
1981	43.57	56.38	29.76	32.65	46.65	16.74
1991	52.21	64.13	39.29	40.71	54.82	24.37
2001	64.83	75.26	53.67	56.27	68.82	42.22
2011	74.04	82.14	65.46	69.72	79.24	59.26

Source: Census of India, 2011.

Table 4
Sector wise Literacy Trend in Rohilkhand Region (%)

Districts/ Region	Literacy			Male Literacy			Female Literacy		
	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
Bareilly	58.5	58.08	64.81	67.5	68.94	70.42	48.3	45.71	58.48
Budaun	51.3	51.06	61.40	61	61.27	67.72	40.1	38.89	54.42
Pilibhit	61.5	62.90	66.67	71.7	73.70	72.38	50	50.69	60.27
Shahjahanpur	54.3	60.39	66.33	63.6	69.77	71.34	43.5	49.33	60.71
Moradabad	56.8	55.47	64.91	64.8	65.74	68.98	47.9	44.04	60.43
Bijnor	68.5	70.63	69.84	76.6	80.25	74.12	59.7	60.19	65.18
J.P.Nagar	63.8	65.36	66.70	74.5	77.84	72.65	52.1	51.59	60.19
Rampur	53.3	54.33	57.21	61.4	63.69	61.39	44.4	43.91	52.63
Rohilkhand Region	58.5	59.77	64.73	67.64	70.15	69.87	48.25	48.01	59.03

Source: Census of India, District Census Hand Book Part (II), 2011

Table 5
Male Female Literacy Gap in Rohilkhand Region (%)

Districts/ Region	Rural	Urban
Bareilly	23.2	11.94
Budaun	22.38	13.30
Pilibhit	23.00	12.12
Shahjahanpur	20.43	10.63
Moradabad	21.70	8.55
Bijnor	20.06	8.94
J.P.Nagar	26.25	12.46
Rampur	19.78	8.76
Rohilkhand Region	22.1	10.83

Source: Census of India, District Census Hand Book Part (II), 2011

Table 6
Educational Facilities in Rohilkhand Region

District/ Region	Primary Level	Secondary Level	Higher Secondary Level	State University	Post Graduate Colleges	Under Graduate Colleges	Private Univesity
Bareilly	1495	126	72	1	20	85	2
Budaun	1661	170	131		12	38	
Pilibhit	1172	94	47		10	31	
Shahjahanpur	1727	127	72		10	53	
Moradabad	1795	365	178		37	111	2
Bijnor	1953	235	126		31	106	
J.P.Nagar	939	131	85		12	63	1
Rampur	1233	103	47		8	32	1
Rohilkhand Region	11975	1351	758	1	140	519	6

Source: Census of India, District Census Hand Book Part (II), 2011.

Table 7
Economic Participation in Rohilkhand Region (%)

Districts/ Region	Total	Male	Female
Bareilly	31.5	48.9	11.9
Budaun	30.1	47.8	9.8
Pilibhit	30.5	49.9	8.7
Shahjahanpur	29.7	48.8	7.8
Moradabad	29.7	47.7	9.9
Bijnor	29.5	48	9.5
J.P.Nagar	32.6	47.6	16
Rampur	31.6	49.8	11.5
Rohilkhand Region	30.65	48.56	10.63

Source: Census of India, District Census Hand Book Part (II), 2011

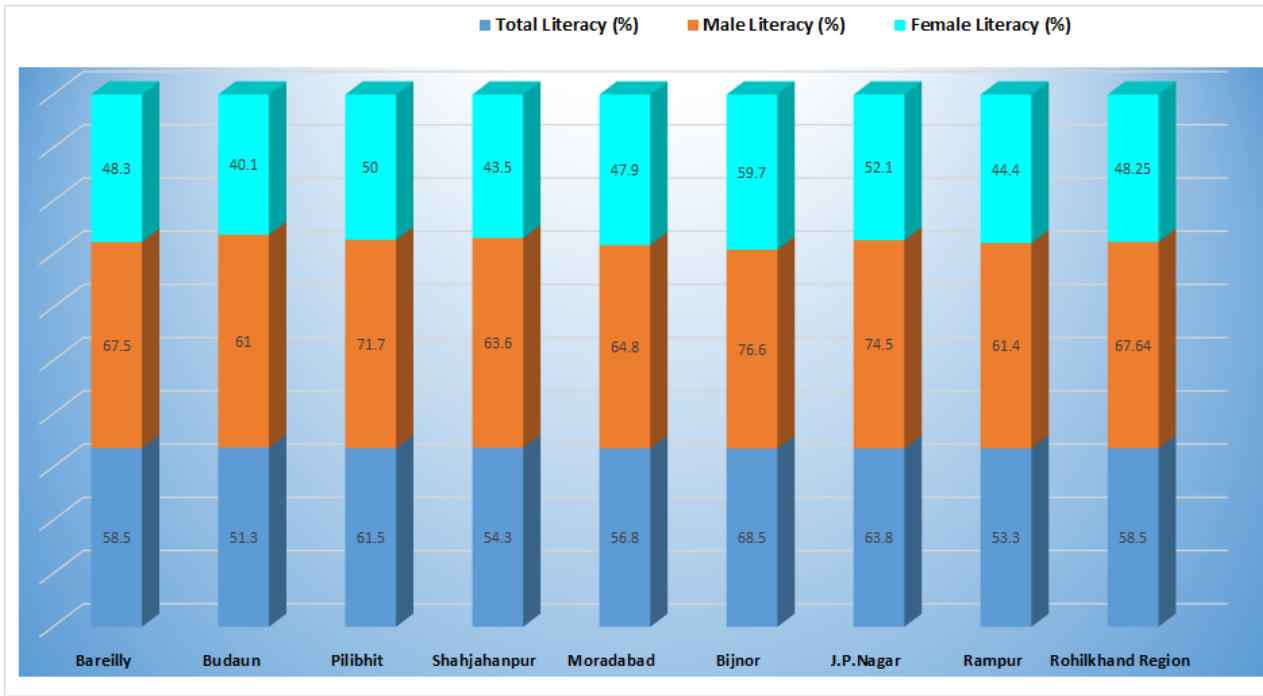


Fig:- 2 Literacy Rate in the Study Area

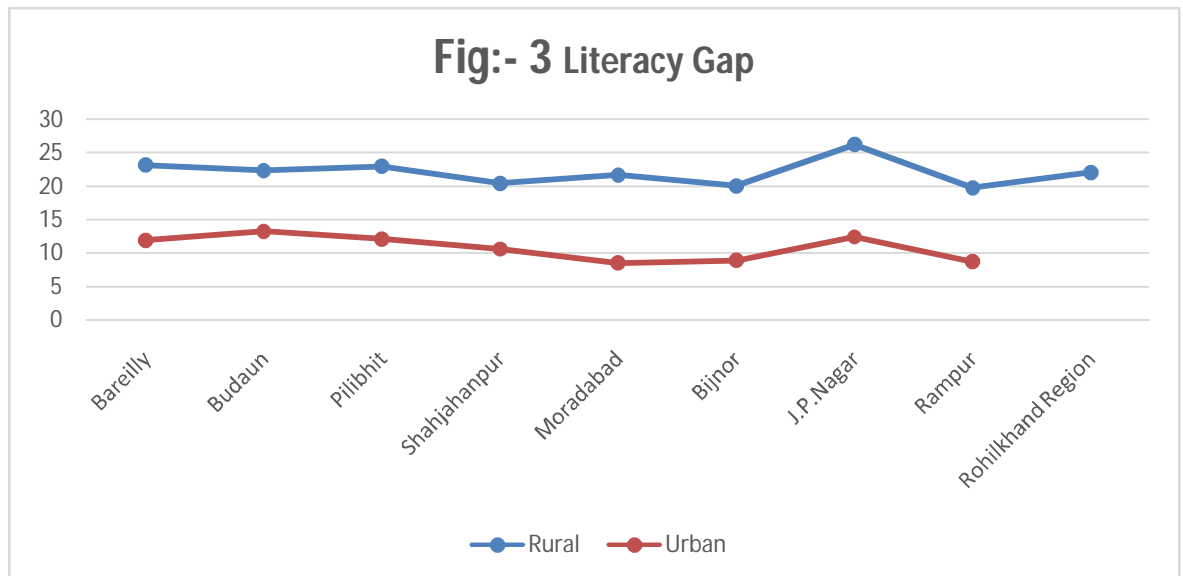


Fig:- 3 Literacy Gap

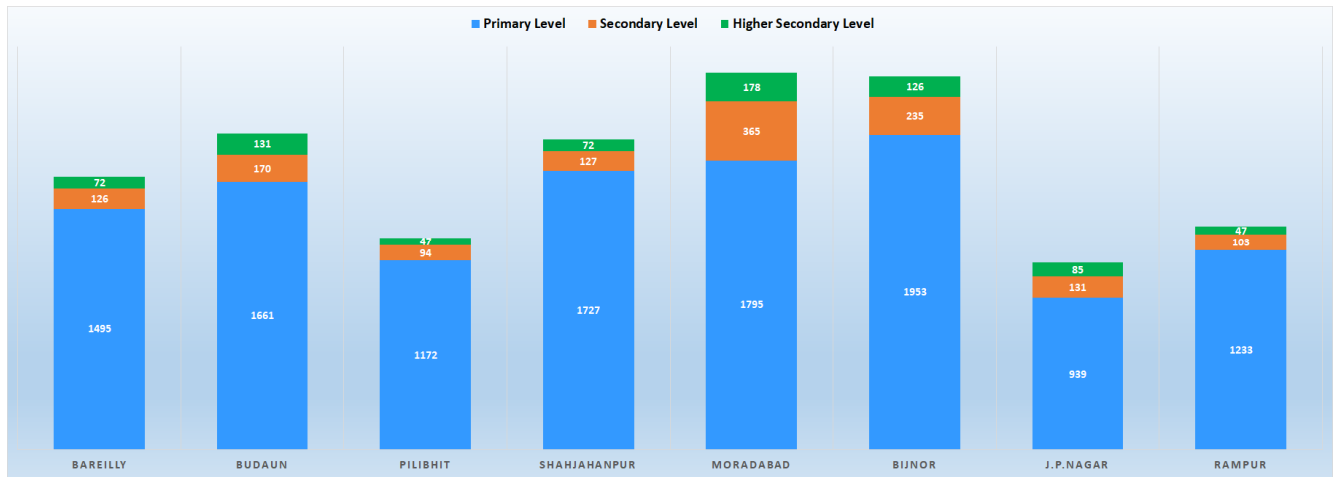


Fig: 4 School Facilities in the Study Area

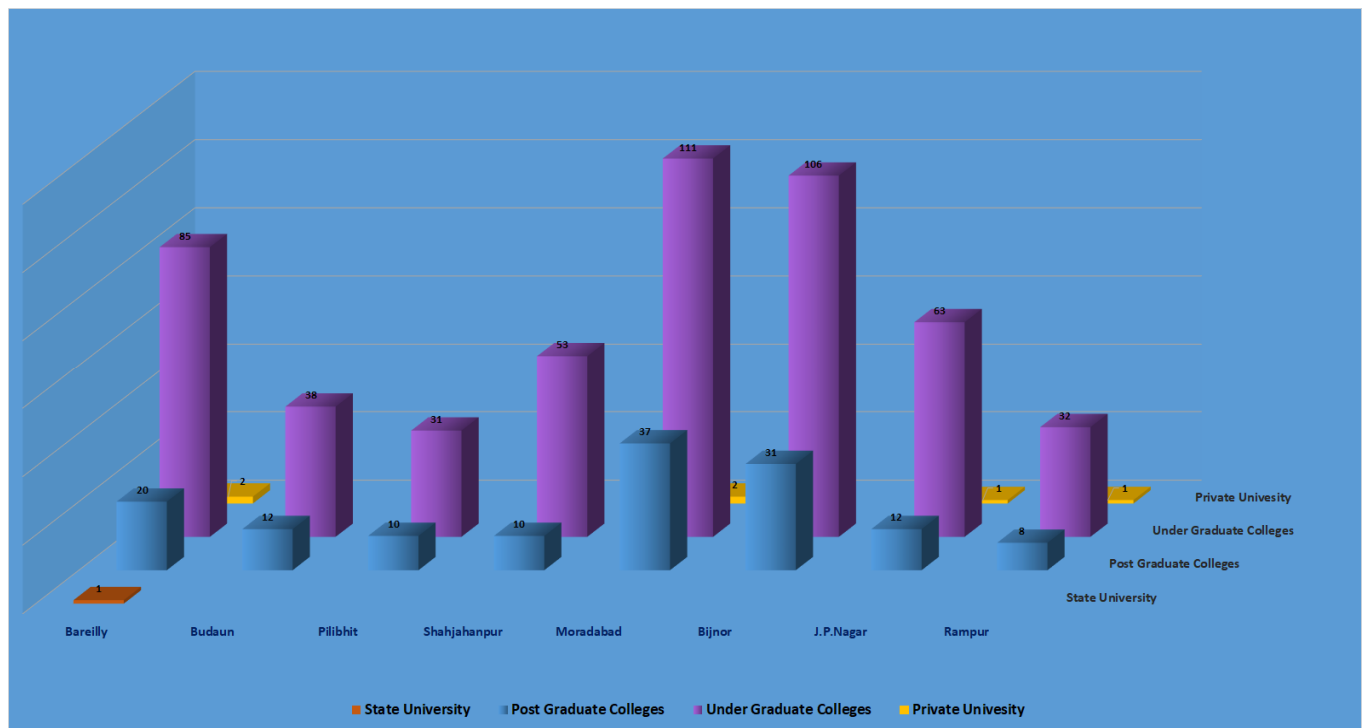


Fig:-5 Higher Educational Institute in the Region



Fig:- 6 Participation in Economic Activity

VI FINDINGS AND SUGGESTIONS

The study aims to analyse that there are many dimensions of development such as education, health, nutrition and child care facilities; income, earnings and employment of their inhabitants, human resources, demographic trend, culture and youth and gender empowerment, which reflect the progress of any developing area or society. Women constitute almost half of the population of the country, and it must be admitted that they play a central role in overall development process and they are in no way lesser than their male counterparts. The study observes that the poverty and backwardness acts as a push factor for the female education and disparities in the study area. The study also shows an appreciable improvement in female literacy but the performance is still unsatisfactory. It is also observed that lack of adequate school facilities and infrastructure is another barrier for girls to attend the school in many districts of the region. Many blocks of the region do not have enough class rooms and the basic necessities such safe drinking water and sanitary facilities for girls.

It cannot be denied that education is the best way to improve the health condition and brings the changes in mental status of women as well as for the social and economic advancement of the society. After receiving education women get employment and ready to work for uplift their standard, to raise their income and to reduce the poverty for their families. Following are some useful suggestions which are emerged from the findings of the present study:

(a) It is well recognized that an uneducated female population can be an impediment to the national development. Hence, for the socio-economic development female education is an essential and compulsory element for overall development and well being of any nation. The study shows that after independence there has been a positive significant change in the rate of female education in Uttar Pradesh but in case of the some regions and districts it is lagging behind to achieve the

national average. Rohilkhand Region is one of them which belong to educationally backward area. There are several reasons behind this such as ignorance of importance about education, inadequate infrastructure facilities, house hold chores, negative parental attitude, gender bias pattern in families and curriculum, lack of qualified female teachers, poverty and low income etc. especially in rural areas compared to urban.

- (b) There are several centrally sponsored schemes which are also running in the state of Uttar Pradesh, for promoting girls education, increasing enrolment ratio in school and stopping drop-out. But unfortunately due to the insufficient knowledge and proper campaign, a large number of the females lived in backward areas are not aware to get a proper benefit.
- (c) The study shows that there are numerous researches demonstrating a link between the education and various gender development indicators (i.e. fertility, work force participation employment opportunity, status of women and child health etc.) and finds that education or literacy is a strong parameter which influences the status and position of female in the society. In modern age it is not a easy task to transform the female specially in the deprived sections or groups, as an active member of modern sector of economy on the basis of traditional courses and general education. For promoting gender participation in economic sector the government should adopt an education and skill oriented gender development programmes and provide them equal opportunity for work.
- (d) Above all, a clear and close relationship between literacy and child health, infant mortality rate and population control has also emerged from the study. It indicates that female education is highly associated with the decline of fertility level and they are more aware about their children health.

VII SUMMARY AND CONCLUDING OBSERVATION

In nutshell, the study shows that the need of education is a prerequisite for the development of any society and it brings the changes in the personalities and conditions of the population of the country, both male and females. Factually said education enhances the social, economic and political transformation. Equal treatment for the women in all sphere of life is also an important index and key dimension of social development as well as economic growth of any nation. Despite this the direct benefit of gender education is not only the eradication of poverty but it helps the fulfillment of basic needs of them such as to maintain their families. Education also changes the attitude and behavior of female and they are more aware and capable about to utilize more health facilities, about sanitation, family welfare and decision making process. To conclude, above study has depicted that for civil and equitable society and gender development there are many areas which require more attention such as educational reforms, raising social and physical infrastructure, civic facilities and increasing employment opportunities for economic empowerment etc. A strong and effective policy are needed in this direction. Education can improve the female condition and helpful for them to realize that they are an active and equal member of the society and play her an important role in decision making and development process for nation's building. Without gender development and their active role in the society the nation cannot achieve true, realistic and faster development.

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A Study of Factors Influencing Job Satisfaction of Teachers in Management Institutions with Special Reference to Bhopal Division

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ABSTRACT

Teaching is a very dedicated job. Teachers of Bhopal division and the world are generally not satisfied with their job due to many problems like atmosphere of the work, challenging work place, payment issues, Timings, not regularly organized faculty development program, hygiene problems, behavior of the Institute etc. Teaching profession is a challenging work for this should be searches the satisfaction factors of teachers by the management so that teachers feel comfortable with their job.

Key Terms: Teacher, Institute, Job Satisfaction, Factors

I INTRODUCTION

Each and every country is keen on shaping its education system in such a way that it expresses and promotes its unique socio-cultural identity it can also keep pace with the challenges of global world. Knowledge and education are the two basic tools which shape the nation in the most desirable way. These lecturers and professors are the stepping stone of an effective and sound education system. Therefore Teachers should be satisfied with their job. In these days we can see that teachers are not satisfied with their job due to many factors which is explaining in this research.

II LITERATURE REVIEW

(Liu & Meyer, 2005): Teaching profession spends to evaluation and improvement. Improvement just a probable if teachers is satisfied with their work. A direct association has been found that the difference connecting with teachers' job satisfaction and their benefits. In calculation, teachers have different views regarding job satisfaction which influences their purpose to stay in the teaching profession. Teachers have a major liability to make future leaders. So, this is significant to make sure that teachers will be satisfied with their job.

(Chamundeswari, 2013): This satisfaction point could be getting better by recognizing the determinants that have an effect on teacher's satisfaction level and by bringing sufficient modifications.

(Tickle, Chang, & Kim, 2011): Teachers are believed as a vital asset of an Institution. Self-motivated and progressive Institutions create all the probable efforts to create a center of attention and keep the right one for the right job at the right time. A

conductive atmosphere will keep teachers highly encouraged to do their work smoothly.

(Casio, 2003): Whereas make longer the common cognitive model of work satisfaction, In the research have found that working conditions and self-efficacy have a encouraging outcome on job satisfaction.

(Duffy & Lent, 2009; Lent & Brown, 2006): Another study has found that functioning conditions and intention to progress have a optimistic effect on teachers job satisfaction.

III OBJECTIVE

(a) To identify factors explaining job satisfaction of teachers.

IV RESEARCH METHODOLOGY

This research is a step forward for finding out the determinants of teachers' satisfaction and in order to reach to a satisfactory result, sample has been collected from the teachers of management Institutions from Bhopal region.

Total data collected was 250 and 200 respondents were reviewed in order to extract the factors of job satisfaction of teachers in management institutes with reference to Bhopal division.

V DATA ANALYSIS AND INTERPRETATION

In order to extract the factors, factor analysis was applied on the data set. Before applying factor analysis reliability statistics was calculated. Below mention is the result of cronbach alpha

Table 1.1

Scale: Job satisfaction scale			
Summary for Case Processing			
		N	%
Cases	Valid	189	94
	Excluded	12	6
	Total	201	100
Reliability Statistics			
Cronbach's Alpha		N of Items	
0.899		32	

The value of Cronbach Alpha (.899) indicates that the tool used to collect the data is reliable.

Factor Analysis Result

The first step to carry the factor analysis is to calculate KMO and Bartlett's value which indicates that the items are valid enough to carry factor analysis. The value of KMO is .5 which indicates that the item and data are valid to proceed for the factor analysis.

Table 1.2

KMO and Bartlett's Test (Table 1)		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.575
Bartlett's Test of Sphericity	Approx. Chi-Square	4052.214
	Df	496
	Sig.	0

Table 1.3

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.619	26.934	26.934	8.619	26.934	26.934
2	2.838	8.868	35.803	2.838	8.868	35.803
3	2.175	6.798	42.601	2.175	6.798	42.601
4	1.724	5.388	47.989	1.724	5.388	47.989
5	1.669	5.216	53.205	1.669	5.216	53.205
6	1.586	4.956	58.162	1.586	4.956	58.162
7	1.464	4.575	62.737	1.464	4.575	62.737
8	1.353	4.227	66.964	1.353	4.227	66.964
9	1.271	3.971	70.935	1.271	3.971	70.935
10	1.09	3.407	74.341	1.09	3.407	74.341
Extraction Method: Principal Component Analysis.						

Table 1.3 depicts total variance explained of ten components extracted. The 1st component extracted whose Eigen value is 8.60 explains 26 % of the total variance. Further the second component whose value

is 2.80 just explained the 8% of total variance. Third component to tenth component explains 6 to 3 % of total variance.

Table 1.4**Rotated Component Matrix**

Factor	Item	Factor Loadings
Recognized payment & basic facilities.	1. My job provides facilities like medical care, housing, travelling etc.	.828
	2. Salary is paid according to the qualifications.	.777
Work environment & research support	1. Organization helps in providing conducive work place.	.811
	2. College management should recognize personal ambition of faculty & support for high quality research work.	.611
	3. Proper working conditions like Comfortable sitting, hygiene & healthy environment are taken care by the organization.	.598
	4. Faculty development programmes are organized regularly.	.786
Self motivation	One is always motivated to work for the organization.	0.683

Extraction Method: Primary Component Analysis. **Rotation Method:** Varimax with Kaiser Normalization.

a. Rotation converged in 30 iterations.

Table 1.4 depicts factor loadings of the items. Component 1 groups the items which explain the salary payment as per the norms along with the basic additional facilities which all teachers generally look for. Component 2 groups the elements which explain the conducive environment required for the teachers to work smoothly along with the basic infrastructural support required for the teachers.

Component 3 groups the elements indicating the professional development of teachers by organizing faculty development programme and also other support.

Component 4 to component 10 is having very minimal explanation and covers one or two factors explaining the job satisfaction.

VI CONCLUSION

The study provides a clear picture of the views of 200 teachers on different decisive factors of teachers' satisfaction, which have been iterated from the previous researches, when asked to submit their opinion on the extent to which each of the factors are being provided by their Institution.

According to this research we get the result that Salary is the most important thing for job satisfaction and second thing is that should be conducive environment on the workplace for the teachers for job satisfaction and third is Faculty development programme should be organized regularly by the Institution for teacher's job satisfaction.

Rightful recognition for the work is measured in the terms of salary, appraisal and promotions. It is the duty of the managers to convey about the same during the induction process, transparently, as they are few of those pillars on which the satisfaction of the teachers is built.

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Role of Training in Entrepreneurship Development – An Insight

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I INTRODUCTION

Training and Entrepreneurship development are intricately related with each other. If we want to develop more and more entrepreneurs than we will have to provide opportunities for effective and worth while training. No doubt Entrepreneurship requires some inbuilt and inherent skills but the importance of training and development can't be underscored at any cost. Entrepreneurship development and training is one of the key elements for development of micro, small and medium enterprises (MSMEs), particularly, the first generation entrepreneurs. The National Institute of Small Industry Extension Training (NISIET), Hyderabad The Indian Institute of Entrepreneurship (IIE), Guwahati, and the National Institute of Entrepreneurship and

Small Business Development (NIESBUD), NOIDA have been set up as national - level institutions for promotion of MSMEs through training and entrepreneurship development. To promote and assist entrepreneurship development in the country, the Ministry has also been implementing (in addition to the schemes of SIDO) two important schemes, namely, promotion of entrepreneurship development institutions (EDI) and scheme of National Entrepreneurship Development Board (NEDB).

The main objectives of these programmes are

- (i) promoting entrepreneurship for creating self-employment through enterprise creation;
- (ii) Facilitating creation of training infrastructure; and
- (iii) Supporting research of entrepreneurship related issues.

II CONCEPTS OF ENTREPRENEURSHIP DEVELOPMENT

According to Cantillon, "An entrepreneur is the agent who buys factors of production at certain prices in order to combine them into a product with a view to selling it at uncertain prices in future. He gives example of a farmer who pays out contractual income to the landlord and the labourers and sells the agricultural produce at uncertain prices. Similarly a merchant makes certain payments in expectation of uncertain receipts; under this view an entrepreneur is the person who assumes incalculable and non-insurable risks.

According to Josph Schuenpeter, an entrepreneur is an innovator who brings economic development through new combinations of factors of production. This interpretation of the entrepreneur has been criticized. Under developed countries like India where private capital is shy and small, skill and

technical knowledge is deficient and socio-economic infrastructure is inadequate do not have many innovators. Such countries need imitators who can implement the innovations made in developed countries.

In short we can conclude that an entrepreneur is the person who bears risk, unit's various factors of production and carries out innovations. An entrepreneur can, therefore be defined as an individual or a group of individuals who tries to create something new, who organizes production and undertakes risk involved in the establishment and operation of a business enterprise. The term entrepreneur is not confined to those who start a new business and extend to those who seek out new opportunities and then combine the factors of production to exploit the perceived opportunities.

III SCHEMES OF ENTREPRENEURSHIP DEVELOPMENT

(a) Entrepreneurship development Institutions

(EDI) Scheme - Under the EDI scheme, grant is given for setting up of new entrepreneurship development institutions (EDIs) and also for up-gradation and modernization of existing EDIs in the country. Under the scheme, a matching grant of 50 per cent, subject to a ceiling of Rs.100 lakh is provided for building, equipment, training aids etc. the balance is contributed by the State/Union Territory Governments and other agencies. Financial assistance provided under this scheme is only catalytic and supportive to the contribution and efforts of State/Union Territory Governments and other agencies. Against budgetary allocation of Rs.250 lakh for 2006-07, Rs.85 lakh have been released up to 31.12.2006 under this scheme.

(b) National Entrepreneurship Development Board (NEDB) scheme

- This is an ongoing scheme from the Ninth Plan, which was continued in the 10th Plan. The main objective of the scheme is to promote entrepreneurial climate and inculcate entrepreneurship as a career. During 2006-07, a budget provision of Rs.200.00 lakh has been made against which Rs.26.03 lakh has already been released up-to 31.12.2006. A recent review of the scheme has revealed that continuation of the NEDB had become individual scheme components has not been optimal. Government has, therefore, decided to abolish the NEDB and recast the scheme contents/components, with a view to sharpening their focus and improving their impact. Therefore, for the Eleventh Plan no allocation has been

proposed for this scheme, rather it is being replaced by a new scheme to be now known as the Scheme of "Micro and Small Enterprises - Initiation, Support, Promotion, Integration, Revitalization and Empowerment (MSE - INSPIRE)

IV INSTITUTES OF ENTREPRENEURSHIP DEVELOPMENT

(a) **Indian Institute of entrepreneurship (IIE), Guwahati** - The Indian Institute of Entrepreneurship (IIE) was set up at Guwahati in 1993. It took over NISIET's NER Centre from 1st April 1994. The Institute is completing 13th year of its operation on 31st March 2007. During this period the Institute has expanded its activities to a great extent covering all facets of MSME activities. IIE's Regional Office at Uttaranchal has become fully operational. Since its establishment and up to December 2006, the Institute has organized 1090 training programmes/workshops/seminars/meets where 35342 participants participated. The Institute has obtained ISO-9001-2000 certification from the Bureau of Indian Standards. The Institute has expanded its canvas not only in terms of geographical coverage but also diversifying into various areas of the activities related to socio-economic development. The Institute organizes training programmes and undertakes research and consultancy services in the field of promotion of MSMEs and entrepreneurship.

(b) **Highlights of the main achievements of the Institute are as under:-**

- (i) Promotion of new entrepreneurs has been the major focus of training organized by the Institute. In order to promote new entrepreneurs, the Institute organizes rural, general and women EDPs, sector specific EDPs, etc. details of which are given below:
- (ii) Besides continuing its Rural Industries Programme (RIP) in Meghalaya, Manipur and Barpeta in Assam, the Institute started its RIP at Nongpoh in Meghalaya with the help of SIDBI. Another area approach that the Institute has undertaken is the STED Project in Bongaigaon to promote entrepreneurship with technological intervention sponsored by the Department of Science and Technology.
- (iii) At the instance of Coir Board, Ministry of Agro and Rural Industries, the Institute organized 16 sector-specific programmes in Coir based industries, covering 1217 participants from North Eastern Region.
- (iv) At the instance of the Ministry of Science & Technology, Government of India, the Institute also organized three programmes,

one on Herbal Medicine, one on Areca nut leaf plates and one Rubber Plantation Industry where a total of 66 participants participated. The Institute also organized two programmes, one each on Finishing and Dying Techniques covering 45 participants.

- (v) For creation of environment for entrepreneurship development, during April-December 2006, the Institute has organized 13 programmes for orientation of officials from sport agencies covering 328 participants.
- (vi) For creation of awareness and orientation for college and university students regarding entrepreneurship, during April- December 2006, the Institute has organized 15 programmes covering 884 students from various colleges, universities and polytechnic institutes. 1 In the area of information technology, the Institute has organized 3 Training Programmes. The Institute has also organized 1 Programme on Basic Computer Application Skills where 21 participants attended. It also organized one AIRTSC sponsored programme for youths of schedule caste community where 25 participants participated. The Institute also started its six months Teachers' Training Programme on Computer Applications where 20 teachers are participating.
- (vii) During April-December 2006, the Institute has organized three workshops on trade related entrepreneurship assistance and development scheme and one each on handloom Cluster Scheme and SFURTI. Altogether 218 participants attended these Workshops/Seminars.
- (viii) The Institute has been implementing a comprehensive entrepreneurship development programme (CEDP) on gem stone processing hosiery and woolen garment manufacturing. The Institute has set up two training centers, one at its campus and one at Aizwal, for gem stone processing; and two centers for hosiery and woolen garment manufacturing, one in Sikkim and another in Arunachal Pradesh. This initiative is the first of its kind in the North-East for imparting skill development training to prospective entrepreneurs and artisans by offering six-month and three-month certificate courses, in gemstone processing and hosiery processing, respectively. Besides, incubation facilities, technical support, market linkages, etc. are also provided to prospective entrepreneurs. Till December 2006, 30 entrepreneurs in Gemstone and 56 in Hosiery were trained.

- (ix) The Cane & Bamboo Cluster at Dimapur in Nagaland and Handloom Cluster in Manipur, are the Institute's maiden ventures into the cluster initiative in North East. Considering the availability of local resources and local craftsmanship, the Institute has initiated the process of development of cluster of traditional and rural artisans in these sectors. The Institute organized a five-day Exhibition-cum-Sale Campaign of Handloom & Handicraft products of cluster actors as part of its Cluster Initiative at Guwahati from 23 to 27 October 2006.
- (x) The Institute has been appointed as a Technical Agency by the Ministry of Agro and Rural Industries for overlooking several khadi, village industries and coir clusters in Eastern and North-Eastern Regions under Scheme for Fund for Regeneration of Traditional Industries (SFURTI). The Institute has started a series of sensitization programmes and pre-diagnostic studies for the prospective clusters in the region.
- (xi) Business Facilitation & Development Centre (BFDC) is a wing of IIE to provide support services to small enterprises in North-East Region including Sikkim. The BFDC has been positioned to help the first generation entrepreneurs. During the year, 347 entrepreneurs utilized the services of BFDC. 80 Project Reports have been prepared and submitted to commercial Banks and NEDFI for finance, out of which financial assistance for 27 projects have already been sanctioned. A total of 35 new business units made operational during the year.
- (xii) During the year the Institute has completed the following Research and Consultancy studies:
- Pro poor Dairy Development in Assam: Improving Traditional Dairy Marketing and Processing - sponsored by International Livestock Research Institute.
 - Women Entrepreneurs and Institutional Finance - sponsored by Office of Development Commissioner of Small Scale Industries.
 - A Study on Coir related activities in North East vis-a-vis Potentials- sponsored by Coir Board.

In addition, a study on Industries based on ancillary and support services of large and medium industries of North East India is in progress.

It includes programme like Promotion of New Entrepreneurs (PNE), Growth of Existing Entrepreneurs (GEE); Creation of Environment for Entrepreneurship (CEE), Entrepreneurship Education (EE), Information Technology (IT), Seminar/

workshops etc. As far as the area of involvement of NIESBD is concerned, it includes programme like Trainer's/ Promoter's programs, Small Business Opportunities & Development Programme for women/ weaker section, Entrepreneurship continuing Education Programme, Seminars, workshops & Conferences, EDPs and International training programmes.

V CONCLUSION

In short we can conclude that an entrepreneur is the person who bears risk, unit's various factors of production and carries out innovations. An entrepreneur can, therefore be defined as an individual or a group of individuals who tries to create something new, who organizes production and undertakes risk involved in the establishment and operation of a business enterprise. The term entrepreneur is not confined to those who start a new business and extend to those who seek out new opportunities and then combine the factors of production to exploit the perceived opportunities.

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Inclusive Education and Teacher Education Programme in India: A Review

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ABSTRACT

In Indian conditions the role of education is to transform a static society in to vibrant one with a commitment to development and change. It has been rightly said that an important ingredient of this metamorphosis is the emergence of a learning society in which people of all ages and all of sections not only have access to education but are involved in the process of continuing education. With this view so that all sections particularly the children with special needs. The role of generalist teacher is now affirmed as being an important component in the success or otherwise of inclusive education practice issues about the effectiveness of teacher preparation for working in inclusive classrooms have arisen. An evaluation of pre service teacher's perceptions regarding their preparedness for inclusion had some interesting findings. It has been found that increasing knowledge about legislation and policy related to inclusion and improving levels of confidence in becoming inclusive teachers did not likewise address their concerns or perceived stress about having students with disabilities in their class. As universities re-evaluate their teacher preparation courses, a range of pertinent issues are identified that require consideration. With the complex and heterogeneous educational environment the challenges faced by the teaching profession are increasing day by day. Teachers need to have not only theoretical and practical knowledge but also the capacity to bring about optimal levels of learning for all students. In India the number of Disabled people is so large, their problem so complex, available resources so scarce and social attitudes so damaging, it is only legislation which can eventually bring about substantial change in a uniform manner. The main objectives of this study is to analyse how teacher education programmes prepares their teacher educators candidates for inclusive education classrooms for the students with special needs. Present study based on secondary data sources and reviews of previous researches.

Keywords- Inclusive Classrooms, Children with special needs, Attitudes

I INTRODUCTION

The issue of educational integration or inclusion has been the focus of much debate over the past several years. Some studies however focused on how inclusion into the educational main stream influences the development of a positive self identity effects the level of aspiration and achievement motivation among students with disabilities. Although the goal of inclusion is to create a community in which all children work and learn together and develop mutually. In India as elsewhere, classroom teachers are increasingly faced with the challenge of teaching learners whose differences vary across many dimensions. Schools often exclude, refuse to include certain students on the ground that teachers do not have the requisite knowledge and skills to teach. This sense of being unqualified or not prepared to teach all students in inclusive classrooms raises questions about what constitutes necessary knowledge and skills, and different views about what classroom teachers need to know and how they might be prepared to work in inclusive classrooms. Inclusive education has been internationally recognised as a philosophy for attaining equity, justice and quality education for all children especially those who have been traditionally excluded from mainstream education for reasons of disability, gender or other characteristics. The UN Convention on Rights of persons with disabilities (2006) makes explicit reference to the importance of ensuring inclusive systems of education.

II LITERATURE REVIEW

In India, the issue of education of children with disabilities remains imperceptible, hidden from the public domain, a private problem for families and NGOs to deal with. It's time that the government agencies as well as mainstream institution woke up to reality that 'segregation' of children with challenging needs is morally unjustifiable and a violation of human rights. Indeed there is no other way to provide education to 27 million disabled children when seventy eight percent of Indian population lives in rural areas without provision for special schools. Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage inclusive classroom. The study aims to prepare mainstream classroom teachers for inclusive education starts from the premise that the question is not what teachers need to know or whether they have necessary knowledge and skills to teach in inclusive classrooms, but how to make best use of what they already know when learners experience difficulty. The Right to Education (2009) RTE Act has made education of all children mandatory. Inclusive education is the keyword which ensures that all children should learn together. The 'Rastriya Madhyamik Shiksha Abhiyan (RMSA) is an extension of Universal Elementary Education focussed on 'Sarva Shiksha Abhiyan (SSA) to secondary stage. Inclusive education is at the core of both programs. The National Action plan for inclusive Education of children and Youth with Disabilities (IECYD) Developed by ministry of

Human Resource Development (MHRD) envisages their access and participation in all general educational settings from early child education, through schools to higher education. The goal of action plan is "To ensure the inclusion of children and youth with disabilities in all available general educational settings by providing them with a learning environment that is available, accessible, affordable and appropriate." The National Curriculum Framework (NCF) on school education provides guidelines for making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non cognitive areas.

Pre-service refers to training individuals before they become teacher. This includes training at teacher training colleges and universities at both national and provincial levels. Teacher education has to embrace inclusive education in order to accommodate the learning environment and curriculum that meet the needs of all learners. As stated Florian and Rouse (2009) "The task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children. The most important factors in achieving high quality educational outcomes are knowledge, skills and commitment of teachers. Teachers who have undergone 'teacher training programmes' should be competent to teach learners with and without disabilities in the same classroom environment. Teacher development is at the heart of initiatives for inclusive practices in the schools (Ainscow, 2003) though regular classroom teachers are willing to take responsibility of all children, including those with special needs, they will not be confident if they are not equipped with necessary skills. In India for pre service training NCTE (National Council for Teacher Education, a statutory body of central government, is responsible for planning and coordinating development of teacher education in the country. For in service training the country has a large network of teacher training institutions (TTT's) which provide in service training to school teachers. In India, the Bachelor of Education programme is a professional course that prepares teacher for primary, upper primary, middle, secondary and senior secondary level. The duration of this course has been increased by NCTE from 2015 onwards to 2 years, besides modifying the curriculum. Teacher preparation for inclusion is significant as various researchers (Forlin Loreman, Sharma and Earle 2009; Winter and Mazureck, 2011) have found that the general classroom teacher has a profound impact on the success of inclusive education. In the general teacher education there is an optional special needs paper to train and prepare teachers to identify and diagnose disability. However it is not an integral part of the training and it does not train teachers to deal with diversity or challenge negative attitudes (Singal, 2005a). This reinforces the difference of children with disabilities who, some believe, can only be

taught by teachers qualified specially for them (Singhal, 2005a). Winter (2006) and Reid (2010) point out that many new teachers express apprehension about their ability to teach learner with special needs in mainstream classes and lament that their preparation for inclusive class was inadequate. Hodkinson (2006) as he concludes that first year teachers felt their pre service training provided them with a good understanding of the theory of inclusive education however their understanding of practical delivery was limited. Pre service teachers showed the need for more preparation and experience in order to feel prepared for working with students with SEN Odunavar, Vijetha and Devaraj (2014) investigated teacher educator's attitudes, concerns, and also their practices about 'Inclusive Education' in their respective B.Ed., D.Ed. and Nursery teacher training centres in Mysore. The results implied that even through teacher educators are inclined towards inclusive education they expressed their apprehensions about their own teachers trainees gaining fundamental knowledge and skills of inclusive education as an integral part of their curricula as it is not a compulsory subject. Keeping in view the objective of New Education Policy (2016) to ensure inclusive quality education and lifelong learning opportunities for all, it is the need of the hour to study/review the existing 2 years B.Ed. regular programme related to inclusive education.

III OBJECTIVES AND METHOD OF THE STUDY

(a) Objectives

From the above discussion the main objectives of the study are following:

- (i) To analyse that how teacher education programmes prepares their teacher educators candidates for inclusive classrooms.
 - (ii) To examine that existing course, syllabus and curriculum framework of study specially two years B.Ed. programme and its usefulness of teachers as well as the special students.
 - (iii) To study to see the uniformity of the syllabus running in the major north Indian universities.
- (b)** This study is a descriptive in nature and based on secondary data sources and reviews of earlier researches related to inclusive class rooms and education.

IV FINDINGS OF THE STUDY

On the basis of the above it can be said that practical work related to inclusive education has been included in the curriculum but some significant insights concerning the direction, scope and quality of curriculum which has been undertaken in various universities situated in North India are set below :-

- (a) Inclusive education in some universities is not a compulsory subject. However, it should be a compulsory subject for all teacher candidates and an integral part of teacher training curriculum. Fundamental knowledge and skills of inclusive education such as understanding needs and abilities of children with special needs and pedagogy skills such as instructional accommodation and activity differentiation, the use of appropriate, augmentative and alternative modes, means and formats of communication, educational techniques and materials to support learners with disabilities not included comprehensively.
- (b) No specific guidelines related to practical work/activities have been given. In addition, no marks have been allotted to the practical work done by students both in external as well as internal part. Teacher education programmes need to consider practical placements in schools and classrooms where inclusion has been embraced as a philosophy.
- (c) Pre service teachers often have limited exposure to and practice with children with special needs. As per the curriculum, the candidates are required to go through a school internship for an average 16 weeks opportunities and direct contact with special needs are missing placement of pre service teachers in special or integrated schools is rarely given consideration. A review conducted by Avramidis and Norwich (2002) concluded that although most teachers held positive attitudes towards inclusion, teachers did not feel prepared for teaching students with exceptional needs.
- (d) The majority of school personal in India are not trained to design and implement educational programme for students with disabilities in regular school (Myreddi and Narayan, 2000).
- (e) The B.Ed. curriculum is not adequate to cover all components of inclusive education eg. in Punjabi University, Categories of children with special needs in regular classrooms has not been included in the curriculum. In Banaras Hindu University only children with physical disability have been included other categories i.e. visually impaired, hearing impaired, intellectually disabled, learning disabled have not been included. The teacher training course curriculum of general pre service training programmes neither fully provides knowledge to the trainees about different categories/needs of special children nor does it equip them to manage the mild and moderately disabled children in general classrooms.

V CONCLUDING REMARKS: A WAY FORWARD

In Indian conditions the role of education is to transform a static society in to vibrant one with a commitment to development and change. It has been rightly said that an important ingredient of this metamorphosis is the emergence of a learning society in which people of all ages and all of sections not only have access to education but are involved in the process of continuing education. With this view so that all sections particularly the children with special needs. Teacher's abilities and attitudes is a major limitation for inclusive education. The training of the staff at all levels is often not adequate. Greater focus on teacher's education and compulsory modules on teaching, assessing and guiding students related to inclusive classrooms is required. The emphasis of the B.Ed. curriculum is more on theory of inclusive education with half credit paper, thus making the teaching incomplete and inadequate. There is a need to strengthen and modify the existing B.Ed. curriculum of inclusive education focusing on practical fact. The country faces a shortage of qualified teachers. There is lack of capacity building in existing institutions and absence of a strategic competency framework that can help the teacher educator to develop competencies to prepare candidates for inclusive classrooms. In this context, it is recommended that the ongoing in service training programmes and preparation of teachers at pre service level need to be strengthened.

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Appendix
Curriculum of Inclusive Education in North Indian Universities

S.N.	University	Title of the Paper	Year/ Semester	Marks Allotted	Practical
1	Panjab University (Chandigarh)	Creating An Inclusive School	IV Sem.	Total marks -50 External -40 Internal – 10	Yes
2	Punjabi University (Punjab)	Inclusive School	IV Sem.	Total marks -50 External -35 Internal – 15	Yes
3	Guru Nanak Dev University Amritsar (Punjab)	Inclusive Education	IV Sem.	Total marks -50 External -35 Internal – 15	Yes
4	Kurushetra University (Haryana)	Creating an Inclusive School	IV Sem.	Total marks -50 External -40 Internal – 10	Yes
5	Maharshi Dayanand University, Rohtak (Haryana)	Creating an Inclusive School	II Year	Total marks -100 (Year 2) Theory -80 Internal – 10	Yes
6	Banaras Hindu University, Varanasi (Uttar Pradesh)	Elective Education for Inclusive Society	II Year	Marks -100 (70+30) Theory (External) 70 Test and Assignment Marks (Internal) 30	No
7	Hemwati Nandan Bahuguna Garhwal University, (Uttarakhand)	Creating an Inclusive School	IV Sem.	Total Marks : 100 (Year 2) Theory 70 Internal 30	No
8	University of Rajasthan (Rajasthan)	Creating an Inclusive School	Part 2	Total Marks 50 Internal 15 External 35	Yes **
9	MJP Rohilkhand University, Bareilly	Creating an Inclusive School	II Year	Total marks -50 External -40 Internal – 10	No

Source: websites of concerning universities.

Impact of Technology in Dairy Industry

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I INTRODUCTION

Since ancient time, Agriculture and Animal Husbandry have been integral part of human life & civilization. This has satisfied personal needs of human directly and at the same time has been advantageous for whole ecology indirectly. Indian climate has characteristics to provide suitable conditions for animal husbandry in India. In India dairy industry has been considered a source for social and economic development. In our country supply of milk is ensured mostly by lacs of small and marginal farmers who prominently live in rural areas. The income generated from agricultural activity is seasonal but dairy Industry provides stable and regular income which act as important economic motivational force for small & marginal farmers.

Dairy industry is an important alternate for whole of the world facing challenges of food safety. In a country like India where climate & conditions are suitable for agriculture and animal husbandry, dairy industry can be upgraded at global level. India is well known as the "Oyster" of the global dairy industry. In India, dairy industry is witnessing rapid growth with liberalization. Indian dairy industry aims mainly management of national resources in order to enhance milk production and up gradation of dairy processing by usage of innovative technology.

In India, dairy business has been practiced as rural and cottage industry over the years. Format of semi-commercial dairy started with the establishment of military dairy farms and co-operative milk unions throughout the country towards the end of the 19th century. Since independence this industry has made rapid progress. A number of modern milk and milk produce factories have since been established. The organized dairies in India have successfully been engaged in the routine commercial production of pasteurized packaged milk and dairy products. For example, Amul Dairy established in 1946 & there after Mother Dairy, Prabhat Dairy and many more dairies established in organized sector have augmented production of milk and milk products such as curd, butter milk, ghee, mava, ice-cream etc. as separate industry.

II WHAT IS DAIRY TECHNOLOGY

Dairy technology is the area of engineering which is related with processing and storage of milk and milk products. Dairy technology may be termed as part of food technology which provides with academic knowledge especially by inclusion of biochemistry, bacterium, milk-chemistry, engineering science of processing, storage, packaging and distribution of

milk and production of milk products viz-milk, ice-cream, curd etc. along with proper transportation thereof and storage for longer period in case of need. The aim of technology is to increase milk production, to prevent perversity in milk and milk products, to improve quality of milk and to increase durability of milk and milk products for keeping them safe for longer period for human uses.

(a) Importance of Expansion of Dairy Technology

As of today, we are almost self dependent in the field of milk production (165.4 million tons) and it may increase to the level of approx. 180 million tons by 2022. As a result, we have ample opportunity to produce milk products of good quality due to availability of surplus milk. In view of above possibility, Indian government has targeted to establish 1250 dairy plants by 2022, which is higher than present number of 850 plants approx. It is a matter of surprise that India's share is only 1.67% of total world's export of milk and milk products despite India are largest producer of milk in the world. As such there is ample opportunity to increase export of dairy products with the help of dairy technology.

The first revolutionary attempt commenced in 1970 to increase the production of milk in organized manner which is known as "white Revolution", it has been termed as "Operation flood 1st" also. Ten states of the country were associated with above mission. The object of "Operation Flood" was the development of activities helpful in increasing farmers' income. Operation Flood was first well planned attempt which was supported by technology to some extent to rescue Indian dairy from shabby condition to well-founded condition. Viewing this "Intensive Dairy Development Program" was started in March 1993-94 in non-Operation Flood hilly and backward areas, which was backed by assistance of 100% subsidy. In March, 2005 above scheme was amended and renamed as "Saghan Dairy Development Program". Later on this scheme was revived as "National Bovine Reproduction and Dairy Development Program" in Feb., 2014 after inclusion of other three schemes.

(b) Effect of Introduction of technology in Dairy Industry

In the increasing modernity, changes in dairy Industry have also commenced. Now uses of machines have replaced manual labours in dairy Industry. Mr. Ashish Pandey, MD of 'M/s Dairy Farm Solution', a company engaged in manufacturing of equipments related to dairy and farming, has commented that machines are being used extensively in private sector of dairy Industry

since 2011. The persons having herd size of more than 10 milching animals are using machines. Earlier labours were deployed on basis of daily wages for milching and other related works but now scenario has been changed. Uses of high-tech machines have brought not only substantial saving of wages but have ensured supply of hygienic milk also.

There has been continuous growth in production of milk in India for the past 40 years. The growth of Indian dairy Industry during the last three decades has been impressive. Growth during 2013-14 to 2016-17, milk production has been increased more than 5% per annum which is from 147.7 million ton to 165.4 million ton. India has become the world's largest milk producing country with gross output of 165.4 million ton in 2017. Also, per capita availability of milk has risen by 15.8% i.e. 307 gms. per day to 355 gms. per day per man between 2013-14 & 2016-17. Now a National Milk Grid has come into existence which is supplying fresh milk in about 800 cities & towns.

Considering the requirement, the National Dairy Development Board launched the National Dairy Plan (NDP) in 2012 to focus on means to increase production and provide producers with greater access to the organized milk processing sector. Processing the milk through the organized channel will facilitate standardization of product quality and strengthening the direct supply channel both of which will eliminate the intermediaries and ensure better compensation to small and marginal milk producers.

Nearly 80 percent of India's milk production is contributed by small and marginal farmers with an average herd size of one to two milching animals. Indian yield is still much lower than that of US, New Zealand and Germany. These countries certainly have an advantage on the cattle breed, and also benefit from extensive mechanization and larger herd size. In India there is high dependency on family labour and limitations to deploying mechanized milching system given the small herd size holdings. Dairy farming and newer concept on herd aggregation, both of which support collective animal management and mechanization, are at a very nascent stage in India. Few companies like "Parag Milk Foods" are testing models with dairy farms but this requires heavy investment in animal management to satisfy the requirement of raw milk for large processing capacities.

Co-operatives sector is continuously playing a vital role, but over the last 15 years, private sector companies have made an impressive growth in building capacities for processing milk and milk derivatives. In last 4-5 years the dairy sector has received private equity investment close to Rs. 2,500 crores, backed by strong consumption in India. Private sector companies can capitalize on the investment interest and focus on establishing vertically integrated dairy companies (village level supply chain + high end processing capacities).

Private sector companies like Hatsun Agro Heritage Foods, Dodala Dairy, Paras Milk Foods, Prabhat Dairy and VRS Foods, are investing in building village level collection capacities, which is similar to the co-operative model. Increasing focus from the private sector on establishing last-mile linkages will complement the dairy development initiatives of the co-operatives and there by lead to a larger share of the organized sector in milk processing.

The centre has led the "Jan Dhan Yojana" to deepen the access of the unbanked and under banked segment to the financial systems. Technology-based newer payment platforms have enabled immediate funds transfer to remote users. The next big move is the launch of Payment Banks that will further deepen last-mile coverage. Penetration of technology and banking systems will ensure that dairy farmers get compensation on the same day, unlike the delays in physical settlement systems.

The central Government has introduced "e-Pashu Hat" scheme, an online portal for sale and purchase of milch animals, frozen semen and embryos at concessional rates at home, in order to involve farmers and entrepreneurs in dairy industry. Viewing above scheme 'Uttar Pradesh Pashu Dhan Vikas Parishad' is also exercising to start similar portal.

Dr. B.B.S. Yadav, the CEO of 'Uttar Pradesh Pashu Dhan Vikas Parishad' has told that farmers may procure cows, buffaloes and their embryos of different breeds through the said portal. For above purpose tagging of milch animals of good breed has been started at state level. The portal will provide the farmers with complete knowledge of the embryos which they want to purchase. The 'e-Pashu Dhan Hat' portal has been established first time in the country under 'National Bovine Productivity Mission'. This portal will play important role in associating breeders and farmers for native breeds. The farmers may get knowledge of native breeds through this portal. The farmers and breeders may sale and purchase cows and buffaloes of native breeds through this portal. Above advantage may also be derived through similar portal to be started at State level. Such portal will lead to new dimension for preservation and promotion of native breeds.

(c) Dairy Industry in India VS European Countries

There are approx eighteen thousand dairies in Netherland, there are 85 cows on an average per dairy and 14.5 billion liters of milk is produced in these dairies. There is milk production of 9 thousand liters in 305 days in a year per cow approximately.

Mr. Laxmandas Sukharmani, a resident of Panna in Distt. Satna of Madhya Pradesh has been on study tour of Asia & Europe for 5 last month to learn newer technology of agriculture and animal husbandry. During above period he inspected five dairies of Netherland and learnt newer technology being used

in dairies for the purpose to get them introduced in our country.

He shared his experience and told, "During this tour I inspected five dairies. The peculiar observation was that there are one man to monitor 100 animals almost in all dairies. Most of the work is done by machines in foreign dairies because the interest rate on loans granted for purchase of machines in foreign countries is cheaper i.e. around 1% than that of India which is around 13%." About designing and architecture of dairies he added "There is long tank in the dairy building covered with thick wooden planks. The dung and urine excreted by animals are dropped down in the tank through Robot sensors, to ensure dairy neat and clean. The planks used to cover tanks do not deteriorate easily." He added "Most of cattlemen in India do not provide cattle with balanced diet but in foreign countries, cattle are provided with balanced diet three times a day to keep milk production unaffected. In foreign countries, 80% of land of dairy establishment is used to grow green fodder. There is similar proper management of feeding cattle in almost all dairies. The cow comes and stands by the machine itself time to time and machines extract the milk using laser sensors."

He further added "Solar panels are installed on roof of dairy building for electrification and operation of machines. There is a room in each dairy equipped with computer to store data related to feeding, movement, walk, health etc. of cattle with the usage of machines and software which are observed and analyzed by a family member."

The cattlemen are adopting infrastructure of foreign dairies in many states of our country also. Mr. Dalvir singh resident of village Syahdwa in distt. Hisar of Haryana is holding 400 Holstein Frisian cows in his dairy, which produce 3700 liters of milk per day. The whole work of this dairy which is spread in six acres of land is done by machines. The dairy manager Mr. Satish Singh told, "The machines installed in our dairy are based on German Technology. The position of each cow is updated through microchip implant in lag of the cow. An engineer is employed to keep data related to all cows updated through computer. The treatment is given to the cattle then & there if falls sick requiring less manual assistance.

III CONCLUSION

As I have narrated earlier, India has become self-sufficient in production of milk but there is still need to increase per capita availability of milk for per capita consumption of milk and milk products. On the basis of past growth rate of milk production with introduction of technology in dairy industry we may not only able to fulfill above need but to generate significant surplus to export milk and milk products. With introduction of Technology the dairy business in India is transforming into an emerging industry. There by educated youngsters having rural or

agricultural background and having studied in dairy technology are adopting dairy business as start-up instead of doing job in similar or other fields. There are examples of youngsters who have left the present jobs and established dairy business/industry as start-up. Our Govt. is also providing all sort of assistance from financial to technological to augment dairy industry and invite entrepreneurs to adopt dairy industry. I comprehend no room of disappointment of India becoming one of largest world's exporting countries of milk and milk products to rationalize its present status of world's largest producer of milk.

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 l e nk; dks dN ykx Hkjr ds ewy fuokl h ugē ekurs
 vls mlga ouokl h ; k fQj fdl h nū js nsk l s vk; s gq
 ekurs gā A bl fLFkr dks n[krs gq fuezyk i rry viuh
 dfork ea fy [krh gā bdkā tutkr dgrk gā rks dkā
 i pljrk gā dgdj ouokl h @ r\$ kj ugē gā os l c ds
 l c @ vkfnokl h ekuus dks geb; 4A

l edkyhu vkfnokl h dof; f=; ka ea fuezyk i rry ewy r%
 l rkyh Hk"kk dh dof; =h gā yfdu ĉgnh vkfnokl h
 dforkvka ds {ks= ea Hkh viuh egROI wLz Hkiedk vnk dj
 jgē gā vc rd ĉgnh ea muds dko; l xg ĉdkf' kr gks
 ppls gā ftuea 'uxkM+ dh rjg ctrs 'kCn' ^vius ?kj
 dh ryk'k' vls 'QWsx , d u; k foaks' gā ; s rhuka
 dko; l xg vkfnokl h thou ds l 2"Kz vls l eL; k; ka
 dks mtkxj djus okys egROI wLz nLrkost gā fuezyk
 i rry vkfnokl h lekt dh mu reke l eL; k; ka vls
 ĉprk vka ij utj nksMkrh gā , oa mlga viuh dforkvka ea
 vflk0; ä djrh gā vkfnokl h lekt ds fy, fodkl ds
 uke ij 'kkl u }kj k pyk; s tk jgs vflk; kuka l s
 foLFki u vls muds ewyHkr vfedkjk l s oāpr djus ds
 "kM+ = dh xāk ds cjdI fuezyk i rry viuh dforkvka
 ea dgrē gā p {kek djuk} udkjrh gā rē gkjs fodkl
 ĉLrko dks @ tks i Vuk jkph vls fnYyh l s cukdj yk; s
 gks @ rē gekjs fy, vkfnokl ; ka ds @ fodkl ds uke ij
 l jdkj D; k&D; k@; kstuk; a cuk jgh gā fdl
 rjg @ foLFk fir dj i quokl dk "kM+ = jp jgh gā B; 5A

IV vkfnokl h thou nFV

taxyka ds dVus vls fodkl ds uke ij cM&cM+ ckakka
 dk fuekz k djuk i Mka dks dkVdj dØhV fcNkdj
 vkfnokl ; ka ds l hēsi u vls fcpkfy; ka ds dkj .k mudh
 tehu gM+ yh tk jgh gā ftlls mlga etcju
 iyk; u djuk i M+ jgk gā vkfnokl ; ka ds iyk; u vls
 foLFki u l s mudh l l – fr vls l H; rk dh igpku
 ykr gkrh tk jgh gā Afuezyk i rry vkfnokl ; ka dh
 Hk"kk os kHk"kk vls k j , oa mudh ewyHkr vko' ; d
 oLrka ds u"V gksus dh ĉprk dks ydj viuh dfork
 "l rky ijxuk" ea fy [krh gā – pvc ugē jg x; k
 l rky ijxuk @ cgr de cps jg x, gā viuh Hk"kk
 vls os kHk"kk ea ; gk ds ykx @ cktkj dh rjQ
 Hkxr @; gk mtkM+ x, cM&cM+ igkus i M @ vls dØhV
 ds iljrs txy e @ [kks x; h gā budh igpku @ rhj
 ekutkj ekany] uxkMk & ckd jh @ l c cVls fy, tk jgs

gā vQl j gā peps gā Bdnkj gā fopkfy; s gā vls
 l c ds l c gkFka ea jchu dkry fy, @cuk jgs gS jkmM
 Vcy ij ; kstuk; AB; 6A

fuezyk i rry dh ; s dfork vkfnokl h thou dks dā ea
 j [kdj fy [kh xā gā fd og tgl jgrh gā l fky
 ijxuk igys og viuh Hk"kk vls os kHk"kk ds tfj; s
 viuh vyx igpku j [krk Fk yfdu muds u"V gksus
 l s vc og l fky ijxuk ugē jg x; k tks igys Fkj
 D; k id mudh tks igpku Fkh ml s u"V djus ds "kM+ =
 jps x; s gā vkt cktkjhdj .k vls vls ksdhdj .k us
 muds txyka dks mtkMēj dØhV fcNk fn, ftul s
 mudh igpku dks [krkj gks x; k gā og gekjh
 vkekdud l fcekkHkSch phtka l s geskk ijgst djrs vk; s
 gā vls vius gh ikjā fjd rhj] ekutkj ekany] vls uxkMka
 l s gh viuk eukjat u djrs vk; s gā fodkl ds uke ij
 usk] vfedkjh] vls mu usk vka ds peps Bdnkj o
 fopkfy; s l c , d l kFk feydj cMē & cMē "kM+ = dkjh
 ; kstuk vka dks vake nrs gā fuezyk i rry fd dforkvka
 ds l Unkz ea ftrbā JhokLro fy [krs gā fd pfuezyk dh
 dforkvka ea os l oky gā tks vki dks cps dj naks | ; s
 l oky fL=; ka ds fo" k; ea gā vkfnokl ; ka ds fo" k; ea gā
 vls ml 0; oLFk ds fo" k; ea Hkh] tks fl QZ bl rky
 djuk tkurh gā B; 7A

l edkyhu dfork okneā Lor= pruk dh dfork gS
 ftl ea 0; fā ds thou dk ; FkFkZ orēku l e; , oa
 l ekt l s l jskkj j [krh gā l edkyhu ĉgnh dforkvka
 ea vfnokl ; ka ds thou l 2"Kz dh 0; Fk vls ĉfrj ksk ds
 Loj nskuka gh l ukā i M+ s gā l edkyhu ĉgnh vkfnokl h
 dfork; a orēku l e; ds ĉ'kk u vls l ekt 0; oLFk
 ij ĉgkj djrh gā nsk ea vkfnokl ; ka ds vf'kf {kr gksus
 l s ĉj kst xkj dh l eL; k cMē gS ft l s vkfnokl ; ka dh
 vkf'kd gkyr cn&l & cnrj kuh gā gS fQj Hkh muds
 thou ; ki u ds l ā kekuka dks gM+ us dh "kM+ = dkjh
 ; kstuk; a yxkrkj xfr'khy gā rc ds s gksch mudh
 vkf'kd mluf r \] ds s tM+ i k, aks l ekt dh eq; ; ekkj k
 l s \] ds s gksch mudk fodkl \ dHk & dHk rls , d k Hkh
 gkrk gS fd i mhi fr vls HkZV usk mudh tehu gM+ us
 ds fy, mlga uDI yh Bgjkdj , s dklmUVj ea ekj fn; k
 tkrk gS yfdu dfo dh dfork vls ml dh yskuh dks
 feVk ikuk vl Hko gā bu reke ĉ'uka dks ydj ĉgnh
 vkfnokl h dfo l j bā uk; d viuh dforkvka ea
 vkfnokl h l ekt dh n'kk ds ĉfr d# .k Hko ds Loj
 QW i M+ s gā – pvj .; i = ka ds fy, dN ugē cnyk @
 ogh xjhch] vf'k {kk] ĉj kst xkj] @ l B l k gkdjkā ds
 'kksk .k @ HkZV i mhi fr usk vls ekfQ; ka ds neu pØ
 @ tehu] gekjs txy l s @ gea cn [ky djus dk
 Hk"kk .kre "kM+ = @ vekuoh; mri hMu @ gd+ ekaxus
 ij gej feyrk gS @ pje i fkh dk rext @ vls
 i fyl dh xksy h AB; 8A

l edkyhu ĉgnh vkfnokl h dforkvka ea egknō Vks i ks
 dk Hkh vey ppy ; ksnku gā budh dforkvka vkfnokl h
 l ekt ds 'kksk .k vls neu dk 0; ki d foLrkj gā
 budh dforkvka ea Hk'ck gā k ; FkFkZ gS ft l s budh
 dforkvka ea vutkr dh ĉxk & k – f"V xkpj gkrh gS
 bl fy, os viuh dforkvka dh ekQz vkfnokl vka ea

vfeckdjka ds çfr l txxrk çjruf l ks h gā pruk dks
txrk djus vks iwdzka }kjk cDI h , frgfl d , oa
l ka—frd fojkl r dks l atks j [kus dk vk^ooku vius
—kl nh , d vk^okk ds dforkak eke; e l s djrs gā & prc
eā , d txyh] , d vknokl h @ egl w djrk gvw?k/vu
@ fd vl h; l s l h; cuus dh dks^ok'k ea @ thou
dh vakh nkm+ea @ , d iqtz curk tk jgk gvw @ u
cu ik jgk gvw vehj vks u l h; @ vks u cpk ik
jgk gvw vknokl h iu @ u ij [kka dh fojkl rAb9
bfrgkl dh vks utj Mkyar ks eut; l oçfke tkuoj
; k okuj ds : i ea Fk Al h; rk ds fodkl ds
l kfk&l kfk eut; dk 'kjhfd fodkl gkrk x; k vks
vkt eut; rk dh pje l hek ij igpk gā ml h ea l s
dñ ylx l h; rk ds fodkl l svuNq jg x, tks vkt
Hkh txyka ea fuokl djrs gā vks vkt ftlga ge
vl h;] ouokl h vks vknokl h dgrs gā

vknokl h l ekt ds thou dk vkekkj txy gā Atxyka
ea gh mudk l kjk thou xqtj tkrk gō os mlga l jfkr
djus dk geškk ç; kl djrs gā M, m^okk oul km+
fy [krh gā fd vknokl h çkphu dky l s gh ç—fr l s
çē djrs vk; s gā viuh l ka—frd fojkl r dks os ylx
cgn l; kj djrs gā vknokl h ç—frit d gā txy
muds thou ds vkekkj gā os txyka dks dks l rkuor
ikyr; ik l rs gā vks mlga Lusg djrs gā bl fy,
txyka ds dVus ij] igkMka ds VVus ij] ufn; ka ds
l [kus ij vknokl h v^okk^okr myxyku dh papl^oh nrk
gāp;9A bl h oā0; ds vkykd ea gfjke eh.kk dh
dfork vknokl h vks ; g nks* dk , d vāk& pD; ka
i krk tk jgk gō blgē ds Hkk; ik xk<k rkjdxy @
dks l e>k, 0; oLFk ds ?kñt okjka dks @ fd ugē gkrk
dHkh ç—fri @ fdl h ekjkl ekt dk çjh @ išk ugē
gvrk Fk tc vkdLVK @ fdl h l h; rk] Kku foKku o
@ rduld oxsjk oxsjk dk @ os [km+gls ppls Fks ekj rh
dh dksk l Ab;10A

vknokl h l ekt ds ylx tle l s gh foækg ds Loj
ydlj išk ugē glrs mudks etejh o'k viuh j{kk
djuh iM+rh gō vks ; fn etejh gh dka cñud mBk
Hkh ys rks rFkd fkr ylx mlga uDI yoknh dk rext
iguk nrs gā bl l UnHk ea M, - dāpuk l DI suk^o vius
yçk vknokl h pruk dh išk d l edkyhu dfork ea
fy [krē gō fd&vknokl ; ka ds l a^okr^o r thou dks
njfdukj dj l jdkj >Bs çykku nrh gā vkt hou
'kkk.k dh pōh ea fil rk vknokl h ; fn ijfLFkro'k
cñud mBk Hkh ys rks uDI yoknh dgk tkrk gāp;11A
*okg; l kuo.kš dh dfork; a vknokl h pruk l s Hkj h
gā dfork; j gā gekjs l ekt ea vknokl ; ka ds l kfk
gks os vR; kpjka dks os viuh dforkvka ea c [kch <x
l s çdV djrs gā *Mj* dfork dk , d vāk pi fy l ; k
uDI yh l s @ D; ka Mj yxr gō @ nkska ds gkfk ea
cñud gō @ nkska dh yMkĀ @ vknokl ; ka ds fy, gā
@ rks fQj @ nkska ea nqēuh D; ka \ @ nqēuh dk
jkt D; k gō \ @ jkt dks fNikdj jkt djuk @ jkt
dsfy, xlyh pykuk gāp;12A

; gk; ij ; g Li "V gkrk gō fd cñud mBkus ds fy, u
vknokl h ftEenkj gō vks u i fy l] çfyd gekjh
'kk l u 0; oLFk vka dh dfe; ka gō tks vknokl h; ka dks
cñud mBkus ds fy, etejh djrh gā l edkyhu çgnh
vknokl h dof; f=; ka ea l fjr cMĀd vknokl h
l ekt ds Hkkoukvka vfeckdjka l eL; kvka vks mudh
çprkvka dks viuh dforkvka ds eke; e l s çdV djrh gā
A dof; =h l=h gks ds ukrs l=h ds nnz dks , oa mudh
Hkkoukvka dks l e>rh gā vknokl h l ekt ea l=h ds
'kkk.k vks vR; kpjka dks nçkdj l fjr viuh dfork
ea ç/h vks ekj dh Hkkoukvka dks dñ bl rjg çdV
djrh gā bekj ejh 'kknh er djuk @ fir ekj 'kknh
er djuk @ eūs nçkh gō çkkuh dh ftñxh @ [k
l çjs mBdj Hkr idkdj @ cky&cPps l Hky] [kr ea
[Kvrh gō @ ml dk tc enz l k> l çj jkr tc pks
@ rc ml sekjrk gō fdruk @ ekj eçs ijk; s?kj er
Hkst ukAb;13A vknokl h fl=; k; f'kfk ds vHko ea nksjs
'kkk.k dh f'kdj gkrh gā , d rks mlga l=h tkfr ea
išk gks dk nāk >yuk iM+rh gō vks nū jk vknokl h
l=h gks ds ukrs mlga mu reke vfeckdjka l s oāpr
jguk iM+rh gō tks , d l=h dh çfu; knh t: jra gkrh
gā

V fu"d'z

vr% ge dg l drs tk gō fd l edkyhu çgnh
vknokl h dforkvka ea vknokl h l ekt ea gks jgs
'kkk.k] vR; kpj] v'kfk] çjst xkj h l s c<rh gā
vknokl h l eL; k, h txyka ds u"V gks l s vknokl ; ka
dh , frgfl d , oa l ka—frd ekj gō ka dk foylr gksk]
vius nš vks l ekt l s iyk; u djuk o l ekt ea
v0; oLFk vka ds çfr vknokl h dfo; ka dh dforkvka ea
foækg ds Loj -"Vxkpj glrs gā vknokl h l ekt ds
'kkk.k dh çf0; k ds çfr jkē Lo: i vknokl h vlLrk
vks vlLrRo dh j{kk ds fy, 0; ki d Lrj ij išk gā
jpukRed Ātk vknokl h l kfgR; gā bl ea vknokl h
vks xj&vknokl h jpukdj Hkh vknokl h dfork; a
fy [k jgs gā xj vknokl h l kfgR; dkjka dh jpukvka ea
l gkuñr dh egūkk -"Vxkpj gkrh gō rks ogē nū jh
vks vknokl h; ka }kjk jps x, l kfgR; ea Lokuñr dh
>yd Li "V : i l s fn [kĀ nrh gā

vknokl h yçku fofoekrvka l s Hkj gvrk gā eš [kd
l kfgR; dh Hkh , d l e) ijājk jgh gō ftl dk ykHk
vknokl h jpukdjka dks feyk gā vknokl h l kfgR; dh
ml rjg dka dæh; foek ugē gō ftl rjg l=h
l kfgR; vks nfy l kfgR; dh gō yçdu vc l e;
vks l ekt ds cnyus l s l kfgR; ds # [k ea rhoxkeh
i jorū vk; s gā dfork] dgkuh] miU; kl] ukVd vkn
l Hkh çē [k foekvka ea vknokl h vks xj&vknokl h
jpukdjka us , d dkjxj gLr [ka fd; k gō ftl ea
vknokl h l ekt dh dyk] l l—fr] ijEijk] l eL; k, a
vks viuh vlLrk dks cuk; s j [kus dh tīkstgn dks
l kfgR; ea vHko; ä fd; k gā vknokl h jpukdjka us
vknokl h vlLrk vks vlLrRo ds l a^okr^o ea dfork dks
viuk eç; gfk; kj cuk; k gā l edkyhu çgnh dfork
gekjs l ekt ea foHku çdkj l s gks jgs vknokl ; ka ds

'kkk.k ds cjdI viuh vkokt cym djrh gS vlg
viuh vflerk vlg vflrRo ds [krjka dks pufsh nrk
gA mu reke l dVka ds cfr viuk cfrjkek Hkh 0; ä
djr k gSA

I UnH&xtf&l ph

- [1] lH ch- Hkkjrh] ^vkf[kj D; k] ; ðjr vke vkneh]
vdl&109] tYkA&fl rEcj&2011 i"B&20
- [2] gfj jke eh.kk] vkfnokl h nfu; k] uskuy cpl VLV
bM; k] uA fnYyh] 2013] i"B&177
- [3] vuot ykq] vjkoyh mn?kkk] mn; ij] fl rEcj
&2011] i"B& 26
- [4] fueyk iry] vjkoyh mn?kkk] mn; ij] vdl&82]
fnl Ecj &2008] i"B&27
- [5] fueyk iry] vjkoyh mn?kkk] mn; ij]ekg&
fl rEcj] o"kk& 2011]i"B &55
- [6] fueyk iry] vjkoyh mn?kkk]mn; ij] vdl&82]
fnl Ecj&2008]i"B&26
- [7] ftrlae JhokLro] fopkjekkjk u, foe'kz vlg
ledkyhu dfork] fdrkc?kj çdk'ku] uA fnYyh]
2013] i"B&200
- [8] l jlae uk; d] ^Ay ykku* ; ðjr vke vkneh] uA
fnYyh] vçsY&tu&2008] i"B&64
- [9] egknD Vksik; ; ðjr vke vkneh] uA
fnYyh]vDVcj&2016] i"B&19
- [10]M,-m"kk oul kM; ; ðjr vke vkneh] uA fnYyh]
vçsY&2016]i"B&64
- [11] gfj jke eh.kk] ; ðjr vke vkneh] uA fnYyh]
tuojh& 2015] i"B&46
- [12]l ak- M,- uohu unokuk] ledkyhu dfork fofok
l UnHk] veu çdk'ku] dkuij] 2014] i"B&121
- [13]lfjrk cMkAd] ; ðjr vke vkneh] uA fnYyh]
vçsY&2016] i"B&64

orëku ; ꝥ ea cks) dkyhu f'k{kk dk egRo

eukt p[skjh] MWVfdj.k feJK

¹ k[skkFk] f'k{kk l æk;] jchUnukFk VSckj fo' ofo |ky;] jk; l u ½e-i ½z Hkkjr
² foHkkxk/; {k} f'k{kk l æk;] jchUnukFk VSckj fo' ofo |ky;] jk; l u ½e-i ½z Hkkjr

I kjlak

ÁLrꝥ 'k[skk] = ea orëku ; ꝥ ea cks) dkyhu f'k{kk dk egRo crk; k x; k g[cks) dkyhu f'k{kk] egkRek xks'e c[] jkj
nh x; h ve; f'k{kk izkkyh g[tks orëku ijA; ea 'kfr ds l nsk ds l kFk&l kFk ekuo e; ka dks l e>us ea Hkh enn
djrh g[cks) f'k{kk ds } jkj thou dh iwkFk dks Ákr dj fuokzk Ákr fd; k tk l drk g[l kFk gh bl f'k{kk Á.kkyh
ea fufgr 'k[skk] v[gl k] Áe] n; k[skk] fo'ocdko dh Hkkouk dks viukdj gh fo'o ea 'k[skk] dk; e dh tk l drh g[, oa
Ákphu Hkkjrh; ol d[sk] d[sk] d[sk] ds fl) ka dks viukdj gh ekuo thou dks ifjiwkz cuk; k tk l drk g[bl f'k{kk
Á.kkyh ds } jkj gh ykdrk=d thou Á.kkyh dh okLrfod 'kq vkr g[FkA l kFk gh bl f'k{kk Á.kkyh ea crk, x,
fo|kFkz ka , oa v/; ki dka ds l knxhiwkz o JSB fopkjka l s ifjiwkz thou ds n'kz orëku f'k{kk Á.kkyh ea nij&nij rd
n'Vxk[pg] ugha gkrs g[vkt ds fo|kFkz , oa f'k{kd foykfl rkiwkz thou thrs gq l knxhiwkz o mPp vkp[sk]&fopkjka l s
; [r] thou l s foed[sk] gkrs utj vkrs g[, oa orëku ea f'k{kk l kFk/vka ea Hkh fgd k] njkpkj] vu[sk] ughurk] x[sk] dk
elg[sk] gh l o= fn[kk]z nsk g[vr%gekjs f'k{kk k l kFkka , oa fo|kFkz ka; f'k{kdka dh l eL; kvka dks nij djus ds fy,
mlga u[sk] Áe] vfgd k] n; k[skk] t[sk] s x[sk] l s ; [r] , oa jst xkj j d f'k{kk n[sk] dh vko'; drk g[vr%; fn ge viuh
ijkr f'k{kk Á.kky; ka dks/; ku ea j[kdj f'k{kk inku dj[sk] rks bu l Hkh crka ds n[sk] Hkkk l s N[sk] d[sk] fey[sk] l kFk gh
l iwkz l ekt dk Hkh fodkl g[sk]

ef; 'k[sk] & cks) dkyhu f'k{kk] orëku ijji; ea egRo

I ÁLrkouk

f'k{kk LoLF; thou thus dh , d p[sk] g[vkt l s
2500 o'kz iwkz Hkkxoku c[us bl h mn[sk]; l s , d f'k{kk
izkkyh dk fodkl fd; k] ftl ea t[sk] /ke[fy[sk] bu
l c l s ijs ekuo dks mPpre Lrj ij j [kk x; kA cks)
dkyhu f'k{kk eBka e[cks) /ke[dh f'k{kk nh t[sk] Fk]
ftl ea fo|kFkz c[] cks) /ke[v[sk] cks) l [sk] dh f'k{kk
xg.k djrk FkA ; g f'k{kk dgha u dgha o[sk] f'k{kk ds
l eku gh FkA cks) f'k{kk ea e[; r%ek[sk] ij /; ku fn; k
x; k] vFk[sk]- thou dh g[sk] l s nij foykfl rk dks N[sk]
doy v[sk] doy ek[sk] vFk[sk] fuokzk dh v[sk] /; ku fn; k
x; k] ftl l s ykyl k, j l ekr g[sk] t[sk] g[vr% c[
dky dh f'k{kk dk e[; mn[sk]; , d k vkp[sk].k fl [kkuk
Fk] ftl l s Nk=ka dks e[sk] r" d dh flFkjr k o 'k[sk] Ákr
g[sk] l d[sk] cks) dkyhu f'k{kk Á.kkyh us f'k{kk o; oLFk dks
ckEg. kka ds vkf/i R; l s fudkydj ml s eBka , oa fogkj

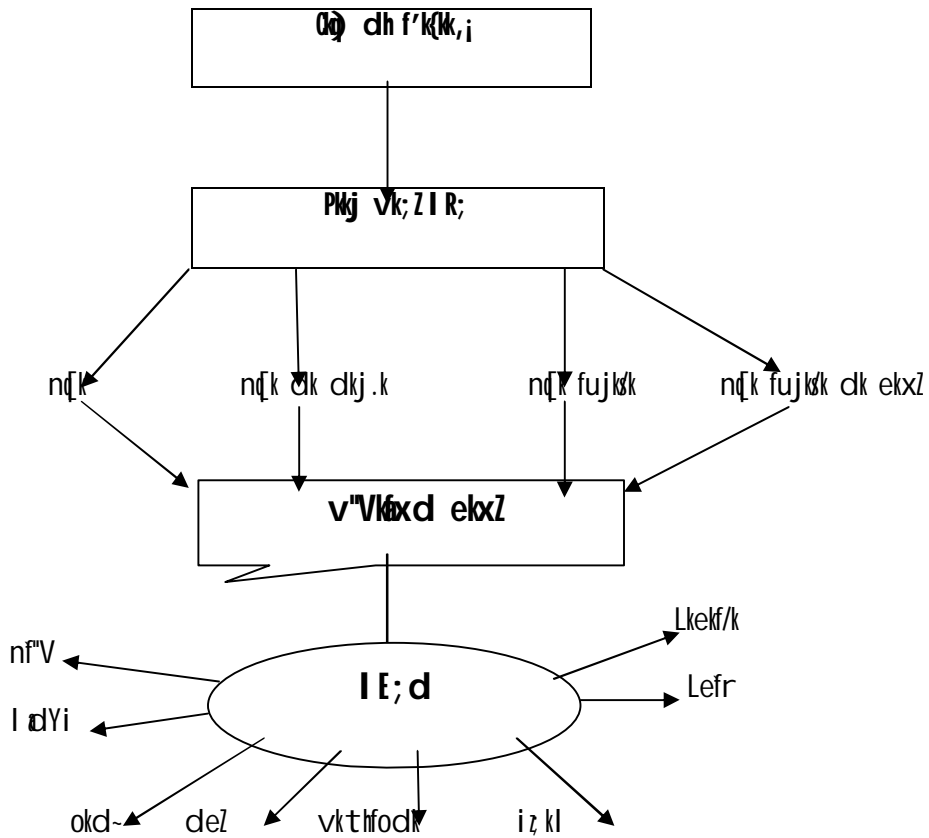
dk l k[sk] fn; k rFk bl Ádkj f'k{kk dks l ko[sk] fud
cukdj ml ds l ko[sk] bedhdj.k dk Á; kl fd; ka

II v/; ; u dh vko'; drk , oa egRo

vkt ds ; ꝥ ea fo'o dbz l eL; kvka l s t[sk] jgk g[
l d k] vkt rhl js fo'o ; [r] ds ik; nku ij [kMk g[
ijek.k g[sk] k] n[sk] js nsk ij vf/kdkj djus dh bPNk]
i[sk] s dekus dh g[sk] foykfl rk iwkz thou thus dh
bPNk] c[sk] xkj] ekuo&vf/kdkjka dk guu] fy[sk] Hkn
t[sk] s e[sk] l s orëku ekuo yM+ jgk g[bl fy, vkt
cks) dkyhu f'k{kk ds n'kz] c[ds min[sk]ka dks
viukdj ekuo thou rFk fo'o ea 'k[sk] LFk[sk] dj
ekuo thou dk dY; k.k fd; k tk l drk g[vr%
ekuo thou ds dY; k.k g[sk] bl f'k{kk Á.kkyh ds
xg.k; rRoka dks viukdj gekjh orëku f'k{kk Á.kkyh
ea l [sk] ykuk gh bl v/; ; u dk e[; y[sk] g[

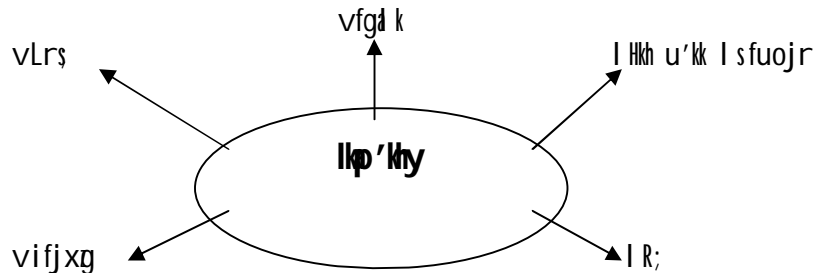
III c) dlytu f'k{k dsef; vo;o

ck) uspkj vk;Z
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blgh pkj vk;Z
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v'Vlakd) dlytu f'k{k dsef; vo;o

ck) n'ku ds vuq kj f'k{k og ifØ; k gS tks eult;
dks I ka kfjd nq'kka I sefDr fnykus vks fuokZ k i kflr ea
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- (i) thou nq'ke; gS
- (ii) bu nq'kka dk dkj.k gS 1/2". kx/2
- (iii) nq'kka dk mi pkj gS
- (iv) nq'kka I sefDr gS

blgha nq'kka dk fujksk djus ds fy, mlgksa v'Vlakd ekxz
crk; k gA ck) ds vuq kj f'k{k og ifØ; k gS tks ml s
v'Vlakd ekxz dh i kflr ea I gk; rk djrh gA ; s vkB
ekxz g&

- **IE;d nf'V** & f'k{k dk igyk mns'; vius
nf'Vdksk dks Bhd djuk gkus pkfg, A dke
ds ifr gekjk nf'Vdksk gh ml ds ifj.kke dks
fu/kkZjr djuk gA

- **IE;d I dYi** & f'k{k dk mns'; 0; fDr dks
bl ; kx; cukuk fd og }Sk o vfga k I sefDr
I dYi ys I dA
- **IE;d okd** & f'k{k dk mns'; dh fo'kkrk ml dh
I a fer ok.kh gkrh gA f'k{k dk mns';
0; fDr dks bl ; kx; cukuk gS fd og fd I h
ds ifr vfiZ ok.kh dk iz kx u djA vfiZ
ok.kh gh nq'k dk dkj.k gkrh gA
- **IE;d deZ** & f'k{k dk mns'; Nk= dks nku]
n; k] I k;] vfga k vkfn I RdeZ ds vuq kj
vkpj.k djrs gq deZ djus ds ; kx; cukuk
gA
- **IE;d vktifodk** & f'k{k dks ^vktifodk dh
I eL; k** ds I ek/kku ea I gk; d gkus pkfg, A
vktifodk ds I kku mfpr gkus pkfg, A
- **IE;d iz kl** & d) d kja o v'k{k fopkja dks
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- **IE; d Lefr** & f'k{kk dk mnns; eut; dks , d h Lefr inku djuk gSfd og l nb l Pph vlg vPNh /kkj .kk dks ; kn j [ka
- **IE; d Lekf/k&mijdr** l krka xqkka dk fodkl djds eut; ds fpRr] dh , dksrk dks IE; d l ekf/k dgrs gS ft l s fuokzk ikfir dk dk; Z izkLr gkrk gA

bl ds vykok c) us ip'hnyka ds ikyu ij Hkh tkj fn; k] ; s gA l R;] vfgd k] vLrs] vijxg rFkk l Hkh idkj ds u'ka l s fuofRrA ; gk ij 'kny dk vfkZ gS l kRrod de] ftudk okyu djuk xgLfk rFkk fHk{ka/ka nksuka ds fy, vfuok; ZFKKA bl idkj cS) n'ku crk; k x; k vk'Vka ekxZ , oa ip'hny vkt ds ifjosk ea f'k{kk ds mnns; 0; fDrRo ds lokzk.k fodkl o ufrd fodkl l s?kfu"V l azk j [krs gA

1/2 bu vo; oia dh orzku ea ikl xdrk & orzku l e; ea fo|ky; , oa egkfo|ky; ka ea 0; klr {ks=okn} fyakhkn] Ap uhp] tkfrok] fgd k] HkzVpkj] ykk] vufrd dR; vkfn cjkbz kw 0; klr gA cS) dkyhu f'k{kk ea crk, x, vk'Vka ekxZ dks viukdj bu cjkbz ka l s cpk tk l drk gA fo|kfkZ ka ea vkRe vuqkkl u , oa mPp vkn'ka dks LFkfi r fd; k tk l drk gA fo|kfkZ ka dks fgd k] egRokdka[kk] dqBk] vol kn , oa u'ks dh yr vkfn cjkbz ka l s cpk; k tk l drk gS A bl idkj cS) f'k{kk n'ku dks viukdj f'k{kd , oa Nk= nksuka gh vius thou dks ifjiwkZ cuk l drs gA

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1/2 cS) dkyhu f'k{kk A.kkyh ds xg.kh; rRoka dh orzku ; q; ea ikl xdrk dk v/; ; u djukA

1/2 cS) dkyhu f'k{kk ds {ks=ka dk vk/kfud ; q; ea egRo dk v/; ; u djukA

V cS) dkyhu f'k{kk dlorzku ; q; ea ikl xdrk

ofnd dkyhu f'k{kk A.kkyh ds fofHku vo; ok] fl) kar ka o fo'kskrkva dh rjg gh cS) f'k{kk ds Hkh fofHku vo; o] xqk] fl) kar o fo'kskrk, j vk/kfud ; q; ea Hkh cgr vfkd mi ; kxh gA bl f'k{kk A.kkyh ea crk, x, v'Vka ekxZ pkj vk; Z l R; k] f=jRuka rFkk ip'hnyka dks viukdj f'k{kd , oa Nk= nksuka gh vius thou dks ifjiwkZ cuk l drs gA bl f'k{kk A.kkyh ds rRoka dks viukdj gh orzku l e; ea 0; klr l kEAnk; drk] Ap&uhp dh Hkkouk] {ks=okn dh Hkkouk] tkfrok] HkzVpkj] fgl ad xfrfok/k; k] ykk vkfn cjkbz ka l s cpk tk l drk gS rFkk bl f'k{kk A.kkyh ea crk, x, vkRevuqkkl u] f'k{kd&Nk= l azk] l a eithou dks

viukdj gh fo|ky; k] egkfo|ky; ka rFkk fo'ofa|ky; ka ea gksus okyh fgl ad ?kVukvka f'k{kdka l s vHkn0; ogkj] vkRregR; k] gMfky] vuqkkl ughurk dks [kRe fd; k tk l drk gS rFkk fo|kfkZ ka ea thou ds mPp vkn'ka dks Afr'Br fd; k tk l drk gS , oa mlga foykfl rkiwkZ thou'kyh l s nj dj fofHku cjkbz k] fgd k] ykyi rkiwkZ thou] vR; f/kd egRokdka[kk] vufrd xfrfok/k; k] u'ks dh vkn'ka dqBk] vol kn dk f'kdkj gksus l s cpk; k tk l drk gS rFkk ; s l c cS) f'k{kk ds n'ku , oa fl) kar ka dks viukdj o thou ea vkRel kr djus ij gh l Hko gA

VI cS) f'k{kk ds {ks=

tS sfd Akphu l e; ea cS) f'k{kk ifjyf{kr Fkh] os s gh vkt Hkh ml sviuk; k tk l drk gS

- (i) AkjHkd Lrj
- (ii) AkFked Lrj
- (iii) mPp Lrj
- (iv) jk'Vh; Lrj
- (v) varjzVh; Lrj

• **AkjHkd Lrj** %& bl l s rRi; Z gSfd Lo; a o ifjokjA ge l Hkh tkurs gSfd ckyd dk iFke fo|ky; ml dk ifjokj gkrk gA ifjokj ds eW;] mPp vkn'ka 0; ogkj , oa ifjokjd okrkoj.k ea ckyd dk fodkl cgrj rjhds l s gkrk gS vlg ckyd Lo; a l f0; jgrs gA ifjokjd eW; , oa Loa ml dk ifjiky ckydka dks Hkh , d k djus grqifjr djrk gA

• **AKFked Lrj** %& AKFked Lrj ij loAFke Hk'kk Kku fn; k tkrk Fkk] l kelu; xf.kr dk Hkh Kku fn; k tkrk Fkk] bl ds l kfk gh 0; kdj.k dk Hkh AkjHkd Kku fn; k tkrk FKA vr% vkt ds l e; ea Hkh bl ckr dh vko'; drk gS fd AKFked Lrj ds fo|kfkZ ka dks Hkh mudh ekrHk'kk ea gh f'k{kk Anku dh tk, vlg muds 0; kdj.k ds l kfk gh AkjHkd xf.kr dk Hkh Kku fn; k tkuk pkfg, A

• **mPp Lrj** %& cS) f'k{kk ds fl) kar , d fo'kky l xj gS vlg Nk= ml ea xkrk yxk dj vius thou dks l Oq cuk l drs gA fo|ky; hu Lrj ij Nk= vius iWZ ea vfr Kku vlg dks kyka dk mi ; kx djrk gS tks fd fo|ky; hu Lrj ij egRoiwkz Hkiedk vnk djrk gS vlg fo|ky; hu okrkoj.k ml ea fu[kkj ykrk gA fo|ky; , d , d k LFkku gS tgka 'kariwkZ okrkoj.k] l gi kfb; ka dk l g; kx , oa f'k{kdka dk l g; kx feyrk gS ; g Nk=ka ds lokzhaak fodkl ea enn djrk gA l eg pklz fofHku LFkuka dk Hk.k Nk= ds 0; fDrRo fodkl ea enn djrk gS ogha f'k{kd ekxh'kd ds : i ea Nk=ka ds fgr ea v/; ; u , oa iR; {k dk; ka dks

viukdj fo|ky; dks ,d Loxl t\$ k
 LFkku cuk l drk g\$ QyLo: i Nk=ka ea
 l dkj kRed eW; ka ea U; k; fA; rk] vuqkl u
 t\$ s xqkka dk fodkl gskc vlg gea
 Hkfo"; ea cgrj uxxfjd fey l dca

- **jkVh; LRj** % f'k{kk gh og dkjd g\$
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 dks LFkffir fd; k l drk g\$ fdl h Hkh
 jk"Vh dh Hkkoh n'kk , oa fn'kk ml nsk ds
 ekuoh; l d k/kuka ds fodkl rFkk
 xqoRrkiwkZ thou ij fuHkj djrh g\$
 ftl ea fo|kFkz ka dh Hkfedk l oAeQk g\$
 D; kfd vkt ds fo|kFkz gh nsk dk Hkfo";
 g\$ vr% fo|kFkz ka dks xqoRrkiwkZ , oa
 'k\$kd vol jka dh lekurk l sifjiwkZ , oa
 HknHkkojgr f'k{kk Anku djuk nsk
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- **vrjKvH; Lrj** % or\$eku le; ea
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 l Hkh ykxka dks tkx: d ykbz tk, ftl l s
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VII fu"d"l

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- [1] vxpkj] t\$ l h- 1/2012 1/2 % mnh; eku Hkkjrh; l ekt
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- [2] f]onh] jkgy , oa fl g] t\$ vlh- 1/2007 1/2 % t\$, oa
 ck\$) , d l exz v/; ; u] ; wk dEi Vh'ku VkbEl]
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- [3] Qkfm+ k] ch, y- 1/2009 1/2 % vlrjKvH; l Ecu/kj
 l kfgR; izdk'ku] vxjk
- [4] yky] jeu fcgkj h 1/2006 1/2 % f'k{kk ds nk'kud , oa
 l ekt'kkl=h; fl) kr] jLrskh i fcyds ku f'kokth
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- [5] i pk\$ h] MKW fxjh'k 1/2007 1/2 % f'k{kk k vf/kxe Af\$; k
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- [6] i k.M\$] oh-ds 1/2009 1/2 % ikphu Hkkjrh dk jktulfrd
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- [7] 'kek] ch, y- , oa ek\$ojh] ch-ds 1/2009 1/2 %
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- [1] /Wskj] jk[kh fxjkt 1/2018 1/2 **kkar f'k{kk dk
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- [2] xk\$e] eq\$sk d\$kj 1/2018 1/2 **fo'o'kkar , oa l nHkko
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Wi-Fi & Its Security Measures

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ABSTRACT

“Wi-Fi” or wireless fidelity is the ‘long wire’ wireless replacement technology. It refers to the ability of computers to communicate with each other, without the annoyance of sprawling, tangled wires. With an indoor range of about 150 feet and outdoor range of about 300 feet, Wi-Fi is ideal for small and business hot spots or home wireless LANs. Wi-Fi network is a cost effective and intelligent solution to meet the needs of today. While preparing for the demands of tomorrow installing a Wi-Fi network does not require the traditional cable-pulling techniques of the past. Ultimately, a Wi-Fi network takes less time to implement and is more cost-effective to maintain. In spite of this, security issue of Wi-Fi has somehow hindered its popularity. But its recent specification i.e. 802.11n will overcome the security and its other drawbacks. Hence the proliferation of Wi-Fi in the coming years will increase.

Keyword- WiFi, techniques, network, security etc

I INTRODUCTION

WiFi (short for wireless fidelity) is an alias for IEEE 802.11b. It is a high frequency local area network (WLAN), operating on unlicensed spectrum at 2.4GHz range with the area of coverage around 350 feet. It is a type of wireless computer network that uses high frequency radio waves rather than wire to communicate between nodes. Wi-Fi was established to be used for mobile devices, like laptops, in LANs, but is currently progressively used in internet and VoIP phone, gaming, and elementary connectivity of consumer electronics for instance televisions and DVD players, or digital cameras.

II WI-FI: HOW IT WORKS

A classic WiFi setup encompasses one or more Access Points (APs) one or more customers. An AP transmits its SSID (Service Set Identifier, Network name) via packages that are called beacons, which are broadcast every 100 Ms. The beacons are transmitted at 1Mbit/s, and are of relatively short duration and so do not have a weighty influence on presentation. Since 1Mbit/s is the lowest rate of WiFi it promises that the customer who obtains the beacon can transfer at least 1Mbit/s the WiFi standard leaves connection criteria and roaming totally open to the client. This is an asset of Wi-Fi.

WiFi conveys at up to 5 gigahertz, and higher frequency means more data, up to 54 megabits per second. That's fast sufficient for running video or extra data-exhaustive applications. Wi-Fi nodes can also shift frequencies spontaneously, dropping interference from other transmissions.

(a) How to access Wi-Fi?

To use Wi-Fi, we want to have a Wi-Fi allowed device (laptop or PDA) these devices can send and receive files wirelessly from any location equipped with Wi-

Fi access. The data is transmitted over an RF signal from an 'Access Point' installed within a Wi-Fi Region. If we have a laptop or a PDA which is not Wi-Fi supported, we can still access the Wi-Fi facility through a wireless networking card (PCMCIA Card).

(b) Wi-Fi (802.11) specifications

(i) 802.11n

The 802.11n description is the most fresh growth in the realm of Wi-Fi. 802.11n has been greeted as an ideal, easy-touse household networking solution because of its speed and backward compatibility with the slower 802.11b and 802.11g WiFi networking spec. 802.11n will have an extreme throughput of 600Mbps, but will typically control at 200Mbps, about double that of wired 100BaseT Ethernet and almost four times the maximum of 802.11g. Its relatively great speeds have networking companies excited, as there's enough bandwidth to easily stream high definition video wirelessly with the rush to bring faster WiFi. Alliance announced it would begin certifying 802.11n equipment. In initial in March, the Wi-Fi Alliance will certify goods as full 802.11n compliant.

(ii) 802.11g

The 802.11g description is the most usually applied WiFi standard. Similar 802.11n and 802.11b, 802.11g functions in the 2.4GHz spectrum, but without the MIMO benefit of 802.11n, 802.11g is highly subject to interfering from other electronic equipments that function in the same spectrum, such as cordless phones and baby monitors. Through data transfer speeds of up to 54Mbps (real world presentation is around 22Mbps) and a range of about 150 feet indoors, 802.11g is a decent choice for maximum home and minor office networks and is backward compatible with 802.11b. Furthermore, 802.11g lets for broad Wi-Fi hot-spot access. Present 802.11g equipment is fairly inexpensive, making it an imperfect choice for most household networks.

(iii) 802.11b

As the main prevalent WiFi technology, the 802.11b specification deals slower data speeds than 802.11n, 802.11g, or 802.11a, with a theoretical quantity of 11 Mbps and practical performance of around 5Mbps. 802.11b has an inside range of about 150 feet, and it works in the 2.4GHz band, assembly it highly susceptible to intrusion from other devices. Its goods are very inexpensive.

(iv) 802.11a

The peculiar duck of the Wi-Fi specs is 802.11a – it's fewer common but does have sure rewards over 802.11g. 802.11a functions in the 5GHz frequency, so it is few vulnerable to intrusion from mobile phones and microwave ovens. 802.11a has speed identical as 802.11g but they use altered frequencies, henceforth they can't talk straight to one another. If we are consuming 802.11a adapter on a notebook, we won't be able to connect to most Wi-Fi hot spots. 802.11a tool lacks the range of the extra Wi-Fi flavors, straddling only about 100 feet.



The back of a D-Link Wireless Access point showing antenna

(d) Advantages of Wi-Fi

- (i) Several reliable and bug-free Wi-Fi goods on the market.
- (ii) Rivalry amongst vendors has let down prices noticeably since their initiation.
- (iii) Stress-free access and easy to install.
- (iv) While linked on a Wi-Fi system, it is probable to move about without breaching the network connection. Sense of that in Wi-Fi there is always on internet connection at among 10 and 40 times the speed of predictable telephone line. Fast sufficient to convey medium to great quality video. You can contact a web site without waiting 30 seconds.
- (v) Permits LANs to be set up without wiring reducing the costs of network placement and expansion.
- (vi) WPA and WPA2 encryption are not easily crashable if strong passwords are used.
- (vii) New procedures for Quality of service (WMM) and energy saving mechanisms (WMM power save) enable Wi-Fi even more suitable for latency-sensitive applications (such as voice and video) and small form factor devices.

(c) Wi-Fi in gaming

Certain gaming consoles and handhelds make usage of Wi-Fi technology to enhance the gaming experience:

- (i) The Nintendo DS handheld is Wi-Fi friendly. The popular of its Wi-Fi compatible games use only WEP.
- (ii) The play Station Portable includes WLAN to connect to Wi-Fi hotspots or make wireless connections.
- (iii) The Xbox 360 types 1 Wi-Fi accessory: A wireless network adapter.
- (iv) The play station 3 premium model features built in Wi-Fi.

(d) Instances of Standard Wi-Fi Maneuvers

- (i) Wireless access point
- (ii) Wireless Routers
- (iii) Wireless Ethernet Bridge
- (iv) Range Extender

(e) Disadvantages of Wi-Fi

- (i) Spectrum obligations and operational boundaries are not steady worldwide.
- (ii) Power ingestion is fairly great, making battery life and heat a concern.
- (iii) The utmost common wireless encryption standard, WEP are breakable even when properly configured.
- (iv) Numerous 2.4 GHz 802.11b and 802.11g Access points default to the similar channel, supporting to cramming on certain channels.
- (v) Wi-Fi networks have partial range.
- (vi) Wi-Fi networks can be checked and used to read and copy data.

III SOCIAL CONCERNS

(a) Inadvertent and advertent use by outsiders-

The wireless access point delivers no technological defense from unofficial use of the network. Processes to prevent illegal users contain suppressing the AP's SSID broadcast, permitting only computers with known MAC addresses to seam the network, and various encryption standards. Access points and computers using no encryption to eavesdropping by an unsusceptible to eavesdropping by an invader equipped with packet sniffer software. If the eavesdropper has the aptitude to

o alteration his MAC address then he can possibly join the network by deceiving an authorized address.

Still, it is also common for individuals to unintentionally use others Wi-Fi networks without explicit authorization. Operating

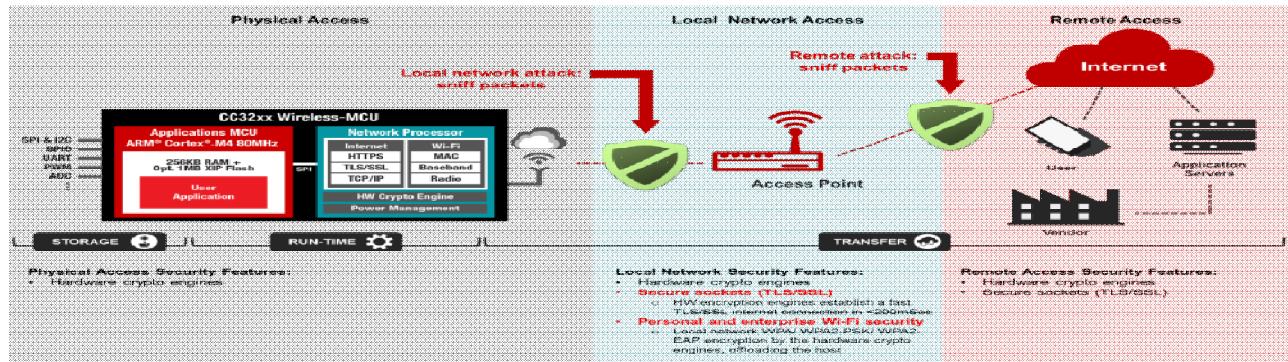


Fig. 1 Local Network Security Features in Action

(c) SSID (Service set identifier)

Network entrance control can be implemented using an SSID allied with an AP or group of APs. The SSID delivers a tool to “segment” a wireless network onto multiple networks serviced by one or other APs. Each AP is planned with an SSID corresponding to a specific wireless network. To access this network, client computers must be configured with the correct SSID.

(d) Media access control (MAC) address filtering

To increase the security of an 802.11 network, each AP can be programmed with a list of MAC addresses associated with the client computers allowed to access the AP. MAC address filtering along with SSIDs provides improved security, but is best suited to small networks where the MAC address list can be efficiently managed.

(e) Wired Equivalent Privacy (WEP)

WEP was intended to provide the same level of security as that of a Wired LAN. The primary goals of WEP include prevention of unauthorized access to the network, data security and data integrity. WEP security has two subsystems: Authentication and data Encryption. Commonly employed authentication in WEP is Shared Key Authentication.

(f) WEP Authentication.

The shared key authentication employed by WEP uses an exchange of challenge and response messages between the client and the access point. Access points and computers using WEP encryption are vulnerable to eavesdropping by an attacker armed with packet sniffer software. If the eavesdropper has the ability to change his MAC address then he can potentially join the network by spoofing an authorized address. The newer Wi-Fi protected access (WPA) and IEEE 802.11i (WPA 2) encryption standards do not have the serious weaknesses of WEP encryption. Therefore, users of Wi-

systems such as windows XP SP2 and Mac OS X automatically connect to an available wireless network, liable on the network configuration.

(b) Security measures

Fi, should use improved security tools like WPA, dedicated VPNs and IEEE 802.11i standards.

(g) Wi-Fi Protected access (WPA)

This is the newest standard adopted by Wi-Fi alliance (WFA) and is a subset of the longer-term 802.11i solution.

(h) WPA Authentication

In this standard a remote authentication Dial in User service (RADIUS) server user the RADIUS decorum for verification and session key issuance. Still, the authentication used in WPA is shared as opposed to one-way verification used in IEEE 802.11s.

(i) WPA Encryption

To decrease the decipherability of the key stream used in WEP, WPA substitutes it with a newer mechanism TKIP. TKIP, formerly WEP2, is intended to be an interim solution to the problems seen in WEP.

(j) WPA has two significant advantages over WEP :

- An encryption key opposing in every packet . The TKIP mechanism stakes a starting key between maneuvers. It is very difficult for hackers to read messages – even if they’ve interrupted the data.
- Certificate Authentication (CA) can be used , blocking a hacker’s access posing as a valid user.

(k) IEEE 802.11i standards-Based Wireless Security

802.11i is a novel security standard. It addresses the flaws of WEP-based wireless security .scripting gears exist that can be used to take benefit of flaws in the WEP key algorithm to positively attack a network and notice the WEP key. The 802.11i standard addresses the user auth

entiation and encryption flaws of WEP-based wireless security.

The next components of 802.11i are included in the initial WPA release:

- (i) 802.1x verification framework
- (ii) TKIP
- (iii) Key pyramid and management
- (iv) Cipher and authentication negotiation

(l) Port-Based Authentication with 802.1x

The IEEE 802.1x standard specifies generic, extensible port-based authentication that applies to both wireless and wired Ethernet networks. The standard specifies a framework that accommodates various authentication means such as certificate based authentication, smart cards and traditional passwords. It is used to firmly establish an authenticated association between the client and the AP.

802.1x does not require a exact protocol for authentication instead, it specifies that the extensible authentication protocol (EAP) will be used. EAP is an encapsulation protocol that allows different authentication protocols to be selected and used.

(m) TKIP (Temporal Key Integrity Protocol)

TKIP enables secure dynamic key generation and exchange. It provides the following important improvements over WEP.

- (i) Active keys – Allows per-session and per-packet dynamic ciphering keys.
- (ii) Message integrity checking (MIC) to confirm that the messages have not been interfered with during transmission.
- (iii) 48-bit IV hashing – Longer IV (used in conjunction with a base

key to encrypt and decrypt data) evades the weaknesses of the shorter 24-bit WEP RC4 key.

- (iv) Alteration of WEP security susceptibility in which the IV is referred in clear text over the wireless connection.

(n) Key Hierarchy and Management

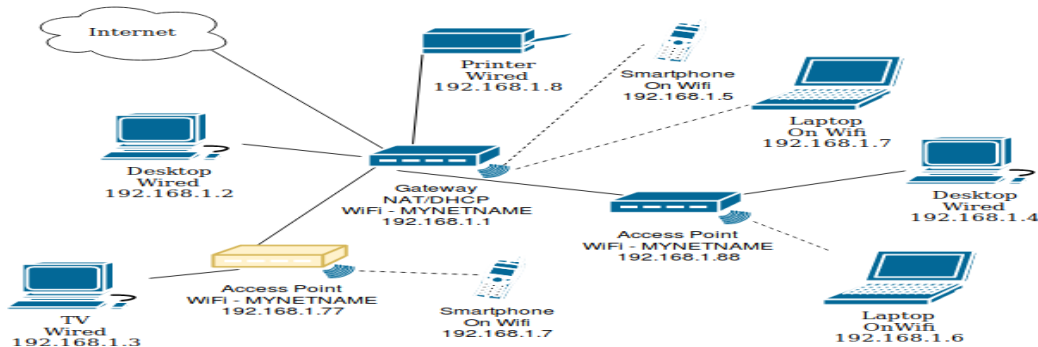
WPA delivers for more safe and better key creation and management this competence helps to safeguard against known key attacks.

(o) Cipher and Authentication Negotiation

WPA recovers interoperability by needful APs to “announce” their supported ciphers and authentication mechanisms. Customers wanting to authenticate to the AP via WPA can obtain this declaration and respond suitably via a policy-based decision.

(p) Virtual Private Network (VPN)

- (i) VPNs are broadly used for wired networks in the enterprise sector. A VPN can be used to make a safe virtual “tunnel” from the customer’s device to the VPN server of Wireless internet service provider (WISP) VPNs can allow the access of files and facilities on the VPN server’s network. There are several VPN flavors and several different ways we can go about for receiving this type of encryption, such as:
 - (ii) Use a company-provided VPN
 - (iii) Create and use your own VPN server
 - (iv) Purchase hosted VPN access or software
 - (v) Use “clientless” SSL VPNs



VPN setup to the access point

IV USES IN LIBRARY SERVICES

In this era is concept of E-Library and E-Resources. Mostly literature is available in electronic form. Today's libraries are computerized and digitized. Wi-Fi is most important tools for access all e-resources and e-literature on laptop and mobile. Without Wi-Fi is not possible better library services because if any institution is not connected through Wi-Fi then not possible better extension of library services.

V CONCLUSION

After a sluggish start, the WiFi community has spoken the problems associated with safety proactively. Hence, we can conclude that security is at best, minor concerns do not have the possible to obstruct the proliferation of WiFi in the coming years. The safety solutions that are accessible are soon to be wired by replacing important components of WEP with WPA via software promotions to the wireless client systems and APs. This answer will provide suitable security for both small home or commercial networks and larger networks.

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Rural Women Entrepreneurship in India: Opportunities and Challenges

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ABSTRACT

Rural Women Entrepreneurship Development is necessary for the overall economic and social development of society as well as nation. In spite of large negligence about the rural women's entrepreneurial potential, managerial skill and socio-economic contribution, they are now increasingly run their own business. In fact, development of women entrepreneurship is the base to empower the women. In present era, women are being empowered in both the area – socially as well as economically through business ownership due to gaining importance of globalization and economic liberalization in India. Now, it is necessary to pay high attention towards the economic empowerment of rural women not only for the real and sustainable development of our country, family and community but also for the women position in the society. This paper will present a view on parameters needed to enhance the rural women's entrepreneurial skill and their empowerment.

Key words: Entrepreneurship, Development, Rural Women, challenges, Problems

I INTRODUCTION

It has been said by the former Prime Minister Mr. Jawaharlal Nehru that anyone may be able to tell condition of a nation by looking at the status of its women. It means entrepreneurship may be defined to be more creative, more innovative, more motivated, more economical and financial independent. Setting a new business or reviving an existing business taking advantages from new opportunities may be treated as Entrepreneurship. Indeed men and women of any country are the two wheels of a cycle of society. Hence it is needed equal contribution from both of them for building and developing a healthy nation. Women are also running an enterprise without specific struggling for entrepreneurial development. With the development of globalisation, modernisation, urbanisation and development of education and business in the India, the scenario of women is changing drastically because they have ability not only to solve the problem but also to motivational ability along with persuasiveness quality. They are highly conscious about their rights, social position, work and career etc. They are also able to know how they may win and how they may lose gracefully. In spite of all these, they are struggling for freedom in rural sector. Hence we have tried in this paper to analyse the present status & challenges which are being faced by rural women entrepreneur to slow progress.

II MEANING OF RURAL ENTREPRENEURSHIP

The entrepreneurship relating to the rural area may be defined as rural entrepreneurship. It may also be called the rural industrialisation i.e, establishment of large and small unit in the rural area or shifting them from urban to rural area without originating or sustaining entrepreneurship.

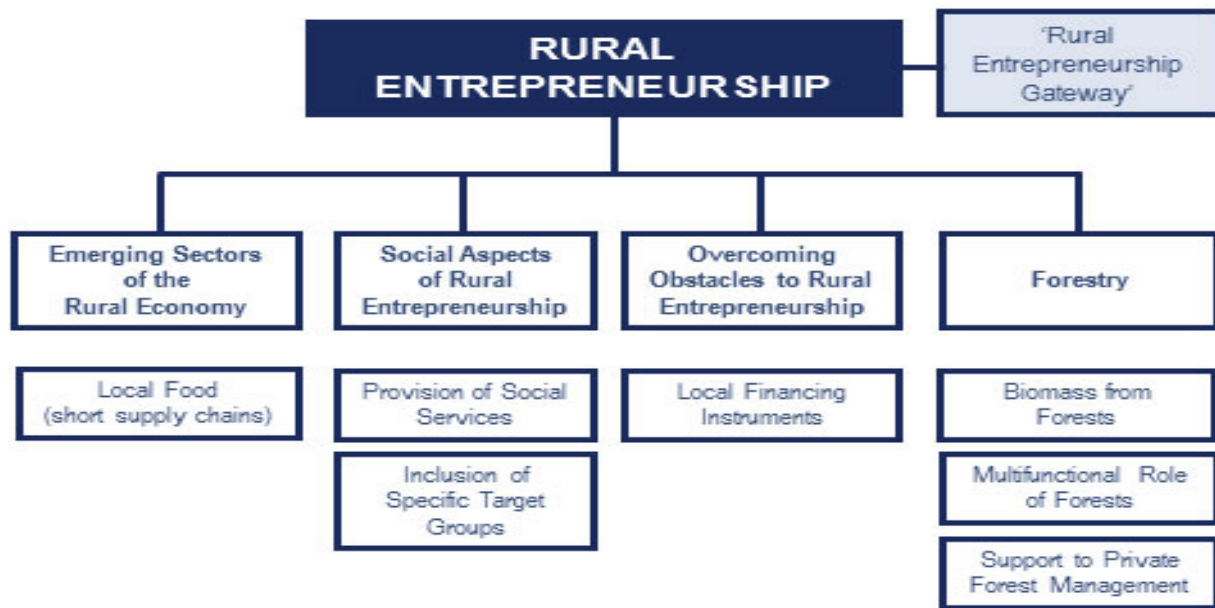
III MEANING OF WOMEN ENTREPRENEURSHIP

A women who is ready to accept challenging role not only to meet out her personal needs but also to become economically self- independent may be called a women entrepreneur who is capable of contributing true values in not only family but also social life because they are normally aware about their traits, rights, and work situations. In digitalisation era, women are turning their self from job seekers to job creators by growing and flourishing as an entrepreneur such as designers, interior decorators, exporters, publishers, garment manufacturers.

IV ENTREPRENEURSHIP OF RURAL WOMEN

In deed Indian Rural women leads not only to the society but also the Nation through making the family. The contribution of women entrepreneur towards the Indian Nation's economic development has been recognising since last two decade.

According to of statistics women in India 2010, proportion of female main workers to total population in percentage is 16.65 in rural areas and 9.42 in urban areas this shows overall less contribution of women in work but more percentage of women workers in rural areas. Women in entrepreneurship has been largely neglected both in society in general and in the social sciences. Not only have women lower participation rates in entrepreneurship than men but they also generally choose to start and manage firms in different industries than men tend to do. Entrepreneurship development among rural women helps to enhance their personal capabilities and increase decision making status in the family and society as a whole. (Sharma, et.al., 2012)



Source: <http://enrd.ec.europa.eu/enrd-static/networks-and-networking/national-rural-networks/joint-nrn-activities/nrn->

[ruralentrepreneurship-thematic-initiative/en/nrn-rural-entrepreneurship-thematic-initiative_en.html](http://enrd.ec.europa.eu/enrd-static/networks-and-networking/national-rural-networks/joint-nrn-activities/nrn-rural-entrepreneurship-thematic-initiative/en/nrn-rural-entrepreneurship-thematic-initiative_en.html), August, 2014.



V OPPORTUNITIES AVAILABLE TO RURAL WOMEN ENTREPRENEURS

- (a) There are various schemes to develop Rural Women there self
- (b) Various National Rural Employment Programs are being implemented to develop the Rural Women.
- (c) Entrepreneurship Development Institute of India has been established to develop them
- (d) Various educational institution to educate the rural women are being established
- (e) Social Rural Entrepreneurship is also being invented and developed
- (f) Provisions are being made towards allotment of various type of funds for the innovation in rural areas
- (g) Various Regional Rural Development Centres are being established and developed

VI BASIC AND MOST IMPORTANT CHALLENGES FOR INDIAN RURAL WOMEN ENTREPRENEURS

- (a) **Challenges relating to Family** - There is absence of being practical and professional in the practical life among the Indian Rural Women because they are normally attached with their families with high emotion. Hence they are normally overburdened with the responsibility of family. These responsibilities take a major part of time and energy of these women. It makes them unable to pay proper attention and run their enterprise smoothly and successfully.
- (b) **Challenges relating to Family and Society** - Although there are various family challenges which have the impact on the individual yet social challenges also have impact on the individual to a great extent. It may be explained by an example if I and my friend graduated at the same time and I choose to be an entrepreneur and my friend seeks a job. Now he has acquired the flat and car and all the things which he wants he has purchased with bank loan facilities but I am not being able to show off anything, so this is the place where we have to face a challenge for being entrepreneur.
- (c) **Indian Rural Women are not able to have self confidence** - Indian Rural Women does not have self confidence to be strength and competence in the field of entrepreneurship because family members as well as society do not help women to enhance the entrepreneurial skill. Although now-a days this situation is being changed.
- (d) **Low rate Literacy of Indian Rural Women** - In spite of various efforts for enhancing the literacy among the women, we are not able to enhance the literacy rate among women at a desired level in the education field because of poverty, early marriage, low social economic status etc. due to inadequate education, Indian rural women does not able to have knowledge about the new methods to enhance the production and to reduce the production cost as well as new marketing methods to enhance the sales and other government support to enhance and survive in the entrepreneur area.
- (e) **Inability to bear the Risk** - It is most important to have risk bearing capacity to be a successful entrepreneur. It is not found in sufficient quantity in the Indian Rural Women because they are bound to lead a protected life i.e. being dependent on the male members of the society for taking any decision e.g. if a women become a gram Pradhan she goes everywhere with her husband and take maximum decision with the consent of her husband. Hence they are not being able to understand the risk which is needed to run an enterprise smoothly.
- (f) **Difficult to procure the Raw Materials Timely**- To procure raw material timely and adequately is an essential elements for being a successful entrepreneur, but to do so seems very much difficult due to poor connectivity and transportation for the rural entrepreneur. For rural women it is more difficult to acquire the raw material and other necessary inputs at the lower or prevailing market rate.
- (g) **Lack of Sufficient training Facilities for Rural Women**- Due to lack of insufficient training facility for Indian Rural Women, they are not able to acquire and enhance the technical knowledge and do not become able to stay strong in the market successfully.
- (h) **Tough Legal Formalities** - To obtain the licence is necessary to run an enterprise but it had to fulfil the various tough legal formalities which seem impossible for rural women entrepreneur because of their illiteracy and ignorance. Moreover corruption in Government office and delays in legal formalities to acquire licence, electricity water and shed allotment make it more difficult to rural women to be a successful entrepreneur.
- (i) **Difficult to arrange the required fund for enterprise** - Tangible assets and goodwill is needed to acquire the external funds, but rural women neither have sufficient tangible assets and goodwill in the market so they remain unable to get the required fund needed for their entity. Moreover sufficient banking facilities are also not available in the rural area in comparison to urban area due to being expansive.
- (j) **Difficult to face the cut throat competition** - Due to globalisation and liberalisation, competition in the market is growing continuously and now every entrepreneur has to face cut throat competition in the market. This is more difficult situation for the Rural Women Entrepreneur. Hence they are bound to depend on the middle man to survive.
- (k) **Lack of sufficient Managerial Ability** - Now a day's management of an enterprise may be made effectively by the efficient managers i.e. management has now been a specified job which may be acquired by sufficient and specified education. Since Indian rural women entrepreneur are not properly literate and trained, so they are not efficient to take decision in relation with the managerial functions such as planning, organizing, controlling, coordinating, staffing, directing, motivating etc.
- (l) **Domination of Indian society by Male** - In India, society is controlled and governed by the male members. Entrepreneurship is also being dominated mainly by the male members because it is thought that there will be greater risk to finance that venture which is being run by the women. Hence the Indian rural women entrepreneur becomes discourage.

(m) Exploitation by Middle Men - Due to biologically delicate, women are not able to go here and there for various activities relating to marketing and collection of money. Hence they are mainly dependent on the middlemen to perform such activities properly. But such middlemen charges high profit from such entrepreneurs hence there is decrease in the sale consequently in the profit also.

VII SUGGESTION TO FACE CHALLENGES PROPERLY

If we really want to develop rural women entrepreneur and to enable them to play important role in the economic development of India, we must take the following steps: -

- (a) Government must make essential arrangement to provide better educational facilities training and schemes in the rural area as compared to urban area.
- (b) Government must also provide various training programme on entrepreneurial skill and management qualities to the interested rural women
- (c) Counselling must be provided to the Indian rural women through the NGOs, Managerial experts and technical person.
- (d) Government must provide assistance in the field of marketing, sales and finance to the Indian Rural Women
- (e) Government must make sufficient provision for micro credit system and enterprise credit system at the local level.
- (f) To handle the various problems in whole India easily, government must establish a rural women entrepreneur's guidance cell for rural women entrepreneurs.
- (g) To provide proper and required training to Indian Rural Women Entrepreneur, government must start a well designed entrepreneurial attitudes course at the high school level.

VIII CONCLUSION

Present digitalization scenario is speedily changing with technology development, modernization, industrialization, urbanization, education and development etc. In such circumstances, employment opportunity for rural women has increased drastically. Rural women being the highest population in India are unaware of the potentiality they hold in lighting up the economy because they are not properly and sufficiently educated to fulfil all the legal formalities and procedure to acquire the loan and for the establishment of an enterprise in India. Certainly entrepreneurship development among women will improves both – wealth of nation as well as the family. But they are required to receive full support and encouragement from the various groups of the nations such as family members, government,

society and male counterparts etc., so that they can not only join the main stream of national economy but also contribute to the economic development. Indian Government must draw up a full proof plan in the functional area e.g. finance, literacy skills, marketing, production and managerial skills so that the Indian Rural Women Entrepreneurs can work more on empowerment through capacity building programs and training. Hence government and Indian Citizen must create a affirmative atmosphere to enhance the self employment i.e. to motivate people for entrepreneurship establishment specially women. Undoubtedly, if Indian university and institutions pay their main attentions towards women's business education, there will be more women entrepreneur in India. Hence we may say that without proper training, it will certainly be not possible to develop the Indian rural Women Entrepreneur in India. Therefore, if Indian Government really wants to provide the sufficient training to enhance the entrepreneurial skill and to provide a path of success to rural women, government must provide technical, entrepreneurial and skilful training to the Indian Rural Women. Therefore, as a result it may be concluded that there is a great and bright [prospect for rural women entrepreneurship in India.

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An analysis of Role of Madhya Pradesh Tourism Development Corporation in Promoting Tourism in M.P.

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ABSTRACT

India is a land of diversity where people of different culture and casts lives together. Among all the states of India Madhya Pradesh has its own beauty and attraction for National and International tourists. As it is situated in the centre of the country it is called as the hearts do India. It is among the 10 largest state of India. Area of M.P. is 3,08,252 km². Further the State is well connected to other cities through rail, road and air. The government of Madhya Pradesh has taken many initiatives to develop the infrastructure facilities in the state. Madhya Pradesh Tourism Development corporation was established to give speedy growth to the tourism activities in the state. MPTDC is making many plans and policies to promote the tourist activities so that the heart of India can be known as the world tourist place of the world. There are many places to see in Madhya Pradesh but very easy to miss while planning for the trip or holiday.. In this paper the researcher tries to introduce the MPTDC and its role in promoting tourism in the state.

Keywords: Tourism, Development, Promotion, Planning

I INTRODUCTION

Indian state Madhya Pradesh was established 1 November 1956 and its population is approx 7.33 crores. The capital of M.P. is Bhopal and total 51 states are there in it. "Madhya Pradesh is called the "Heart of India" because of its centre location. It is the home of variety of culture and heritage. People belong to different culture and cast like Jain, Buddhist, Muslims, Sikhs and Christians lives here peacefully. Madhya Pradesh has won Best Tourism state award for 3 consecutive year in the year 2017, 2016 & 2015. The natural environment of madhya Pradesh is Varied, main rivers of the states are Narmada, Son, Tapti, Son Betwa etc. Few seasonal rivers also flow in the states. Three UNESCO world Heritage Sites are situated here Sanchi Buddhist monuments, Bhim Betka the rock shettes and Khajuraho group of monuments. Many festivals are celebrated here by different cultures like Holi, Diwali, Bhagoriya, Khajuraho Dance festival, Ujjain Literary fair Mandu festival etc. After many attractions M.P. is not getting that much of tourist arrivals in comparison to other states like U.P., Rajasthan, Kerala etc. Madhya Pradesh tourism can be characterized in the following trends:

- (a) The culture of Madhya Pradesh attracts the foreign tourists.
- (b) Changing interest of domestic tourists from nature resorts to wildlife areas.
- (c) Scope in the field of nature, adventure and tribal art tourism is increasing day by day.
- (d) Variety of tourism product is available for National and International tourists.

Long ago Tourism was the activity of rich people where they go for the purpose of hunting or for rituals, now a days it is not only limited to rich people but people from middle or lower class also go for travelling .Because of this change in the concept of tourism, industry has been changed and growing very fast and rising as a highest revenue generated

industry also. Domestic tourist arrival in M.P. has been increasing since last seven years. Foreign tourist arrival in M.P. has doubled in last 8 years. Madhya Pradesh is also called as a Tiger State because of the population of tigers. Famous National parks like Kanha, Bandhavgadh, Shivpuri, Sanjay Gandhi and Pench are located in Madhya Pradesh. Indore is the commercial city of the state and has many historical connections and Bhopal is the capital of Madhya Pradesh, which is the home to a number of big and small Mahal and mosques, art and archaeological museums and a zoological park. Everyone is knowing about Gwalior and its Fort, It is famous for Rani Lami Bai the queen of Jhansi. Ujjain, Orchha and Mandu are other important destinations of Madhya Pradesh.

MPTDC (Madhya Pradesh Tourism Development Corporation): M.P. Tourism Development Corporation was established in the year 1978 to promote tourism activities and for the regulation of tourism, 13 residential units, 6 vehicles and 29 officers were appointed. For direction and regulation of MPDCL 12 members were directed by the state. There are total 8 members in the panel of board of directors. The corporation was constituted by the state government. To make the departmental structure total 1097 posts were sanctioned a tourism promotion unit (TPU) was constituted in which total 11 posts were sanctioned. Not only this but to facilitate tourists services in the state there are 6 regional offices has been established, 15 tourism information centers, 18, and outside the state there are 12 satellite offices are functioning. For the regulation of daily work, residents, transportation and other units the board have group of managing directors, Grade-I, Grade-II, Grade III and Grade IV officers Total 689 officers are working for successful and effective regulation. Other than this special service board takes helps from private agencies and labors.

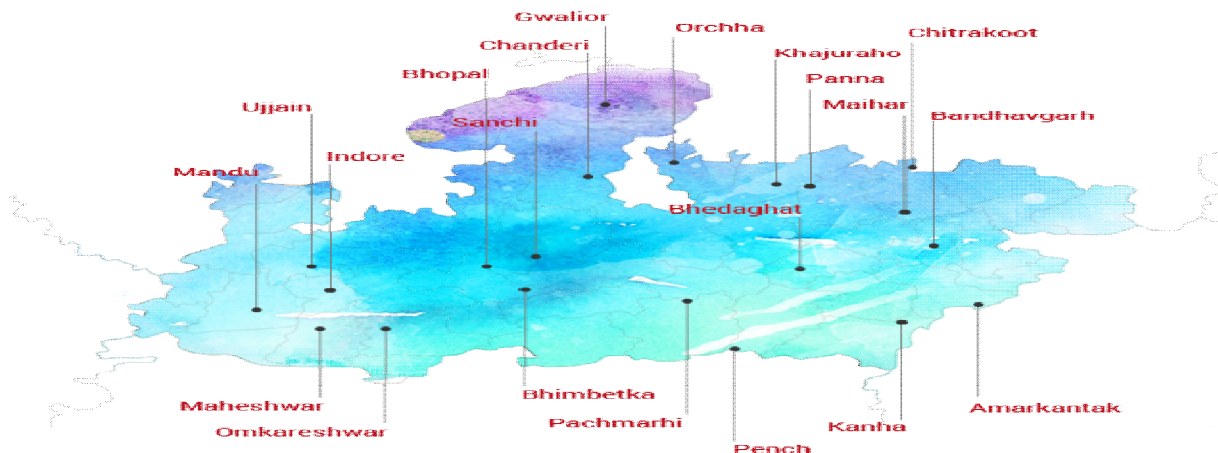
Top 10 tourist destinations in Madhya Pradesh

S. No.	Domestic	Foreign
1	Ma Sarda Mata Mandir Maihar,	Satna Khajuraho, Chhatarpur
2	Omkareshwar, Khandwa ,Orchha,	Satna, Sanchi, Raisen, Tikamgarh
3	Ramghat	Chitrakoot
4	Pitamber Peeth,	Datia Bandhavgarh, Umaria
5	Mahakal mandir,	Ujjain Bandhavgarh National park, Panna
6	Pashupatinath mandir,	Mandsaur Bhera ghat, Jabalpur
7	Mata mandir,	Sehore Bhojpur, Raisen
8	Amarkantak Kavan Temple,	Anuppur Diamond mines, Panna
9	Ancient Fort (Gadi),	Kharwahi, Satna Kanha National park, Mandla
10	Khajuraho,	Chhatarpur Vishwanath Mandir, Madibagh

Source: M.P. Tourism Department

Till the year 2017 the authorized capital of MPTDC was Rs 100,000,000 crores and it has total 64 residential units and 7 non residential units and approx 113 vehicles for the purpose of roaming. MPTDC is now making plans and working on setting and targeting these plans in a right direction. And renovating each of its property and improving it and many of them are ISO certified. It has been developing new and attracting products like railway coach restaurant Shan-E-Bhopal at Hotel Ashoka Lake View, which won a National Award for Most Innovative Product in 2006-07 and cruises for cruise tourism". A "state of the art" Tourist Reception Center (TRC) cum headquarters of the Madhya Pradesh Tourism is easily the most visible symbol of resurgence in the tourism sector of the state. Domestic and International tourists get attracted by the richness and diversity of the state. Madhya Pradesh has been emerging as one of the best place of

India in many aspects of tourism. It is not only famous for Tigers but it is also known for three world heritage sites (Sanchi, Bhim Bethka and Khajuraho) and for pilgrimage like Mahakaleshwar, Omkareshwar etc. Madhya Pradesh has Fossil National Park in Dindori which is famous worldwide. The Government of Madhya Pradesh in collaboration with MPTDC has initiated a number of measures to promote tourism and get a position of the state as a leading tourism state. Department is looking forward to develop new tourist destinations and improving the existing location. The tourist infrastructure is being improved with assistance from the central Government. While considerable work has been done and the state is now being recognized as one of the leading tourism states of the nation, much more still needs to be done.



MPTDC in collaboration with private players has identified many palaces and forts and converting these in the heritage hotels in which world-class facilities are to be provided to the tourists. The State Government is improving the road connectivity of the state in interior area of villages so that the village tourism and tribal tourism can be promoted. These contracts have to be given to the private companies which are charging toll tax on vehicles and by generated revenue they are doing proper maintenance

of the roads. To give relaxation to tourists the State government is rationalizing the taxation that will give benefits to the tourism for example: the luxury tax, has been halved from last 5 years during the off-season many offers are provided to the tourists and air connectivity of the state is being improved and tax on aviation turbine fuel has been brought down from 28 per cent to 20 per cent. So the government is being very encouraging." Madhya Pradesh has for the first time bagged the National Tourism Award in 2006-07 for its performance in the tourism sector.

II FUNCTIONS OF MPTDC IN PROMOTING AND DEVELOPING TOURISM IN M.P.

The Madhya Pradesh Tourism Development Corporation is performing many activities to develop the tourism in M.P. It has created many attracting advertisements like **Hindustan ka dil dekho, M.P. me dil hua bachche sa** and many more. The tagline for their promotion is “Bahut kuch hai khas, Bhopal ke aas paas”.

Big brands of hotel industry like Oberoi, Trident and Fortune groups, Holiday Inn, in collaboration with MPTDC are planning to open and expand its presence in Madhya Pradesh. Oberoi Hotels acquired an old fort near Khajuraho, and converting it into heritage hotel.

MPTDC is doing tremendous job in the field of tourism and six properties of it have been given three star classification and ISO certification to four of its properties.

To promote tourism in the state the MPTDC is not only searching and discovering new destinations but improving the process of marketing of existing spots.

Because of its marketing campaign the number of tourists arrival in M.P. has been increased by 25% especially at UNESCO world heritage sites. and made the locals aware about the natural beauty and heritage of the state.

To attract tourist from all over India the MPTDC has opened its office in southern states like Hyderabad, Tamil Nadu and Karnataka.

Before few years MPTDC had only 8 rooms in Sanchi as per the demand of tourist it has been now increased by 18 rooms. Connectivity of roads to all the sites are improved and sites itself also been upgraded.

To promote wild life tourism the MPTDC had improved the transportation and accommodation services in Jungles like Jungle safari, Houseboats jungle resorts and AC rooms in the island of Hanuwantiya etc.

Many fairs and festivals are being hosted and celebrated by the MPTDC at different places like Jal Mahotsav festival at Hanuwantiya.

Madhya Pradesh Tourism board is publishing An English coffee-table book every year and it won the national award for Excellence in Publishing.

Madhya Pradesh also has many sites where film producers from Hollywood and Tollywood are shooting their movies like Orchha, Maheshwar; Bhopal Lake etc. Madhya Pradesh received an award for Film Promotion Policy in the category of Best Film Promotion Friendly State at National level.

The Hindi brochure published by Madhya Pradesh Tourism in Simhastha-2016 also won the national award for Excellence in Publishing in Hindi.

III FINDINGS AND SUGGESTIONS

Through above details given by the researcher we can see that the MPTDC is doing an amazing job to promote tourism in the state. But still few improvements are required to be done so that Madhya Pradesh can be seen in front of all the tourism places on the world Map. To give the state a unique selling proposition the government has to learn to sell its destination in a right way. To increase the inflow of tourist many changes are to be needed. Road Development Corporation is doing its job properly but still road connectivity is not as good as it should be. Roads in interior areas are really in very bad condition. There is very low or no connectivity by air. Bhopal the capital of M.P. does not have International flights in its airport and only few flights are available from Raja Bhoj airport. The tax rates are unaffordable for middle class tourists. State has a wide scope in the field of tourism but needs to be directed towards the right path. This is the right time when the Government should make some concrete plan for tourism promotion. M.P. government with the help of MPTDC should function together from top to bottom for the betterment of tourism in the state. In Bhopal there are many monuments like Taj Mahal and Moti Masjid which can be improved and maintained through proper plan. Many hidden places are there which are not identified yet for tourism purpose. There are many hotels which are counted as heritage hotels but no one among them is included as 5 star hotels which gives a bad impression on international tourists. The government of Madhya should do something at rapid level so that the tourists inflow in the state can be increased. MPTDC should draw plans to celebrate different festivals and fairs at tourist places to attract travelers. MPTDC has no mechanism to count the inflow of tourists in a particular year, so it should be developed as soon as possible. Madhya Pradesh government should concentrate on the cleanliness of the state because it is a major point where tourists get disappointed. Locals should be trained about how to behave with outsiders? The government had increased the fee for jungle safaris which is not good from the tourism point of view. New tourist destinations are not having proper facilities which disappoint the tourists. For instance, a complete safari (including park fees, etc) used to cost Rs 1,000, while it now costs Rs 2,500. Decrease of 20 percent in the number of people approaching for safaris, put off only by the increase in prices,” MPTDC with the state government has made the state more and more beautiful which has increased the number of visitors. The Madhya Pradesh state tourism development corporation Ltd. has undertaken will not just provide convenience to the visitors but also develop the state overall. By this

the state has gained a lot of popularity in other state of country.

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